



**mlrc**

Multilingual Learning  
Research Center



# Strengthening the Educator Workforce for Multilingual Learners Toolkit

Module 2  
Facilitator Guide



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# Multilingual Educator Toolkit – Module 2 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 the 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 2. The slide deck, Facilitator Guide, and Participant Workbook are available for you to use.

## Team Leader Preparation for Module 2

- **Step 1:** Review the work you did in Module 1, both the completed **Pre-Work** and the **Think About** responses.
- **Step 2:** Confirm the Module 2 meeting time and place with the complete team.
- **Step 3:** Make sure that the **Pre-Work** data for Module 2 is collected and added to the Participant Workbook prior to the meeting.
- **Step 4:** Hold the meeting for Module 2, using the Facilitator Guide and slide deck.

Table 1 provides an annotated agenda for Module 2, including the estimated time for each activity, the slides associated with the activity, and the Participant 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	If anyone is new, 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	Review norms	Review group norms developed in Module 1.	4	
15 min	4	Review the tool framework	Review the tool and complete the reflection activity.	5-7	
30 min	5	Understand teacher characteristics in your context	Review the <b>Pre-Work (Tables 2.1, 2.2 and 2.3)</b> and answer the <b>Think About (Table 2.4)</b> questions in workbook.	8-13	<b>Pre-Work:</b> Pages 2-4 <b>Think About:</b> Page 5
30 min	6	Discuss supports for teacher pathways	Review the <b>Pre-Work (Table 2.5)</b> and answer the <b>Think About (Table 2.6)</b> questions in workbook.	14-25	<b>Pre-Work:</b> Page 6 <b>Think About:</b> Page 7
30 min	7	Discuss ongoing support and professional learning opportunities	Review the <b>Pre-Work (Tables 2.7, 2.8, 2.10, 2.11, 2.13, 2.15 and 2.17)</b> and answer the <b>Think About (Tables 2.9, 2.12, 2.14, 2.16, and 2.18)</b> questions in workbook.	26-35	<b>Pre-Work:</b> Pages 8, 9, 11, 12, 14, 16 and 18 <b>Think About:</b> Pages 10, 13, 15, 17, and 19
5 min	8	Wrap-Up	Review and revise goals and team and plan for Module 3.	36-39	

# Detailed Information on Activities for Facilitator/Leader

## Part 1. Welcome and Introductions

If anyone new is joining the team, share your name, title, and what you want to take away from this learning.

## Part 2. Review Agenda

Below is an agenda to share with participants that you can adjust as you see fit.

<b>Welcome</b> Participants will begin their day with a welcome, team expectations, and review of Module 2 objectives.	15 minutes
<b>Review Module 1 Data and Reflections</b> Participants will reflect on key learnings from Module 1.	5 minutes
<b>Understanding Teacher Characteristics in Your State/Jurisdiction Context</b> Participants will explore data on teachers.	30 minutes
<b>Supports for Teacher Pathways</b> Participants will review certification policies in their local context as well as available certificate and diploma programs and alternative certification strategies.	30 minutes
<b>Ongoing Support and Professional Learning Opportunities</b> Participants will review the supports and professional development opportunities offered to teachers.	30 minutes
<b>Wrap-Up</b> Participants will revisit their goals plan for Module 3 pre-work.	10 minutes

## Part 3. Revisit Group Norms

Revisit the group norms from Module 1 and allow time for suggesting modifications. The following are suggestions.

- 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. Review the Tool Framework and Reflection Activity

Use this time to provide participants with a review of the ML Educator Tool, which includes five components (Figure 1) and three modules (Figure 2).

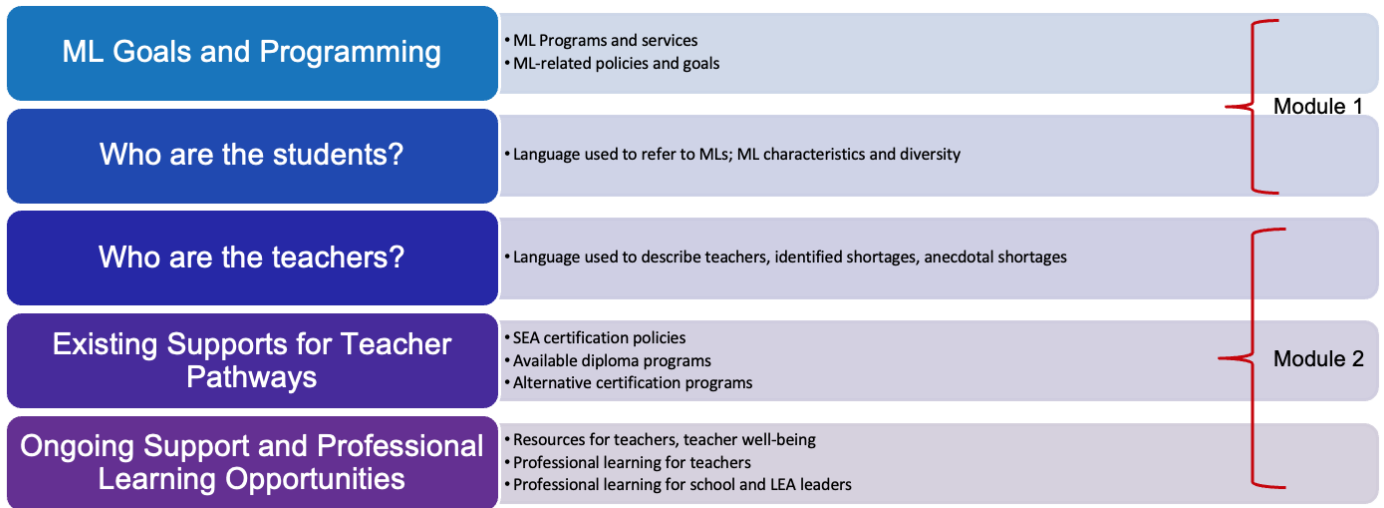


Figure 1. Components that contribute to building ML educator pathways

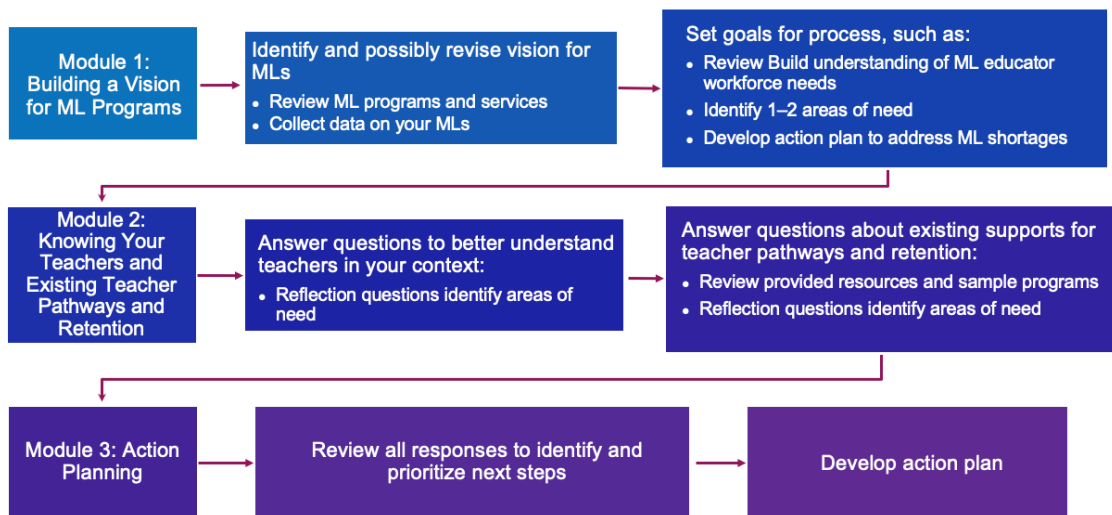


Figure 2. ML Educator Toolkit Modules

### Activity: Reviewing the Framework

To break the ice and revisit conversations from Module 1, share your answer to one of the following questions with the group:

- What is one thing that impacted you from our learning with Module 1?
- What is one thing that you are excited about from the learning with Module 1 and why?

# Part 5. Understanding Teacher Characteristics in Your Context

## Activity: Pre-Work and Think About in Module 2

For each of the next three sections in this module, you will first review the **Pre-Work** data collected in the Participant Workbook, then answer the **Think About** questions associated with the **Pre-Work**. Add your responses to the Participant Workbook, then consider any implications of your data and your reflections

This section collects information about the teachers who work with MLs, including how your district defines teacher types (e.g., bilingual, ELD), requirements for teachers in different programs, and current and anticipated teacher shortages by program type. The summary of this information will show where students spend most of their day and the characteristics and qualifications of their teachers. Completing this section will help you identify gaps and misalignments in programs or services for specific groups of MLs that could be addressed by strengthening teacher pathways and retention.

### Teacher Characteristics: Data Exploration Pre-Work

The following tables should be completed in the Participant Workbook and are provided here for your reference. Begin this section by reviewing the data collected during **Pre-Work**.

**Refer Participants to Workbook Tables 2.1, 2.2 and 2.3 on pages 2–4**

<p><b>Multilingual Educator Toolkit – Module 2 Workbook</b></p> <p>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 2 so all information stays in one place.</p> <p>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.</p> <p>If data for a particular area are unavailable, leave that section blank and note how the data might be collected in the future.</p> <p><b>Section 1: Understanding Teacher Characteristics In Your Context</b></p> <p>In this section, you will consider the teachers who work in programs serving multilingual learners (MLs) and identify teacher groups that may benefit from shifts in the teacher pathways.</p> <p><b>Teacher Characteristics: Data Exploration Pre-Work</b></p> <p><b>Table 2.1</b> Please provide definitions for how your local educational agency (LEA) talks about and categorizes teachers who serve MLs. This may include credentials, skills, and characteristics. If no definition exists, or if the definitions vary across grade levels, please note as well. Several suggestions are included, but you may edit terms or add additional categories.</p> <table border="1"> <thead> <tr> <th>Teacher Category</th> <th>Details (e.g., definitions, credentialing)</th> </tr> </thead> <tbody> <tr> <td>Bilingual Teacher</td> <td></td> </tr> <tr> <td>ELD Teacher</td> <td></td> </tr> <tr> <td>Classroom Teacher</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>Note sources used to complete this table:</p>	Teacher Category	Details (e.g., definitions, credentialing)	Bilingual Teacher		ELD Teacher		Classroom Teacher										<p><b>Table 2.2</b></p> <p><b>Does your LEA currently have an identified shortage of teachers who serve MLs? If so, where or in what areas are you facing challenges? Consider geographical challenges (e.g., in rural-remote areas); programmatic challenges (e.g., language skills for bilingual program teachers); challenges with lack of diversity in the workforce.</b></p> <p></p> <p><b>In addition to identified shortages of teachers who serve MLs, what anecdotal information do you have about shortages, particularly school-specific shortages? What additional information do you need to understand more about these shortages?</b></p> <p></p> <p>Note sources used to complete this table:</p>
Teacher Category	Details (e.g., definitions, credentialing)																
Bilingual Teacher																	
ELD Teacher																	
Classroom Teacher																	
<p>Strengthening the Educator Workforce for Multilingual Learners Toolkit – Module 2 Participant Workbook 2</p>	<p>Strengthening the Educator Workforce for Multilingual Learners Toolkit – Module 2 Participant Workbook 3</p>																

**Table 2.3**  
 To identify where there may be gaps in the teachers needed to staff each program type offered in your LEA, add the following staffing data points for each program that you identified in the program data exploration.

Program Details	Data Points
<b>Program 1:</b>	
Number of MLs served; number of staff	
Number of positions	
Number of current staff	
Staff characteristics (e.g., race/ethnicity, language background)	
Certifications, endorsements, licensure required for program staff	
Current vacancies	
Projected vacancies	
Potential reasons for vacancies	
<b>Program 2:</b>	
Number of MLs served; number of staff	
Number of positions	
Number of current staff	
Staff characteristics (e.g., race/ethnicity, language background)	
Certifications, endorsements, licensure required for program staff	
Current vacancies	
Projected vacancies	
Potential reasons for vacancies	
<b>Program 3:</b>	
Number of MLs served; number of staff	
Number of positions	
Number of current staff	
Staff characteristics (e.g., race/ethnicity, language background)	
Certifications, endorsements, licensure required for program staff	
Current vacancies	
Projected vacancies	
Potential reasons for vacancies	
Note sources used to complete this table:	

Strengthening the Educator Workforce for Multilingual Learners Toolkit – Module 2 Participant Workbook 4

### Teacher Characteristics: 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 should be clear about whether responses are data-driven.

**Refer participants to Workbook Table 2.4 on page 5**

**Teacher Characteristics: Think About**

**Table 2.4**  
 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.

**What other LEA policy contexts might be important to keep in mind when considering the teacher workforce serving MLs?**

**Which groups of MLs face the greatest shortages of teachers? Are there different understandings of program components that could lead to hiring teachers with mismatched qualifications?**

**How prevalent are challenges with teacher retention?**

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## Part 6. Supports for Teacher Pathways

### Activity: Pre-Work and Think About for Teacher Pathways

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

The questions in this section guide you to identify the existing support and programs in your local educational agency (LEA) to recruit and prepare teachers of multilingual learners (MLs). Then, you will reflect on how well the programs, such as certification policies, certificate and diploma programs, and alternative certification routes, meet your teacher workforce needs.

### *Certification Policies: Data Exploration Pre-Work*

The following table should be completed in the Participant Workbook and is provided here for your reference. Begin this section by reviewing the data collected during **Pre-Work**.

**Refer participants to Workbook Table 2.5 on page 6**

**Section 2: Supports for Teacher Pathways**

**Certification Policies: Data Exploration Pre-Work**

*In the following table, describe your LEA's policies regarding certifications for teachers serving MLs. Please answer each question for each teacher category. If you do not have access to data to answer any of the questions, consider: What data do you need to better answer the questions? How would you access these data?*

**Table 2.5**

	Teacher Category		
	Bilingual Program Teachers (Yes/No)	Targeted or Designated ELD/ESL Teachers (Yes/No)	General Education Teachers Who Have MLs in Their Classrooms (Yes/No)
Are certifications available?			
Are certifications required?			
Do regulations vary across grade bands? If yes, please describe.			
Do regulations vary across types of programs (e.g., dual immersion vs. transitional bilingual)? If yes, please describe.			
Does your state/jurisdiction provide guidance to credentialing institutions or to LEAs hiring teachers? If yes, please describe.			
Any additional relevant information:			
Note sources used to complete this table:			

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## Resources: Certification Policies

The following resources may be helpful in completing the **Pre-Work** for the Module 2 meeting.

- **Want to learn more about how English learner (EL) and bilingual certification requirements can support teacher pathways?** [Addressing EL Teacher Shortages](#) focuses on state educational agency (SEA)-level strategies for addressing shortages of teachers who are well prepared to work with students identified as ELs, including by implementing certification requirements for EL teachers.
- **Interested in making your certification policies more flexible?** [Leveraging Flexible Teacher Certification Policies to Address the Bilingual Teacher Shortage](#) provides guidance on how SEAs and LEAs can use flexible authorization policies—such as providing multiple pathways to certification, a menu of authorization requirements, probationary certifications, and flexible reciprocity—to attract and retain bilingual teachers (Rutherford-Quach, Torre, Gibney et al., 2021).
- **Want to learn more about certification policies across the United States?** [50-State Comparison: English Learner Policies](#) presents a national overview of EL policies in K–12 schools across all 50 states, including whether EL teachers are required to hold a specialist certification or endorsement, and may help identify gaps in your own context (Rafa et al., 2020).

### Certification Policies: 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 should be clear about whether responses are data driven.

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### Refer participants to Workbook Table 2.6 on page 7

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**Certification Policies: 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 should be clear about whether responses are data driven.

**Table 2.6**

Are there any challenges your LEA faces in adhering to policies around certifications? If so, please describe.

Are there any challenges specific to certain types of schools? If so, please describe. (e.g., some LEAs have unique challenges in low- or high-incidence schools or linguistically diverse schools.)

What aspects of existing certification policies work well?

Strengthening the Educator Workforce for Multilingual Learners Toolkit – Module 2 Participant Workbook 7

## Preservice Programs: Data Exploration Pre-Work

The following tables should be completed in the Participant Workbook and are provided here for your reference.

### Refer participants to Workbook Tables 2.7 and 2.8 on pages 8–9

**Section 3: Preservice Programs**

**Preservice Programs: Data Exploration Pre-Work**

In the following table, describe the preservice programs available to prospective teachers in your LEA. If you do not know the answers to any of the questions, consider: What information do you need to better answer the questions? How would you access this information?

**Table 2.7**

	Teacher Category	
	Bilingual Program Teachers	Targeted or Designated ELD/ESL Teachers
What programs are available?		
Where are the programs offered?		
How many prospective teachers participate annually?		
How is the program funded?		
What are the focal languages of the program (if applicable)?		
What are the focal grade spans of the program?		
Note sources used to complete this table:		

Strengthening the Educator Workforce for Multilingual Learners Toolkit – Module 2 Participant Workbook 8

**Table 2.8**

How do preservice programs for prospective general education teachers in your region incorporate supports for MLs? Consider certificates identifying ML-related coursework taken, the extent of programs offering coursework related to MLs, etc. available to the prospective workforce in your area.

How does your LEA collaborate with existing programs? (e.g., does your LEA collaborate with leadership of university programs? If so, how?)

Do existing preservice programs recruit and retain teacher candidates from similar backgrounds as those of the MLs in your district? Which programs have been most successful in doing so?

Note sources used to complete this table:

Strengthening the Educator Workforce for Multilingual Learners Toolkit – Module 2 Participant Workbook 9

## Preservice Programs: 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 should be clear about whether responses are data driven.

### Refer participants to Workbook Table 2.9 on page 10

**Preservice Programs: 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 should be clear about whether responses are data driven.

**Table 2.9**

How do these programs support teachers to acquire the skills necessary to support high-quality instruction for MLs in general education? Is targeted/designated ELD/ESL in bilingual programs?

What operational challenges do existing programs face in preparing ML teachers for success? (e.g., programs may be under- or over-subscribed, there may not be enough teacher education professors to teach the courses, or potential students may not have the resources to complete the programs as designed) Do multiple districts recruit teachers from these programs? If so, what leads teachers to choose your district? To choose other districts?

Beyond existing programs, what else is needed to meet the educator and student needs you have identified? What additional supports are most realistic given local conditions? Consider specific needs in your LEA. (e.g., "We need more programs to support Arabic-speaking students to become bilingual teachers," or "We need Kāhala Mo'ili'i (Native Hawaiian) students who graduate from language immersion schools to find place-based sustaining career opportunities rather than migrating out of Hawai'i.")

Strengthening the Educator Workforce for Multilingual Learners Toolkit – Module 2 Participant Workbook 10

## Alternative Certification Program: Data Exploration Pre-Work

The following tables should be completed in the Participant Workbook and are provided here for your reference.

### Refer participants to Workbook Tables 2.10 and 2.11 on pages 11–12

**Section 4: Alternative Certification**

In the following table, describe the alternative certification programs that are available to prospective teachers in your district. If you do not know the answers to any of the questions, consider: What information do you need to better answer the questions? How would you access this information?

**Table 2.10**

	Teacher Category	
	Bilingual Program Teachers	Targeted or Designated ELD/ESL Teachers
What programs are available?		
Where are the programs offered?		
How many prospective teachers participate annually?		
How is the program funded?		
What are the focal languages of the program (if applicable)?		
What are the focal grade bands of the program?		
Note sources used to complete this table:		

Strengthening the Educator Workforce for Multilingual Learners Toolkit – Module 2 Participant Workbook 11

**Table 2.11**

Does your LEA have alternative strategies for certification for prospective general education teachers working with MLs? Consider professional learning opportunities and ELD/ESL endorsements. Some localities require all teachers to obtain a language-focused endorsement.

Note sources used to complete this table:

Strengthening the Educator Workforce for Multilingual Learners Toolkit – Module 2 Participant Workbook 12

## Alternative Certification Programs: 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 should be clear about whether responses are data driven.

### Refer participants to Workbook Table 2.12 on page 13

**Alternative Certification Programs: 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 should be clear about whether responses are data driven.

**Table 2.12**

How do the existing alternative certification programs support teachers to acquire the skills necessary to support high-quality instruction for MLs in general education? In targeted/designated ELD/ESL? In bilingual programs?

Do the existing alternative certification programs recruit teacher candidates from similar backgrounds as the MLs they will serve? Which programs have been most successful at this?

What operational challenges do existing programs face in preparing ML teachers for success? (e.g., a program may not have enough applicants or enough teacher education professors to teach the courses.) Do multiple districts recruit teachers from these programs? If so, what leads teachers to choose your district? To choose other districts?

Beyond existing programs, what else is needed to meet the educator and student needs you have identified? What additional supports are most realistic given local conditions? Consider specific needs in your district. (e.g., "We need more programs to support paraeducators to become certified teachers," or "We need better recruitment strategies to enroll individuals in alternative certification programs.")

Strengthening the Educator Workforce for Multilingual Learners Toolkit – Module 2 Participant Workbook 13

## Part 7. Ongoing Support & Professional Learning Opportunities

### Activity: Pre-Work and Think About for Teacher Pathways

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

The questions in this section will help you identify the existing support and programs in your local educational agency (LEA) to retain teachers with the skills needed to provide high-quality instruction for multilingual learners (MLs). Then, you will reflect on how well the supports, such as those focused on improving working conditions, professional learning opportunities, and supports for school and LEA leadership, meet your teacher workforce needs.

### *Educator Well-Being: Data Exploration Pre-Work*

The following table should be completed in the Participant Workbook and is provided here for your reference.

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**Refer participants to Workbook Table 2.13 on page 14**

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Section 5: Ongoing Support & Professional Learning Opportunities
<p>The questions in this section will help you identify the existing support and programs in your LEA to retain teachers with the skills needed to provide high-quality instruction for MLs. Then, you will reflect on how well the supports, such as those focused on improving working conditions, professional learning opportunities, and supports for school and LEA leadership, meet your teacher workforce needs.</p>
<p><b>Educator Well-Being: Data Exploration Pre-Work</b></p> <p>In this section, consider how your LEA promotes teacher well-being both in and out of the workplace. Add data (where available) and reflections to the following questions. Data may be drawn from teacher satisfaction surveys, climate and culture surveys, or teacher retention data.</p>
<p><b>Table 2.13</b></p>
<p><b>How does your LEA promote teacher well-being in the workplace?</b> Consider support for teacher collaboration, teacher agency, or planning time, or other support that may improve teachers' day-to-day working conditions.</p>
<p><b>How does your LEA promote teacher well-being outside of the workplace?</b> Consider supports such as appropriate pay and benefits.</p>
<p><b>How does your LEA ensure adequate instructional resources to offer bilingual education or ELD/ESL programming?</b> Consider provision of concrete resources as well as support for schools to fund or find appropriate resources.</p>
<p><b>How does your LEA ensure adequate instructional resources to support MLs in general education settings?</b> Consider provision of concrete resources as well as support for schools to fund or find appropriate resources.</p>
<p>Note sources used to complete this table:</p>
<p>Strengthening the Educator Workforce for Multilingual Learners Toolkit – Module 2 Participant Workbook 14</p>

## Educator Well-Being: 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 should be clear about whether responses are data-driven.

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**Refer participants to Workbook Table 2.14 on page 15**

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<b>Educator Well-Being: Think About</b>
<p>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 should be clear about whether responses are data driven.</p>
<p><b>Table 2.14</b></p>
<p><b>Do teachers working with MLs have equal access to supports for teacher well-being? (e.g., do ELD/ESL teachers have co-planning time with their general education colleagues?)</b></p>
<p><b>Are the existing supports for teacher well-being effective for teachers working with MLs? If yes, how do you define and measure success? If not, what are the challenges when supporting the well-being of teachers working with MLs?</b></p>
<p><b>Are the existing instructional resources successful? If yes, how do you define and measure success? If not, what are the challenges associated with providing adequate instructional resources?</b></p>
<p><b>Beyond the existing support, what else is needed to improve working conditions for teachers working with MLs? What additional supports are most realistic given local conditions? Consider specific needs in your locality. (e.g., "We need more resources to implement bilingual programs in languages besides Spanish," or "We need better pay and benefits to support teacher retention.")</b></p>

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## Teacher-Focused Professional Development: Data Exploration Pre-Work

The following table should be completed in the Participant Workbook and is provided here for your reference.

### Refer participants to Workbook Table 2.15 on page 16

**Teacher-Focused Professional Development: Data Exploration Pre-Work**  
In the following table, describe the in-service professional development opportunities available to support teachers serving MLs to implement high-quality instructional practices for MLs in your LEA. If you do not know the answers to any of the questions, consider: What information do you need to better answer the questions? How would you access this information?

**Table 2.15**

	Teacher Category		
	Bilingual Program Teachers	Targeted or Designated ELD/ESL Teachers	General Education Teachers Who Have MLs in Their Classrooms
What opportunities are available?			
Where are the opportunities offered?			
How many teachers participate annually?			
How is the program funded?			
What are the focal languages of the program (if applicable)?			
What are the focal grade bands of the program?			

Note sources used to complete this table:

Strengthening the Educator Workforce for Multilingual Learners Toolkit – Module 2 Participant Workbook 16

## Teacher-Focused Professional Development: 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 should be clear about whether responses are data-driven.

### Refer participants to Workbook Table 2.16 on page 17

**Teacher-Focused Professional Development: 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 should be clear about whether responses are data-driven.

**Table 2.16**

Are these existing teacher-focused professional development opportunities successful? If yes, how do you define and measure success? If not, what challenges prevent these opportunities from achieving success?

Beyond existing opportunities, what else is needed to meet the educator and student needs you have identified? What additional supports are most realistic given local conditions? Consider specific needs in your district. (e.g., "We need more opportunities for general education teachers to learn how to support MLs," or "We need more training for teachers to learn how to support a student's home language development when they don't speak the language.")

Strengthening the Educator Workforce for Multilingual Learners Toolkit – Module 2 Participant Workbook 17

## Leader-Focused Professional Development: Data Exploration Pre-Work

The following table should be completed in the Participant Workbook and is provided here for your reference.

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### Refer participants to Workbook Table 2.17 on page 18

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**Leader-Focused Professional Development: Data Exploration Pre-Work**  
In this section, consider professional development opportunities to support LEA and school leaders' capacity to support ML students. You may base your responses on data or anecdotal information but should be clear about whether responses are data driven.

**Table 2.17**

**Do you provide guidance to LEA and school leaders on how to support MLs, including guidance on how to support children who are classified as ELs? Consider supports for principals, superintendents, and other school administrators.**

**Do you provide guidance to LEA and school leaders around bilingual education? Consider supports for principals, superintendents, and other school administrators.**

**What, if any, professional learning opportunities exist to support LEA and school leaders in implementing high-quality instructional practices for MLs? Describe the different opportunities available, where they are offered, how many administrators participate annually, who manages and funds these programs, and the focal languages and grade spans addressed in the programs.**

Note sources used to complete this table:

Strengthening the Educator Workforce for Multilingual Learners Toolkit – Module 2 Participant Workbook 18

## Leader-Focused Professional Development: 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 should be clear about whether responses are data-driven.

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### Refer participants to Workbook Table 2.18 on page 19

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**Leader-Focused Professional Development: 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 should be clear about whether responses are data driven.

**Table 2.18**

**Are these existing leader-focused professional development opportunities and guidance successful? If yes, how do you define and measure success? If not, what challenges are there to being successful in these efforts?**

**Beyond existing professional development opportunities and guidance, what else is needed to meet the educator and student needs you have identified? What additional supports are most realistic given local conditions? Consider specific needs in your locality (e.g., "We need more training opportunities for administrators in low-incidence schools," or "We need to develop strategies to ensure schools value support for MLs.")**

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## Part 8. Wrap-Up

Revisit the goals you identified for using this tool. Discuss the following questions:

- Now that you have reviewed more about the pathways into the ML teacher workforce and strategies for retaining teachers of MLs, do the goals still address the needs you most want to address right now? If not, what changes to the goals do you want to make?
- How do these goals align with other efforts in your LEA? Are there efforts to ensure coherence?
- How do these goals align with other efforts in your state/jurisdiction or region? Are there efforts to ensure coherence?

Given the answers to the questions above, do you want to make any edits to your goals? If so, make changes here and in the workbook for Module 1 (Table 1.11).

### Reflection

- One new thing you learned about your district today
- One question you still have

### Plan for Module 3 Pre-Work

Next, you will complete *Module 3: Coming Together Around an Action Plan*. In this module, you will synthesize what you've learned in Modules 1–2 to develop actionable steps you can take to support the teaching workforce to better meet the needs of your ML students. Prior to your Module 3 session, you should:

- Review Module 3 Workbook and customize the Module 3 slide deck, if using.
- Review the completed Participant Workbooks from Modules 1 and 2.
- Come to the final meeting prepared to review and possibly revise the original goals and to then work together on an action plan for implementation.

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.

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- 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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