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Multilingual Learning
Research Center



Strengthening the Educator Workforce for Multilingual Learners Toolkit

Module 3
Facilitator Guide

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Multilingual Educator Toolkit – Module 3 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 3. The slide deck, Facilitator Guide, and Participant Workbook are available for you to use. Module 3 has been designed to support participants in developing an action plan to implement priority goals based on the data and reflections from Modules 1 and 2.

The workbook sections that follow assist with developing the action plan by guiding participants in conversations to:

1. Review all data and reflections from Modules 1 and 2 and highlight key findings.
2. Align the goals with the data and reflections, and prioritize the goals.
3. Create a detailed action plan that provides the framework for pursuing high-priority goals.
4. Dialogue about the next steps needed to begin implementation of the action plan and additional planning.

Team Leader Preparation for Module 3

- **Step 1:** Review the work you did in Modules 1 and 2, both the completed **Pre-Work** and the **Think About** responses.
- **Step 2:** Confirm the Module 3 meeting time and place with the complete team.
- **Step 3:** Hold the meeting for Module 3, using the Facilitator Guide and slide deck.

The following table provides an annotated agenda for Module 3, 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		1-2	
2 min	2	Review agenda		3	
3 min	3	Review norms	Review group norms developed in Module 1.	4	
5 min	4	Review the tool framework	Review the tool and reflect.	5-6	
35 min	5	Align data from Modules 1 and 2 and reflect on each goal	In small groups, focus on 1-2 goals and complete the table that pulls in data and reflections from Modules 1 and 2.	7	
15 min	6	Prioritize Goals and Action Steps	In large group, review the tables and prioritize, identifying 1-2 goals to work on.	8	
50 min	7	Action Planning	Complete the Action Planning table with the 1-2 goals and proposed action steps.	9-11	Pages 5-12
5 min	8	Next Steps	Confirm how this work will be implemented rather than put on a shelf.	12-14	

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.

Welcome, Agenda, and Norms Participants will begin their day with a welcome to any new team members, go over agenda and review team norms.	10 minutes
Review Tool Framework	5 minutes
Reflection: Reviewing Modules 1 and 2 Align data from Modules 1 and 2 and reflect on each goal	35 minutes
Prioritize Goals and Action Steps	15 minutes
Action Planning Participants will create an action plan around their final goals.	50 minutes
Next Steps and Wrap-Up Participants will discuss the next steps needed to finalize the planning process and begin implementation of the action plan. Participants will acknowledge the efforts of all participants and close out the planning process.	5 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 include five components (Figure 1) and three modules (Figure 2).

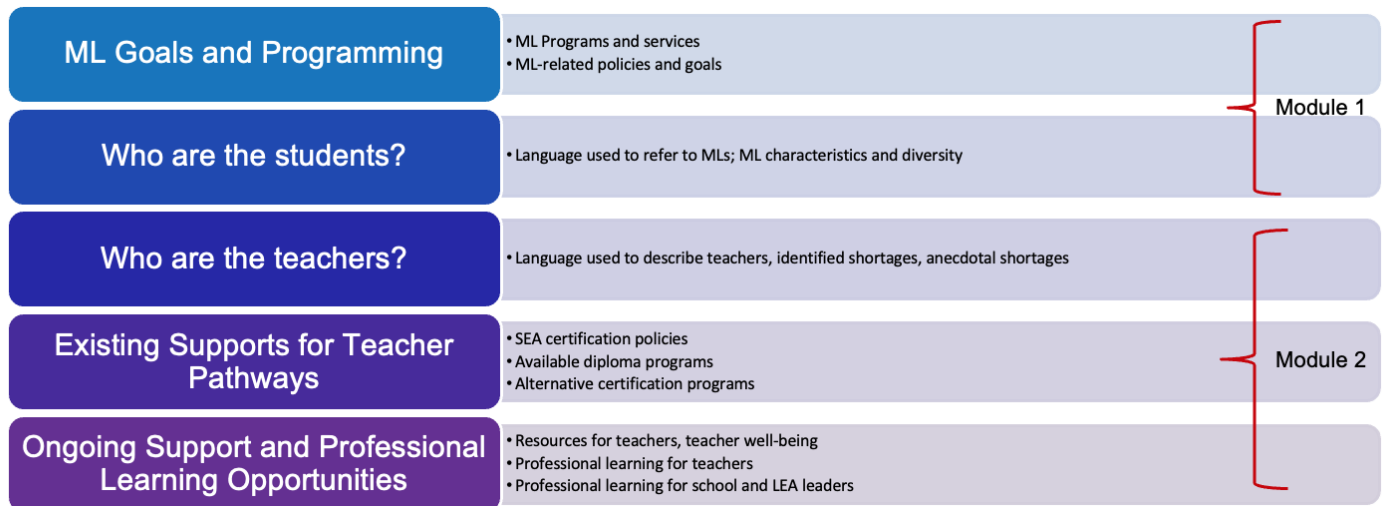


Figure 1. Components that contribute to building ML educator pathways

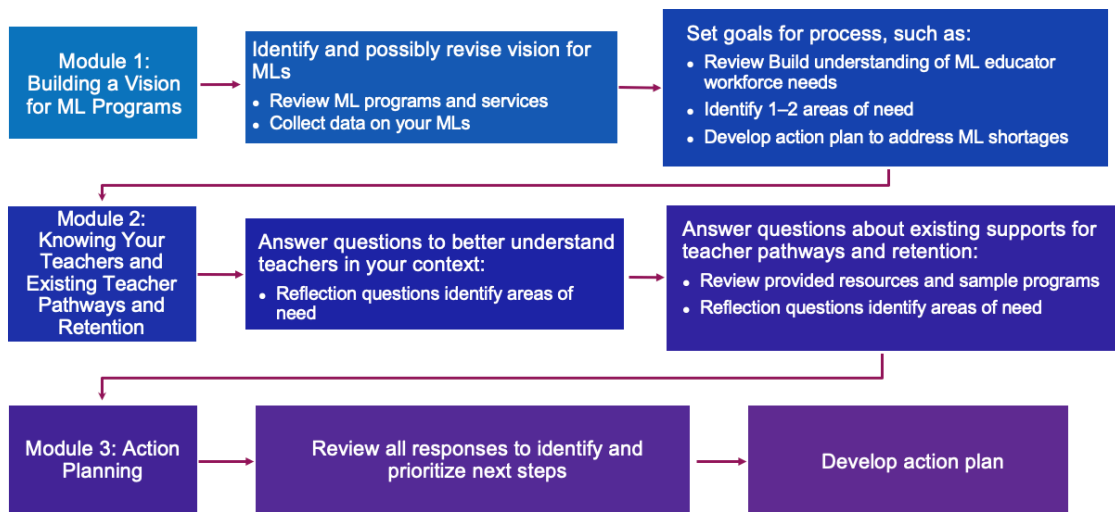


Figure 2. ML Educator Toolkit Modules

Part 5. Aligning Data from Modules 1 and 2

Activity: Aligning Data with Goals

First, divide into small groups and each group takes one or two goals. Using the completed workbooks from Modules 1 and 2, complete the table for each goal.

Refer participants to Workbook Table 3.1 on page 2

Multilingual Educator Toolkit – Module 1 Workbook

This workbook allows the team to pull together all the data collected and reflected on in the first two modules and align those data with the stated goals. The goals are then prioritized and for the highest priority goals the team will develop an action plan.

Section 1: Align Data & Reflect

First, divide into small groups and each group takes one or two goals. Using the completed workbooks from Modules 1 and 2, complete the table for each goal.

Table 3.1

	Data Relevant to Goal 1	Data Relevant to Goal 2	Data Relevant to Goal 3	Data Relevant to Early Win Goal
District ML vision and programs				
ML students				
Teachers of MLs				
Pre-service programs				
In-service professional learning				

Part 6. Prioritize Goals and Action Steps

Activity: Prioritize Goals and Action Steps

As a full group, review all the goals and data. Prioritize two goals. Then, look at the prioritized goals and outline proposed action steps.

Once you have prioritized the goals and outlined the action steps, you can move to the detailed action planning.

Refer participants to Workbook Table 3.2 on page 3

Section 2: Prioritize Goals and Action Steps	
As a full group, review all the goals and data. Prioritize two goals. Then look at the prioritized goals and outline proposed action steps.	
Table 3.2	
Goal	Proposed Action Steps (try to limit to no more than 3 steps per goal)
Goal 1	
Goal 2	
Goal 3	

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Part 7. Action Planning

The most thoughtful goals can sometimes be difficult to achieve without robust conversations around planning and implementation. The following questions will help you think critically about the steps needed to achieve the goals you have set.

Reminder: Action plans should be revisited periodically to ensure they still reflect current conditions and thinking. Continue to use these questions to guide you in future planning.

Activity: Questions to Consider

- **Who:** Who will take action? Who will hold us accountable? Are enough people/the right people involved? Who are our champions for this work?
- **What:** What actions are we taking? Are there interim actions required before larger actions can be taken? Have we identified/considered the root causes of the challenges that our goals might be trying to address?
- **When:** Do we have deadlines? Are they realistic/well sequenced?
- **Where:** Are our actions location specific? At what level do decisions around these actions need to be taken?
- **Why:** Why this, why now, to what end? (Is there alignment with a larger framework or vision?)
- **How:** How will actions—or people taking action—be supported to do so? What resources, in the form of funding, materials, human capacity, professional development, etc. are needed?

Other Tips:

- When action planning, try to make sure that you have been realistic about how much each person/team can be responsible for.
- Think carefully about your timeline and consider whether it has taken into consideration other periods of critical activity during your implementation timeframe.

Action Plan: An Example

A sample goal, with a few examples of related actions, is provided below to further support your planning.

Refer participants to workbook page 4

Section 3: Action Planning

Example:
Now that you have prioritized your goals and have data to support the proposed action steps, you can work on an action plan for your top 2 goals. A sample goal, with a few examples of related actions, is provided below to further support your planning:

Sample Goal 1
By the end of 2026, our district will have a professional learning program that provides support to 60% of teachers of ML students. Via survey, 60% of participating teachers will provide feedback indicating that the program met their needs.

Actions you will do in Year 1	Who is responsible?	What competencies, policies, or practices will be needed for this action item?	Funding source	Start date	End date	How will you know the results are meeting your goals?	Who will hold the person(s) accountable?
Create a district professional learning team to develop and implement professional learning on ML pedagogy	Director of Teaching and Learning	ML pedagogy, reading specialists, adaptive services, etc.	Annual Budget: \$TBD per annum	May 2025	Ongoing	At least 1 professional learning session per quarter is attended by 60% of ML teachers. 60% of quarterly professional learning session participants have provided positive feedback.	Superintendent, school principal
Develop and distribute a teacher survey capturing feedback on the ongoing professional learning	ML Team Lead	Survey and impact assessments, survey platform	Annual Budget: \$TBD per annum	May 2025	June 2026	Survey is administered to all professional learning participants and completed by 60%.	Superintendent, school principal

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Your Action Plan

The workbook includes an action plan template for you to complete your plan.

Refer participants to workbook pages 5–12

Your Action Plan
(Feel free to complete this in a separate document if you need more space. Recreate this table for future years if you are doing multi-year planning.)

Goal 1:

Actions you will do in Year 1	Who is responsible?	What competencies, policies, or practices will be needed for this action item?	Funding source	Start date	End date	How will you know the results are meeting your goals?	Who will hold the person(s) accountable?

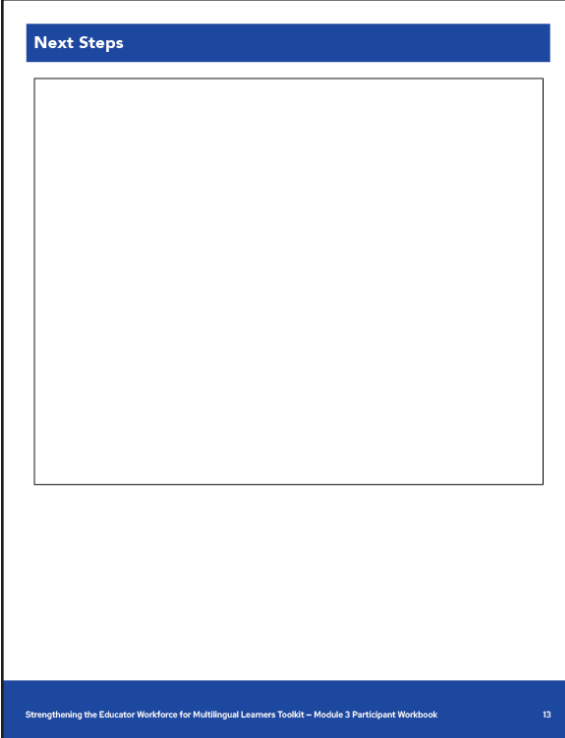
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Part 8. Next Steps and Wrap-Up

The last step for completing Module 3 is to determine what next steps are needed to move forward on this work. Questions to consider:

- Did you complete the full action plan, or do you need a future session(s) to fully complete it? What will be the timeline and cadence for these sessions?
- Does the plan require additional input or sign-off before work can begin? What will be your work team's timeline for this step?
- If the action plan is complete, then when will implementation work begin? Who will be responsible for launching this work and where will it "live"?
- Who else needs to be invited to join this work? How do you want to communicate your plans and implementation out to the broader community?

Refer participants to workbook page 13 to document next steps



Next Steps

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Module 3 Wrap-Up

Congratulations!

You have completed all the modules. Take time to acknowledge all participants for their contributions to this effort. Congratulations on coming together to better support your multilingual learners, educators, and community members!

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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