



mlrc

Multilingual Learning
Research Center



Strengthening the Educator Workforce for Multilingual Learners Toolkit

Module 1
Facilitator Guide

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Multilingual Educator Toolkit – Module 1 Facilitator Guide

The purpose of the Strengthening the Educator Workforce for Multilingual Learners tool is to guide LEA leaders to support pathways for and retention of teachers who provide high-quality instruction to MLs. The tool walks you through multiple components to consider when developing a robust teacher pool to serve MLs. We encourage you to set aside substantial time to think through all the topics raised in this tool, but you may choose to do so in a way that works best for you and your colleagues. Each module includes **Pre-Work** to be completed ahead of the session by at least one participant, as well as content to discuss synchronously as part of a 2-hour session. However, you may adjust the timing of any module to better meet your needs. We suggest working with an outside facilitator who is familiar with the tools and can act as a critical friend to provide additional support for your team as you engage in this meaningful process.

This guide suggests a step-by-step process to walk through each section of Module 1. The slide deck, Facilitator Guide, and Participant Workbook are available for you to use.

Team Leader Preparation for Module 1

- **Step 1:** Read the Toolkit Overview which provides background as well as a roadmap for each of the modules. Review all materials for Modules 1-3.
- **Step 2:** Build the team and schedule meetings.
- **Step 3:** Assign **Pre-Work** data collection. Each module requires collecting and reviewing district data, and we have designed the tables to guide in that data collection. Make sure that the data are collected and uploaded to the Participant Workbook prior to the first meeting.
- **Step 4:** Hold the meeting for Module 1, using the Facilitator Guide, Participant Workbook and slide deck.

The following table provides an annotated agenda for Module 1, including the estimated time for each activity, the slides associated with the activity, and the workbook topics, as relevant. Each objective and its activities are further detailed below the table.

Time	Part	Objective	Activity	Slides	Workbook
5 min	1	Welcome and introductions	Share your name, title, and what you want to take away from this learning.	1-2	
2 min	2	Review agenda		3	
3 min	3	Set group norms	Discuss group norms. Edit as needed for your group and ask others if they have additional norms to add.	5	
5 min	4	Discuss tool purpose and structure	Discuss why this tool is needed and how it is organized. Review slides and answer questions from the group.	5-9	
20 min	5	Clarify terminology	Discuss different terms for students (e.g., English learner vs multilingual learner vs emergent bilingual) and programs (English language development (ELD) vs ESL; bilingual, one-way, two-way, transitional) (Table 1.10) .	10-15	Page 10
17 min	6	Discuss district policies, goals and vision	Review the Pre-Work (Table 1.1 and 1.2) and answer the Think About (Table 1.3) questions in workbook.	16-20	Pre-Work: Pages 2-4 Think About: Page 5
17 min	7	Explore District ML Programming	Review the Pre-Work (Table 1.4 and 1.5) and answer the Think About (Table 1.6) questions in workbook.	21-28	Pre-Work: Pages 6-8 Think About: Page 9
16 min	8	Knowing Your ML Students	Review the Pre-Work (Table 1.7 and 1.8) and answer the Think About (Table 1.9) questions in workbook.	29-33	Pre-Work: 10-11 Think About: Page 12
25 min	9	Determine goals and team members	Determine goals and members of the team with the group (Tables 1.11 and 1.12) .	34-37	Page 13-14
10 min	20	Wrap-Up	Review the session and plan for Module 2.	38-40	

Detailed Information on Activities for Facilitator/Leader

Part 1. Welcome and Make Introductions

Share your name, title, and what you want to take away from this learning.

Part 2. Review Agenda

Welcome, Agenda and Group Norms Participants will begin the session with a welcome, team expectations, and review of Module 1 objectives.	10 minutes
Why this Tool Participants will engage in an overview of the tool and discuss its purpose.	5 minutes
Definitions Matter Participants will review definitions of the terms English learners (ELs) and multilingual learners (MLs).	20 minutes
ML Policies, Goals and Programs Participants will explore district and state ML policies and build a deep understanding of current ML programming and ML students.	50 minutes
Goals for Strengthening the ML Educator Workforce Participants will develop their goals for the use of this tool and determine if the right people are on the team.	25 minutes
Wrap-Up Participants will plan for Module 2 Pre-Work .	10 minutes

Part 3. Set Group Norms

Discuss group norms. Some suggestions are below. Edit as needed for your group and ask participants if they have additional norms to add.

- Everyone is invited to participate
- Be engaged. Bring your whole self to the work
- Allow for equity of voice
- Be hopeful and enjoy the process

Part 4. Discuss Tool Purpose and Structures

Use this time to provide participants with an overview of the ML Educator Tool. You can use the visuals to show how there are five major components that will be addressed in detail in the first two modules. The third module provides a time for the team to use all the data to develop an action plan. Additional details are found in the Toolkit Overview and in each of the Facilitator Guides.

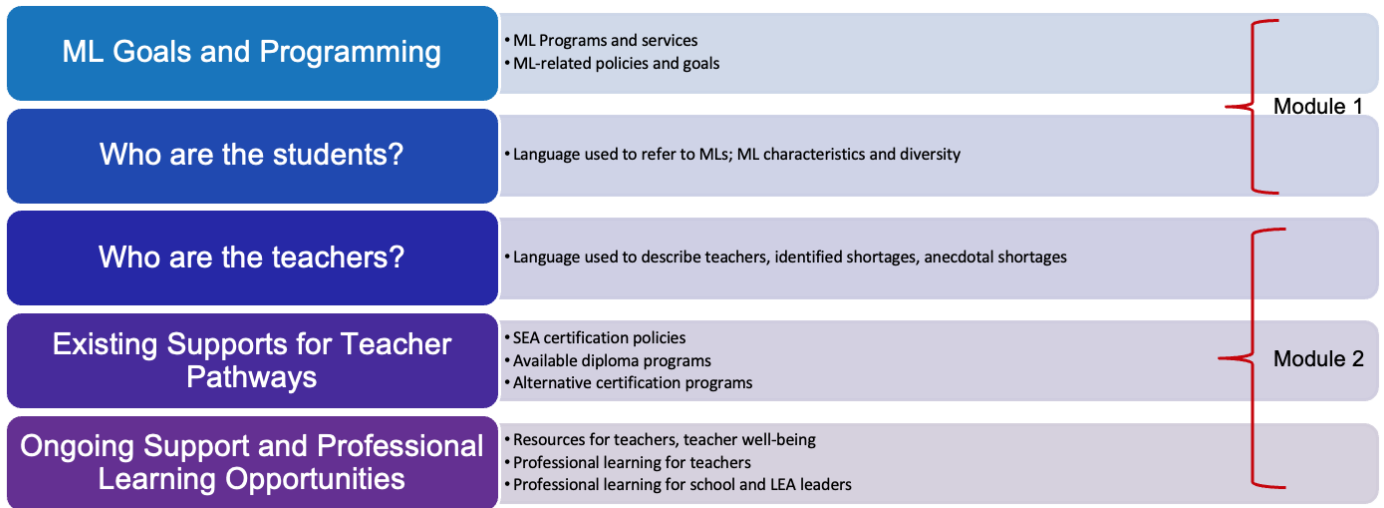


Figure 1. Components that contribute to building ML educator pathways

Figure 1 describes the components that contribute to the building of ML educator pathways. Using data, your team will discuss each of these elements and, in the third session, will review the elements to determine an action plan for your ML educator pathway.

Figure 2 provides a visual description of the modules followed by a brief overview of each of them. Additional details are found in the Toolkit Overview and in each of the Module Facilitator Guides.

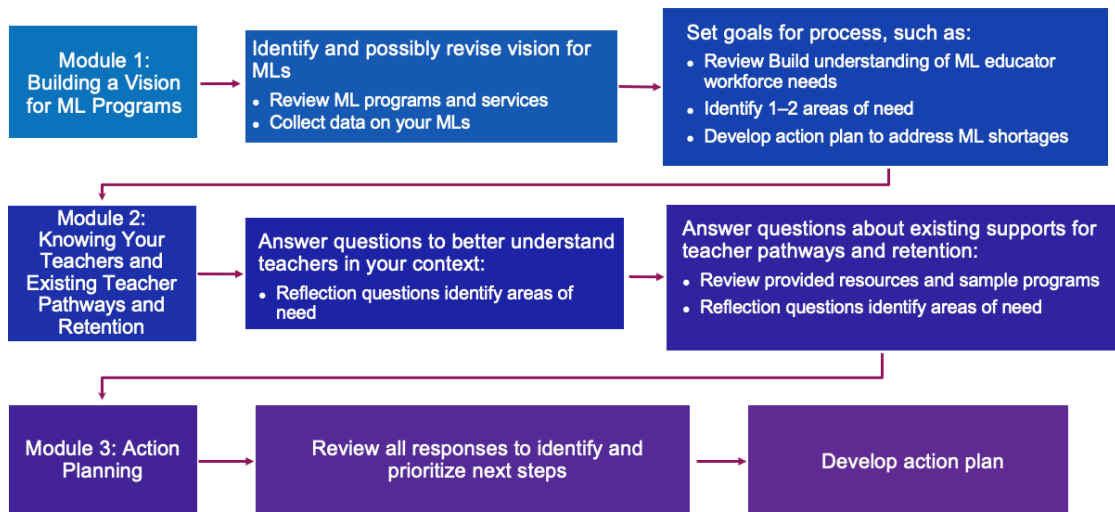


Figure 2. ML Educator Toolkit Modules

Part 5. Clarify Terminology

Building a common understanding of the terms **multilingual learners** (MLs) and **English learners** (ELs) is an important first step to discussing how to strengthen the teacher workforce to support linguistically diverse students. This section is designed to guide your team through a collaborative process to develop shared definitions for MLs and ELs. The slide deck provides a guide to walk through this session.

Activity: What do we mean when we use the terms MLs and ELs?

This activity includes three steps, each detailed further below.

- **Step 1:** Review definitions used in the tool (2–3 minutes).
- **Step 2:** Review definitions used in your context (2–3 minutes).
- **Step 3:** Reflect together on various definitions you have heard and craft shared definitions for the terms “English learners” and “multilingual learners” (15 minutes).

Step 1: Review definitions used in the tool

- » **Multilingual learners (MLs)** is an “umbrella term that includes the many terms and labels used to identify linguistically minoritized students in U.S. public schools.”
 - > Students Pre-K–12 “whose **home or ancestral language is a language other than English**; in many cases, these language(s) have been oppressed or debased, explicitly or implicitly, by national and local policies and institutions.”
- » **English learners (ELs)** is a legally defined education policy term that refers to:
 - > Students ages 3–21 who (a) have a home language other than English and (b) are developing English language skills to succeed in U.S. educational settings.

All ELs are MLs, but not all MLs are ELs



REL West, 2024
(https://ies.ed.gov/ncee/rel/regions/west/pdf/2.1.2.2.1_MultilingualLearners_Infographic01_Approved_508c.pdf)

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What's the difference?

1. **EL** is a *dynamic* term that only applies to a child for a limited time, since children who reach a certain level of English proficiency are reclassified as English proficient and are no longer considered ELs but rather *former* or *monitored ELs*. **MLs** includes all students who have a home language other than English, regardless of whether they are or have been classified as an EL.
2. **ELs** are *legally entitled* to support and services for learning English, a policy that stems from the Supreme Court (Lau v. Nichols 1974, Castañeda v. Pickard 1981) and the Every Student Succeeds Act (ESSA) (2015), which specifies that educational agencies are obligated to sufficiently staff EL programs. **MLs** are not legally defined or entitled to services at the federal level.

REL West, 2024

(https://ies.ed.gov/ncee/rel/regions/west/pdf/2.1.2.2.1_MultilingualLearners_Infographic01_Approved_508c.pdf)



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Step 2: Review local definitions

- » Does your state or jurisdiction have a definition for **multilingual learners**?
 - > [if so, insert here]
- » Does your state or jurisdiction have a definition for **English learners**?
 - > [if so, insert here]
- » What other terms are used in your state/jurisdiction?
- » Is there any variation in how local educational agencies/schools refer to this population? If so, please describe.



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Step 3: Reflection and updates

- » Look at your definitions for MLs and ELs and compare to what you just read.
 - > Do you want to make any adjustments to the definition?
 - > How does a shared understanding of these definitions align with and potentially re-shape the work you are doing to serve MLs?
- » Agree on definitions and add to your workbook.

Note: If your definitions are different than those used in the tool, be sure to keep that in mind throughout the modules!



Refer participants to Workbook Table 1.10 on page 13

Additional Module 1 Information

WORKING DEFINITIONS – Table 1.10

Multilingual Learners:

English Learners:

Part 6. Discuss Policies, Goals and Vision for MLs

Activity: Pre-Work and Think About for District Policies and Goals

1. Review **Pre-Work** and comment on it.
2. Answer **Think About** questions.

Policy Goals and Vision: Data Exploration Pre-Work

In this section, we provide an opportunity for you to review existing policies, practices and frameworks to support MLs at both LEA and SEA levels. Although this tool focuses on LEAs recruiting and preparing teachers to work with MLs, we recognize that each educational policy is part of a larger system and needs to be considered within that system. Recruitment and preparation, for example, need to be considered in the frame of broader teacher workforce issues – retaining teachers once they are hired, diversifying the teacher workforce to be more representative of the students, developing culturally responsive and sustaining practices, and supporting professional growth.

The teacher workforce is just one facet of all the pieces that contribute to successful learning for MLs, including high-quality instruction and assessment, systems alignment, data use, community and family partnerships, and developing an assets orientation and shared responsibility. We recommend that you review your own SEA's policies and practices. In addition, here is a selection of existing SEA-level EL/ML frameworks that may be of interest:

Published SEA-Level Frameworks for ML Education, as of 2023

State	Title	Year Released
Alabama	Alabama Framework for English Learner Success	2021
Arizona	Arizona's Language Development Approach	2019
California	California English Learner Roadmap	2017
Delaware	The DELaware Design for High-Quality English Learner Education	2019
Massachusetts	The Massachusetts Blueprint for English Learner Success	2020
Michigan	Advancing Equity: A Strategic Vision for English Learners	2021
New York	Blueprint for English Language Learner / Multilingual Learner (ELL/MLL) Success	2014
Rhode Island	Rhode Island's Blueprint for Multilingual Learner Success	2021

Source: From Guidance for the Design and Implementation of a Statewide Framework for Multilingual Learner Education.

Refer participants to Workbook Tables 1.1 and 1.2 on pages 2-4

Multilingual Educator Toolkit – Module 1 Workbook

This workbook includes pre-work data collection and session reflection questions, as well as space to add Definitions, Goals, and Team Members that are discussed in Module 1 so all information stays in one place.

Data are essential for the team to fully engage in the activities in this workbook. These data will help you understand the landscape of multilingual learner (ML) experiences in your local educational agency (LEA), including characteristics of ML students, the programs and teachers that serve them, and the broader policy context of your LEA.

If data for a particular area are unavailable, leave that section blank and note how the data might be collected in the future.

Module 1 includes three sections. Each section includes two parts: *Pre-Work* questions should be completed before the session and brought to the meeting. *Think About* questions will be answered at the session in conversation with team members. Module 1 also provides time to determine overall goals for the three modules.

ML Policies, Goals and Programs

This section provides a template to collect information about your district's policies and programs for MLs. The information will be used to foster a discussion about the district's overall vision for its MLs, to reflect on whether the policies reflect that vision and consider whether the current ML programming aligns with the district vision. Completing this section will help you identify gaps and misalignments between the district vision, policies and programming.

Policy Goals and Vision: Data Exploration Pre-Work

Table 11

Add data and reflections to address the following questions.

LEA or school improvement plans with goals related to MLs or multilingualism
Review the improvement plans to identify goals that are either explicitly or implicitly relevant to MLs and list them here.

Table 12

Whether or not you have a framework that informs your work, look at the following components found in many EL/ML frameworks and complete the table. Keep in mind those components that are not present or that present challenges as you determine your goals for this process.

Component	Not Present	Partially Present but Not Fully Implemented	Fully Implemented
Clearly defined and implemented EL program structures and goals			
Clearly defined high-quality instruction and assessment for ELs at different levels of English proficiency			
Aligned and coordinated systems (e.g., EL and SPED programs)			
Deep community and caregiver partnerships			
Shifting mindsets among staff to assets orientation and shared responsibility			

Policy Goals and Vision: Think About

This section prompts deeper thinking and discussion to reflect on the information provided in the previous table. Discuss these questions with your team at the meeting. As you engage in this work, you may want to refer to broader systems-level change frameworks. We present two here for your review.

Resources

- [The Water of Systems Change](#) describes six conditions of change at three levels: structural, relational, and transformative. Change initiatives often focus on one of the six conditions while accounting for and being aware of the others.
- [The Great Teachers and Leaders Center](#) provides an educator workforce framework focused on equitable access for all students. It provides strategies for systems change that consider the multiple stages of workforce expansion, diversification, and retention.

Refer participants to Workbook Table 1.3 on Page 5

Whether or not you have a framework that informs your work, look at the following components found in many EL/ML frameworks and complete the table. Keep in mind those components that are not present or that present challenges as you determine your goals for this process.

Policy Goals and Vision: Think About
Table 1.3 <i>This section prompts deeper thinking and discussion to reflect on the information provided in the previous table. Discuss these questions with your team at the meeting.</i>
If your SEA or LEA has an EL/ML framework, how can it inform the work you are engaging in to strengthen the educator workforce to support MLs?
Considering the five components of EL/ML frameworks you reviewed in your prework, how is each related to recruitment and retention of high-quality educators for ELs/MLs?
Clearly defined and implemented EL program structures and goals:
Clearly defined high-quality instruction and assessment for ELs at different levels of English proficiency:
Aligned and coordinated systems (e.g., EL and SPED programs):
Deep community and caregiver partnerships:
Shifting mindsets among staff to assets orientation and shared responsibility:

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Part 7. Explore District ML Programming

Activity: Pre-Work and Think About for District ML Programming

1. Review **Pre-Work** and comment on it.
2. Answer **Think About** questions.

Programs Serving MLs: Data Exploration Pre-Work

Before considering the specific educator needs for the MLs in your district, it is important to take a step back and consider the district vision for ML programming. Any ML program should have as a goal high-quality instruction that supports MLs to both achieve English language proficiency and meet academic content standards. Such effective programming needs two components:

- A **program model** that specifies how MLs are afforded access to academic content; and
- **English language development (ELD) services** that outline how MLs' language development is facilitated.

Reviewing Current ML Policies and Programs

Program models = access to content
ELD services = access to English instruction

Key aspects of program models	Key aspects of ELD services (offered across all program models)
Foreground students' assets and needs, not what resources you have available	Differentiate services according to English proficiency levels
Prioritize bilingual program models	Limit separation of MLs for ELD instruction
Articulate how students will access academic content (who provides content instruction and in what language(s))	Provide integrated ELD in all content classes (content teachers provide language scaffolding)
Program models include: <ul style="list-style-type: none"> • Two-way immersion or dual language • One-way immersion (developmental bilingual) • Transitional bilingual • Linguistically responsive (sheltered English) • Newcomer 	Program models should provide both targeted and integrated ELD instruction: <ul style="list-style-type: none"> • Targeted ELD instruction: separate time with focus on developing English proficiency • Integrated ELD instruction: inclusion of English language proficiency (ELP) standards in all academic content lessons

*Excerpted from Hopkins, M., & Lowenhaupt, R. (2024). [Guidance for the Design and Implementation of a Statewide Framework for Multilingual Learner Education.](#)

Program Model	Goals	Students	ELD Instructional Approach	
			Targeted ELD	Integrated ELD
Two-way Immersion (TWI)	To support bilingualism and biliteracy, academic achievement, and sociocultural competence.	ELs who speak the same home language and non-ELs. Can be offered K–12.	A separate time during the English instructional block, possibly provided by the classroom teacher in a small group format. Students are often grouped by ELP level, with more time allocated to students at beginning levels. If the program follows a 90/10 or 80/20 language allocation in the early grades, might focus 10% or 20% of English instruction on targeted ELD.	Provided during the English instructional block throughout all academic content lessons, ideally by a qualified classroom teacher. If the program follows a 90/10 or 80/20 language allocation, integrated ELD may not yet be part of the model in the earliest grades.
One-way Immersion (OWI) (also called Developmental Bilingual Education)		Only ELs who speak the same home language. Can be offered K–12.		
Transitional Bilingual Education (TBE)	To develop basic literacy skills in the home language to support transfer to English and transition to English-dominant instructional programs.	Only ELs who speak the same home language. Typically only offered for 2–3 years. While this model tends to be less effective than immersion programs at the elementary level, it may be an effective approach for newcomers and SLIFE at the secondary		

Program Model	Goals	Students	ELD Instructional Approach	
			Targeted ELD	Integrated ELD
Content-Based Education (in English)	To ensure <u>ELs'</u> access to and engagement in core content instruction taught in English.	Can serve only ELs or both ELs and non-ELs. Can be offered K–12.	May be offered as a stand-alone course, especially at the secondary level, or as small group instruction in the content classroom. Provided by a qualified ELD teacher or a content teacher who holds the appropriate ELD credential. Students are more often grouped by ELP level, with more time allocated to students at beginning ELP levels. <i>This approach might be called ELD Pullout or Push-in.</i>	Provided throughout all academic content lessons by a classroom teacher who is prepared to facilitate integrated ELD or through a co-teaching model that involves a teacher qualified to teach content and teacher qualified to teach ELD. <i>The latter approach might be referred to as Co-teaching.</i>
Newcomer Education	To acclimate newly arrived immigrants to US schools and develop English skills with home language support as soon as possible to support transition to an English-dominant program model, usually within two years. Another goal for SLIFE newcomers is to develop foundational literacy and math skills.	Newcomer ELs who are in their first 1–2 years in US schools. Can be offered K–12 but is most common at the secondary level.	In the first few months of the program, targeted ELD might focus primarily on orientation to US schools and be facilitated by an ELD teacher. After students have acquired survival English, content standards can provide the language learning context as described above, with either a qualified ELD teacher or a content teacher who holds the appropriate ELD credential facilitating instruction.	

Figure 3. Multilingual Learner Program Models.

*Excerpted from Hopkins, M., & Lowenhaupt, R. (2024). [Guidance for the Design and Implementation of a Statewide Framework for Multilingual Learner Education.](#)

Refer participants to Workbook Tables 1.4 and 1.5 on pages 6-8

Explore District ML Programming

Programs Serving MLs: Data Exploration Pre-Work

Table 1.4
 Complete the following table to the best of your ability, listing the number of programs available at each grade band. You may also choose to edit the types of programs listed or program descriptions to align with program definitions in your LEA or change the grade bands to better fit your context. Review the definitions of these terms in the [glossary](#), if necessary. For the bilingual programs, include the languages of instruction.

	Number of Programs Available at Each Grade Band				How targeted ELD is provided?	How integrated ELD is provided?
	Pre-K	Elem.	Middle School	High School		
Dual language program (also known as two-way immersion)						
One-way immersion (also known as developmental bilingual)						
Transitional bilingual education (TBE; also known as early-exit bilingual education)						

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Table 1.5

What kinds of learning experiences do MLs have in general education classrooms? For example, MLs may be in SEI classrooms taught by teachers with appropriate endorsements, or they may spend much of their day in general education classrooms taught by teachers with no required EL endorsement (in these cases, MLs often also receive a certain number of minutes of dedicated ELD/ESL instruction).

Describe the targeted ELD/ESL programs available. How are they designed and implemented? Consider the frequency with which support is offered (e.g., minutes per day) and other programmatic features.

Describe the bilingual programs available. Consider the languages and grade spans in which the programs are offered, how the programs are funded, and other programmatic characteristics.

What is/are the goal(s) of the bilingual programs (e.g., transitional bilingual program with the goal of moving to 100% English, or to 100% home language in a Native/Indigenous language revitalization context, or dual-immersion bilingual programs where students learn content across each language)?

How do schools determine whether to offer bilingual programs? For example, some SEAs or LEAs have legislation requiring or encouraging bilingual programs.

In which education programs are most of your MLs being served? What is the distribution of MLs across each of the program types? Why are most MLs served in these types of programs?

Note sources used to complete this table:

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Programs Serving MLs: Think About

This section prompts deeper thinking and discussion. During your synchronous meeting, discuss these questions with your team. You may base your responses on data or anecdotal information, but you should be clear about whether responses are data driven.

Refer participants to Workbook Table 1.6 on page 9

Programs Serving MLs: Think About

Table 1.6
 This section prompts deeper thinking and discussion. During your synchronous meeting, discuss these questions with your team. You may base your responses on data or anecdotal information, but you should be clear about whether responses are data driven. Be sure to spend sufficient time to deeply consider your answers across programs and across grade bands.

Do you have a written description of your ML programming? If yes, please include here. If no, what components should it include?

How well do the programs available for MLs meet their needs and use evidence-based practices for supporting MLs' development? (you may refer to resources listed above)

If there are education programs that are struggling or failing to meet MLs' needs, could this problem be addressed by providing teacher workforce support? What knowledge and skills would teachers need to develop to meet MLs' needs? What kinds of endorsements would show they have obtained those skills?

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Part 8. Knowing Your ML Students

Activity: Pre-Work and Think About for ML Students in Your District

1. Review **Pre-Work** and comment on it.
2. Answer **Think About** questions.

ML Students in Your District: Pre-Work

In this section, you will discuss the characteristics and needs of your ML student population.

Refer participants to Workbook Tables 1.7 and 1.8 on pages 10-11

Section 3: Knowing Your ML Students

ML Students in Your District: Data Exploration Pre-Work

MLs are a diverse group of students with varied linguistic and academic needs. For example, a student who has recently arrived in the United States with strong verbal skills but without a strong literacy background in their home language will have different instructional needs than a student born in the United States who has been participating in bilingual programs since kindergarten. The purpose of this section is to describe the characteristics of the ML population in your LEA and to use that information to consider specific teacher workforce needs.

Table 1.7

Complete the following table to the best of your ability. Not every LEA collects data on each group of students, so estimates are okay! You may also choose to edit the categories of students or grade levels to better fit your context. Review the [glossary](#) for definitions of these terms.

	Pre-K	Elementary	Middle School	High School
Number of Students				
Total				
MLs				
ELs				
Newcomers or those who have limited or interrupted formal education				
MLs dual-identified with disabilities				
Indigenous MLs				
Long-term ELs				
Other relevant category				
Other relevant category				

Note sources used to complete this table:

Table 1.8

Add data (where available) and reflections to the following questions.

What languages are spoken by MLs in your LEA?
How does the ML population vary across your LEA?
Are the MLs located in a particular school in the LEA? Does the concentration of students who speak a particular home language differ across schools?
Note sources used to complete this table:

ML Students in Your District: Think About

This section prompts deeper thinking and discussion. During your synchronous meeting, discuss these questions with your team. You may base your responses on data or anecdotal information, but you should be clear about whether responses are data driven. Although there are only two questions here, be sure to spend sufficient time to deeply consider your answers across programs and across grade bands.

Refer participants to Workbook Table 1.9 on page 12

ML Students in Your District: Think About

Table 1.9

This section prompts deeper thinking and discussion. During your synchronous meeting, discuss these questions with your team. You may base your responses on data or anecdotal information, but you should be clear about whether responses are data driven. Although there are only two questions here, be sure to spend sufficient time to deeply consider your answers across programs and across grade bands.

Has your ML student population changed over the last few years? Do you expect to see more change? How do you see these changes affecting needs for educators?

Among the different groups of MLs that you have described, which do you think face the greatest need regarding having teachers to meet their needs? What data do you have to support that?

Part 9. Determine Goals and Team Members

In this section, the team will talk about their goals as they think about the needs of educators who serve MLs. The workbook includes space for three goals and an early win, but you can list more or fewer goals depending on your needs. In setting goals, remember to stay connected to how you can support ML students by strengthening the educator workforce. For example, you may have a goal of “identifying specific gaps in the current pathways for teachers of MLs that can be included in LEA conversations about addressing teacher shortages.” You will have a chance to revise your goals at the end of this Module and again in Module 3.

Activity: Determining Goals

Some questions to think about as you determine your goals:

- After reviewing your LEA policies and vision for MLs, the current programs and services available, and your students, you may find that you want to dedicate time to revising the policies, vision and/or programming. If that is the case, complete that work prior to moving on to Module 2.
- Which groups of MLs will benefit if you achieve the goals you have set? Are there groups of MLs who will not benefit but who are high priority?
- Which ML programs will benefit if you achieve the goals? Are these the programs you want to focus on, and will the goal lead to addressing the needs you have identified?
- How well do the goals align with LEA policies? How well do goals align with SEA policies? Is this something of importance to you?
- Are there related areas of importance to ML student success that might not be addressed by this work but that you want to keep in mind.

Goals for Strengthening the ML Educator Workforce

Refer participants to Workbook Table 1.11 on page 13

GOALS - Table 1.11
<i>Early Win: An early win is typically a 30-60 day goal that is impactful and can be completed quickly.</i>
Early Win
Goal 1
Goal 2
Goal 3

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Activity: Who's on the Team?

- Review the goals: What expertise do you need to move this forward?
- Who is missing that has the expertise and power to accomplish your goals?
- Have you considered voices from your LEA, school, and community; ML experts; individuals at the SEA or county level?
- Do you have representation from staff with knowledge of different programs and grade levels?

Refer participants to Workbook Table 1.12 on page 14

Name	Email	Title	Expertise They Bring

Part 10. Wrap-Up

Complete a brief reflection activity. Discuss:

- One thing you learned today.
- One thing you were reminded of that you forgot you knew.
- One question you have.

Plan for Module 2 Pre-Work: Next, you will complete *Module 2: Existing Supports for Teacher Pathways & Retention*. In this module, you will review current certification policies, preservice programs, and alternative certification strategies that support pathways into teaching as well as professional development and well-being supports that can promote teacher retention. You will consider the needs of ML students in your context and identify gaps between current practices and the needs of ML students.

- Confirm who will complete **Module 2 Data Exploration Pre-Work** and bring any additional data you have identified as being useful and aligned to your goals.
- Recruit team members that need to be part of this endeavor to come to the next meeting, if needed.
- Confirm next meeting date.

The Multilingual Learning Research Center is a research center whose goal is to advance educational outcomes for multilingual learners through innovative and socially just research and research–practice partnerships.

- We collaborate across research disciplines to bring together bodies of knowledge, theories and methodologies in innovative ways.
- We seek to answer complex questions that have an impact on multilingual learners’ school success.
- We focus on elements key to the educational success of multilingual learners, including instruction, assessment, curriculum and program design.
- We value research–practice partnerships with educators to develop long-term, mutually beneficial collaborations around the production and use of research.
- We leverage local and global contexts and connections to interrogate a range of issues related to the education of multilingual learners.

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