

In This Issue...
A Message from the Editor

The theme of the 2021 INTESOL hybrid conference is *Resilience and Reinvention*. Our keynote speaker is Dr. Faridah Pawan of Indiana University, a faculty member who is responsible for licensing hundreds of EL teachers throughout the state. Pawan focuses on how our lives have been transformed as educators during the global pandemic. She addresses the resilience we have embodied as we engage our language learners differently within online mediums. Concurrent sessions at the conference focus on a range of topics including equity, co-teaching, special education, family engagement and curriculum development.

In our 2021 Fall issue, we feature the work of three scholars studying the identification of ELs classified as special education and fostering classroom climates that support diversity among our ELs. In our first research article, Susan Adams and Britt Burns describe the intersection between English learning and Special education or ELs who are dually classified. Adams and Burns focus on how general education, special education and EL teachers can collaborate across their varied contexts. They conclude their study by discussing the concrete steps K-12 and higher education educators can tackle to ensure collaboration is addressing the distinct and intersecting needs of dually classified ELs. The second practitioner article authored by Emily Able, a second grade teacher, details five distinct ways that instruction can be made accessible and thereby, more equitable for ELs. Able connects historic research on effective teaching and engagement with ELs to her own classroom experiences.

The Editors of the INTESOL Journal and the INTESOL Board would like to thank all our authors and reviewers for their contributions to the Fall 2021 journal issue. You will find all contact information at the end of each article, so you can follow up with any of our contributors.

As editors, we aspire towards two big advancements for the journal. First, we plan to make our editorial review board larger and representative of a broader range of expertise. This editorial board will be supervised by the INTESOL editorial staff, but will operate separately from the board, which will allow us to heighten the circulation and status of the journal, specifically with the designation of Directory of Open Access Journals (DOAJ). Secondly, we will begin arranging our journal into two sections including practitioner articles and research articles. This organization will better represent the wide array of interests and needs of our INTESOL membership.

This issue of the INTESOL journal features the artwork of Mouhammed Mbalakolele, a senior at Lafayette Jefferson High School. Mouhammed is originally from the Democratic Republic of the Congo. He was nominated by his teacher, Mara Battiste. Mouhammed's art beautifully represents *resilience and reinvention* with our present and past pandemic realities. Enjoy the issue.

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