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Multilingual Learning
Research Center



Strengthening the Educator Workforce for Multilingual Learners Toolkit

Resources + References

Strengthening the Educator Workforce for Multilingual Learners Toolkit

This document includes all the resources referenced throughout the tool as well as additional resources related to funding programs to support multilingual learner (ML) students and their teachers.

Module 1

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. Table 1 includes a selection of existing state-level English learner (EL)/ML frameworks that may be of interest.

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.

ML Instructional Program Resources

U.S. Department of Education; Office of Planning, Evaluation and Policy Development; Policy and Program Studies Service. (2012). *Language Instruction Educational Programs (LIEPs): A Review of the Foundational Literature*. Washington, D.C. <https://www2.ed.gov/rschstat/eval/title-iii/language-instruction-ed-programs-report.pdf>

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Umansky, I., Hopkins, M., Dabach, D.B., Porter, L., Thompson, K., & Pompa, D. (2018). *Understanding and Supporting the Educational Needs of Recently Arrived Immigrant English Learner Students: Lessons for State and Local Education Agencies*. Council of Chief State School Officers. <https://eric.ed.gov/?id=ED586975>

ML Evidence-Based Instructional Practices

Resources on the New York State Education Department [website](#):

- [Topic Brief 1: Quality Education for English Language Learners/ Multilingual Learners: Why We Need it and How We Can Achieve It](#)
- [Topic Brief 2: Quality Student Interactions: Why Are They Crucial to Language Learning and How Can We Support Them?](#)
- [Topic Brief 3: De-Mystifying Complex Texts: What Are “Complex” Texts and How Can We Ensure ELLs and MLs Can Access Them?](#)
- [Topic Brief 4: The Zone of Proximal Development: An Affirmative Perspective in Teaching ELLs and MLs](#)
- [Topic Brief 5: Dispelling the myth of “English only”: understanding the importance of the first language in second language learning.](#)

The following sample Focus Bulletins were prepared by the WIDA Consortium and published by the Wisconsin Center for Education Research. [Additional Focus Bulletins](#) are also available.

- [Collaboration: Working together to serve multilingual learners](#) (July 2020)
- [Embedding the can-do cycle throughout the school year](#) (April 2022)
- [Interactive learning with multilingual learners in content-area classrooms](#) (December 2021)
- [Making science multilingual: Supporting equity through design principles](#) (June 2022)
- [Multiliteracies: A glimpse into language arts bilingual classrooms](#) (October 2021)

Module 2

The following resources from include program spotlights and resources related to the different ongoing supports for teacher pathways and retention discussed in Module 2.

Certification Policy Resources

Want to learn more about how state educational agency’s (SEA) English learner (EL) and bilingual certification requirements can support teacher pathways? [Addressing English Learner Teacher Shortages](#) focuses on 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 local educational agencies (LEA) 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 U.S.? [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 it may help identify gaps in your own state/jurisdiction (Rafa et al., 2020).

Preservice Program Examples

Scholars programs can procure bilingual students to become English language development/English as a second language (ELD/ESL) or bilingual teachers. Western Oregon University’s [Bilingual and Diverse Teacher Scholars programs](#) provide economic support and a professional learning community for prospective teachers and function in collaboration with LEAs.

Teacher residency programs can build on partnerships between universities and LEAs. Portland State University’s [Bilingual Teacher Pathway Program](#) recruits and prepares bilingual and bicultural individuals to become licensed teachers. University of Washington’s [BECA program for elementary bilingual teachers](#) is another similar example.

Tribal-based degree programs can support Native educators and students. [The Ozhitamaadizoyang Project](#), which means “making it for ourselves” in Ojibwemowin, is developing an Anishinaabe-based bachelor of education program and professional learning programs to support Native teachers and students in Northern Wisconsin.

Alternative assessment strategies can address barriers to teacher licensure. The Oregon Department of Education has developed a [multiple measures approach](#) to mitigate assessment barriers to licensure for multilingual teacher candidates.

Preservice Program Resources

Want to learn about state Native Language certifications? Nearly half of states have some form of Native language credentialing. The [Native American Language Resource Center](#) has compiled a resource that details the Native Language teacher credentialing in each state.

Want to learn more about how Hispanic-serving institutions (HSIs) can support pathways for teachers serving MLs? [The Role of Hispanic-Serving Institutions in Strengthening the Latinx Teacher Pipeline](#) features a discussion with leaders in the Hispanic Association of Colleges and Universities (HACU) about the Hispanic Educational Resources and Empowerment (HERE) Act, which aims to enhance collaborations between HSIs, school districts, and community colleges to provide pathways to the teaching profession for Latinx students (Garza, 2020).

Additional resources on diversifying the teaching profession more broadly:

- [Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color](#) (Carver-Thomas, 2018)
- Culturally Responsive Practices as a Strategy for Diversifying the Educator Workforce (Keirstead et al., 2022)

Alternative Certification Programs

In-service training can support ELD/ESL certification for general education teachers.

- The Arkansas Division of Elementary and Secondary Education provides an [English for Speakers of Other Languages \(ESOL\)](#) Institute and scholarship to increase the number of ESOL-certified teachers.
- The University of Delaware offers [Additional Certification in ESOL/Bilingual \(ACE\)](#), a series of five courses that lead to certification. Financial assistance is available.

District–university partnerships provide opportunities for teacher professional learning. The [California Bilingual Teacher Professional Development Program](#) provides state funding to expand the number of qualified bilingual/bicultural teachers through district–university partnerships.

Programs can both provide academic support to students and develop bilingual/bicultural teachers.

The [California Mini-Corps \(CMC\) Program](#) provides direct instructional services for migratory students in grades K–12 through a cadre of trained college tutors as well as an opportunity to build interest in teaching and promote bilingual/bicultural teachers.

Programs can support employed paraeducators to become certified bilingual program teachers.

[Woodring Bilingual Teaching Fellows](#) is a two-year bachelor’s degree completion program and a Community Route to Certification partnership between Western Washington University and districts/schools in Washington.

Alternative Certification Programs Resources

Interested in what alternative certification pathways can look like for ELD/ESL teachers? [Addressing English Learner Teacher Shortages](#) focuses on SEA-level strategies for addressing shortages of teachers who are well prepared to work with students identified as ELs, including competency-based and SEA–university partnership programs and creative ways to fund alternative certification pathways (Hopkins & Gautsch, 2023).

Interested in what alternative certification pathways can look like for bilingual teachers? [Leveraging Flexible Teacher Certification Policies To Address The Bilingual Teacher Shortage](#) provides guidance on how SEAs and LEAs can use flexible certification policies—such as providing multiple pathways to certification, a menu of certification requirements, probationary certifications, and flexible reciprocity—to attract and retain bilingual teachers (Rutherford-Quach, Torre, Gibney et al., 2021).

Programs to support paraeducators or other school staff to become certified teachers are examples of Grow Your Own (GYO) programs. [A 50-State Scan of Grow Your Own Teacher Policies and Programs](#) describes these programs and highlights their role in diversifying the teacher workforce, especially in bilingual education (Garcia, 2020).

Additional resources featuring GYO programs and programing information:

- [Chicago’s Bilingual Teacher Residency](#) (Garcia & Garza, 2019)
- [Bilingual Education: Lessons from Washington State](#) (Rutherford-Quach, Kelly et al., 2021)
- [Addressing the Bilingual Teacher Shortage](#) (Torre Gibney et al., 2021)

Educator Well-Being Program Example

The Virgin Islands Department of Education compiles online resources for current teachers. This [ESOL Empowerment hub](#) pulls together resources on topics that range from policies and procedures designed to change mindsets, to high-quality instructional practices.

Teacher-Focused Professional Development Resources

Want to learn more about professional learning opportunities in other 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 training or ongoing professional learning is required of general classroom teachers (Rafa et al., 2020).

Resources to Support Financing Programs

[National Professional Development \(NPD\) Program](#) – The NPD Program provides grants for eligible entities to implement professional development activities intended to improve instruction for English Learners (ELs) and assists education personnel working with ELs to meet high professional standards. Professional development activities may include both preservice and in-service activities.

[Native American Language Grant \(NAL@ED\)](#) – The purposes of the NAL@ED program are to support schools that use Native American and Alaska Native languages as the primary language of instruction; maintain,

protect, and promote the rights and freedom of Native Americans and Alaska Natives to use, practice, maintain, and revitalize their languages, as envisioned in the Native American Languages Act of 1990 (25 U.S.C. 2901 et seq.); and support the Nation’s First Peoples’ efforts to maintain and revitalize their languages and cultures, and to improve educational opportunities and student outcomes within Native American and Alaska Native communities.

Augustus F. Hawkins Centers of Excellence (Hawkins) Program – The Hawkins Program, authorized under Part B of Title II of the Higher Education Act of 1965, as amended (HEA) is designed to support centers of excellence at institutions of higher education (IHEs). The selected centers of excellence must be established at Historically Black Colleges and Universities (HBCUs); Tribal Colleges or Universities (TCUs); or Minority Serving Institutions (MSIs), such as Hispanic-Serving Institutions (HSIs), with a State-accredited teacher preparation program, to help increase the number of well-prepared teachers, including teachers of color, resulting in a more diverse teacher workforce prepared to teach in our Nation’s low performing elementary and secondary schools and close achievement gaps. This program focuses on the various aspects of the teacher preparation pipeline, including the recruitment, preparation, support, placement, and retention of teachers in high-need local educational agencies (LEAs) to support underserved students. Through this program, the Secretary seeks to fund applicants that propose to incorporate evidence-based components and practices into their teacher preparation program.

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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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