

What Every Instructional Leader Needs to Know: Recommendations for Advancing Multiliteracy

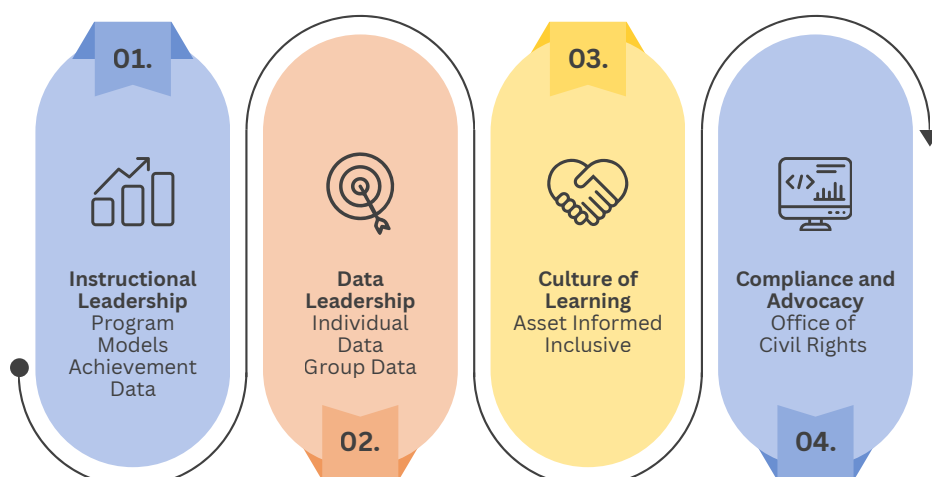
Created for the Office of Bilingual Education and World Languages (OBEWL) at the New York State Education Department (NYSED) by Socorro G. Herrera, Ed.D. and Robin M. Cabral, Ph.D.

This brief provides essential recommendations for school leaders to effectively support English Language Learners (ELLs) and multilingual learners (MLs) in advancing multiliteracy. It outlines four critical areas of educational leadership:

- **Instructional Leadership**, emphasizing research-aligned teaching practices and program models (such as Dual Language Immersion) proven to foster higher academic outcomes for ELLs
- **Data Leadership**, focusing on the contextualized use of individual and group data to inform decision-making and prevent misidentification of learning disabilities
- **Fostering a Culture of Learning** that is asset-informed, inclusive, and reflective, aligning with culturally responsive-sustaining education principles
- **Ensuring Compliance and Advocacy** with civil rights laws, particularly those enforced by the Office of Civil Rights (OCR), by advocating for necessary resources and addressing systemic biases. The brief aims to guide leaders in creating supportive learning environments that lead to measurable positive outcomes for all students and staff.

Create a Culture for Learning

School leaders should foster a school-wide culture that values learning, reflection, and diversity by embracing the principles of the New York State Education Department's Culturally Responsive-Sustaining Education (CR-SE) Framework. This includes creating a welcoming environment where all students and families feel respected and represented, setting high expectations for every learner, implementing an inclusive curriculum that reflects students' cultures and experiences, and ensuring continuous professional learning for staff. By promoting asset-based thinking, educators shift away from deficit mindsets and instead recognize the strengths and contributions of all students. A commitment to equity helps build a school climate where every child is empowered to succeed.



Individual Data	Group Data
To what extent have the teaching methods and materials allowed this student to connect with content and skills?	What does the data reflect for each group? Grade? The entire school?
Do assessments presume sameness of life and language outside of school?	Are the chosen materials and assessments culturally responsive and appropriate for multilingual learners?
Do assumptions of <i>universality</i> impede this student from showing the depth and breadth of what they know and can do? Are accommodations provided to address this concern? Are those accommodations effective?	How is the data interpreted? Does it reinforce either negative or positive trends?



Reflect and Apply

- Describe the program model relied upon most for serving ELL students in your school.
 - What long term academic outcomes are correlated with this model?
 - What social, vocational, and economic outcomes could result for the students, school, and community at large?
- The Office of Civil Rights (OCR) provides guidelines to districts and schools for doing what is legally appropriate. However, we can meet the law and yet not do what is educationally sound for our culturally and linguistically diverse (CLD) student populations.
 - How can educational leaders use the laws that support ELLs to advocate for the personal and material resources needed to be in compliance with the language and spirit of each law?