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## Editors' Note

Tapestry Staff

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The articles in this issue of *Tapestry* provide answers to an important question: How can schools, universities, and community organizations work together to build teacher capacity to address the diverse needs of English learners? The overall message is that teamwork, collaboration, and risk-taking are critical factors in helping ensure that the needs of English learners are addressed, particularly in culturally diverse and economically disadvantaged settings.

In *Textbooks come Alive: Engaging Teacher Candidates in Service-Learning to enhance their Learning about English Language Learners*, **Carla Amaro-Jiménez** and **Kim Winter** report the results of a Service-Learning collaboration initiative involving community, school, and university partners that resulted in positive benefits for pre-service teachers. They also share lessons learned from engaging pre-service teachers in service learning, and offer recommendations for incorporating service learning into their teacher preparation curricula and instruction.

In *Bridging the Gap: Preparing teachers to meet the needs of ELLs through Service-Learning*, **Michele Regalla** describes an international study abroad/service learning experience that helped her pre-service teachers gain a better understanding and appreciation of the struggles faced by English learners in their home communities, which in turn helped prepare them to more effectively reach and teach these students. She also offers practical guidance for teacher educators who wish to start a service-learning program for pre-service teachers.

In *Tapping the Potential of EL Paraprofessionals through Ongoing Professional Development*, **Michaela Colombo**, **Qing Zhao**, and **Heidi Perez** explore the potentials and vulnerabilities of using paraprofessionals when providing instructional support services for English learners in large ethnically diverse and economically disadvantaged urban school districts. Drawing on their experiences from a multi-year grant-funded professional development project, the authors offer lessons learned and insights about how best to include paraprofessionals in school-wide professional development initiatives so that they actually utilize what they learn when providing direct services to EL students.

This issue of *Tapestry* also highlights the publication of a new book of [\*Educating English Learners: What Every Classroom Teacher Needs to Know\*](#) by Joyce Nutta, Carine Strebel, Kouider Mokhtari, Florin Mihai, and Edwidge Crevecoeur-Bryant (Harvard University Press, 2014). The book, along with a companion website <http://englishlearnerachievement.com>, offer practical tools and strategies for helping schools and teachers successfully integrate English learners into mainstream classrooms.

We hope you find the insights gained from the above materials helpful as you work to design, implement, and evaluate instruction aimed at advancing your EL students' language, literacy, and content learning needs.