



mlrc

Multilingual Learning
Research Center



Strengthening the Educator Workforce for Multilingual Learners Toolkit

Module 1
Participant Workbook

Table 1.2

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

Table 1.3

This section prompts deeper thinking and discussion to reflect on the information provided in the previous tables. Discuss these questions with your team at the meeting.

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 data collection, 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:

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)						

	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		
Content classes with integrated ELD support (can also be linguistically responsive, structured English immersion [SEI])						
Newcomer program						
Other program (describe)						
<i>Note sources used to complete this table:</i>						

Table 1.5

<p>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).</p>
<p>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.</p>
<p>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.</p> <p>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)?</p>
<p>How do schools determine whether to offer bilingual programs? For example, some SEAs or LEAs have legislation requiring or encouraging bilingual programs.</p>
<p>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?</p>
<p><i>Note sources used to complete this table:</i></p>

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.

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

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.

Number of Students	Pre-K	Elementary	Middle School	High School
Total students in district				
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:

MULTILINGUAL LEARNER WORKFORCE STRATEGIC TEAM – Table 1.12

Name	Email	Title	Expertise They Bring

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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