

also alert educators to aspects of program implementation that need attention so as to provide a high-quality experience for students in all kinds of language education programs. All of the facilitating documents and worksheets are designed to stimulate discussion and analysis of individual schools and districts, and provide the basis for an interactive process that can be used in virtually any school to set the process in motion.

A final note: throughout this Foreword I have been referring, somewhat impersonally, to “the authors.” Margo Gottlieb and Diep Nguyen are much more than anonymous writers, however. They are colleagues and friends who have provided support and guidance for my own work over the past two decades. As is abundantly clear from this book, their professional lives are devoted to making a difference for children from diverse linguistic and cultural backgrounds. They respect teachers as intellectually capable decision makers and recognize the real demands made on teachers’ time and patience. In their work and personal lives they embody the values of multilingualism and the richness of cross-cultural interaction. Whenever I am fortunate enough to get together with them, as well as with their talented editor, Rebecca Freeman Field, I always know that I have received the gift of time well spent with smart and dedicated women. I fully expect readers to feel the same about the time they spend reading and using this book.

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