



**mlrc**

Multilingual Learning  
Research Center



# Strengthening the Educator Workforce for Multilingual Learners Toolkit

**Module 2  
Participant Workbook**

# Multilingual Educator Toolkit – Module 2 Workbook

This workbook includes data collection and session reflection questions, as well as space to add definitions, goals, and team members that are discussed in Module 2.

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.

## Understanding Teacher Characteristics In Your Context

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.

### Teacher Characteristics: Data Exploration Pre-Work

**Table 2.1**

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.

Teacher Category	Details (e.g., definitions, credentialing)
Bilingual Teacher	
ELD Teacher	
Classroom Teacher	
<i>Note sources used to complete this table:</i>	

**Table 2.2**

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.
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?
<i>Note sources used to complete this table:</i>

**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
Program 1:	
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	
Program 2:	
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	
Program 3:	
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:	

**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.

<b>What other LEA policy contexts might be important to keep in mind when considering the teacher workforce serving MLs?</b>
<b>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?</b>
<b>How prevalent are challenges with teacher retention?</b>

# 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 <i>available</i> ?			
Are certifications <i>required</i> ?			
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:			
<i>Note sources used to complete this table:</i>			

## 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**

<b>Are there any challenges your LEA faces in adhering to policies around certifications? If so, please describe.</b>
<b>Are there any challenges specific to certain types of schools? If so, please describe.</b> (e.g., some LEAs have unique challenges in low- or high-incidence schools or linguistically diverse schools.)
<b>What aspects of existing certification policies work well?</b>

# 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?		
<i>Note sources used to complete this table:</i>		

**Table 2.8**

<b>How do preservice programs for prospective general education teachers in your region incorporate supports for MLs?</b> 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.
<b>How does your LEA collaborate with existing programs?</b> (e.g., does your LEA collaborate with leadership of university programs? If so, how?)
<b>Do existing preservice programs recruit and retain teacher candidates from similar backgrounds as those of the MLs in your district?</b> Which programs have been most successful in doing so?
<i>Note sources used to complete this table:</i>

## 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? In 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 Kānaka Maoli (Native Hawaiian) students who graduate from language immersion schools to find place-based sustaining career opportunities rather than migrating out of Hawai'i.")

## 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 completed this table:		



## Ongoing Support & Professional Learning Opportunities

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.

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

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.

**Table 2.13**

<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><i>Note sources used to complete this table:</i></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.

**Table 2.14**

<p><b>Do teachers working with MLs have equal access to supports for teacher well-being?</b> (e.g., do ELD/ESL teachers have co-planning time with their general education colleagues?)</p>
<p><b>Are the existing supports for teacher well-being effective for teachers working with MLs?</b> 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?</p>
<p><b>Are the existing instructional resources successful?</b> If yes, how do you define and measure success? If not, what are the challenges associated with providing adequate instructional resources?</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?</b> 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."</p>

## 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:			

## 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**

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

## 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**

<b>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?</b> Consider supports for principals, superintendents, and other school administrators.
<b>Do you provide guidance to LEA and school leaders around bilingual education?</b> Consider supports for principals, superintendents, and other school administrators.
<b>What, if any, professional learning opportunities exist to support LEA and school leaders in implementing high-quality instructional practices for MLs?</b> 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.
<i>Note sources used to complete this table:</i>

## 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**

<b>Are these existing leader-focused professional development opportunities and guidance successful?</b> If yes, how do you define and measure success? If not, what challenges are there to being successful in these efforts?
<b>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?</b> 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.")

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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