

**Strengthening Collaboration:
Meeting the English Language and Literacy Needs of Multilingual Learners**

by

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Abstract

This capstone project aims to strengthen the collaboration between the school librarian and the classroom teachers to meet Multilingual Learners' (MLs) English language and literacy development needs. Collaboration between the school librarian and classroom teachers can be strengthened by Professional development, implementing collaborative strategies integrating DEIB concepts in instructional and non-instructional initiatives. The instructional initiatives cover activities involving collaborative work in co-planning and co-implementing instruction infused within DEIB concepts. The non-instructional initiatives comprise activities that will involve not only the partner educators but also other school staff. These are book study, inquiry group, I Coll-DEIB Briefs, DEIB Books of the Month, and Yearly Inventory of DEIB Books. Integration of DEIB concepts in various initiatives would make the MLs feel respected and accepted, motivating the MLs to study, improving their English language and literacy development. Recommendations include further research to bridge the gap between the current extent of collaboration between classroom teachers and school librarians and their willingness to collaborate. Determine the impact of instructional and non-instructional collaborative initiatives on students' academic achievement; investigate DEIB best practices and strategies in schools; find out how schools can successfully create a culture among administrators, faculty, students, and parents meaningfully committed and engaged in DEIB. Determine the most effective ways to monitor and measure the progress of DEIB concepts, the best way to engage in curriculum development that seamlessly embeds and integrates DEIB concepts into the assessment to show students' learning.

Keywords: Collaboration, English Language and Literacy Development, Multilingual Learners, diversity, equity, inclusion, and belonging

Chapter 1: Introduction

The United States is a kaleidoscope of human races with diverse cultural and linguistic backgrounds. According to the National Center for Education Statistics (2021), about 5 million children in U.S. public schools learn English in the fall of 2018. These children learning English are sometimes called English Language Learners (ELL), Emergent Bilinguals, Newcomers, Students with Interrupted Formal Schooling, Dual Language learners, Long-Term English Learners, Heritage Language Learners, Students with English as an Additional Language, Students who speak varieties of English or Indigenous languages, Standard English Learner, Reclassified Fluent English Proficient, Seal of Biliteracy Students and Standard English Learner (Singer, 2018; Wright, 2019) However, all mentioned terms focus on the diverse learner's learning deficit in learning the English language. It is essential and proper to highlight the assets, strengths, and the students' multiple resources and language knowledge (Gonzales-Howard et al., 2021). Thus, Multilingual Learners (MLs) are appropriate to use for this diverse population of learners. Some educators and authors use the term Multilingual Learners and English Language Learners interchangeably. Interestingly, MLs and ELs share some but not all characteristics (Snyder & Fenner, 2021). According to the Wisconsin Center for Education Research (WIDA, 2021), the term "Multilingual Learners" refers to all children and youths who have been consistently exposed to multiple languages; they are all students who meet and/or interact in languages in addition to English regularly.

Schools in the United States often serve as the portal for receiving and serving young MLs (Westernoff et al., 2021). There are 88,838 MLs enrolled in Maryland alone based on the 2020-2021 October Enrollment survey (Maryland State Department of Education, 2021). With the growing number of ML population in schools in Maryland, the schools are in a challenging

situation to improve the English language proficiency level, English language, and literacy needs of the MLs. Under Every Student Succeeds Act (ESSA) 2015, ELLs are required to take Science, Reading/English Language Arts, Mathematics, and the World-Class Instructional Design Assessment Assessing Comprehension and Communication in English State-to-State, (WIDA ACCESS) assessments, regardless of how long they have been in the US (Baker and Wright, 2021). The MLs are required to take the test in these content areas while still learning English, which might contribute to their low performance in the test. Unfortunately, the 2020 WIDA ACCESS School Frequency Report (WIDA, 2020) revealed that 55 % of MLs in the Judge Sylvania Woods Elementary School failed to meet the English Language Proficiency. Consequently, the school is searching for ways to better the results of the various high-stakes state assessments; simultaneously, to meet their English language and literacy needs, schools should nurture the students' literacy development to ensure academic success (Ford, 2017). Collaboration can be a promising strategy that can help diverse learners in their English language and literacy development and can produce many benefits that cannot be accomplished alone (Kammar et al., 2021).

Collaboration between the school librarian and the classroom teachers has been practiced at the Judge Sylvania Woods Elementary School. However, more work still must be done to benefit the educators, the students, and the school. The school librarians who have access to great resources can work with the classroom teachers by making the library and classroom a welcoming place and features resources that will accommodate the students' needs. Henderson et al. (2020) said that when students feel welcome in their schools, they are more likely to succeed socially and educationally than the students who feel unwanted and insignificant in school.

School librarians should serve as instructional partners as stipulated in ESSA of 2015 (American Library Association, 2018). This policy emphasized the importance of literacy in student academic success. ESSA is noteworthy for its explicit designation of school librarians as members of the literacy instruction team. In addition, the library provision allows time for teachers and librarians to meet, plan, and collaborate on comprehensive literacy instruction. Therefore, collaboration is a response to what is required in ESSA.

The partnership between the school librarian and classroom teachers to achieve students' successful academic efforts can be instructional and non-instructional. More importantly, this collaborative partnership can be well appreciated by the MLs if it will incorporate diversity, equity, inclusion, and belonging (DEIB) concepts. The school librarian and classroom teachers being instructional partners, can co-plan and co-implement instruction. The librarians are in the unique position to positively impact MLs through book collections that will motivate the MLs to read books in English and their heritage languages, enabling them to cultivate English language proficiency. The school librarians must continually add diverse titles to the book collection to make the MLs feel represented and read books where they can relate. Since the school serves diverse students and staff representing varieties of race, culture, ability, sexual identity, religion, gender, among others, the programs, and collaborative initiatives must embody the diversity of their communities and the larger world (Ford, 2017). In this way, the MLs will have a sense of belonging that may facilitate learning, accept differences, and increase knowledge about the world. The school and classroom libraries must be adequately equipped with diverse and multicultural books that will benefit the diverse population of students. The classrooms must become spaces where everyone is affirmed and included, and young people must see themselves and their lived experiences in the curricula (Fishman-Weaver, 2019). Successful collaboration

would benefit the students by becoming lifelong learners, increased achievement, help to develop 21st-century skills, and grow as empathetic global citizens (Copeland & Jacobs, 2017; Gregory, 2018; Henderson- Murphy, 2018).

Thus, the purpose of this capstone project is to strengthen the collaboration between the school librarian and classroom teacher to meet the English language and literacy development needs of the MLs. An online professional development will be conducted in partnership with school librarians and classroom teachers to support collaboration and introduce collaborative initiatives integrated with DEIB concepts. Collaboration initiatives are hoped to empower the librarians and the classroom teachers to fully serve the MLs to learn and understand diversity in their schools and the larger world.

In Chapter 2, I will present a systematic review of various research on collaboration, the theoretical underpinning that collaboration is necessary, the benefits, and roadblocks to persuade the school librarian and the classroom teachers that they can surpass these challenges. I will also present literature on collaborative initiatives integrated with diversity, equity, inclusion, and belonging to make the multilingual learners feel respected and accepted in the academic community. Apart from the collaborative initiatives with DEIB concepts, I will also present literature reflecting some means to meet the MLs' English language and literacy development.

In Chapter 3, I will present the details of the professional development. It will cover the various activities starting from reorientation and rationale of collaboration, ways to strengthen the collaboration between classroom teachers and the school librarian, and how collaboration will benefit the students, teachers, librarians, and the school. I will also include planning, executing the plan involving principals, teachers, and librarians, training, mentoring, and collaborating through the instructional and non-instructional initiatives.

Chapter 2: Literature Review

This chapter presents the qualitative and quantitative literature that pertains to strengthening collaboration between the school librarian and classroom teachers. The purpose of strengthening the collaboration is to meet the literacy needs of Multilingual Learners (MLs) through collaborative initiatives integrated with diversity, equity, inclusion, and belonging (DEIB) concepts. The collaboration between the teachers and school librarians existed pre-pandemic in this capstone project setting; however, the occurrence of the pandemic has laid bare the need for a stronger partnership.

The classroom teachers and the school librarian barely collaborate at Judge Sylvania Woods Elementary School. Both educators and the librarian are focused on their responsibilities. So, the fundamental goal of strengthening collaboration between the librarian and the classroom teachers is to fully engage with collaborative activities and work as equal partners to contribute their knowledge, talents, and skills to improve student learning. This goal is prompted by the low scores of MLs in the World-Class Instructional Design Assessment Assessing Comprehension and Communication in English State-to-State (WIDA ACCESS) 2020, stating that 55 % of ELL students failed to meet the English Language Proficiency level (WIDA, 2020).

A wealth of evidence from the literature review shows the benefits of teachers and school librarian collaboration to meet students' literacy needs. The literature review presented varied themes on librarian and classroom teachers' effect on professional growth, instructional enhancement, and improvement of learners' academic achievement. Examples of roadblocks to collaboration, collaborative initiatives with the integration of (DEIB) concepts, and the English language and literacy development of MLs are also presented. Collaborative initiatives with DEIB concepts integration provide enhanced educational experiences to MLs and allows the

learner to feel welcome and appreciated. To fully embrace DEIB concepts, the principal, teachers, librarians, and other school staff must fully understand the meaning of DEIB concepts to become proactive and responsive to the identified students' concerns.

Before discussing the major themes, the theories of Social Constructivism and the Socio-Cultural Theory are presented to understand the problem and the potential solutions. The need for collaboration and the effect of collaboration is interwoven in the theories to show its importance in instructional enhancement and academic achievement of students.

Understanding Social Constructivism and Socio-Cultural Theory

Social constructivism is the main theoretical framework in this project. This theory explains the importance of collaboration between the school librarian and the classroom teachers and the students' learning. It recognizes that learning is an active process and not a passive pursuit. A unique aspect of social constructivism is that learning is not an individual activity but a shared activity in an authentic situation. Authentic learning allows the learners to engage and find the process meaningfully and relate ideas to the real world. Such learning can happen in constructivist classrooms that create a setting where children have ongoing opportunities to interact with peers, adults, and the physical environment to develop more complex ways of understanding and interacting with the world (Hussain et al. 2020). A wealth of expertise can be identified, nurtured, esteemed, and brought together in the school. This is a challenge for school leaders to figure out how to capitalize and operationalize a collaborative learning environment to optimize this staffing expertise. Rather than allowing teachers to continue working individually and in isolation, they must be encouraged to value collaboration.

School librarians and classroom teachers can work together to share knowledge, skills, plan and implement teaching interventions and evaluate student learning. Social constructivism

theory supports that learning and knowledge sharing occur when individuals collaborate with others. The tenet of social constructivism is co-creating knowledge applied in teachers' professional development because educators can gain new knowledge through collaboration with peers. Working together is an actualization and a co-construction of knowledge, skills, and attitude in a social environment. The engagements of the school librarian and classroom teachers in collaboration permeate sharing and learning from their expertise. Consequently, the students benefit from their wealth of knowledge which may influence better learning of students under their care, and this is a contextualization of Social Constructivism.

The sharing and learning of expertise are likewise an application of Socio-Cultural Theory, where students' personal, social, cultural, and world knowledge are recognized (Zacarian and Soto, 2020). Understanding each participant's knowledge and culture develops a clearer picture of culture contributing to collaborative projects. As change agents in the school, the librarians and teachers must consider the cultural perspectives of the diverse students, especially the MLs. Connecting the curriculum to socially relevant issues to ML's is paramount, which can be done by encouraging the librarians to create a welcoming place by having a multicultural library collection with a culturally tolerant environment that nurtures literacy development (Ford, 2017). The teachers must incorporate multicultural materials into their lessons; and consciously cultivate the attitude that supports, reflects, and celebrates the diversity of the student body and the world. The classroom milieu must be kept as a safe space where everyone is affirmed and included. As a safe place, students must see themselves as integrated into that environment, and their lived experiences are taken into consideration in the curricula (Fishman-Weaver, 2019). Fishman-Weavers links the need for diverse learners to have an inclusive classroom environment

and influence their motivation to learn. An inclusive classroom environment allows students to be engaged in their learning routine.

The "More Knowledgeable Other (MKO)" is a principle of Socio-Cultural Theory. It explains the development of the English language proficiency of ELLs. It explicates that concepts are integral to the formation of thought, the maintenance of such development, and how interaction with MKOs can lead to an in-depth understanding and knowledge of social experience in human development, both of which are grounded in social interaction and collaboration (Adebayo & Allen, 2020). Human development is a socially mediated process in which children acquire their cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society. The theory also emphasizes the interdependence and interrelationship of social and individual processes in the co-construction of knowledge, meaning, and understanding. Thus, social interactions are essential to English language and literacy development. Collaboration is particularly crucial because individual, isolated teaching efforts no longer suffice when equipping students with the skills necessary for their future success.

Another essential framework supporting the claims of the capstone project is the Power of Joint Work and Collective Efficacy. Collaboration is an effective way to change teaching-learning practices. When teaching and learning are done collaboratively, and the teachers' daily work becomes the source for professional learning, a lasting effect on classroom practice is created. Supportive measures such as team teaching and collaborative lesson and rubric planning are efficient ways to sustain the collaborative teaching and learning process. Consequently, the teachers do not need to reinvent the teaching wheel; instead, more efficient teaching planning is established. According to (Donohoo and Mausbach (2021). the Power of Joint Work exemplifies

action and a level of interdependence where individual success is contingent upon the entire team's efforts.

Collaboration in teaching delivers instructions optimally for multilingual learners. Teachers with different expertise working together deliver a coherent, cohesive, and well-supported educational experience to multilingual learners. Additionally, the combined efforts of the team lead to improve student learning outcomes.

Collective Efficacy exists when teachers share the belief that collectively, educators can positively influence students learning despite adversities (Donohoo and Katz, 2019). Collective Efficacy is the basis of the proposed toolkit in this capstone project. The powered team or collaborative partners need to sustain their efforts to increase student achievement and create positive school change. The change process is based on high expectations to bring theory and practice together to produce positive student outcomes. These frameworks, therefore, are essential in collaboration so that desired outcomes are attained.

Benefits of Collaboration between School Librarians and Classroom Teachers

Collaboration between the school librarian and the classroom teachers should be strengthened because of its benefits to the teachers and students. Strengthening collaboration can provide the opportunity for the professional growth of librarians and teachers, the creation of resource-rich teaching and learning environments, improvement of instruction, and enhancement of academic achievement.

Collaboration Provides Avenue for Professional Growth.

Collaboration is beneficial to the school librarians and classroom teachers because of the opportunity for professional growth. Reed (2017) mentioned that the Professional Development (PD) given to the thirty-five school librarians working in Tennessee K-12 schools increased their

pedagogical knowledge after a six-week-long professional development course. The PD on reading comprehension instructional strategies positively impacted the librarians' knowledge and perceptions of their literacy instruction role with reading specialists and classroom teachers. Since the librarians have learned the competencies in reading comprehension instructional strategies, they were able to give a higher level of quality instruction.

Collaboration positively influences teachers' professional development. The qualitative research conducted by Tallman (2020) unveiled that collaboration was found a powerful tool for teachers' professional development. Using interviews, the five teachers revealed that participating in collaborative undertakings provided a meaningful sense of empowerment. Their sense of professional growth came directly from the feedback they received from their colleagues as to their participation in the collaborative undertakings. The professional learning took the form of compliments, advice offered and accepted, and simply lending a hand to each other to help things progress. All the five teachers shared that they had grown as individuals personally and noted feelings of satisfaction at the idea of having "work friends" and experiences to share with other people. These feelings enhanced the culture of collaboration and allowed for the growth of each participant through mutual respect and a sense of worth.

Collaboration Creates Resource-Rich Teaching and Learning Environment.

Collaboration between teachers and librarians creates a resource-rich teaching and learning environment. Wersebe (2018) cited that the 42 high school teachers at a large high school in Southern California rated collaboration with the librarians as extremely important in making a resource-rich teaching-learning environment that improves their instructional practices. The librarian and the library staff help the teachers follow citation policies for crediting resources utilized, selecting the most appropriate information retrieval methods for accessing information,

and retrieving information online or in person. Such practices create an environment conducive to effective teaching, improve instructional practices.

A collaborative learning environment manifests a supportive working relationship between the partner educators. A supportive learning environment is a diverse platform where students engage and interact with new skills from a teacher with different expertise and other allied teaching faculty. This environment was disclosed in the qualitative case study in Finland, as described by the twelve interviewees (seven teachers and five librarians) coming from the four school–public libraries (Tikkinen & Korkeamaki, 2021). The working relationships with familiar team members created open communication. Interestingly, the partners appreciated the positive attitude and the administration's support, which is a key factor in collaboration.

Collaboration Promotes Instructional Competence.

Collaboration between the school librarian and classroom teachers promotes instructional competence. Fields' (2020) multiple case studies of embedded librarians in online tertiary classrooms in New Zealand disclose this outcome. Embedding librarians as active participants in online classrooms provide an avenue for learner support. The analysis of 67 student participants in two tertiary schools revealed that embedded librarians provided support to students and faculty. The effectiveness of support through the faculty-librarian collaboration enriched their teaching competence. The instructional support given by the embedded librarian helped the students in search strategies, navigating catalogs and databases, and other information literacy skills. The technical support provided instruction on how to manage technology, such as locating full-text documents, downloading eBooks, and other questions of a technical or IT nature. The general support to students encompassed feelings of being supported, which give the students

confidence in their search for knowledge and information. One of the factors in the effectiveness of these types of support was made possible because of the faculty-librarian collaboration.

Collaboration impacts the teachers' level of competence (Tallman, 2020). The teacher respondents admitted that they enjoyed their roles in the collaborative environment and enhanced their teaching competence. They supported one another, and the group members gained competence from one another and thus continued to seek the approval of their collaborative partners. As each teacher participant felt more profound degrees of competence, they became more secure, and they felt more respected. Applying socio-culturalism theory, the collective effort of the teachers paved the way to new learning experiences leading to social learning that makes possible the co-creation of new knowledge.

Collaboration in Teaching Enhances Academic Performance.

Collaboration between school librarians and classroom teachers can have a powerful impact on student learning. Collaboration contributes to effective teaching and learning. The collaborative model in Lach and Pollard's (2019) study showed the effect of coherent instruction, valuing, and positive learning outcomes. The synergistic relationship between the Digital Humanities (DH) librarian and a history professor built scaffolded instruction and created a value-based student learning outcome. The digital learning space (the Digital Humanities Center) began through a process of co-teaching. The DH Center, and its staff, are not purely a service provider but a true partner in the learning enterprise. The quality and efficacy of the faculty-librarian partnership were gauged from the Historiography class of 40 students' ratings, comments, and suggestions. The students declared that collaboration between their professor and the embedded librarian contributed meaningfully to their overall learning experience. The comments further described that the collaboration between the teacher and the librarian was

sound and productive that benefited teaching, and emerged with undeniable positive effects on student learning. The respondents in Mohamad's (2017) explanatory, sequential, mixed-methods study confirmed through open-ended, semi-structured phone interviews that the collaboration between librarians and teachers developed positive attitudes toward reading academically and for enjoyment. The positive attitude developed in the students likewise enhanced students' learning outcomes in terms of meeting their educational standards objectives and developing their interpersonal abilities. The participants (eight librarians) further noted that when collaborative teaching occurs, students reap the benefits of acquiring content knowledge with the added value of knowing how to utilize other sources of information beyond their textbooks that expand their learning. Hence, collaboration is a necessary skill in today's workplace, and teachers need to model it for their students.

Roadblocks to Collaboration

There is a weak collaboration between the school librarian and the classroom teachers because of not knowing the library services and resources. The quantitative descriptive study of Schnabel (2017) explained a low incident of collaboration between mathematics teachers and librarians because the former failed to recognize the support provided by the latter. Data from the web-based survey revealed that out of the 51 survey respondents, 39 middle school mathematics teachers never collaborated with the school librarian for instructional purposes. The reason is that the teachers were unaware of the resources and services available to the mathematics curriculum. Thus, to make full use of the library and teacher librarian's services, the library services should be disseminated to teachers and students to help them both in and outside the classroom.

School administrators' failure to recognize the potential of the librarian to provide instructional leadership is another reason for the weak collaboration between the librarian and

the teachers (Baker et al., 2020; Lewis, 2018). The lack of knowledge and understanding of the instructional role of the teacher-librarian has prevented many administrators from working closely together with their teacher librarians to provide professional learning within the daily instructional practice (Lewis, 2018). These findings were generated from a multiple-case or collective case study design using interviews with school administrators, focus groups with the site administrator and instructional coach or teacher-librarian, observations of the instructional coach and teacher-librarian, and documents generated by the school's district and site administrators. This finding is supported by Baker et al. (2020), who opined that some school principals tended to diminish the importance of the school librarian in campus-level leadership activities. The school librarians are less involved in leadership teams, and few school principals view school librarians as instructional leaders.

Time is a vital factor in collaboration. However, time was cited by many participants as a reason for not collaborating (Wersebe, 2018). Although, across the 22 interviews, the participants stressed their willingness to make time for collaboration. Teachers and librarians need to be given the time to collaborate, plan, and solve problems to reflect on their teaching, improving in the right environment. Time is a valuable commodity, and the feeling that their time is being wasted impacts how they feel working with others. Therefore, if schools are to remain dynamic, then school administrators and teachers must have time for sustained collaborative efforts for professional growth, enhanced instructional competence, and students improved academic performance. Although collaboration time alone cannot assure success, how the time is used is more crucial and making it available is necessary.

Integration of DEIB in Collaborative Initiatives

Effective partnership between the school librarian and classroom teachers can make a productive and successful implementation of collaborative initiatives. And implementation of these collaborative initiatives tends to be more meaningful to MLs if (DEIB) concepts are interwoven into its various activities. This claim is evident in the considerable attention given by the schools to foster DEIB concepts (Hunt, 2018; Perez del Toro, 2017). The Chief Diversity Officers (CDOs) in three urban post-secondary academic institutions stated that education is the strategy used to enhance campus awareness, knowledge, and skills about the many benefits of diversity, inclusion, and equity in higher education. An Office of Diversity was created and is responsible for carrying out the programs and activities of diversity, inclusion, and equity. The goal is to promote an inclusive environment where diversity and inclusion are viewed as the key to maximizing organizational effectiveness, creating engaging classrooms, and creating a campus climate that fosters and supports multicultural competence. The office supports the development of an environment where the entire campus community is welcomed, valued, and affirmed. Diversity, inclusion, and equity are infused within the curriculum, educational programs, and research to impact how diverse learners live. The program is designed to create a learning environment for faculty to engage in diversity, inclusion, and equity in pedagogy and curriculum. The school conducts diversity training for all academic community members to go beyond just the basic awareness of diversity, inclusion, and equity. It is worth mentioning that implementing diversity, inclusion, and equity in the school modeled collaboration.

The DEIB concepts are integrated into the schools' curriculum for awareness and integration into the school thrusts and programs (Perez del Toro (2017)). The participants were composed of 4-6 administrators, 5-9 faculty members, and 5-6 students from each of the three

participating school sites disclosed that their schools provide a support system for students of color. Topics related to diversity, equity, and inclusion are addressed within the curriculum and school-wide programming and professional development. The school evaluated teachers on how they incorporate diversity, multiculturalism, and inclusion within their curriculum and provides faculty with funding and support to help them accomplish this work. Websites create awareness of diversity, equity, and inclusion in public high school districts in Illinois (Sanders, 2020). Most references to diversity, equity, and inclusion appearing on the websites are in the leadership theme. The concept of diversity in the documents as described by the 12 participants was primarily in terms of diversity awareness: recognizing and appreciating the diversity in the greater school community, embracing diversity, respecting diverse backgrounds, diverse perspectives, appreciation for diversity within the student body, engaging learning communities that value and embrace diversity, cultural and academic diversity of students, working in harmony with people of different cultural and economic backgrounds. The diverse cultural needs of the students are done through culturally responsive teaching in the aspects of creating culturally responsive classrooms to ensure success for all students, reflecting culturally responsive teaching strategies to serve and support all students. The twelve study participants understood educational equity as a success for all students and inclusion as belonging of all. Educational equity is the state of fairness in opportunity, expectations, and achievement for all students.

In the graduate and undergraduate curricula, the syllabi are integrated with equity, diversity, and inclusion (EDI) (Fuentes et al., 2020). This is primarily to leverage the cultural capital that all students bring into the classroom. The faculty consider pedagogical approaches that are attentive to equity and inclusion. Educators are culturally humble, requiring a

commitment to lifelong learning, self-reflection, and self-critique about their syllabi and requiring how EDI can be further infused. Some of the considerations to foster EDI in the syllabus are: Adopting a diversity-centered approach; highlighting diversity in the course description; developing diversity-centered learning objectives, among others. These considerations use a cultural lens as a central focus of professional behavior and an infusion of issues related to EDI.

In the mentioned studies, belonging was not explicitly mentioned with EDI on the assumption that when diversity, inclusion, and equity are upheld, the likelihood of belonging is felt and embraced.

English language and literacy Development Needs of MLs

Young children progress in acquiring English language and literacy through instructional support in school (Fenimore, 2018; Gonzales et al., 2019). Fenimore (2018) stated that children's English language and literacy development is possible with the support of the school. This finding stems from the 25 participant family respondents in the qualitative ethnographic study. From this expectation, the school leaders are expected to reflectively balance the needs of the school and teachers by creating a strong learning environment founded on creative learning; and providing solid instructional support. The teachers who came from various backgrounds were allowed to attend training in culturally responsive teaching techniques to address the differences between the school and home culture. This recognition bridges the gap between the school's culture and the students from other cultures needs, which is critical in learning.

The Mexican parents hold the same belief (Gonzales et al., 2019). Most of the 26 parents in three preschools believed that their children's English language and literacy development is the school's responsibility. The parents' roles are complementary to the teachers'

responsibility to educate their children. The parents recognized the interplay between socioemotional developments to stimulate further learning. This means that enjoyment throughout the learning process should be supported in school settings to stimulate further learning. The collaboration between the school librarian and teachers can respond to this request of the parents.

Students' English language and literacy development lead to academic achievement. The English Language Learner's Performance on the Oregon Kindergarten Assessment shows that children with higher English Language Proficiency (ELP) skills scored higher on the Oregon Kindergarten Assessment (Diaz et al., 2017). The results highlighted the importance of fostering children's language development to support academic skills. Another important finding was that the low-income Spanish-speaking ELLs performed significantly lower than the low-income non-ELLs on Math and Literacy. This result suggests that although ELLs performed significantly lower on measures of academic achievement, the most significant gaps in achievements were in measures that were language-dependent and were only assessed in English, such as the early literacy measure. Thus, to make the children prepared for an assessment of whatever type, they should be well developed in English language and literacy.

English language and literacy development can be facilitated by using supplementary reading interventions (Babapour et al., 2019; Dussling, 2020). The reading intervention given to the 363 students in an upstate New York School District resulted in a score gain from the pretest to the posttest (Dussling, 2020). This is even though of the total participants, 53% were identified as economically disadvantaged, and 9% were classified as limited English Proficient. The ELLs and native-English speakers made growth during the supplemental reading program, which means that the ELLs with varying levels of English Language Proficiency benefited from the

intervention. Similar results were found in the study of Babapour et al. (2019). In the study, there were 144 female learners (72 elementary; 72 intermediate levels) in Iran Language Institute. The reading comprehension skills of the EFL learners improved after exposure to reading intervention. Although, the CSR was significantly more effective than the SHR method in improving the students' reading comprehension skills and proficiency level. Both studies showed that teachers play a significant role in cultivating the reading skill of the students. Reading as a complex cognitive activity is indispensable for the kind of knowledgeable society that one envisions in the globalized context. So, the students of today's world must know how to learn from reading to enter the present literate society.

The reviewed literature shows that collaboration between the school librarian and classroom teachers should be strengthened because of the benefits and advantages of the partner educators, students, and the school. The benefits identified are the outcomes of collaboration such as professional growth to the collaborative partners, creating a climate of positive relationship that led to teachers' instructional competence, and improved academic performance of the students. A resource-rich library is created that supports teacher and student search for knowledge. Therefore, the librarian and teachers are hoped to work together in both instructional and non-instructional initiatives. The proposed initiatives are infused with (DEIB) concepts to make the Multilingual learners (MLs) feel respected, accepted, and welcomed in the academic community. If these collaborative initiatives will be properly supported by the school stakeholders (the school administrators and staff, school librarians, classroom teachers, parents, and students), the diverse learners would likely become comfortable in learning and in their co-existent with other children that would warrant their English language and literacy development.

In Chapter 3, I will discuss professional development (PD) to strengthen collaboration to meet multilingual learners' English language and literacy development needs. The PD is dubbed Professional Learning 2021. It will begin by conducting the PD with the school librarian, classroom teachers, and school administrators. I will discuss the need for collaboration between the school librarian and the classroom teachers, the theories explaining collaboration, the benefits and roadblocks of collaboration, the different collaborative initiatives integrated with diversity, equity, inclusion, belonging concerns, and the English language and literacy development needs of multilingual learners. Then implementation of the different collaborative initiatives will be planned during the PD.

Chapter 3: Description of the Product and Tools

This Chapter describes the professional development (PD) agenda and activities, which aims to strengthen the collaboration between the school librarian and classroom teachers. The PD will take place at the Judge Sylvania Woods Elementary School (JSWES) in Maryland. The JSWES is one of the elementary schools at Prince Georges County Public Schools (PGCPS). PGCPS is a school system that serves a diverse student population from urban, suburban, and rural communities located in the Washington DC suburbs. This school system has nearly 22,000 employees, 208 schools and centers, more than 136,500 students, and 29,625 ELLs (PGCPS, 2021). Most of the students, especially the MLs, had been impacted by the COVID-19 pandemic; hence they need more support than ever this coming school year 2021-2022.

Although collaboration between general education teachers, teachers of English for Speakers of Other Languages (ESOL), or English as a New Language (ENL) is happening before and during the pandemic teaching, more work remains. The collaboration between the K-2 classroom teachers and the school librarian is inconsistent and needs to be enhanced to provide better language acquisition and literacy support for the MLs. Furthermore, I have observed the inadequacy of books reflecting diversity in the classroom and school libraries. Research stresses the importance of engaging in an effective collaboration that supports diversity, inclusion, equity, and belonging (DEIB) and continual monitoring and assessment to ensure the success of these undertakings (Anderson, 2018; Lotz, 2020; Newton et al., 2019). The literature reviewed in Chapter 2 accounts for the challenges on English language and literacy support for MLs, the need for adequate books representing diversity, and the roadblocks to collaboration between school librarians and classroom teachers (e.g., Wersebe, 2018; Lewis, 2019). Thus, this PD

dubbed Professional Learning 2021 aims to help classroom teachers and school librarians improve MLs' English language and literacy skills and academic achievement.

Professional Learning 2021

I will design the Professional Learning Plan 2021 to strengthen the collaboration between the school librarian and classroom teachers and capacitate them on diversity, inclusion, equity, and belonging (DEIB). This learning plan will cover three main topics, Collaboration, DEIB, and Collaborative initiatives integrated with DEIB.

The Professional Learning Plan 2021 will kick off with the Online Professional Development on Collaboration and DEIB (OPDCDEIB). Then implementation of collaborative initiatives will follow. Although, it will take some time to implement the collaborative initiative because it will require planning to suit the schedules of the partner educators. Collaborative initiatives constitute both instructional and non-instructional initiatives. Instructional initiatives encompass integrating DEIB concepts in the curriculum and instruction through co-planning and co-teaching. The co-teaching approach that will be suggested to teachers is a variation of the Teaming Approach. This co-teaching approach will not require an equal parts arrangement of the classroom teacher and the school librarian. The methodology will later be explained in the discussion of instructional initiatives.

The non-instructional initiatives will include Book Study, Inquiry Group, I Coll-DEIB Briefs, DEIB Books of the Month, and Yearly Inventory of DEIB Books. These initiatives aim to capacitate and empower the partner educators on deeper meaning and understanding of collaboration and make the MLs feel accepted, recognized, motivated, and safe to learn English language and literacy skills. The Professional Learning 2021 Plan will be presented during one of the summer committee planning meetings in August 2021.

Helman (2020) states that Professional Learning is an experience within a collaborative culture of shared leadership and a purposeful learning curriculum. I am optimistic that engaging in these professional learning leads to collaborative practices and effective partnerships between the school librarians and the classroom teachers. In professional learning, the participants, the school librarian, and the classroom teachers will increase their knowledge about the content and pedagogy; it will enable them to use that knowledge to improve school and classroom practices that will improve student English language and literacy learning. Moreover, involving in these initiatives could redound to the enhancement of their academic achievement.

Online Professional Development on Collaboration and DEIB

The Online Professional Development on Collaboration and Diversity, Equity, Inclusion and Belonging (OPDCDEIB) is a four-hour online professional development (PD). In this PD, I will provide information about the Collaboration and Integration of DEIB concepts to the K-2 teachers and the school librarian. The OPDCDEIB is scheduled for October 15, 2021, from 8:00 AM to 12:00 AM. The selected date is marked as a PD Day in the PGCPs School Calendar. Also, this online session will let the participants engage in a meaningful conversation on the importance of collaboration and collective awareness of DEIB for the MLs to benefit in their English language and literacy development. In this PD, I will address the lack of engagement in programs and activities that support diversity, inclusion, equity, and belonging that catalyze student development. The school librarians and classroom teachers should be aware and understand this concern to create a school environment that fosters support, respect, and acceptance of individual differences and develops an appreciation for other cultures. Collaboration between the school librarian and classroom teachers can impact this desired school environment and consequently support student achievement. The program's measure of success

includes the approval of holding the OPDCDEIB by the school administrators, attendance of the school librarian and K-2 classroom teachers to the OPDCDEIB, and well-organized and current documentation of the proceedings of the OPDCDEIB. The key implementers are a small group of educators, specifically the K-2 classroom teachers and the librarian that will pilot the plan. They will serve as the pilot group for this project. The administrators are also welcomed to attend the OPDCDEIB. The PowerPoint presentation via Zoom is available in Appendix A.

The plan to hold an OPDCDEIB and make it a part of the school activities or strategic plan can provide the groundwork for a meaningful open dialogue to bring a transformative change to the institution (Troutman, 2018). A formal or informal professional development for teachers allows them to understand the true meaning of diversity, equity, inclusion, and belonging; recognize the need to embrace, practice, and implement DEIB concepts in teaching (Luther, 2021). This professional development will motivate the teachers to foster collaboration among themselves and the librarian that will successfully engage them in a culturally diverse student population, honoring diversity in classroom instruction, impacting a welcoming environment in the classroom, the library, and the school community. Similarly, Tallman (2020) said that collaboration is a powerful tool for professional development. Exposure to professional development and continuous professional development will make the teacher feel less isolated, develop knowledge, trust, and became more open with their team. Such professional development will raise teachers' performance and realize greater student success.

Session 1 Topic: Understanding Collaboration

Session 1 provides the context, views, and impact of collaboration on students, teachers, and schools as a whole. My goal in this session is to explain collaboration for some; update and expand new insights about collaboration. The session will be 40-minutes, and I will start the

session by presenting the World-Class Instructional Design Assessment Assessing Comprehension and Communication in English State-to-State (WIDA ACCESS) School Frequency Report 2020 for Kindergarten, First grade, and Second grade. The WIDA ACCESS is an annual summative English Language Proficiency assessment for MLs in Kindergarten through Grade 12 (WIDA, 2021). The report will show the Reading, Writing, Listening, Writing, Oral Language, Literacy, Comprehension Proficiency Levels of the MLs per grade level. The data will let the participants know the MLs English language proficiency levels, strengths, and needs of the K-2 MLs. In the same respect, the school librarian and K-2 teachers will have educational information about the MLs and start thinking about authentic and meaningful ways to improve the language proficiency levels of the students at the same time meeting the English language and literacy needs of the students MLs. Then, I will ask them to share their thoughts about the data in the school frequency report since they must see where the MLs in the different domains and the proficiency level. It will also give them a picture of where the MLs strength and needs. It will be the opportunity to think of ways to respond to the English language and literacy needs of the ML to be successful. I will present the growing data of the ML population in the USA. The ever-increasing need for English language and literacy improvement of the MLs validating that there is a call to strengthen the collaboration of educators in the school, especially between the school librarian and the classroom teachers.

Fundamental to Session 1 is sharing the various theories and views about collaboration and bringing out the best about collaboration. To explore more about collaboration, I will let them select and read an article about collaboration. The articles are Beyond Collaboration: The Powe of Joint Work written by Donohoo and Mausback (2021), Reader's Guide: The Art of Educators Teamwork written by Reborra (2019), and What Drives Collective Efficacy authored

by Donohoo and Katz (2019). These are articles convey the impact of teacher collaboration on student learning success. The participants will be asked to create a sketchnote about the articles they will select. A Sketchnote is visual notetaking using a few words and doodles (Pillars, 2016). The Sketchnote template is in Appendix B. This activity's intended outcome is for the participants to share their wisdom about an article on collaboration by sharing their Sketchnote with the group participants.

Session 2 Topic: Benefits and Roadblocks to Collaboration

The Benefits and Roadblocks to Collaboration is the second session in the OPDCDEIB. The goal of this session is to cite and discuss the benefits of collaborations. I aim to enlighten the participants that there are more benefits than disadvantages of collaboration in teaching and learning. In this 30-minute session, I will start the session by tackling the benefits and roadblocks to collaboration. These topics are vital to further enhancing the school librarian and classroom teachers' awareness of the benefits and roadblocks to collaboration. The benefits of collaboration are necessary to motivate the partner educators to engage in collaboration.

In contrast, the roadblocks will be discussed so that the partners will know how to deal with the challenges they may encounter along the way. I will begin the session by letting the participant watch a video on 4 Ways to Support the ML. With the help of the video, I will persuade the participant that teaching the ML population takes a village hence we need to strengthen the collaboration between the school librarian and the classroom teachers. Then, I will explain the various frameworks of collaboration that will help the teachers and the librarian on how collaboration looks like in the conversation, coaching, curriculum, and craftsmanship. Honigsfeld and Dove (2019) call it the 4 Cs of Collaboration. Also, I will invite them to watch a quick video on the benefits of collaboration to students' engagement, support, and academic

achievement. I want my participants to think and have a conversation with their grade level team about the possibilities that may happen if a strong collaboration will be implemented this coming school year. Without a doubt, collaboration is a valuable way to plan and deliver differentiation (Mofield, 2020) and an essential strategy for addressing the achievement gap (Sheninger and Murray, 2017). I created a Sorting Activity in Appendix C for the teacher and the librarian to realize that there are more benefits of collaboration than roadblocks. The activity is designed for the grade level team to collaborate to sort the words and phrases as benefits or roadblocks factors.

Session 3 Topic: Ways to Collaborate

The school librarian and the classroom teachers need to collaborate to enhance student achievement and be more effective educators. Collaboration initiatives are in-school- mini-professional development strategies that are used to produce more significant benefits through teamwork. The session's goal is to let the participants rethink and reflect on their current roles as the school librarian and classroom teachers; more importantly, I want them to envision their new role in the English language and literacy development of our MLs as the two pathways of collaboration. In this 30-minute Session 3, I will start by sharing experiences, questions, design activities, develop instructional materials, study groups, pursue online training, writing curriculum units, and talk about our classroom experiences which in reality these conversations are too rare in time-pressed school days but necessary in our teaching lives (Short et al., 2018). In this session, I will inform the participants of the two pathways to collaborate, namely the Instructional Collaborative Initiative and the Non-Instructional Collaborative Initiative. I will explain using the chart on my presentation the difference between the two pathways. These initiatives foster a trusting working relationship between them in carrying out tasks in various

initiatives. Although the two pathways will be discussed first in this session, the main focus for this session is to reflect on the roles of a school librarian and a classroom teacher that can critically impact the need for English language and literacy development. I will ask them to watch two videos about the importance of librarians as great resources for MLs and the role of classroom teachers in teaming with the school librarian for better learning of students. I will give them the article, *EL Teacher and Library Media Specialist: The Power in Partnership*. I will discuss sharing their roles on how they can help MLs meet the ML's English language and literacy needs and improve the English Language proficiency level. The intended outcome of this session is that the participants will share their "Can-Do's" roles and envision their new roles in improving the ML's English language and literacy development. (See Appendix D.)

Session 4 Topic: Instructional Collaborative Initiative

Collaboration is an ongoing process of getting together experts' minds to build excellence in every student. The school librarian and the K-2 classroom teachers create a support system for students' academic achievement. The main initiative under this category is the integration of DEIB concepts in the curriculum and instruction in co-planning and co-teaching. This initiative focuses on the partnership between the school librarian and the classroom teacher to create learning opportunities. The collaborative meetings, curriculum planning, curriculum alignment, and weekly lesson planning constitute the co-planning. Team Teaching with the school librarian is the type of team-teaching model that the K-2 teachers and the school librarians will use. These shared responsibilities of educators involved anticipating collective action, ensuring greater efficiency, which is the concrete application of the Power of Collective Efficacy (Donohoo and Katz, 2019) that will likely redound to improved student learning, language, and literacy skills. This session aims to offer insights about diversity, equity, inclusion, and belonging (DEIB) and

guide the teachers in integrating DEIB concepts into their respective curriculum. I will start the session by inviting the participants to watch the Context for Collaboration video to establish the Instructional Collaboration.

Then, I will focus my talk on integrating DEIB concepts into the curriculum and instruction since the initiative aims to plan and integrate DEIB concepts in the lessons of K-2 grade levels, execute or teach the lessons and assess the success of the DEIB integration. I will further emphasize the relevance of students understanding DEIB concepts in an age and developmentally appropriate way. This is also the time that I will share the definition of diversity, equity, inclusion, and belonging and suggest lessons, activities, and resources that can be integrated or infused in Reading, Math, Science, and Social Studies. They will be given a link for them to collaborate on this activity. Co-planning is necessary for collaboration to have a robust and purposeful connection to students' real-life situations. When sharing expertise, resources, online and physical spaces, teaching strategies, reflections, and failures without inhibitions are being practiced, then collaboration is being practiced to the truest sense. I will also inform the participants of the ways to co-plan and co-teach. In co-teaching, classroom teachers and the school librarian can collaborate when the grade level educators and school librarian have access to lesson plans. The school librarian can teach literacy or academic skills and provide English language and literacy support to the students during the media specialist or library class. The Kindergarten, First Grade, and Second Grade classes meet with the school librarian once a week during their Library time. When both the classroom teachers and the librarian are aware of the content lessons, vocabulary words, and literacy skills needed to be mastered by the students, they can plan, differentiate, support, and tailor the lessons based on their needs, especially the MLs. Through their collaboration, they create a norm, routine,

consistency, and learning experience that allows student engagement that fosters team effort enabling a greater chance for ELLs to succeed in learning the English language and literacy. Knowing that the teachers and school librarians are powerful resources, teachers should provide the best instruction and supports for all students (Wink, 2020). More importantly, a resource-rich teaching and learning environment is created (Wersebe, 2018). Collaborative efforts between the librarian and the classroom teachers were proven advantageous to students (Fields, 2020); it contributed (Lach & Pollard, 2019). At the end of this session, the teachers will experience curriculum mapping and integrating DEIB concepts in science using the template in Appendix E. The integration activity aims to give the participants time to at least look at the first quarter lesson in science to understand how to integrate DEIB concepts in their lessons.

Session 5 Topic: Non-Instructional Initiatives

Session 5 is going to be the most extended in this online PD. I am allocating 90 minutes for this session due to the length and meat of the scope of the topic, which is the Non-Instructional Initiatives. The non-instructional initiatives will include Book Study, Inquiry Group, I Coll-DEIB Briefs, DEIB Books of the Month, and Yearly Inventory of DEIB Books. Activities will accompany all the topics discussed in this session. My goal in this session is to establish the importance of each Non-Instructional Initiative in attaining a successful collaboration and meeting the English language and literacy needs of our MLs. I will explain to the participant the various non-instructional initiative, the processes involved when implementing the initiatives, and the benefits of each initiative.

Book Study. Book Study is the first non-instructional initiative that I will share with the participant. This initiative aims to improve and expand classroom pedagogies and practices by reading a professional book and communicating to reflect and share insights about the readings. I

will inform them of the choices of books that they can use for the book study. The Book Study is an opportunity for each grade level educator, specialist, and administrator to select a book, read the book in advance, and engage professional discourse around the topic of collaboration in teaching diverse learners and to support language acquisition and literacy learning for ELLs. Collaborating for English Learners: A Foundational Guide to Integrated Practices by Honigsfeld and Dove (2019), Growing Language and Literacy by Honigsfeld, and Effective Teacher Collaboration for English Language Learners: Cross-Curricular Insights from K-12 Settings by Yoon (2021) are the book choices for the book study. I will ask each grade level to select the book they will use for the book study. The participants will decide on the day and time they will meet and the facilitator for each grade level. I will distribute and explain the book study template (Appendix F). My discussion in this session will emphasize that book study can bring together five to ten educators to read a book about the viewpoints, theories, and practices of collaboration to better support the diverse population of students in the school, especially the MLs.

Drawing from Fisher and Frey (2021), learning is a social behavior, and team unity is deepened through participants' collective reflection about their contributions to the task. And like in the book study, the members will interact and eventually reach a new level of understanding and views about collaboration. Book Studies are an effective way for professional learning because they can be immediately applied in the classroom. The latest research will help the teachers expand their information on implementing authentic collaboration and sustaining collaborative teams in school. In book studies, the grade level teachers, ESOL teachers, librarians, other specialists (i.e., Special Education, PE, Music, Arts) teaching and supporting the grade level will constitute the team. It will also be opened to other staff who are willing to join the book study. They will select a book from the two books provided. Then, they will decide the

day and time for the group to meet and talk about the chapters they will read. They also need to establish the group norms and agree on them. They will look at the table of contents of the book to be read and divide the chapters based on the number of meetings. The book study will start in November 2021 and end in February 2022, allowing time to apply the learned theories and best practices to be applied in the classrooms. The book study initiative favors the professional development of teachers because a trusting atmosphere is created in which all ideas are accepted, and participants are encouraged to communicate their comprehension of the text. They feel safe enough to participate completely. As a result, the members develop confidence and empathy in their understanding of students' special needs, empowering them to advocate and plan for students more effectively (Blanton et al., 2020). Because of this teachers' experience, they too will become supportive of the growth and development of all students. When the school climate is positive, the overall environment for students and staff is more productive and supports with a more welcoming feeling (Ketchum, 2020).

Inquiry Group. Part of Session 5 is about the Inquiry Group initiative. This initiative is a collaboration between classroom teachers and the school librarian is forming a collaborative inquiry group. The goal of this initiative is for the school librarian, classroom teachers, and specialists can collaboratively inquire about approved topics related to collaboration, DEIB, language acquisition, or literacy development. The inquiry team can be composed of two K-2 classroom teachers, specialists, and the librarian. The names of the team will be submitted to the principal to allow the members to hold meetings and conduct the study. Then, the team prepares the inquiry proposal. The four stages of a collaborative inquiry used are Stage 1, Framing the Problem, Stage 2. Collecting Evidence; Stage 3. Analyzing the Evidence, and Stage 4, Documenting, Sharing, and Celebrating. A permit to conduct the study will be secured from the

school administrators. If the participants are students, consent for their participation will also be secured from the parents. Then validating the research instrument will be done. When the data collection instrument is validated and finalized, then the research is conducted. After data collection, data management, data analysis, statistics, and report writing will be done. In all the phases of research, all team members will be actively involved so that everyone is knowledgeable of the research processes vital in disseminating the findings. Finally, each member celebrates the success of the collaborative research, a finalized package of approved proposals, and an inquiry report.

Since Inquiry is part of Session 5, I will discuss the four stages of participating in a collaborative inquiry (Donohoo, 2013) cited in Honigsfeld & Dove (2019). I will inform the participants that these stages be adopted in this initiative. I will also suggest that the team meet every second and fourth Wednesday of the Month from November 2021 to March 2022. The inquiry paper template will be in Appendix G. I will discuss each component of the Collaborative Inquiry Paper to be aware of the salient things and data they need to write on or fill out in the paper. The inquiry group initiative uses a known strategy that promotes the Power of the Joint Work Approach. This initiative means that when professional learning is interdependent, a teacher's success hinges on the entire team's effort (Donohoo & Mausbach, 2021). I will also discuss the rationale of collaboration between classroom teachers and school librarians about instructional team-up, enhancing student achievement, increasing book collection, and conducting inquiry research. The initiative is an area where the partners can learn research skills and best practices from each other. This is another area of competence that teachers and librarians should have. In a professional learning community, teachers can voluntarily observe each other's practices in their work to get better (Donohoo & Katz, 2019). I

will endeavor to prepare the partners to have data-based decision-making for any proposed changes. I will also persuade the librarian and the classroom teacher that the measure of the success of this initiative would be a finalized protocol of approved proposal and a report, evidence of research dissemination to beneficiaries. Then a final copy of the report will be given to the school administrators. I will invite a speaker to discuss proposal preparation and writing a research report in the next PD.

I Coll-DEIB Briefs. The I Coll-DEIB-Brief's strategy is another segment in Session 5. This initiative helps the educators get quick weekly information from an educational poster about collaboration, diversity, equity, inclusion, and belonging. My goal in sharing this initiative is to acquaint the participants with infographics on collaboration and DEIB concepts as another mode to make professional development stick quickly because of its simplicity in words and visual effects. The "I Coll-DEIB Brief" is adopted from the Tan Huynh Bathroom Briefs. The information that I will share via I Coll-DEIB Briefs is simple, concise, and brief. The paper will be posted in a place that bathroom users can easily see. The infographics will attract the attention of the person reading that can easily be remembered and applied. The target goals of the initiative are to help every educator and staff in the school be an advocate of DEIB. The I Coll-DEIB-Briefs will also seek to promote collaboration among teachers and education specialists, especially the school librarians.

Teachers are lifelong learners; however, not all teachers have the luxury of time and money to learn the current trends about DEIB and collaborating for ELLs. I will request all the school specialists to be involved in this initiative. I will be creating the I Coll-DEIB-Briefs educational posters each week and post them every Monday in the faculty restroom, where the other teachers can read them regularly. The educational posters will be regularly accessible and

fast to read. A new educational poster will be updated every week. In this initiative, I will see that the pictures and catchy words on the posters are easy to remember for the teachers and other staff to learn about DEIB. The measure of success of this initiative is the projected increase in the level of collaboration and awareness of DEIB among teachers, librarians, other specialists, and school staff provided with effective and excellent integrated collaborative instruction for the students, especially MLs. The expectation is to apply the views developmentally and appropriately about DEIB in the instruction and student activities. The initiative is linked to the study of Rocchio (2020), who acknowledged that teachers are often planning multiple lessons per day, in addition to their other responsibilities that must take place when children are not in the room, such as grading, creating materials, gathering resources, making copies, and attending meetings; they also expressed that they need practical information that they can directly apply to their teaching. Therefore, time-friendly, quick, simple, brief, and easy-to-understand information in the form of an infographic can aid and support both novice and seasoned teachers about the concepts of collaboration and DEIB. During the session, I will show a sample of this initiative, and at the end of the session, I will ask them to create their own I Coll-DEIB Briefs. An example of this initiative will be reflected in Appendix H.

DEIB Books of the Month. Diversity Books of the Month is a monthly display of at least eight books per grade level fostering DEIB. It can be a print book, e-book, or audiobook. The books will promote awareness of DEIB to students, teachers, and school staff. The target goal of celebrating diversity book of the month is to encourage students to read DEIB books, feel their connection and see themselves in their books. The DEIB Books of the Month is another topic in Session 5. During this session, I will explain to the participants the logistics of the DEIB Books of the Month. I will impart to them the importance of displaying the books in the area that

students will see every day to motivate them to borrow and read books. I will also ask the participants to share five books promoting and fostering DEIB that they will suggest to the school librarian to be displayed. The school librarian will display the suggested books on the library bulletin board and in the area in the library that is accessible to the students. The target outcome of this activity is to collaborate with the school librarian in selecting books that promote DEIB.

The past two school years have not been the best academic experience for most students, especially MLs. ELLs were falling behind on their academic tasks. And they have no access to borrowing printed books and materials. In this initiative, I will request the librarian to allow the students to pick and borrow from the displayed books that interest them. Books that foster diversity can serve as a window to give the reader a different view. This new view can open the door to facilitate action and change. It also allows a reader to stand safely in her own identity while exploring a world beyond her current view (Laminack and Kelly, 2019). In this Diversity Books of the Month initiative, I will request that this will be spearheaded by the school librarian, reading specialist, Special Education (SPED), and ESOL teachers. Each month the team (school librarian, reading specialist, Special Education (SPED), and ESOL teachers) will promote eBooks, audiobooks, or printed books that foster diversity, equity, inclusion, and belongingness. These books will be displayed on the library bulletin board, easily seen and accessible by all grade level students. The display will be changed every Friday of the month starting October 2021 and will end in June 2022.

Included in the books are books written multilingually; hence, students who would like to read stories in their home or heritage language will have the option to read and enjoy the books. Since the students are given access to the three types of books, namely print books, e-books, or

audiobooks, they now have choices when selecting appropriate diverse books that reflect their choices, heritage, race, culture, belief, ability, and family. All students, including students with special needs and English language learners, will benefit from using audiobooks because it stimulates various senses and provides aid, reinforcement, and scaffolding to make it easy for students to read the book or material (Yzquierdo, 2017). Using the students' home or heritage language can lower the affective filter and make the students feel more comfortable and welcomed (Yzquierdo, 2017). Furthermore, it is a way to maintain rapport with the students, develop a love for reading, increase their comprehension level, and ultimately improve their English language and literacy learning, especially MLs. When students have access to books in the classroom, they can engage in more independent and volunteer reading, leading to greater literacy achievement (Henderson et al., 2020).

Yearly Inventory of DEIB Books. The last initiative that will be discussed in Session 5 is the Yearly Inventory of DEIB Books. The goal of the DEIB library inventory is to improve the DEIB collection of books in the school library and classroom libraries available to the students. The said initiative is no longer the job of a school librarian alone because books inventory will be conducted in the school library and the classroom libraries. It becomes another reason for the educators and other school staff to collaborate.

For this reason, I will request the classroom teachers, school staff, other school specialists, students, and volunteer parents to participate in this activity. I will begin by asking the participants examples of books that fosters DEIB concepts. Then, I will explain to the participants the importance of representing the students in the books we use as educators. Also, I will invite the participant to think of the advantages of doing a yearly inventory of DEIB books in school and classroom libraries. To this effect, I will let them experience inventorying their

classroom library books. I will request them to look at the collection of classroom and library books and auditing them to determine what's in the collection and what areas need additional books to have adequate books that foster DEIB concepts.

Students and teachers like to read for literacy and leisure. Having an adequate number of books that promote DEIB in the library opens the doorway to diversity awareness, diversity knowledge, diversity competence, diversity proficiency, diversity sensitivity, and global competence. Having bookshelves in the classroom and library without good books representing diversity is like a mirror longing for representation. So again, teachers have the responsibility to select texts that are mirrors, windows, and sliding glass doors that can open a world of possibility to the students (Mancinelli, 2020). After explaining the importance of the Yearly Inventory of DEIB Books, I will give the participants a copy of a sample inventory template for them to use. The inventory will be conducted in May and June 2022. The classroom teachers and their students will group and categorize classroom library books and determine if the collection represents the different DEIB categories.

I will suggest a simple category of K-3 classroom libraries like families, race, differently-abled, gender, food, multilingual, etc. And for grades 4 through 6, the categories may now include races, people with disabilities, multilingual, etc. Apps like BookBuddy©, Libib©, Booksource©, Book Retriever©, and others can help organize and catalog the supply of adequate DEIB books. The selected classroom library catalog app can generate data shared with the school librarians and administrators, so sharing books and identifying missing or inadequate books on DEIB categories can be facilitated. With this, the participants, especially the classroom teachers, will realize that selecting and deciding on books to procure can be quickly done if they precisely know the category of DEIB in the inventory they are missing or inadequate. In this initiative,

volunteer parents and school staff, the librarian will complete a collection analysis using the school library catalog. Then, the librarian can coordinate, catalog, and manage the inventory audit of the school library books. Both school librarians and classroom teachers will coordinate to verify that both have an adequate inventory of DEIB books. The administrative team is present to ensure a budget sufficient to supply the newly DEIB library collection needs. By executing the DEIB inventory audit, the classroom teachers and the school librarians ensure an adequate supply of books fostering about DEIB. A sample inventory template is in Appendix I. The more books that foster diversity, the more choices the students will have and the more exposed to DEIB. In the same respect, they are exposed to different types of literature; perhaps it can help them build vocabulary, improve comprehension skills, and learn more English language and literacy skills. Even more, the love for reading will be developed; and as a result, more books will be checked out from the library. Placing diverse books in the hands of students helps to develop empathy and understanding, allowing students to get to know those around them. By being knowledgeable and accessible and providing diverse resources for students, school librarians help students grow and understand each other (Jorgenson & Burress, 2020).

Session 6 Topic: Peep Into the Future: ME-to-WE Plan

The ME-to-WE Plan is a strategy that taps the power of Joint Teamwork; this strategy asks to plan for continuous professional development in school. All the proposed collaborative initiatives for School Year 2021-2022 are discussed and are given insights for its successful implementation. When these collaborative initiatives contribute to a strengthened collaboration, it is hoped that the school will continue these activities. Thus, planning will not be done in isolation (ME Planning) but should involve other stakeholders (WE Planning) to ensure optimum results. According to DuFour and colleagues (2016), as cited by Roberts (2020), planning is

essential because educators must work collaboratively and take collective responsibility for the student's success.

Session 6 is a 30-minute talk and collaboration. During this session, I will share with the participants that the planning for the succeeding year 2022-2023 is vital because the teachers' knowledge on Collaboration and DEIB must continuously grow to mastery, creativity, and innovation can turn out due to all the collaborative initiatives. Planning will entail the proposed activities within the time frame, but it must project the necessary budget and manpower resources. My goal is for the participants to connect all the learnings on collaboration and the integration of DEIB concepts to meet the English language and literacy of the MLs. Since the school librarian and the classroom teachers are now equipped with new views and ideas about collaboration and DEIB concepts, the expected outcome is to propose a set of PDs and activities on collaboration and DEIB integration to meet the English language and literacy needs of MLs in our school. The worksheet for this activity is in Appendix J.

Chapter 4 Conclusion

This capstone project has investigated the weak collaboration of school librarians and classroom teachers and the low English Language and literacy development of Learners of Multilingual Learners (ML). These challenges resulted in the difficulty of MLs in learning the English language and literacy skills. The project has explored the different theories and views about collaboration, the benefits, and roadblocks of collaboration, ways to strengthen collaboration, integrate diversity, equity, inclusion, and belongingness (DEIB) in the various instructional and non-instructional collaborative initiatives to make the MLs feel welcomed and accepted, thereby responding to their English language and literacy development. In this chapter, I summarized the major research findings discussed in Chapter 2 and the professional development in Chapter 3. Next, I present the implications for learning and teaching. Then, I conclude with recommendations for future research.

Summary

Research has documented the benefits of collaboration between the school librarian and classroom teachers on professional growth, instructional enhancement, and ELLs' academic achievement (e.g., Clinkenbeard, 2019; Fields, 2020; Luther, 2021; Reed, 2017; Rocchio, 2020; Tallman, 2020; Wesebe, 2018), the need for English language and literacy support (e.g., Diaz et al., 2017; Dussling, 2020), roadblocks to collaboration (e.g., Baker et al., 2020; Lewis, 2018; Wesebe, 2018), the importance of online professional development and other collaborative initiatives, and the integration of DEIB concepts in the curriculum and instruction (e.g., Donohoo & Katz, 2019; Fisher & Frey, 2021; Fuentes et al., 2020; Howlett & Young, 2019; Hunt, 2018; Lopez-Robertson & Haney, 2017; Macinelli, 2020; Rocchio, 2020; Wink, 2020; Yzquiedo,

2017). These findings have shaped the Professional Development Plan 2021, including the Online Professional Development and Collaborative Initiatives presented in Chapter 3.

I believe the Professional Development Plan 2021 is one approach that will improve the English language and literacy development of the MLs. Every school population of MLs is unique. Some are bilinguals, multilingual, immigrants, citizens of the United States, newcomers, long-term English learners, exceptional ELLs, ELLs that speak no English, etc. MLs have different English language proficiencies (ELP). Being a multilingual immigrant and an ESOL teacher, I recognize many ways to improve the MLs' English language and literacy. There is no simple and best solution to this need. However, strengthening the collaboration between the school librarian and the classroom teacher and integrating DEIB concepts in instructional and non-instructional initiatives is one of the best practices to meet the needs of the MLs that can be implemented in my school.

Implications for Teaching and Learning

This project aims to strengthen collaboration between the school librarian and the classroom teachers so that the students will be helped in their English language and literacy development. Many studies threw light upon and justified the importance, purpose, and benefits of collaboration among educators in English language and literacy development. Various initiatives and plans are designed to meet the English language and literacy development needs of the MLs in the school. Also, research on the effectiveness of DEIB concepts integration to curriculum and instruction suggests that awareness, integration, and application of DEIB concepts play a significant role in improving Multilingual Learners' English language and literacy development. Collaborative initiatives, both instructional and non-instructional, will be instituted to work together for the partner educators. These initiatives are avenues for the

librarian and the teachers to join their efforts in making the MLs feel valued, respected, accepted, and welcomed in the academic community.

Learning about diversity, equity, inclusion, and belonging is learning through real-life connections and emotions. Thoughts and emotions cannot be separated, and thus emotions have a great effect on all learning (Curtain & Dahlberg, 2016). Thuswise, MLs in my school, if given the atmosphere that favors them and DEIB-connected, may experience a positive emotion-learning connection in their classroom. The books being read, activities, songs, games, conversations, or the lesson itself can affect the emotional state of the students. Based on Krashen's Affective Filter Theory, as stated by Curtain and Dahlberg (2016), if the ML experiences the deficit view of being an immigrant, an English Learners (EL) with a disability, an English Language Learner, a filter in the brain blocks the learning due to the painful and unpleasant experience of the learner. On the contrary, when MLs see and feel the beauty and acceptance of diversity taught and embraced in the school, a filter in the brain allows language input to come through. Consequently, the ML in the school becomes motivated and feels confident, resulting in happy learning.

With books and library resources integrated with DEIB concepts, they can also contribute to facilitating the reading skills of MLs. It is also the goal of this project to make the MLs good readers. Reading is a receptive skill that is challenging to MLs (Smolen & Zhang, 2016). Receiving digital and printed materials like books can be challenging for the Multilingual Language learners whose English Language Proficiency level is low. Their low proficiency level leads to the MLs usually having passive roles in reading classes and are reluctant to read literacy texts (Masoud et al., 2018). The collaborative activities between the school's librarian and the classroom teachers can give access to tons of appropriate print, eBooks, and audio resources. The

benefits of the maximization of the talent of both adults may sprout to developing the love for reading, increased vocabulary, fluency, and comprehension skills of the students. With the spirit of collaboration, the MLs are not the only students who will benefit; all other students will gain from the collaboration.

Another implication worth mentioning is that collaboration of educators in my school will result in the currently enrolled MLs getting the proper support, modifications, and accommodation necessary to learn the state objectives. Especially that all students in Maryland and that includes the MLs in the school are expected to meet the Next Generation Science Standards (NGSS) and Common Core State Standards (CCSS) for content standards in English Language Arts, Mathematics, and Social Studies. On top of those two content standards, the MLs also need to meet the World-class Instructional Design and Assessment (WIDA) and the English Language Development Standards (ELD). These mentioned standards call for the students to use multiple modes beyond language as they engage in multidisciplinary and content area practices, so a call to action for closer and more substantive collaboration must be practiced in school (Gravin, 2019). This is well facilitated when both collaborative partners understand their roles and responsibilities. When collaboration is sustained among classroom teachers and the librarian, it can stimulate innovative literacy practices that include multimodalities (Zacarian et al., 2021).

The integration of the DEIB concepts in the school, specifically in the students' lesson, will result in students' awareness to acknowledge, understand, respect, and accept the differences in aspects such as race, ethnicity, culture, language, religion, health, gender, etc. (Lotz, 2020). Thus, in learning DEIB concepts, the difference is seen, cultivated, and developed into an asset in the eyes of the young learners. The positive influence of DEIB concepts in students' academic success and lives helps ML develop academically, socially, emotionally, and globally ready.

A school culture that supports collaboration is one in which the teachers feel valued and are provided with time to collaborate with the school librarian. When teachers, administrators, and school librarians can learn from one another, collaboration flourishes. The collaboration between the classroom teachers and school librarian improves instructional practices. When two or more educators are working together, it may lead to successful outcomes because the educators involved carefully maps out the state standards, intentionally aligns the lessons, purposefully plans, prepares the pedagogies and assessment, strategically creates a positive classroom environment for English language and literacy learning and removes and reduces the barriers while implementing DEIB concepts. Then, team effort and knowledge sharing become a habit. A testimony that the power of sharing experiences and ideas is not underestimated.

Furthermore, the collaboration between educators and specialists maximizes everyone's expertise. With this, the student support is team-based. The diverse student population, especially the MLs, benefits from the educators armored with values, knowledge, skills, and other teaching specialties. If these essential values are cooperatively shared, it will likely result in collective efficacy of literacy and language development academic success. All because each student in the school deserves the opportunity to receive the best instruction possible. Indeed, collaboration is an opportunity for teamwork and personal, professional development. Collaboration responsibility is shared among the teachers, specialists, teacher assistants, and paraprofessionals. Collaboration supports instruction, creates resources, uses a wide variety of instructional approaches, and engages students in learning. These positive influencers can tap the MLs' diverse background and real-life connection to enhance and support motivation for language learning (Short et al., 2018). Teachers and specialists learn from each other when they participate in collaborative actions. The novice newly graduated teachers can update the seasoned teachers

of the current trends and pedagogies in teaching, technology, and assessment since they had recently experience taking assessments and graduated from a college or university.

On the other hand, seasoned educators can share the best practices and different strategies and techniques that work. The social learning of collaborating and sharing best practices ensures ongoing growth for the students and the teachers. These collegial activities help teachers increase their subject-matter knowledge and their knowledge of instruction, and their ability to observe students – an ability crucial to analytic teaching (Gipe & Richards, 2019).

Another implication of collaboration is the realization of the Power of Joint Work. Working together, learning from each other, supporting each other and quality complementation are elements of the Power of Joint Work (Donohoo & Mausback, 2021). The challenge is making it happen. The challenge is to figure out how to operationalize what we know into a rich collaborative learning environment. There is no better way to learn the effectiveness of collaboration than to model it to the students. Hoping the students will catch the value of group work, communication, cooperativeness, inclusion, and belongingness. To be successful in collaborative activity, the team members should learn to listen and communicate with one another. Each person involved in the collaborative activity must feel welcomed and included in the group and that each member has a special role in the group activity. If each team member feels this way, they feel confident to connect and motivated to cooperate. The connection and cooperation the students observe and experience from their teachers will provide opportunities for students to understand that their grade level teachers and specialists (i.e., school librarian, ESOL/ENL teacher, reading specialists, etc.) acts as a resource to each other and thereby assume a more active role in learning (Ovando & Combs, 2018).

More importantly, the collaboration of school librarians and classroom teachers is a commitment to support and coach one another. During this collaborative process, the teachers are allowed to experiment, learn, and grow professionally; in other words, collaboration adds variety to the teacher's repertoire and social development (Ovando & Combs, 2018). Thus, everyone can provide a resource-rich teaching and learning environment to promote English language and literacy development. The professional development derived from the collaboration will empower the classroom teachers and the school librarian to plan lessons that will integrate DEIB concepts, creating opportunities for students to be active participants in learning because the tasks and activities are relevant to their lives. On the other hand, the professional development on DEIB concepts will benefit the school librarian, classroom teachers, and administrators in knowing DEIB concepts to make our school a global village. For the school teachers, learning DEIB concepts will aid in preparing the content, process, product, and environment that will promote real perspectives of diversity, equity, inclusion, and belonging that is age and developmentally appropriate for their students. The school librarian will be inclined to provide books that promote DEIB concepts, such as printed eBooks and audiobooks that can be multilingual or in the students' heritage language, books that share meaningful cultural stories, music, etc. MLs can choose and read.

Both the classroom teachers and the school librarians will benefit from the professional development and capacity-building initiatives on DEIB concepts because knowledge on asset-based views and deficit-based views will be part of the PD. In the PD, the educators will be enlightened on how deficit thinking can become a barrier if the teacher sees the ethnic, gender, linguistic, culture, racial differences in the ML rather than the strength or asset. Effective teaching of MLs in the classroom begins with the understanding to draw on their available

resources such as linguistic, social, experiential, cognitive, and strategic knowledge (Short et al., 2018). So, in selecting books, for instance, providing books in both classroom library and school library that promotes the first language (L1) or heritage language of the ML will encourage them to be an avid reader in their first language and their second or new language. But, books that send a message of bias opinions, mistreatment, rejections, discrimination, stereotypes, inequalities, and misrepresents diverse characters can be damaging (Verbruggen et al., 2018). The multilingual learners will see themselves as distorted, less desirable, negative, laughable, and devalued.

The PD on DEIB concepts will enlighten the school administrators to allocate funds for books and other classroom resources that will foster trust, promote, and recognize diversity as an asset that brings outstanding contributions in commerce, health care, education, agriculture, engineering, justice, peace, and order, aerospace and other industries that will serve as the MLs' inspiration not just in school but for life. The Collaboration initiatives such as a book study, inquiry group, I Coll-DEIB Briefs, DEIB Books of the Month, and the Yearly Inventory of DEIB books are simple capacity-building PDs. The activities will help the researcher's co-educators and administrators become effective educators and better citizens as they mold the students to be caring and kind global-ready multilingual citizens. Also, a better understanding of DEIB concepts will enlighten the educators when they need to handle discomfort and adjustments among their students and co-workers.

Through continuous PD and Collaboration initiatives, the educators, administrators, and support staff will have a clearer view of the fund of knowledge the MLs and their families have to offer. The educators and administrators will be knowledgeable in carrying their roles in being

mediators in the classroom and advocates of MLs while addressing the educational needs of the students and families.

Ultimately, by understanding DEIB concepts, my school administrators will be open-minded and more inclined to hire school staff from diverse backgrounds to apply the set view of DEIB concepts and not a deficit view that needs improvement or fixing. Consequently, the school becomes a safe place of diversity crossroad where everyone will advocate in helping the students, teachers, and ourselves embrace our differences. Both collaboration and the integration of DEIB concepts in the curriculum and instruction can improve students' educational experience, educators, administrators, and the support staff, such as the teacher assistant and paraprofessionals. It removes the stigma of being a multilingual learner instead, embracing the value that each ML in school can bring. More importantly, it ignites team power and drives the school community to work together towards one goal: a happy academic community where "Equity is the why, diversity is the who, and inclusion is the how" (Chavez-Haroldson, 2020).

Recommendations for Future Research

Professional Learning 2021 is a baby step to strengthen collaboration in the school where I am teaching. The goal is to have a series of collaborative school building initiatives that will provide an avenue for continuous collaboration and professional learning to improve the English language and literacy development of the MLs in my school. More can be done to strengthen collaboration, DEIB concepts can be well understood, upheld, and students' English language and literacy development can be more facilitated. Further research is needed to bridge the gap between the current extent of collaboration between classroom teachers and school librarians and their willingness to collaborate. One area of critical investigation is to determine the impact of instructional and non-instructional collaborative initiatives on students' academic achievement.

Another area of inquiry is regarding student performance as a result of school librarian training. It would be vital to determine whether school librarian's knowledge gains in pedagogy would increase student literacy. A study that will examine the relationship between librarian knowledge gains and student performance could be extended to see if these gains generalize to student achievement in content area courses. Further work can look into DEIB best practices and strategies in schools in becoming more diverse, equitable, and inclusive institutions. Research can help better determine the most effective practices for promoting DEIB concepts and the most effective ways of engaging students and faculty in experiences with diversity, equity, inclusion, and belonging. Indeed, more empirical data is needed to find out how schools can successfully create a culture among administrators, faculty, students, and parents that is meaningfully committed and engaged in diversity, equity, inclusion, and belongingness initiatives. Empirical studies are also needed to determine the most effective ways to monitor and measure diversity, equity, inclusion, and belonging.

Further studies are needed to determine the best way to engage in curriculum development that seamlessly embeds diversity, equity, inclusion, and belonging in meaningful and appropriate ways without it being a simple add-on only. It is advantageous if the school librarian also knows the content knowledge. This advantage is where mentoring between the teacher and librarian is needed. Correct teaching of content integrated with DEIB concepts using an appropriate teaching strategy promises that students will learn effectively. Finally, a suggestion on comparing the implementation of DEIB concepts in the elementary, middle, and high school levels will focus on integrating the curriculum, DEIB concepts integrated into English, Language, and Arts, Science, Math, and Social Studies. Also, it is recommended that

following research on how DEIB concepts will be integrated into the assessment to show students' learning.

Final Thoughts

Working and learning in teams to combine knowledge, experience, skills, commitment, and passion for solving a problem intentionally is collaboration. Multilingual learners come and leave our school, but one constant thing is that we will have unique MLs that will learn from and with us teachers every school year. For that reason, this project will provide valuable information on why there is a need for collaboration between the school librarian and classroom teachers and how collaboration will be strengthened in response to the English language and literacy development needs of MLs. Findings highlight both benefits and barriers to collaboration. But with the integration of DEIB concepts in the different collaborative initiatives, it is hoped that the school librarian, classroom teachers, and students will be supportive and give authentic engagement. Furthermore, I want to draw the attention of educational leaders to the role they should play in demonstrating their unfailing commitment and communicating to the stakeholders the benefits of collaboration, and get the team together to overcome collaborative hurdles. Having an open, facilitative, and trusting culture in the school, each member will value the power of the team and understand that diversity must be joined with equity, inclusion, and a sense of belonging for all academic community members, especially in my school.

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Appendix A

Professional Development Presentation Slides



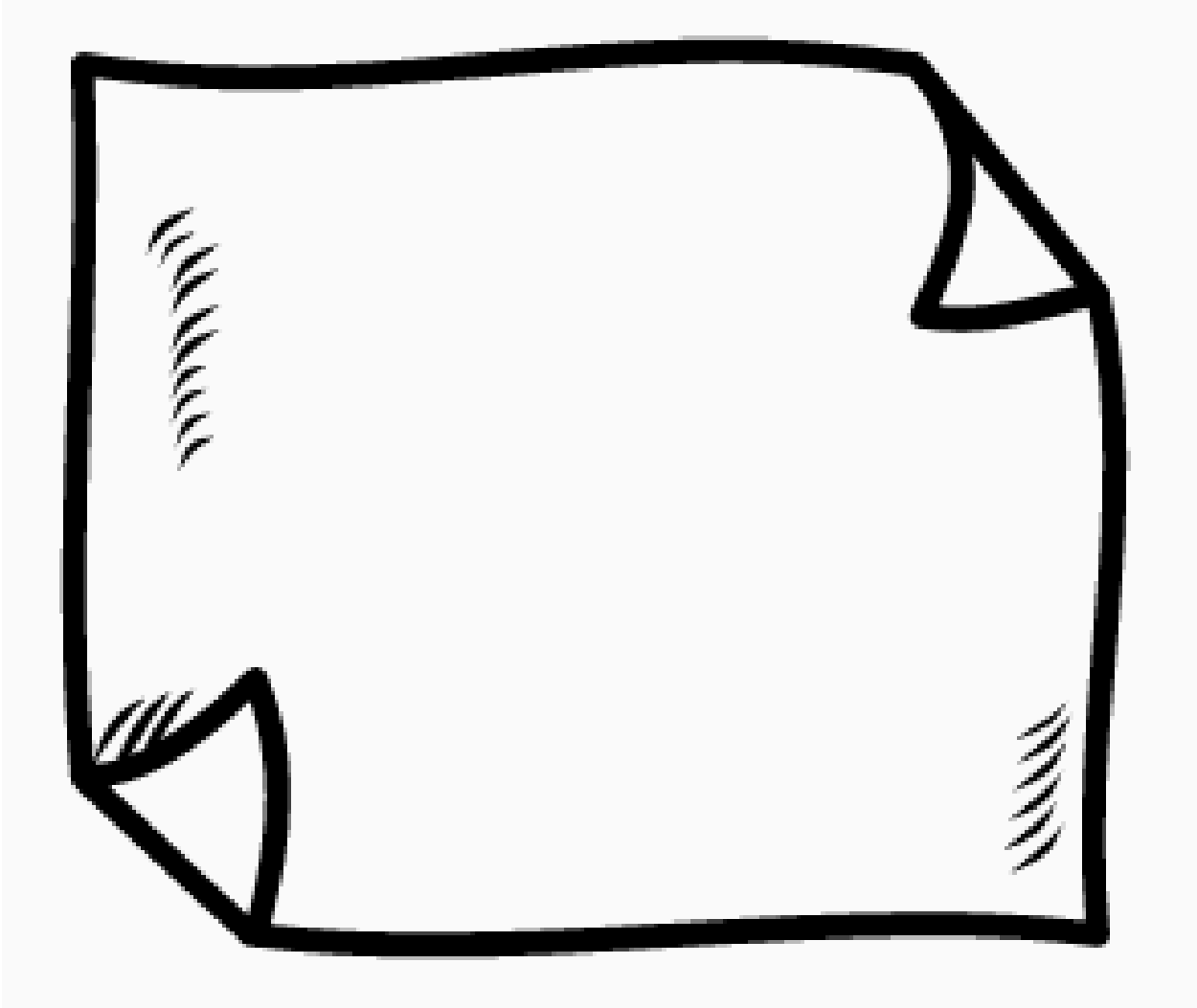
**Strengthening Collaboration:
Meeting the English Language and Literacy Needs of Multilingual Learners**

Rachelle Holland
EDI 722 - Seminar in Bilingual / TESOL Education
SUNY- College at Brockport



Appendix B

Sketchnote: Collaboration



Appendix C

Sorting Activity: Delta and Plus of Collaboration

Undermining the strength of the co-workers	Concrete attainable goals and objectives
Pandemic	Engages stakeholders
Skilled leadership	Instructional enhancement
Shared vision	Negative collaboration experience
Schedule/time	Improve academic achievement
Mutual understanding	Absence of policy guidelines
Deficient knowledge on how-to	Professional growth
Mutual trust	Empowers school librarian
Empowers classroom teachers	

Appendix D

My Roles - Your Roles

School Librarian Can / Will	Classroom Teacher Can / Will

Appendix G
Collaborative Inquiry Paper Template

Grade Level: _____

School Year: _____

Members: _____

The Problem

Evidence

Discussion of Evidence and Data

Conclusion

Suggestion

Appendix H

I Coll-DEIB Brief Sample

Diversity

Our country is like a "salad bowl"!

With:

- diverse vegetable
- lots of fruits

Keeping:

- our personal ethnic
- cultural identities intact
- still be flavored with **dressing** that **unifies** us in our American-ness



Appendix J

Me-to-We Year-Round Collaboration

(School Librarian and Classroom Teachers Collaboration)

Month	DEIB Activities	Rationale	Goals	Point Persons	Budget Allocation
August					
September					
October					
November					
December					
January					
February					
March					
April					