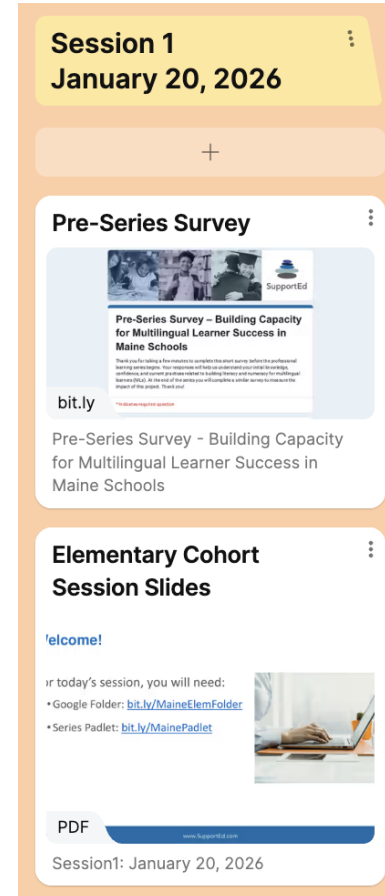
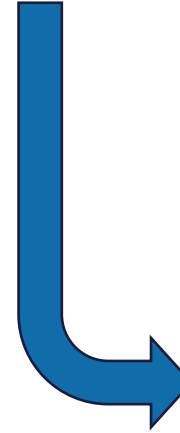


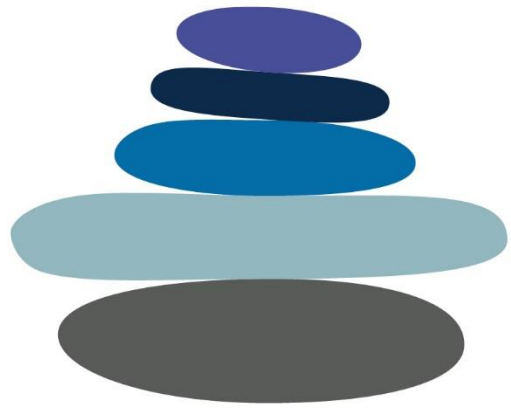
Welcome!

For today's session, you will need:

- Google Folder:
bit.ly/MaineElemFolder
- Series Padlet:
bit.ly/MainePadlet

While you wait, please complete the Pre-Series Survey linked on the Padlet.





SupportEd

Knowing Your Multilingual Learners and Using ML Research to Support Language, Literacy, and Numeracy Development

Elementary Cohort

Maine DOE

January 20, 2026

Maine DOE Contacts

- Attendance
- Zoom links
- EnGINE Access
- Session Recordings



Melanie Junkins

Building Capacity for MLs Grant Contract Manager

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ESOL State Specialist

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Session Facilitator



Mindi Teich, M.Ed.

ML Coach, SupportEd



@Mindi-Teich

A Little About Mindi



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS



Children's **Literacy** Initiative



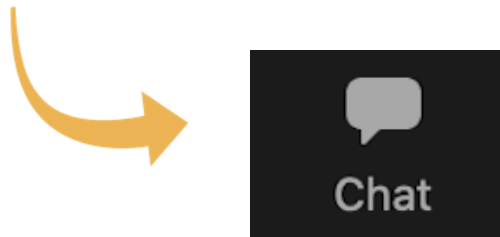
SupportEd

Thank You!



Before We Get Started: Zoom Tip

Click the **'Chat' button** to ask any questions



*** Chat messages from the SupportEd team (e.g., relevant links, technical support) will start and end with **three asterisks**. ***

Virtual Session Norms

- **Ways of participating:**

- Share through audio and video with whole group
- Share through audio and video in breakout rooms
- Write in chat

- **Independent work:**

- Turn off video while working independently
- Turn on video when ready to return to whole group



Series Overview (Document 1)

Session	Topic	Date and Time
1	Knowing Your Multilingual Learners and Using ML Research to Support Language, Literacy, and Numeracy Development	January 20, 2026 3:00 pm – 5:00 pm
2	Building Literacy and Numeracy for MLs with Instructional Materials Scaffolds	February 24, 2026 3:00 pm – 5:00 pm
3	Session facilitated by Maine DOE	March 18, 2026 3:00 pm – 5:00 pm
4	Peer Learning and Intentional Student Grouping to Scaffold Literacy and Numeracy for MLs	April 7, 2026 3:00 pm – 5:00 pm
5	Scaffolding Through Instructional Practices for MLs	May 5, 2026 3:00 pm – 5:00 pm
6	Reflecting and Goal Setting for ML Success (combined meeting with Secondary Cohort)	June 3, 2026 3:00 pm – 5:00 pm



Session Icons



Materials available
in the **Google Folder**



Materials available
on the **Padlet**



Discussion activity



Video activity

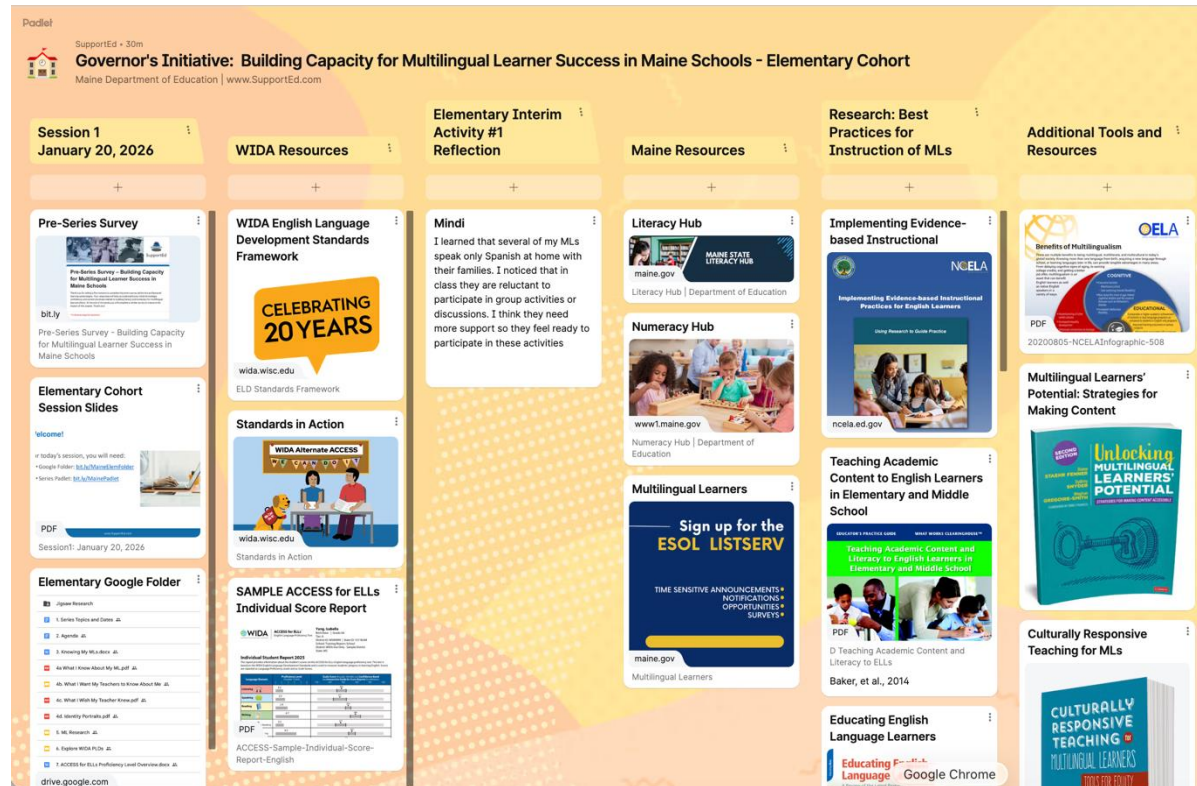


Meet in **breakout
rooms**

Session Objectives



Series Padlet: bit.ly/MainePadlet



Scan me

Google Folder: bit.ly/MaineElemFolder



Session 1: January 20, 2026



Session 2: February 24, 2026



Session 3: March 18, 2026



Session 4: April 7, 2026



Scan me



Agenda (Document 2)

Time*	Topic
3:00 – 3:10	Introductions and overview
3:10 – 3:40	Discuss importance of MLs' academic and non-academic backgrounds
3:40 – 4:10	Examine relevant research
4:10 – 4:35	Explore second language acquisition and WIDA resources
4:35 – 4:50	Create a plan to learn about your MLs and apply session resources
4:50 – 5:00	Wrap up and evaluation

*Times are approximate with one break embedded in the session.



Introduce Yourself

In the chat, share:

- Your **name and teaching role**
- Your **county or district**
- One reason you **chose to participate** in this professional learning series



Maine State Literacy Action Plan

Guiding Principles

- Literacy is a fundamental right and the cornerstone of all learning.
- All educators should be trained and supported to deliver evidence-based literacy instruction.
- Literacy learning begins at birth and must be supported at home, in school, and in communities.
- Families and caregivers are critical partners in fostering literacy development.
- Effective literacy instruction must be grounded in the science of learning and responsive to student needs.



Maine Department of Education, October 2025



Maine State Numeracy Action Plan

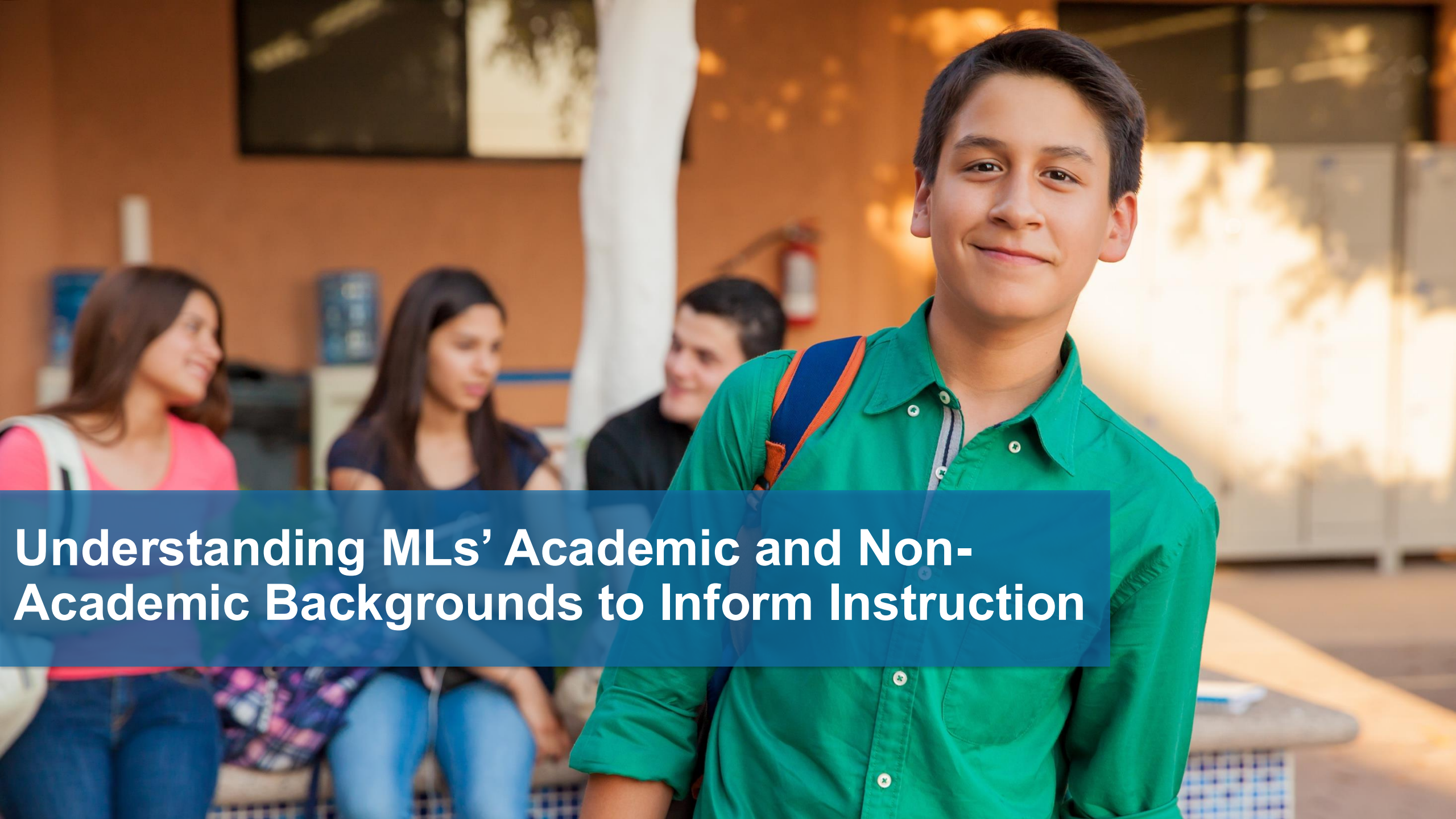
Guiding Principles

- Numeracy is not just math class; it is foundational for all learners.
- Every educator is a numeracy educator.
- Numeracy should be integrated across disciplines and all stages of learning.
- High-quality instructional materials, professional learning, and interdisciplinary collaboration are essential to strong numeracy education.
- Families, communities, and industries play a vital role in fostering numeracy learning.



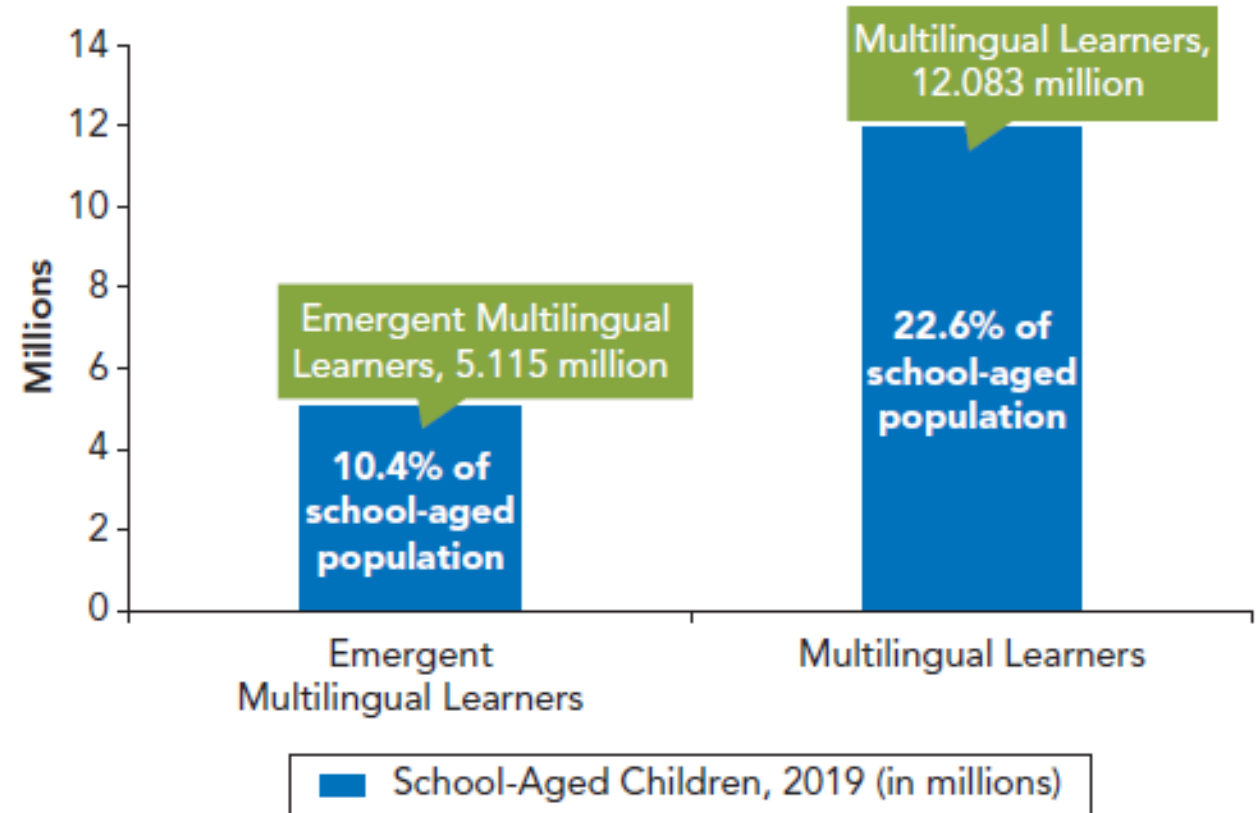
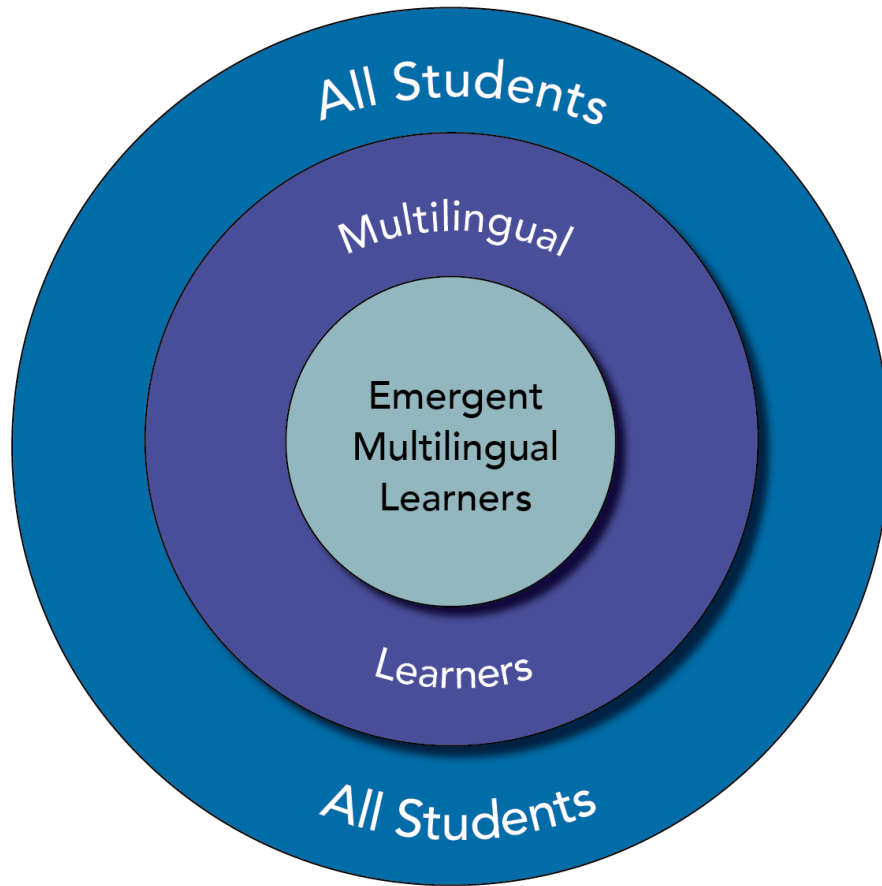
Maine Department of Education, October 2025





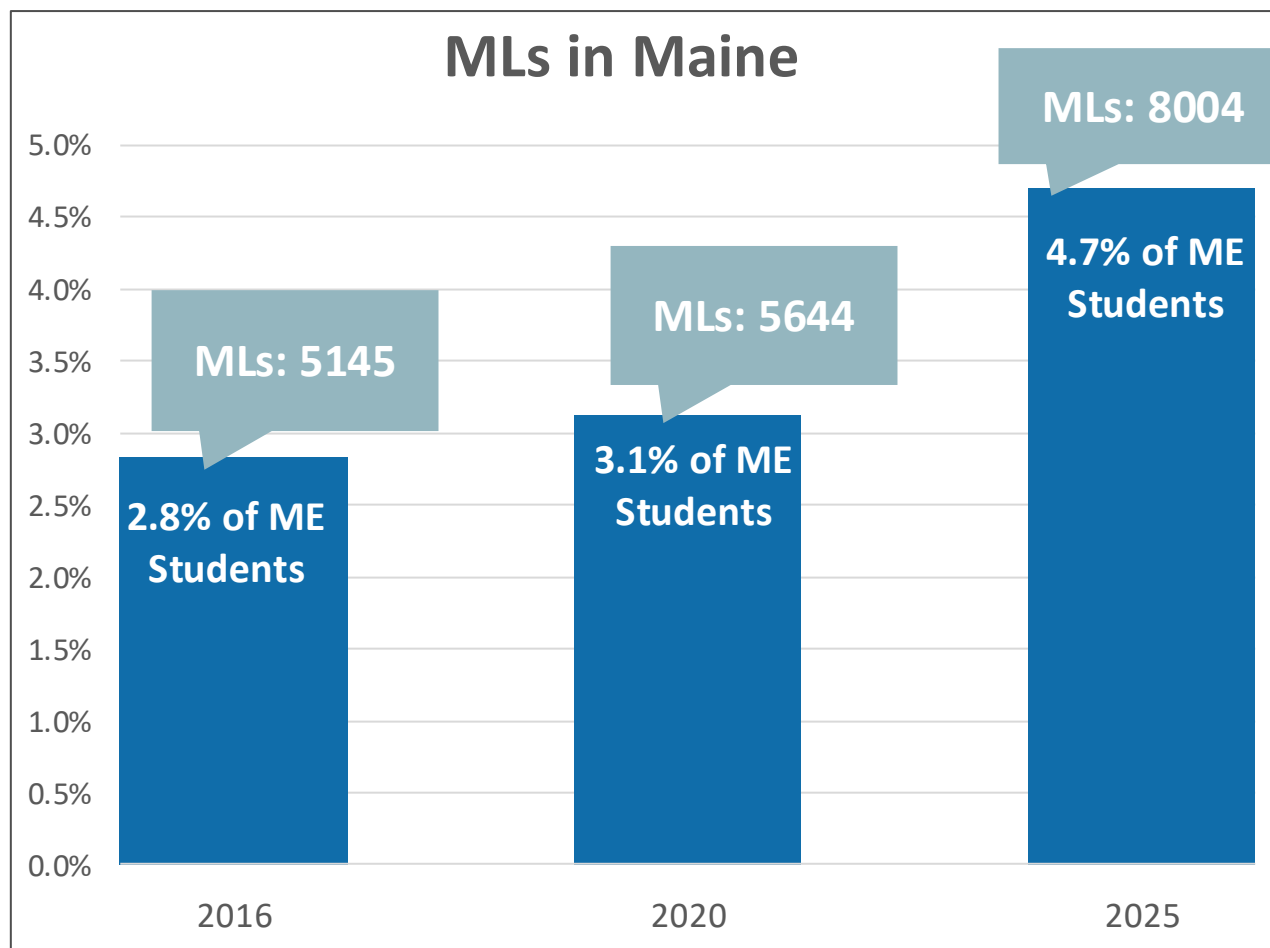
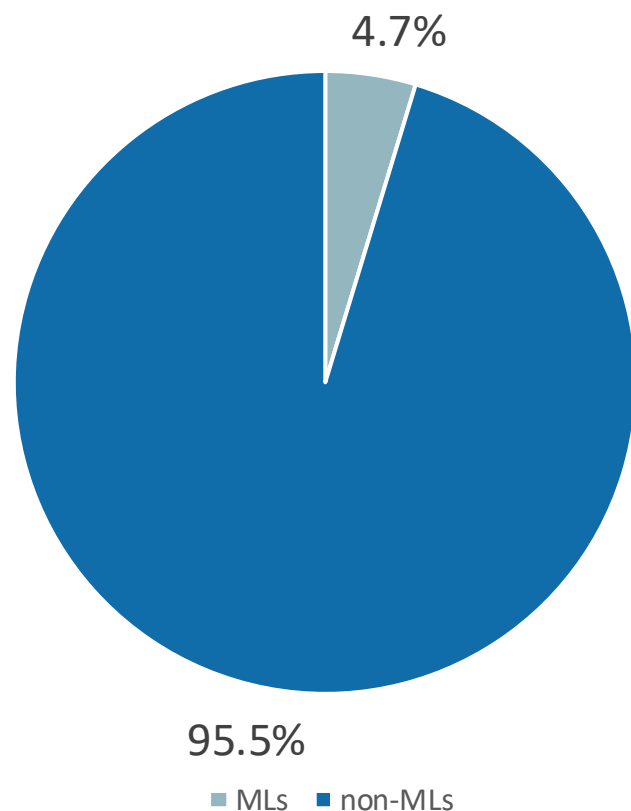
Understanding MLs' Academic and Non-Academic Backgrounds to Inform Instruction

Who Are Multilingual Learners?



National Center for Education Statistics, 2019

Who Are Multilingual Learners in Maine?



<https://www.maine.gov/doe/index.php/Multilinguallearnerdatadashboard>

Framework for Equitable and Excellent ML Education



Staehr Fenner et al., 2024

Strengths-Based Approach

- Academic skills
- Recognize funds of knowledge
- Build relationships with students
- Use lived experiences



Staehr Fenner et al., 2024; Moll et al., 1992

Knowing Your MLs

Share your response in the chat:

- What **academic information** do you currently have about your MLs?
- What **additional academic information** do you think might be important to know?



Recognizing Funds of Knowledge

- **Definition:** “The historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being”
- **Importance:** Value the cultural and cognitive resources students and can provide culturally responsive lessons that tap into prior knowledge



González, Moll, & Amanti, 2005; Moll, Amanti, Neff, & González, 1992



Knowing My MLs (Document 3)

Knowing My MLs

Directions:

1. In the left-hand column, write the names of your MLs from memory. For teachers with more than one class, choose a class with the greatest numbers of MLs.
2. In the middle column, write one fact about each ML that does not have to do with academics (e.g., Isabel plays the flute. Tae takes care of his brother after school).
3. In the third column, put a check if you have talked with the student about the information that you wrote in the middle column.
4. Answer the reflection questions.

Student's Name	Non-academic Fact About the Student	Conversation With Student About the Fact? (Yes or No)

- **Make** a copy of document 3.
- **Write** the names of your MLs from memory.
- **Write** at least one fact about each ML that does not have to do with academics.
- **Note** if you have had a conversation with the student about the fact.
- **Compare** your list against your class list.
- **Complete** the reflection questions.



Tool: What I Know About My ML Student (Document 4a)

FIGURE 2.3 WHAT I KNOW ABOUT MY ML

Name: 	Country of birth or family's country of birth: 
Home language(s): Comments related to strengths in home language (e.g., oracy and literacy in home language, identity as a speaker of home language):	If applicable English proficiency level: English language proficiency scores from _____ (date) Composite (the combined score): _____ Speaking: _____ Reading: _____ Listening: _____ Writing: _____
Relevant educational experiences (e.g., amount of time in U.S. schools, educational experience in home country, areas of strength in current school): 	
Cultural connections with schooling (e.g., individualist vs. collectivist, nonverbal communication preference, interactions with teacher): 	

Family background (e.g., who student lives with, what family likes to do together, family interests): 
Student interests (e.g., sports, animals, video games, musical artists): 
Student plans and/or goals (e.g., high school graduation, career and technical education courses, college): 
Inequities student may face (e.g., microaggressions, access to technology, childcare duties): 

Source: Snyder and Staehr Fenner (2021); adapted from Staehr Fenner and Snyder (2017). Icons by iStock.com/nuiun, iStock.com/bubaone, iStock.com/IuliiiaBagautdinova, iStock.com/Ilyaliren, iStock.com/bsd555, iStock.com/Dmytro_Vyshnevskyi.



Available for download at resources.corwin.com/FennerUnlocking2E

Staehr Fenner et al., 2024



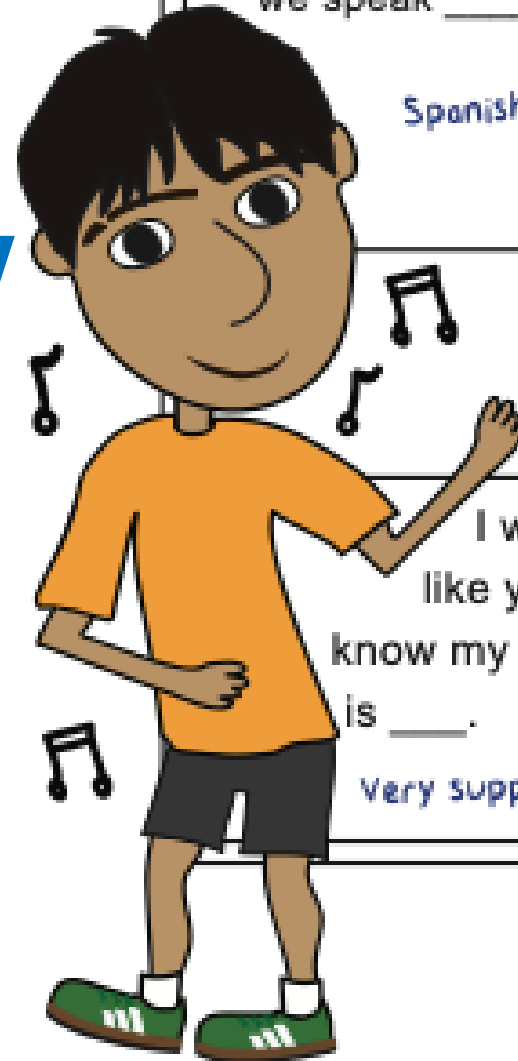
Tool: What I Want My Teacher to Know About Me (Document 4b)

In my home we speak ____. I can read and write in home language(s): Yes / No	How I feel about English Reading: I love it / it's OK / I don't like it Writing: I love it / it's OK / I don't like it Speaking: I love it / it's OK / I don't like it Listening: I love it / it's OK / I don't like it	For me, school has been _____.
My Name:		
I would like you to know my family is _____.	Outside of school I'm interested in _____.	In school my goal is to _____. Outside of school my goal is to _____. 

Staehr Fenner & Teich, 2024



Get to Know Your ML Example



In my home
we speak ____.

Spanish

How I feel about English:

Reading: Love/It's ok/don't like

Writing: Love/It's ok/don't like

Speaking: Love/It's ok/don't like

Listening: Love/It's ok/don't like

For me, school
has been ____.

Difficult for me to
understand my teachers
and feel comfortable.

My name: Esteban

I would
like you to
know my family
is ____.

Very supportive

Outside of school,
I'm interested in ____.

Music and dance

In school, my goal is
to ____.

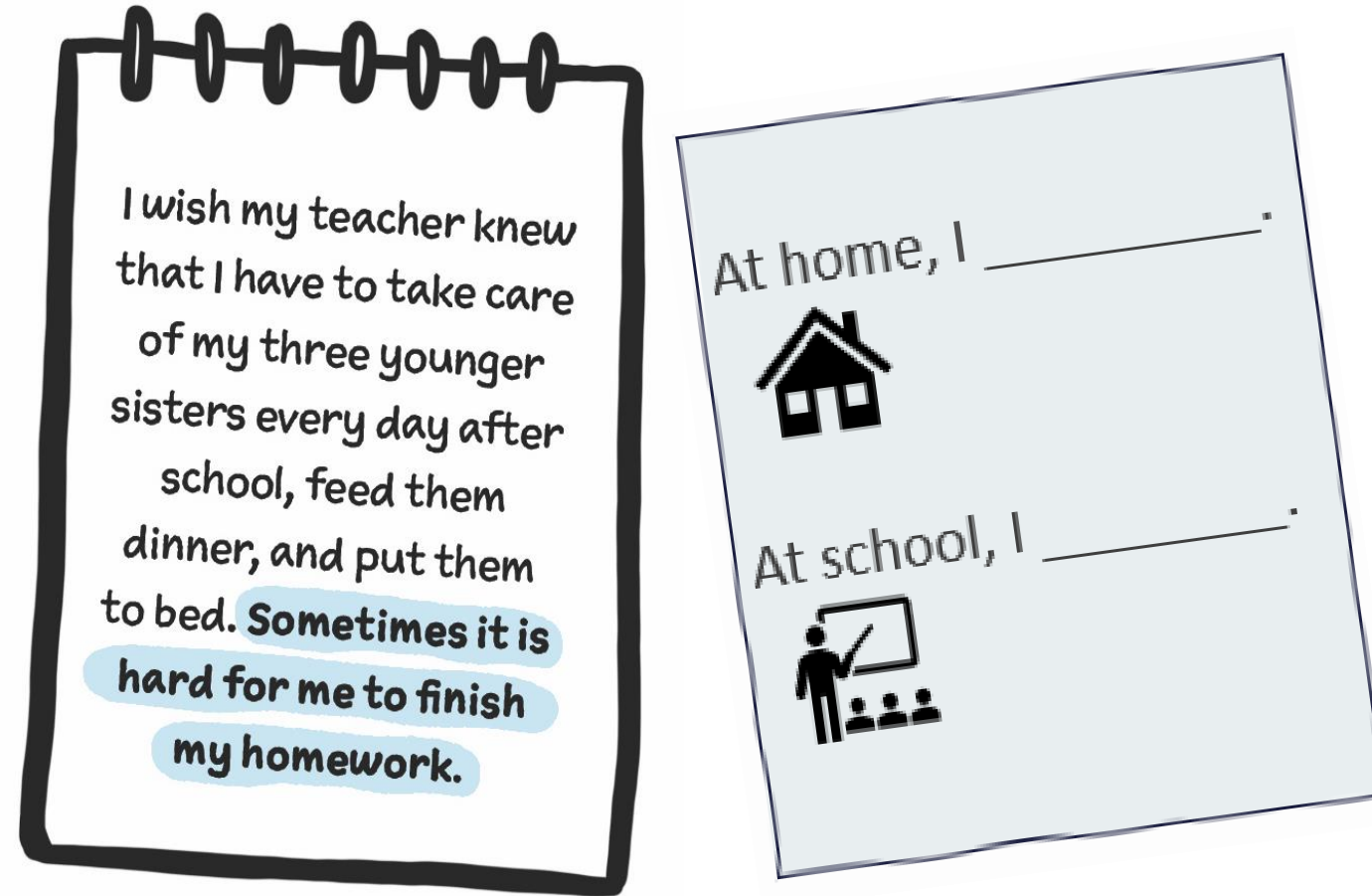
Learn English

Outside of school, my
goal is to ____.

Help my family.



Strategy: I Wish My Teacher Knew... (Document 4c)



Zacarian et al., 2017; Snyder & Staehr Fenner, 2021

Strategy: Identity Portraits (Document 4d)



My name is Rasna Singh. I love art and I designed my sweatshirt adorned with the Indian flag. I enjoy my rich and colorful Indian culture. My passions include music, reading and art. My long hair is my identity of being a Sikh girl, and I am proud of that. I am learning to read and write in Punjabi.

Reflecting on MLs' Academic and Non-Academic Backgrounds (Part One)

- **Think** about one ML student you work with.
- **Jot down** your response to the following two prompts:
 - What do you already know about the ML student's strengths (academic or non-academic)?
 - What don't you know yet that could help you more fully understand this student?



Reflecting on MLs' Academic and Non-Academic Backgrounds (Part Two)

- **Meet** in a breakout room for five minutes.
- **Think** about your responses to the previous prompts.
- **Discuss** with your group:
 - Which missing information is most essential for planning instruction?
 - Which tool or strategy could help you fill in some missing information?
- **Be prepared** to share a takeaway from your discussion.



Debrief: MLs' Academic and Non-Academic Backgrounds

- Share a key takeaway from your breakout room discussion.
- What is a step you can take to learn more about MLs' backgrounds to inform instruction?



Strategy: Warm and Informed Demander

- High expectations for all students
- Goal:
 - Independent learners
 - Greater student autonomy
 - Positive academic mindset
- Provide support needed



Snyder & Staehr Fenner, 2021; Kleinfeld, 1975; Hammond, 2015



Examine Relevant Research

Urgent Need for Research-Based Strategies for MLs

- Student & teacher demographics
- Educational opportunities and outcomes
- Professional learning
- Social emotional learning
- Culture



Educational Opportunities and Outcomes for MLs

- Below national average on state assessments
- Former student achievement
- Underrepresented in honors and gifted programs and classes
- Graduation rates
- Inequities in student retention rates

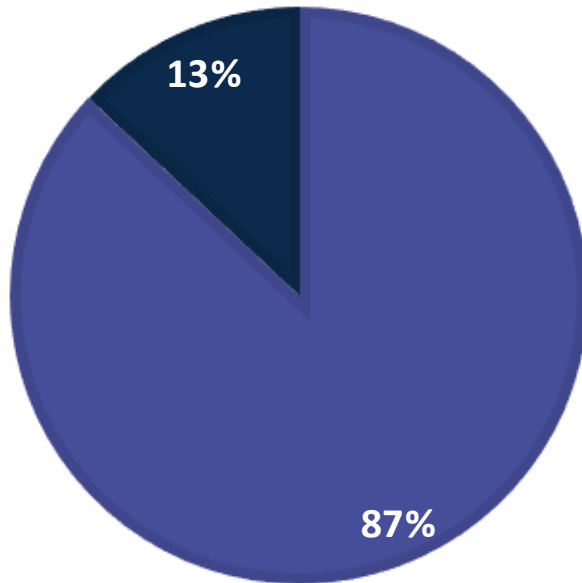


OELA, 2021, 2022; U.S. Department of Education, 2023

National Graduation Rates: School Year 2021-22

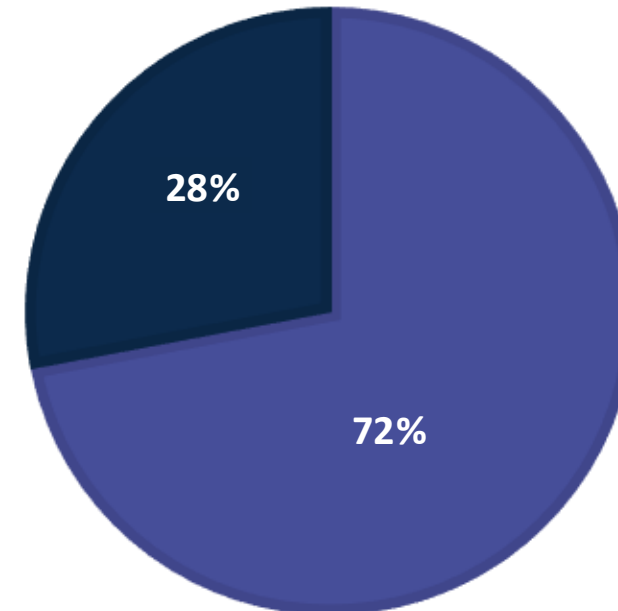
ALL STUDENTS

■ Graduated ■ Did not graduate



EMERGENT MLS

■ Graduated ■ Did Not Graduate

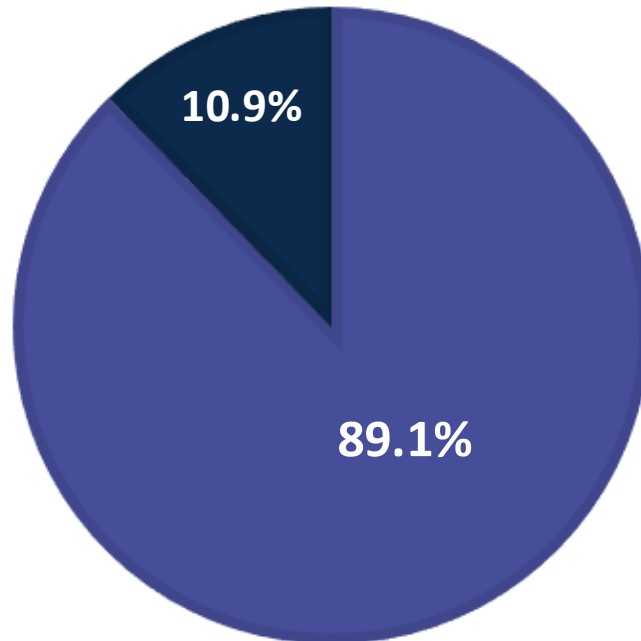


<https://nces.ed.gov/programs/coe/indicator/coi/high-school-graduation-rates>

Graduation Rates in Maine: School Year 2024-25

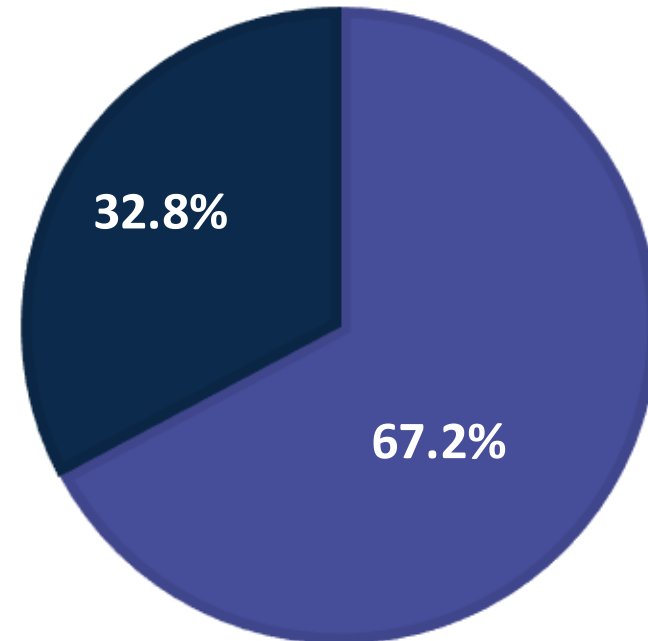
ALL STUDENTS

■ Graduated ■ Did not graduate



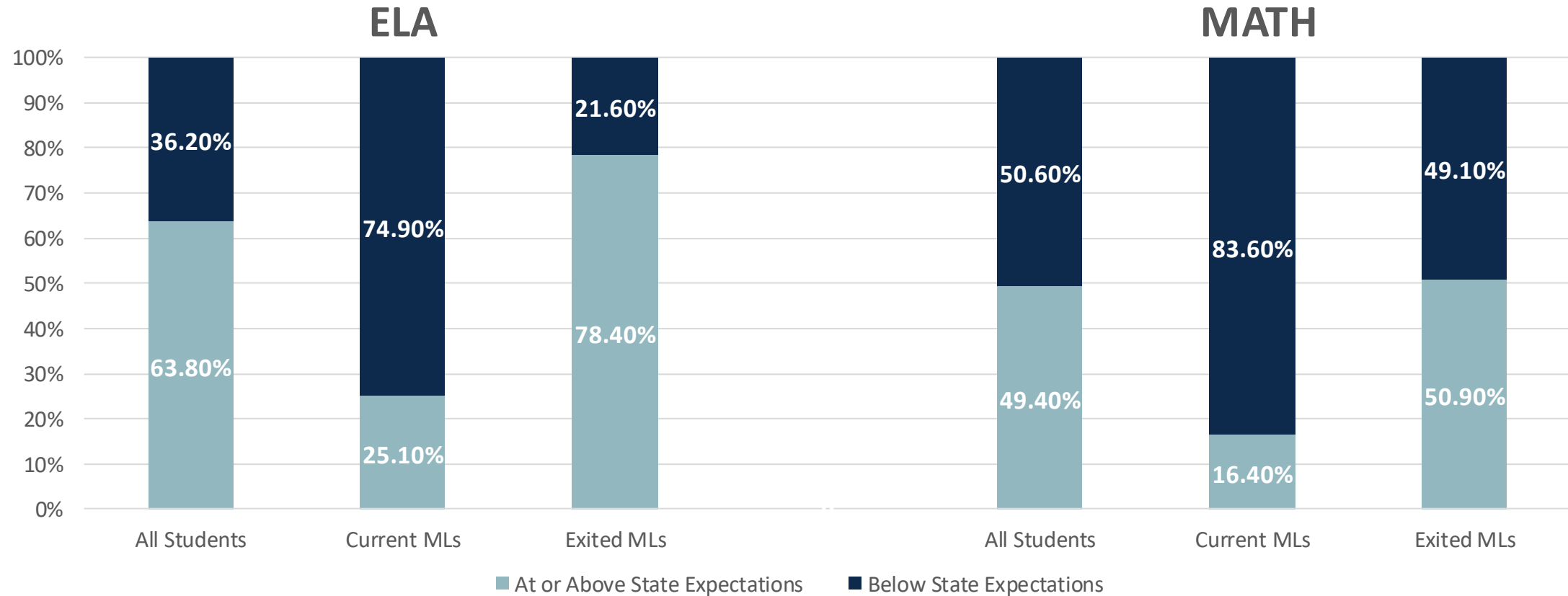
ML STUDENTS

■ Graduated ■ Did not graduate



<https://www.maine.gov/doe/data-warehouse/reporting/graduation>

Proficiency on State Assessments



<https://www.maine.gov/doe/Multilinguallearnerdatadashboard>

Culturally Responsive Teaching

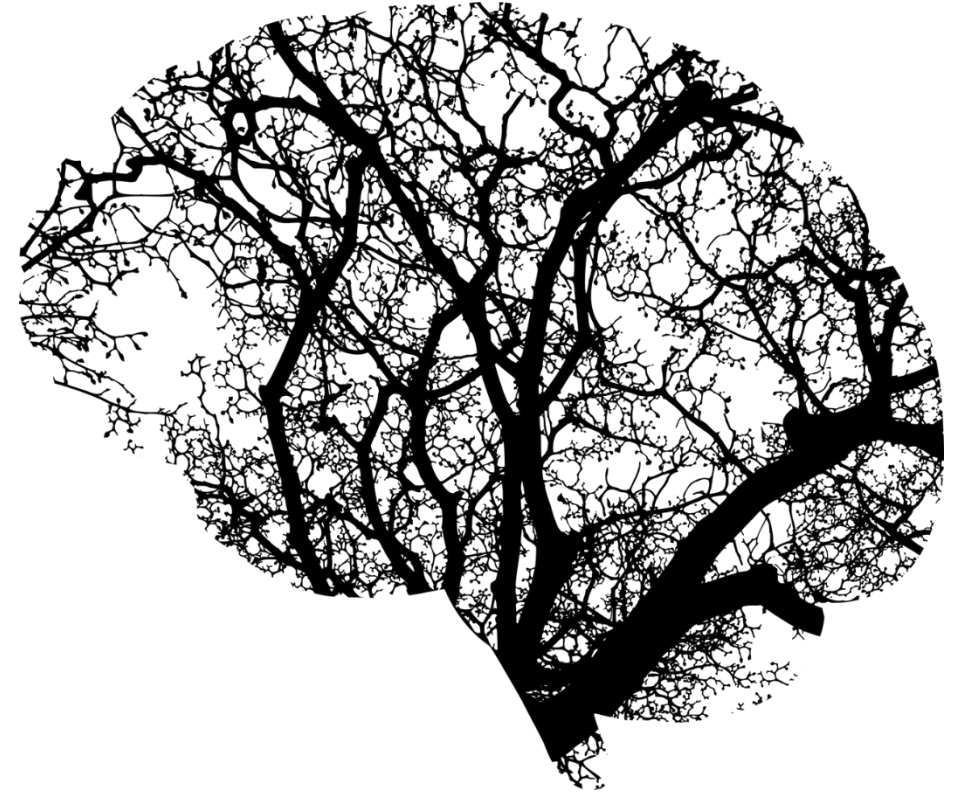
- “A pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes”
- Students:
 - Achieve academic success
 - Develop or maintain cultural competence
 - Develop a critical consciousness



Ladson-Billings, 1994, p. 382; Ladson-Billings, 1995

Cultural Responsiveness and the Brain

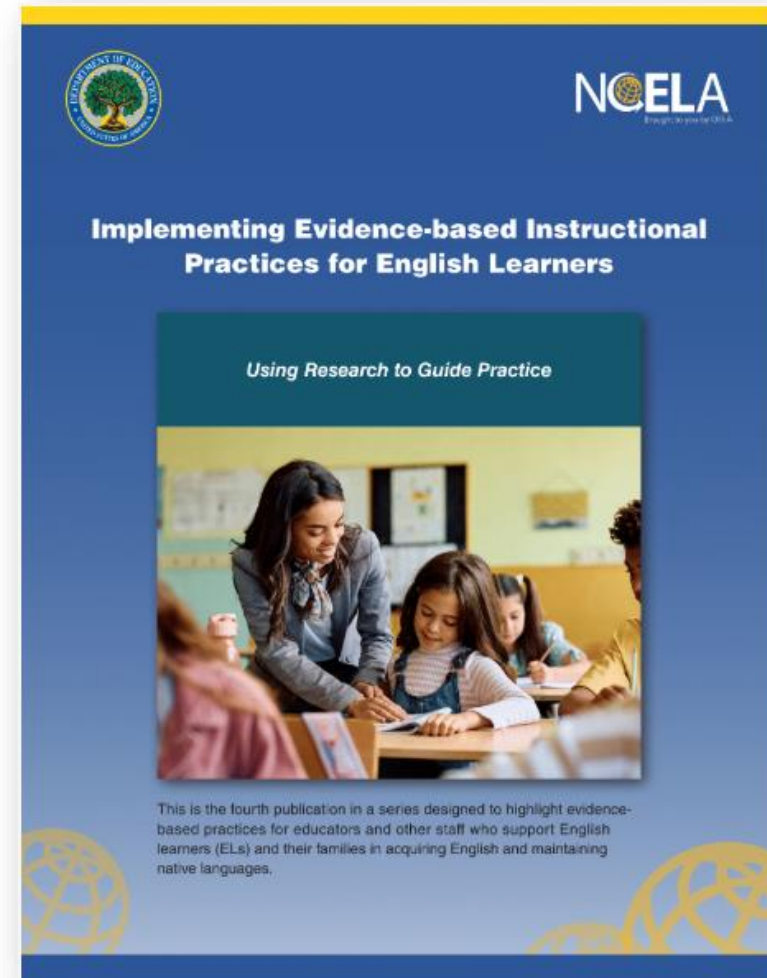
- Minimize social threats
- Positive relationships keep safety-threat detection system in check
- Culture guides how we process information
- Attention drives learning
- New information coupled with existing funds of knowledge
- Growth through challenge and stretch



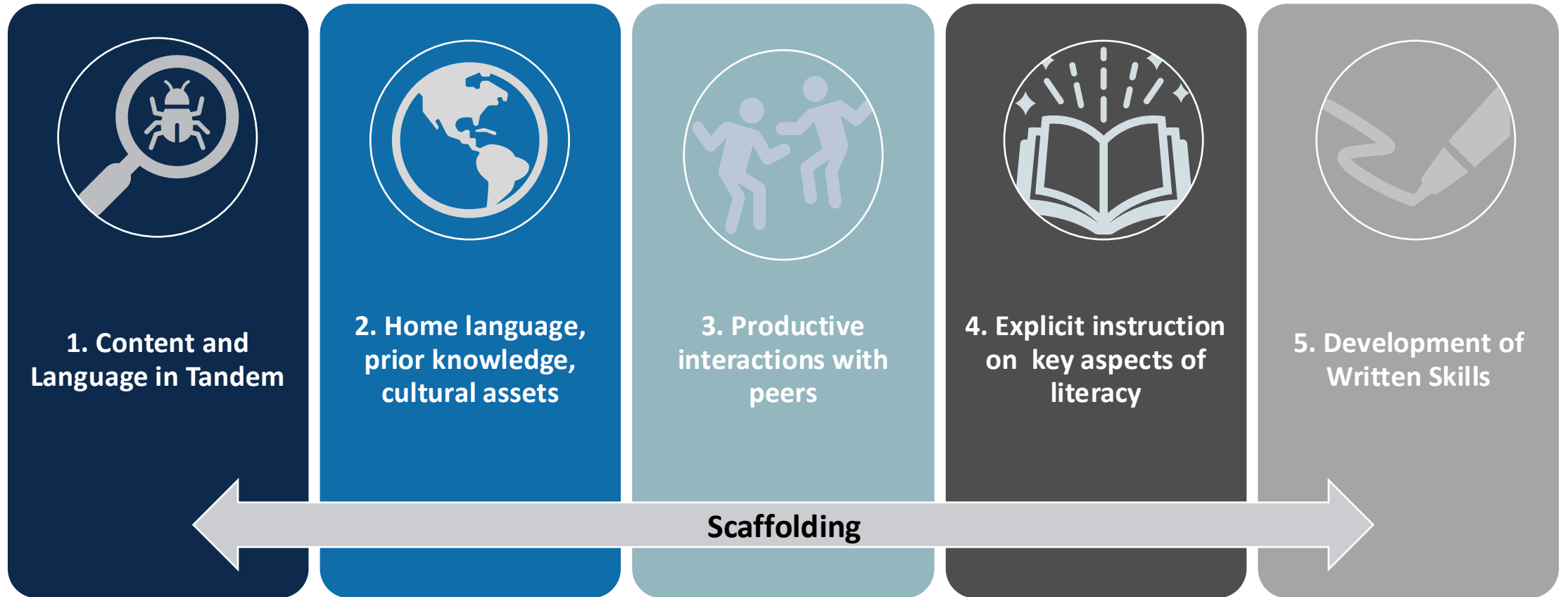
Hammond, 2015

Research on Effective Instruction for MLs

1. Provide opportunities to build content knowledge and language competence in tandem.
2. Leverage home language, prior knowledge, and cultural assets.
3. Engage students in productive interactions with peers.
4. Provide direct and explicit instruction focusing on key aspects of literacy.
5. Incorporate regular opportunities to develop written language skills.



Role of Scaffolding



Gersten et al., 2007; Baker et al., 2014.; NASEM, 2017; August, 2018; OELA, 2025

ML Research Jigsaw (Document 5)

1. Find the slide that matches your Breakout Room number.
2. Choose a **Recorder** (to screen share and take notes) and a **Reporter** (to share out).
3. Read and discuss the linked research description and examples.
4. Work with your group to complete the graphic organizer on your slide.



ML Research Jigsaw (Document 5)

Group 1 Recorder:	Reporter:
Use words or images (or both) to summarize the key ideas.	Examples of how to implement this
Ways you already see this implemented in your context	How can you connect this research to literacy and/or numeracy instruction?

Build content and language in tandem



ML Research Jigsaw Debrief

- Share a key takeaway from your discussion.
- What questions or uncertainties came up for your group as you discussed the research?



Essential Instructional Practices for Literacy Development for MLs



- Scaffolded instruction in context
- Integrated language, literacy, and content learning
- Oral language development
- Leveraging of cultural and linguistic assets
- Activate and build background knowledge
- Relevant and inclusive curriculum
- Writing instruction

August & Shanahan, 2006; Escamilla et al., 2022; Goldenberg, 2007

Research on Numeracy Development for MLs

- MLs may have math reasoning skills
- Math is a language-rich discipline
- Language demands may be a barrier to demonstrating understanding
- Use of home language can support mathematical thinking



Martiniello, M. 2008; Moschkovich, 2013; Turner et al., 2020

ML Research in Action

As you watch the video, consider the following questions:

- What **research-based strategies** do you see in the lesson?
- How does the teacher **support MLs** in both understanding academic content and developing language?



A photograph of a classroom setting. A female teacher with glasses and a white shirt with a black pattern is leaning over a desk, pointing at a spiral notebook. A young girl with long dark hair, wearing a pink shirt, is sitting at the desk and writing in the notebook with a blue pen. The notebook has some red text written on it. In the background, another student is visible, slightly out of focus. A blue water bottle is on the desk to the right.

Explore Second Language Acquisition and WIDA Resources

Second Language Acquisition



The study of:

- Acquisition of a non-primary language.
- How learners create a new language system with limited exposure to a second language.
- How learners construct rules when learning a new language.

Gas & Selinker, 2008

Rate of Language Acquisition

- Social Language Proficiency:
3 – 5 years
- Academic English Proficiency:
4 – 7+ years



Cook, H.G., Boals, T. and Lundberg, T. (2011). Academic achievement for English learners: What can we reasonably expect? Phi Delta Kappan, 93(3), 66-69.

Stages of Second Language Acquisition

Beginning

- Silent period
- Repetition of simple sentences
- Production of short phrases and simple sentences
- More time listening than speaking

Entering
Beginning

Intermediate

- Complete, simple to complex sentences and phrases
- Increased vocabulary
- Developing to advanced fluency in social language situations
- Continued support for academic language needed

Developing
Expanding

Advanced

- Fluent in all contexts (social and academic)
- Minimal errors
- May still have an accent (which may remain forever)

Bridging
Reaching

Robertson & Ford, (n.d.); WIDA, 2020

Reflecting on Second Language Acquisition

- Think about the MLs in your classes.
- In the chat, **share**:
 - Where do you think they fall in the stages of language acquisition?
 - How can your understanding of second language acquisition inform your instruction?

Beginning

- Silent period
- Repetition of simple sentences
- Production of short phrases and simple sentences
- More time listening than speaking

Intermediate

- Complete, simple to complex sentences and phrases
- Increased vocabulary
- Developing to advanced fluency in social situations
- Continued support for academic language needed

Advanced

- Fluent in all contexts (social and academic)
- Minimal errors
- May still have an accent





SupportEd

WIDA Resources: Tools to Support Language Development

Chat Poll: How Familiar Are You With WIDA?

1. I'm new to all of this!
2. I've heard of it, but that's about it.
3. I've seen score reports or tools but haven't used them much.
4. I use WIDA information and resources to help plan instruction.
5. I feel confident using WIDA resources and explaining them to others.



An Introduction to WIDA

- Consortium
- ELD Standards Framework
- Language Development Tools
- Assessment & Data
- Instructional Resources
- Asset-Based Approach



WIDA, n.d.; Image by SENNUR KOBAN from Pixabay

WIDA Tools and Resources We'll Explore Today

1. ELD Standards Framework
2. Proficiency Level Descriptors (PLDs)
3. ACCESS Score Reports



1. WIDA ELD Standards Framework

WIDA ELD STANDARDS STATEMENTS conceptual framing of language and content integration

KEY LANGUAGE USES prominent language uses across disciplines

LANGUAGE EXPECTATIONS goals for content-driven language learning

PROFICIENCY LEVEL DESCRIPTORS a continuum of language development across six levels

WIDA, 2020, p. 23

2. Proficiency Level Descriptors

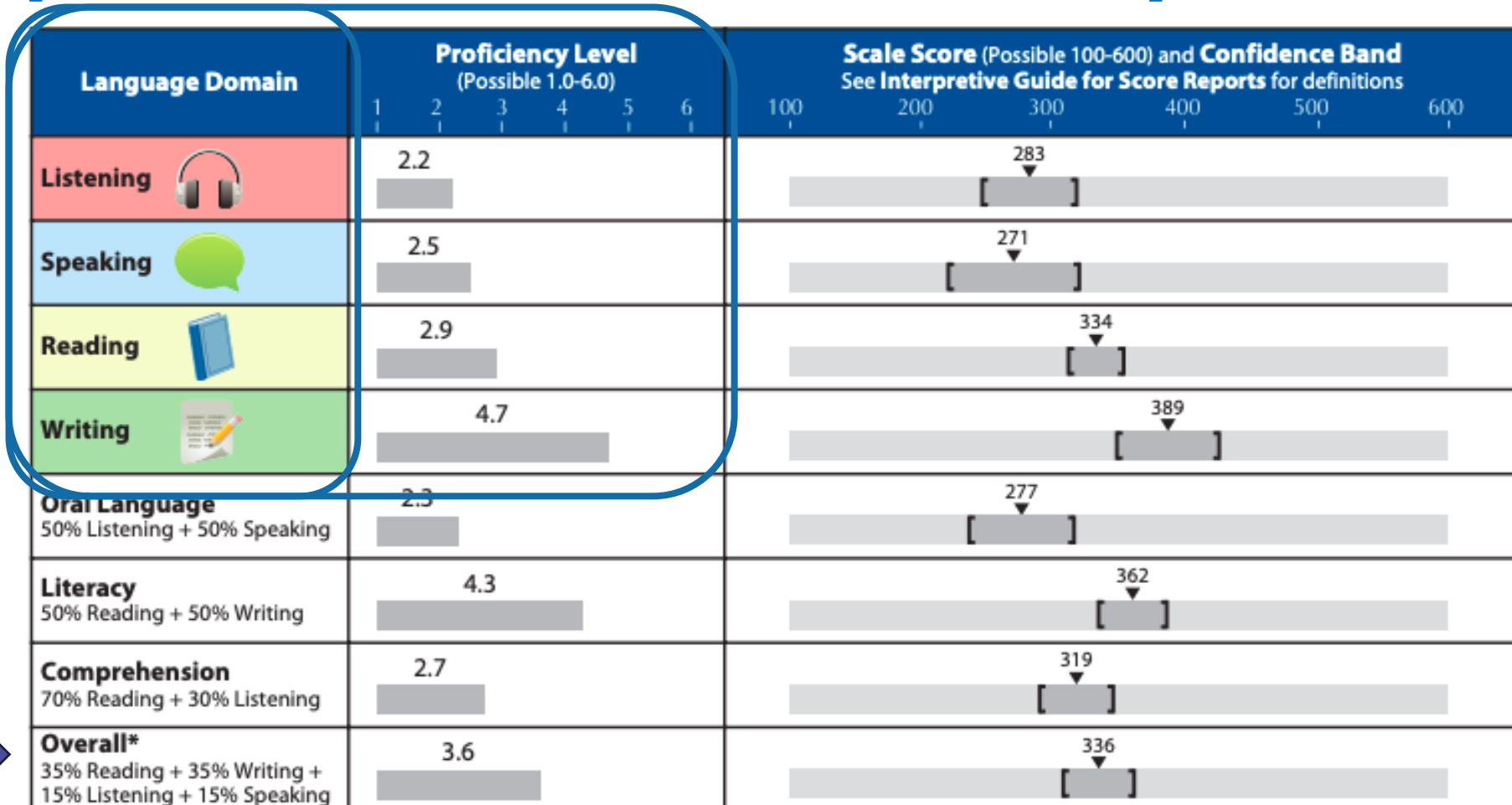
Grades 2-3 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	single words and phrases to represent ideas with an intended purpose (to inform, narrate, share opinion)	short sentences linked by topic to convey intended purpose	sentences convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: <i>Last week, When I was five, I think, etc.</i>)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (opinion and reasons; information and details)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	few frequently used cohesive devices (repetition)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)	an expanding number of cohesive devices (given/new; whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)
DISCOURSE Density of language	Elaborate or condense ideas through...					
	Simple elaboration (single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the</i> or <i>these clouds</i>)	a variety of types of elaboration (adding in a variety of adjectives)	a wide variety of types of elaboration (adding in embedded clauses after the noun: <i>those storm clouds that we saw yesterday</i>)
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	sentence fragments (<i>triangles and rectangles</i>)	sentence fragments and emerging use of simple sentences (<i>triangle has three sides</i>)	simple sentences (<i>A square has 4 right angles.</i>)	sentences with emerging use of clauses (<i>We put triangles, then rectangles</i>)	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: <i>We put blue triangles, then we put red triangles.</i>)	compound and complex sentences with frequently used ways of combining clauses (with a broad range of coordinating conjunctions: <i>We put blue triangles, then red triangle; but there was no pattern.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	few frequently used words and phrases with emerging precision (<i>Time to eat?</i>)	some frequently used words and phrases with some precision (<i>three groups of four equals...</i>)	a small repertoire of words and phrases with developing precision (<i>best friend, the red ball</i>)	a growing repertoire of words and phrases with growing precision (<i>preschool friends, math time, after lunch</i>)	an expanding repertoire of words and phrases including idioms and collocations with expanding precision (<i>hard as a rock</i>)	flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision (<i>rounding off and finding the mean</i>)

3. ACCESS Score Report

Sample Individual Student Report



WIDA, 2025

Domain	Proficiency Level	Students at this level generally can...
Listening	2	understand oral language related to specific familiar topics in school and can participate in class discussions, for example: - Identify main topics in discussions - Categorize or sequence information presented orally using pictures or objects - Follow short oral directions with the help of pictures - Sort facts and opinions stated orally
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: - Share about what, when, or where something happened - Describe steps in cycles or processes - Compare objects, people, pictures, and events - Express opinions
Reading	2	understand written language related to specific familiar topics in school and can participate in class discussions, for example: - Identify main ideas in written information - Sequence pictures, events or steps in processes - Identify main actors and events, in stories and simple texts with pictures or graphs - Distinguish between claim and evidence statements
Writing	4	communicate in writing in English using language related to specific topics in school, for example: - Produce papers describing specific ideas or concepts - Create explanatory text that includes details or examples - Narrate stories with details of people, events, and situations - Provide opinions supported by reasons with details



Explore WIDA PLDs (Document 6)

1. Meet in a breakout room with grade-level peers.
2. Find the slide that matches your grade-level cluster.
3. Choose a **Recorder** and a **Reporter**.
4. Review and discuss the Proficiency Level Descriptors (PLDs) for your grade-level cluster.
5. Work with your group to respond to the questions on your slide.

Explore WIDA PLDs (Document 6)

Grade Level: K

Recorder:

Reporter:

• What is your initial reaction to the PLDs? • What surprises you?	• What do you notice about how language grows from Level 1 to Level 6? • What shifts in complexity stand out to you?	• How can you use information from an ACCESS Individual Student Report with the PLDs to plan for instruction?



Debrief

- What **insights** did you gain about how your multilingual learners use and develop language?
- How might this impact the way you **plan literacy and numeracy lessons** moving forward?



This Photo by Unknown Author is licensed under CC BY





Create a Plan

Interim Activity (Document 2)

Between now and the next session on February 24:

1. Gather non-academic information about MLs.
2. Obtain ACCESS scores and chart proficiency levels.
3. Make brief notes about MLs' language use in class.
4. Share your reflection.



1. Gather Non-Academic Information (Documents 4a-4d)

Tools and Strategies

- What I Know About My ML
- What I Want My Teachers to Know About Me
- What I Wish My Teacher Knew
- Identity Portraits



4a What I Know About My ML.pdf



4b. What I Want My Teachers to Know About Me



4c What I Wish My Teacher Knew.pdf



4d Identity Portraits.pdf



2. Chart Proficiency Levels (Document 7)

SupportEd

ACCESS for ELLs Proficiency Level Overview

Directions:

1. Fill in information (including non-academic) that you have gathered about your MLs.
2. Add student names under the proficiency level that matches their ACCESS score for each language domain.
3. Write in some brief notes about what you are noticing about how MLs are using language in each domain in your class.

Information about MLs in your class:

Language Proficiency Level	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening					
Notes about what you are noticing in the classroom.					

- Make a copy of document 7.
- Use the ACCESS for ELLs Proficiency Level Overview to:
 - Add in information collected about MLs in your class.
 - Chart MLs' proficiency level from their ACCESS report in each language domain.



3. Make Observations (Document 7)

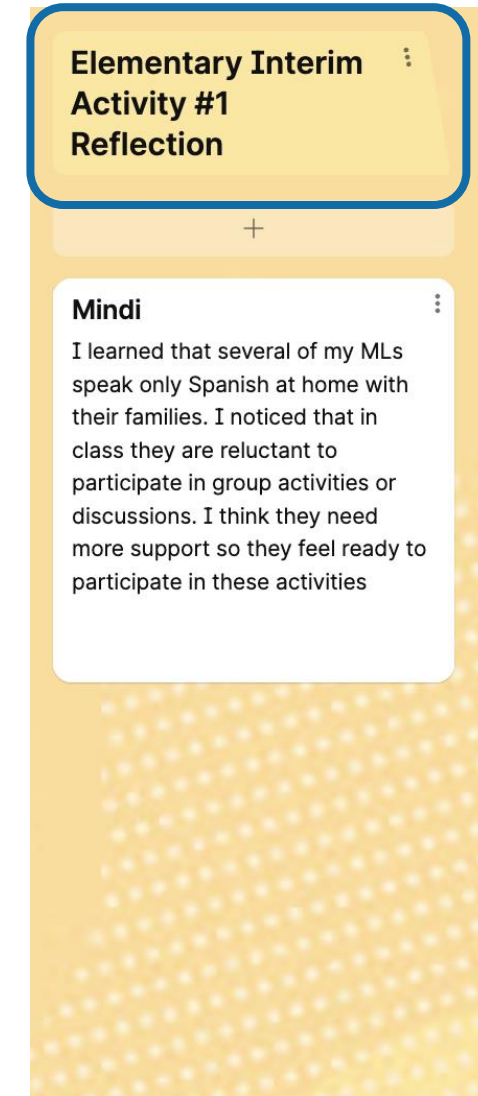
Language Proficiency Level	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Speaking					
Notes about what you are noticing in the classroom.					
Reading					
Notes about what you are noticing in the classroom.					

- Jot down some brief observations about how MLs are using language in each domain in the classroom.
- Compare your observations with the PLDs.



4. Share Your Reflection

- **Consider** these questions:
 - What **insights** did you gain about your MLs' strengths and needs in language and academic content?
 - How will these insights impact the **way you plan instruction** for MLs moving forward?
 - What **specific supports** do you think your MLs need to grow their language and access to content?
- **Share** your reflection on the Padlet.



Your Planning

- You may work independently, with a partner, or with a small group.
- If you would like to work with a partner or small group, select a breakout room.
- Review session materials and resources and plan for your next steps.

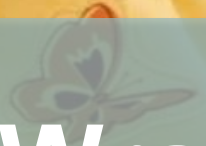


Reflection

- What shifted in your thinking today about supporting MLs?
- What is one action you feel ready to try as a result?





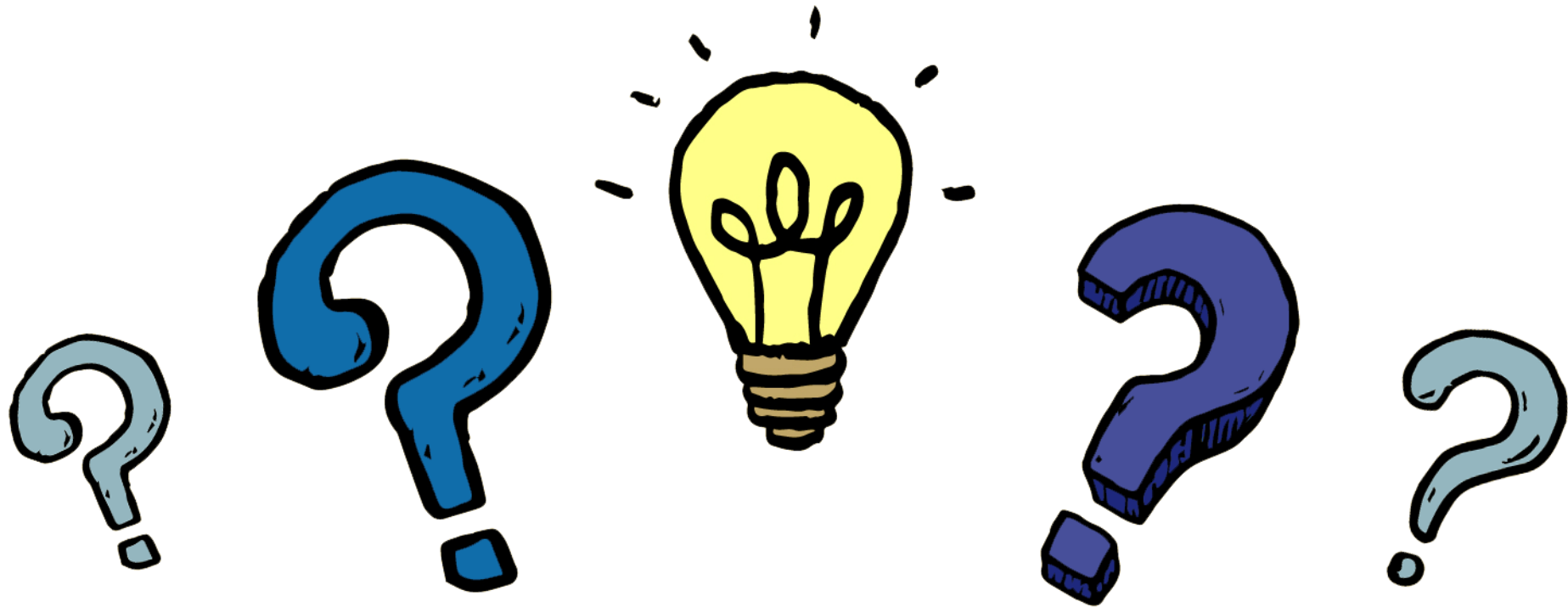
 **Wrap-Up**



Session Objectives Review



Questions



Next Steps

Session	Topic	Date and Time
2	Building Literacy and Numeracy for MLs with Instructional Materials Scaffolds	February 24, 2026 3:00 pm – 5:00 pm

- Before the next session, please complete the interim activity and post your reflection on the Padlet.
- Please reach out with any questions: Mindi@SupportEd.com

Reflecting on Today's Session (Document 8)

- Please provide anonymous feedback with a brief evaluation.
- bit.ly/MaineEval1
(case sensitive)
- Thank you!



Session Evaluation: Knowing Your Multilingual Learners and Using ML Research to Support Language, Literacy, and Numeracy Development

Thank you for participating in today's session (January 20, 2026). Please take a moment to provide us feedback.

* Indicates required question

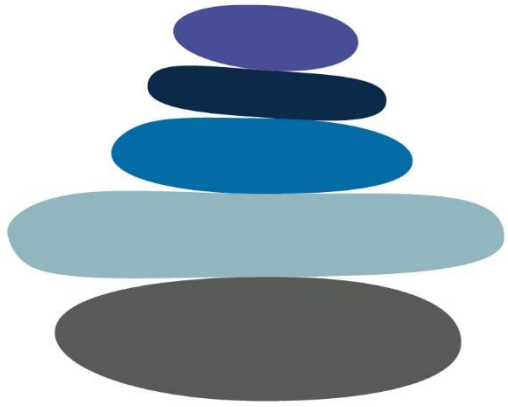
Please mark your cohort.

- ☐ Elementary
- ☐ Secondary

What did you appreciate about today's session? *

Your answer





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Thank You!

Mindi@SupportEd.com



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