

Welcome!

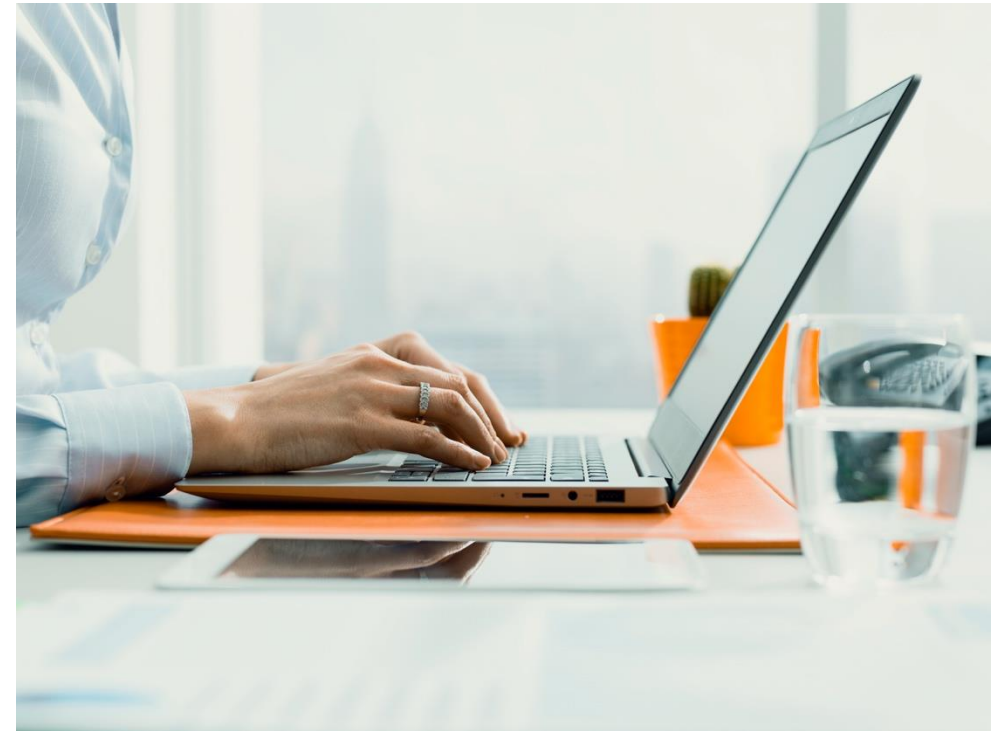
For today's session, you will need:

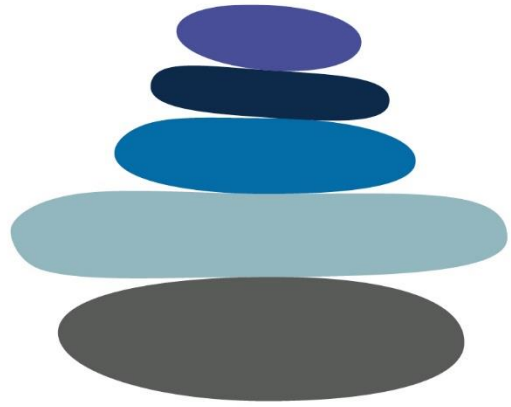
- **Your Cohort Google Folder:**

- Elementary: bit.ly/MaineElemFolder
- Secondary: bit.ly/MaineSecFolder

- **Your Cohort Padlet:**

- Elementary: bit.ly/MainePadlet
- Secondary: bit.ly/MaineSecPadlet





SupportEd

Reflecting and Goal Setting for ML Success

Maine DOE
June 3, 2026

Thank You!



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Session Objectives



Google Folder Resources

Elementary:
bit.ly/MaineElemFolder

	Session 4: April 7, 2026
	Session 5: May 5, 2026
	Session 6: June 3, 2026

Secondary:
bit.ly/MaineSecFolder

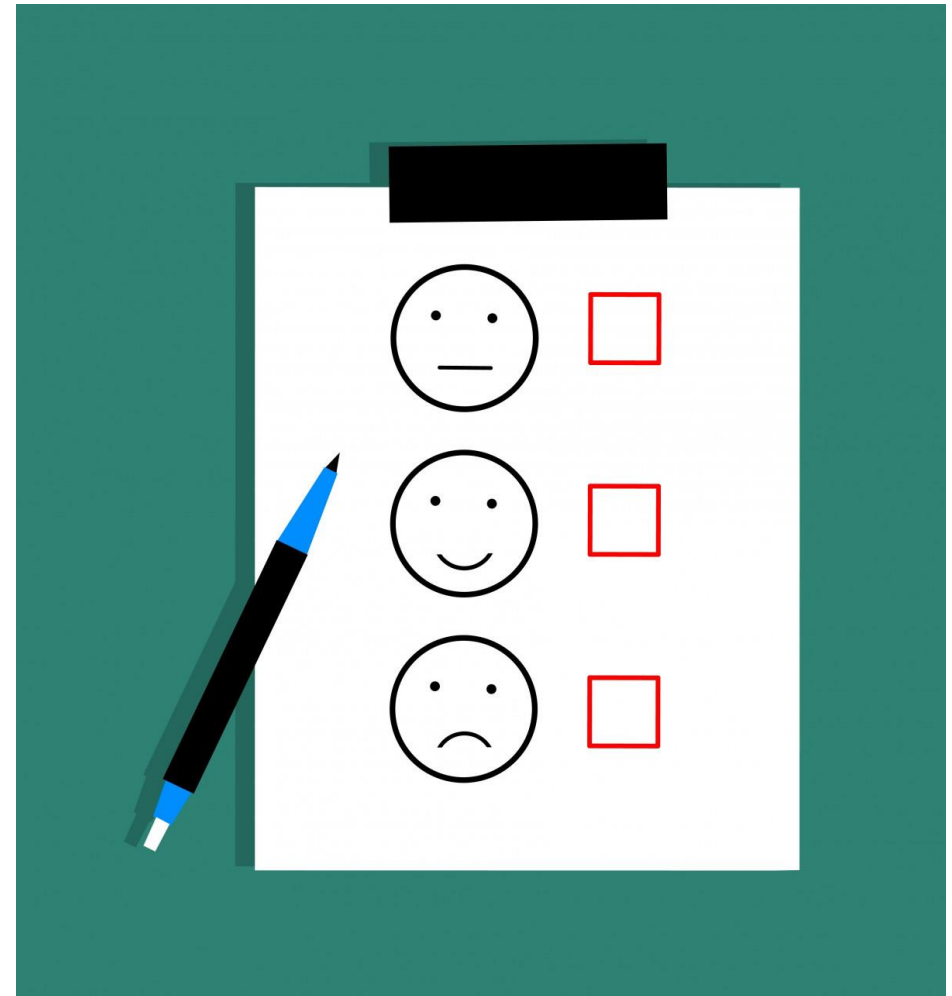
	Session 4: April 9, 2026
	Session 5: May 7, 2026
	Session 6: June 3, 2026

Agenda (Document 1)

Time*	Topic
3:00 – 3:15	Introduction and warm up
3:15 – 4:00	Reflect on key topics and learning
4:00 – 4:20	Identify successes and impact
4:20 – 4:45	Set goals
4:45 – 5:00	Wrap up and post-series evaluation



Thank You for Your Feedback!



Breakout Room Discussion: Interim Activity Reflection

- **Self-select** a breakout room based on the interim activity you completed:
 - **Teachers with MLs**: Implementation and Reflection Template
 - **Non-Teaching Role or Teachers Without MLs in Class**: Application and Reflection
 - **Instructional Leaders**: Planning for Your Vision for Peer Learning
- We have created a few rooms for each option, if a room has more than 4 or 5 participants, please join a different room.
- For eight minutes, **discuss your reflections and takeaways** from the interim activity that you completed.



Chat Discussion

Please share in the chat:

- A word or short phrase that describes how you are feeling right now about your work with MLs or teachers who support MLs





Reflect on Key Topics and Learning

Why Reflection Matters

- Deepens learning
- Connects to prior knowledge
- Builds metacognition
- Improves motivation
- Supports transfer



Dewey, 1933; Flavell, 1979; Zhai, 2023; Xie et al., 2024

Why Reflection Matters for MLs

- Use language to express thinking
- Articulate understanding and progress
- Build agency through goals and next steps
- Strengthen belonging through shared reflection



Hammond, 2015; Gay, 2018; Ladson-Billings, 1995

Reflection For Educators

- Make sense of student learning and language use
- Inform instructional decisions and adjust scaffolds
- Continuously refine and strengthen practice
- Model reflective learning for students



Where We've Been

January

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

February

- Building Literacy and Numeracy for MLs with Instructional Materials Scaffolds

March

- Session with DOE

April

- Peer Learning and Intentional Student Grouping to Scaffold Literacy and Numeracy for MLs

May

- Scaffolding Through Instructional Practices for MLs

Reflecting Across Topics (Document 2)

Independently:

- **Reflect briefly** on each of the topics we covered in the series.
- **Identify** how confident you feel implementing strategies from this topic in your context.
- **Select one topic** to reflect on more deeply by responding to the questions on the bottom of Document 2.

Independent Reflection

Step 1: Briefly reflect across topics and identify your current level of implementation. A link to each cohort's Google folder for the topic has been provided.

	Confident	Starting to use/apply	Building my understanding
1. Knowing MLs and Using ML Research Tools and Strategies: Elementary Cohort Secondary Cohort	☐	☐	☐
2. Instructional Materials Scaffolds Audio, visual, and/or hands-on resources to support MLs Elementary Cohort Secondary Cohort	☐	☐	☐
3. Peer Learning and Intentional Student Grouping Scaffolds Elementary Cohort Secondary Cohort	☐	☐	☐
4. Scaffolding Through Instructional Practices for MLs Elementary Cohort Secondary Cohort	☐	☐	☐

Step 2: Choose one topic to reflect on more deeply by responding to the questions below.

1. Which topic will you choose for deeper reflection?
☐ Knowing MLs and Using ML Research ☐ Instructional Materials Scaffolds ☐ Peer Learning and Intentional Student Grouping Scaffolds ☐ Scaffolding Through Instructional Practices for MLs
2. How did you apply learning from this topic in your context?



Breakout Room Discussion (Document 3)

- **Access** Document 3 and **find** the slide that matches your breakout room number.
- **Select** a recorder and a reporter.
- **Discuss** the topic on your slide:
 - How have you applied your learning on this topic?
 - What impact has it had in your context?
 - Where are you as a group in implementation?
- **Capture** your thinking on the slide by responding to the questions.
- Your reporter will **share one key takeaway** with the whole group.



Group 1

Recorder:

Reporter:

Topic: Knowing MLs and Using ML Research

[Elementary Google folder](#)

[Secondary Google folder](#)

How have you applied your learning on this topic?

What impacts on learning have you noticed for MLs? (e.g., engagement, understanding of content, use of language)

What questions or challenges remain connected to this topic?

Whole Group Debrief

- What **patterns or themes** surfaced across your discussions?
- What are you **noticing** about how MLs are:
 - Engaging?
 - Showing understanding?
 - Using language?





Identify Successes and Impact

Your Reflection

Independently, think about how you would respond to these questions:

- How has your practice or thinking about supporting MLs changed over the course of this professional learning series?
- What have you learned about yourself as an educator/coach/leader?
- Where have you experienced the most success or confidence?

Share a word or short phrase that describes your growth or success in supporting MLs or their teachers this year.

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Waiting for participants

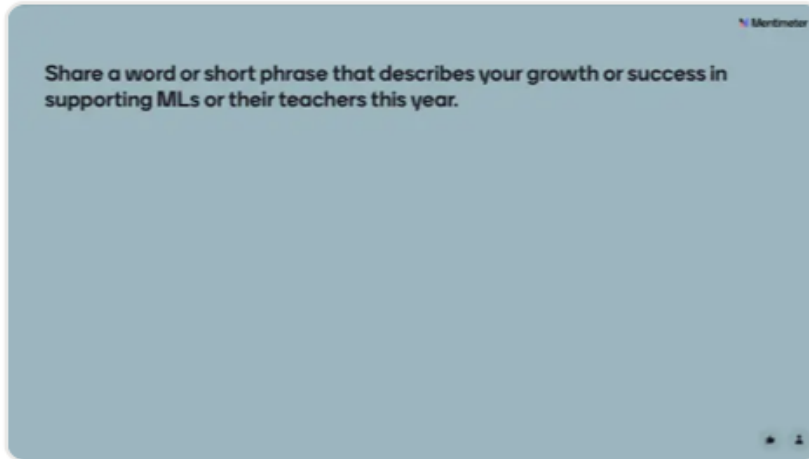


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Choose which slide to add

Maine DOE Reflection

🔄 Refresh



Share a word or short phrase that describes your growth or success in supporting MLs or their teachers this year.



Set Goals

Building on Your Growth and Success: Next Steps (Document 4)



Goal Setting Template

Use the questions below to help you plan for your next steps in supporting MLs and teachers of MLs.

- Use Document 4 to support you in crafting goals and next steps.
- Work independently for six minutes.
- Be prepared to share your goal and your next step with a partner.

1. Based on your reflection, what is one area of growth or a success you want to continue developing?
2. Why is it important to you to continue building in this area?
3. What is one concrete action you will take in the next few weeks?
4. How will you know this is making a difference for MLs or teachers of MLs? (Consider engagement, understanding of content, use of language)
5. What support, resources, or collaboration might help you take this next step?



Partner Feedback

- You will be put into a breakout room with a partner for 10 minutes.
- Partner A will be the person with the next birthday.
 - Step 1: **Partner A** shares their goal and next step (2 minutes)
 - Step 2: **Partner B** responds using one or more of the options listed: (2 minutes)
 - Asks for clarification (What will this look like in practice with your students?)
 - Identifies something that is clear/strong
 - Makes a suggestion to strengthen the goal or next step
 - Step 3: **Switch roles** and repeat Steps 1 and 2.

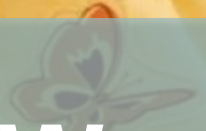


Sharing Your Next Step

- **Revise** your goal based on feedback.
- **Complete** one of the sentences in the chat:
 - The next step I will take to support MLs is...
 - The next step I will take to support teachers of MLs is...





 **Wrap-Up**

Review of Session Objectives



Reflecting on the Session Series (Document 5)

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

Post-Series Survey – Building Capacity for Multilingual Learner Success in Maine Schools

Thank you for taking a few minutes to complete this short survey at the conclusion of our professional learning series. Your responses will help us understand the impact of these sessions on your work to advance literacy and numeracy outcome for MLs.

* Indicates required question

1. Please describe your role or position. *

Your answer

2. Please select your cohort *

- ☐ Elementary
- ☐ Secondary

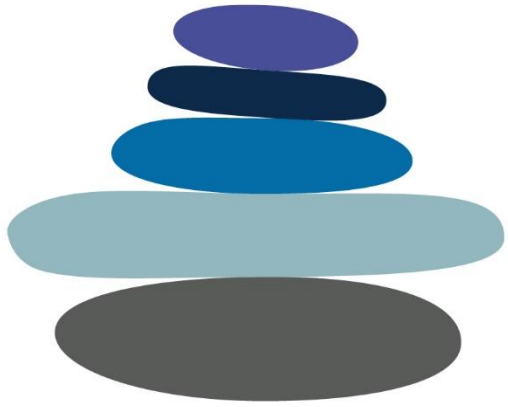
3. Please briefly describe how your confidence in supporting MLs in literacy and numeracy in your role has changed as a result of participating in this professional learning series? *

Your answer



Questions





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Thank You!

Mindi@SupportEd.com



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