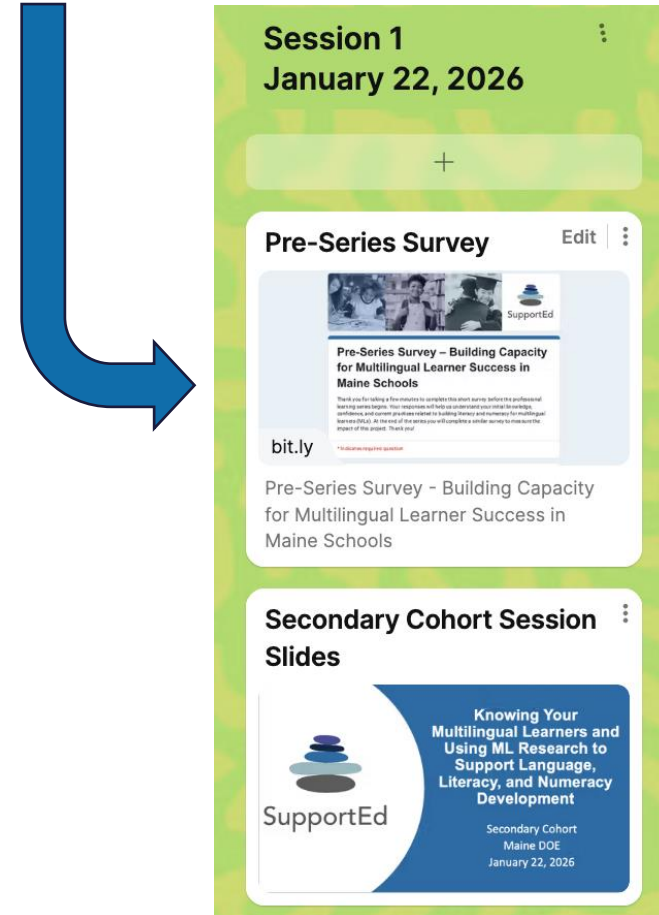


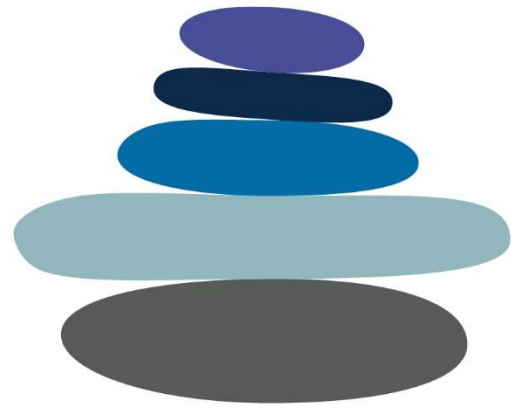
Welcome!

For today's session, you will need:

- Google Folder:
bit.ly/MaineSecondaryFolder
- Series Padlet:
bit.ly/MaineSecPadlet

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

Secondary Cohort

Maine DOE

January 22, 2026

Maine DOE Contacts

- Attendance
- Zoom links
- EnGINe Access
- Session Recordings



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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



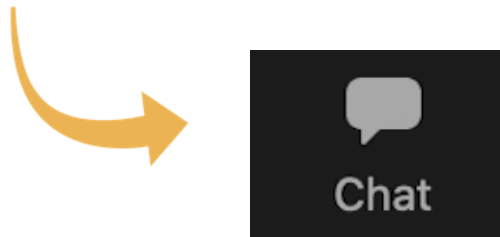
SupportEd

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)

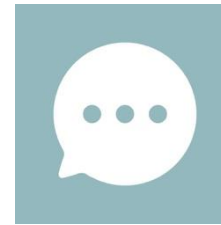
Session	Topic	Date and Time
1	Knowing Your Multilingual Learners and Using ML Research to Support Language, Literacy, and Numeracy Development	January 22, 2026 3:00 pm – 5:00 pm
2	Building Literacy and Numeracy for MLs with Instructional Materials Scaffolds	February 26, 2026 3:00 pm – 5:00 pm
3	Session facilitated by Maine DOE	March 20, 2026 3:00 pm – 5:00 pm
4	Peer Learning and Intentional Student Grouping to Scaffold Literacy and Numeracy for MLs	April 9, 2026 3:00 pm – 5:00 pm
5	Scaffolding Through Instructional Practices for MLs	May 7, 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**



Discussion activity



Materials available
on the **Padlet**

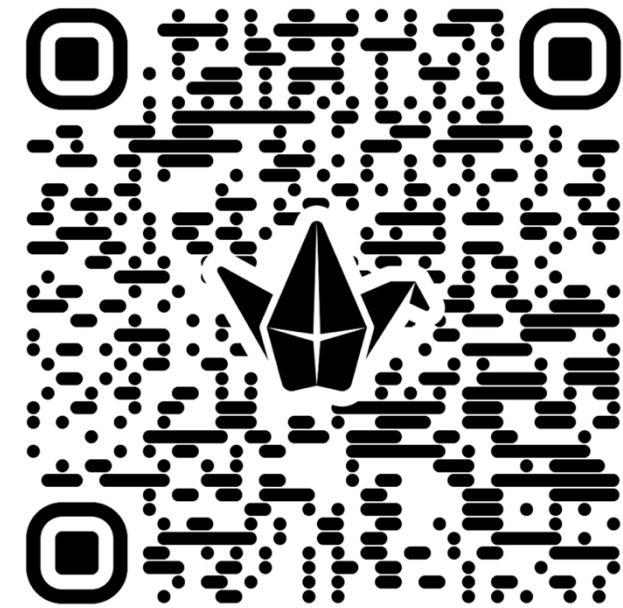
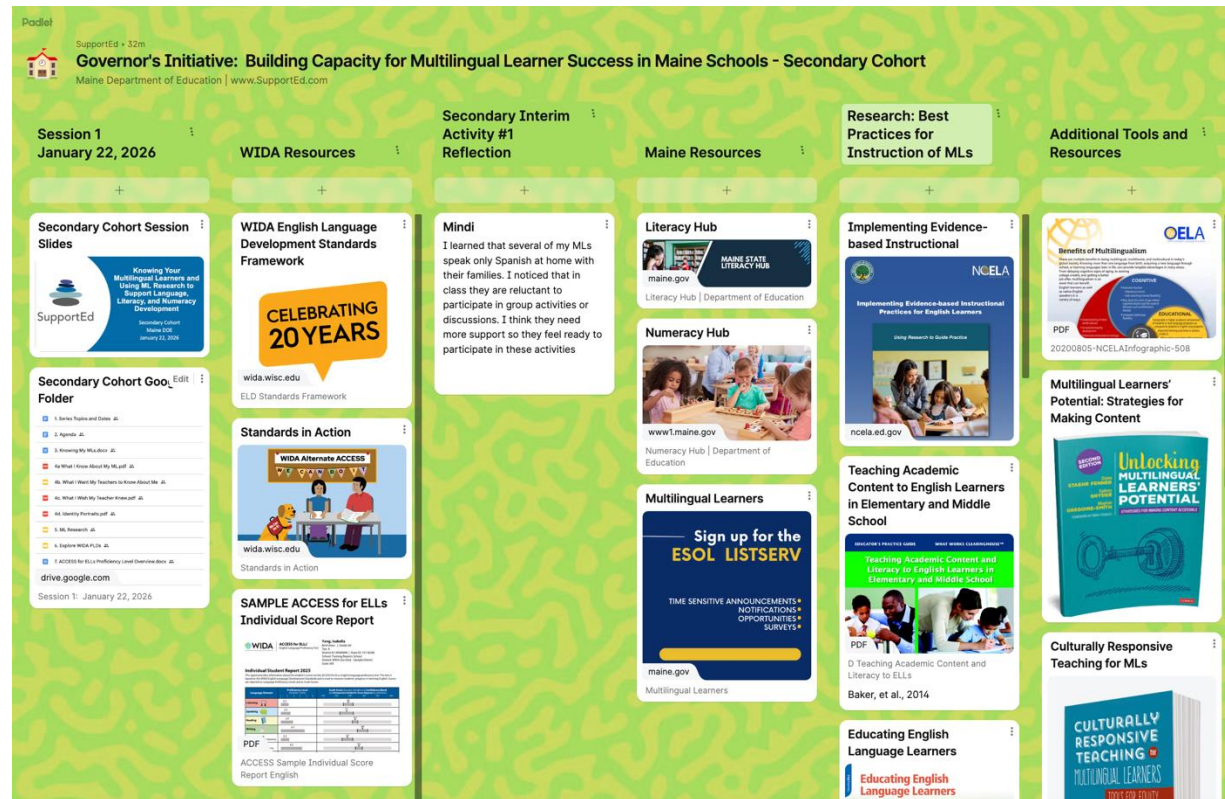


Meet in **breakout
rooms**

Session Objectives



Series Padlet: bit.ly/MaineSecPadlet



Google Folder: bit.ly/MaineSecondaryFolder



Session 1: January 22, 2026



Session 2: February 26, 2026



Session 3: March 20, 2026



Session 4: April 9, 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**
- 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.



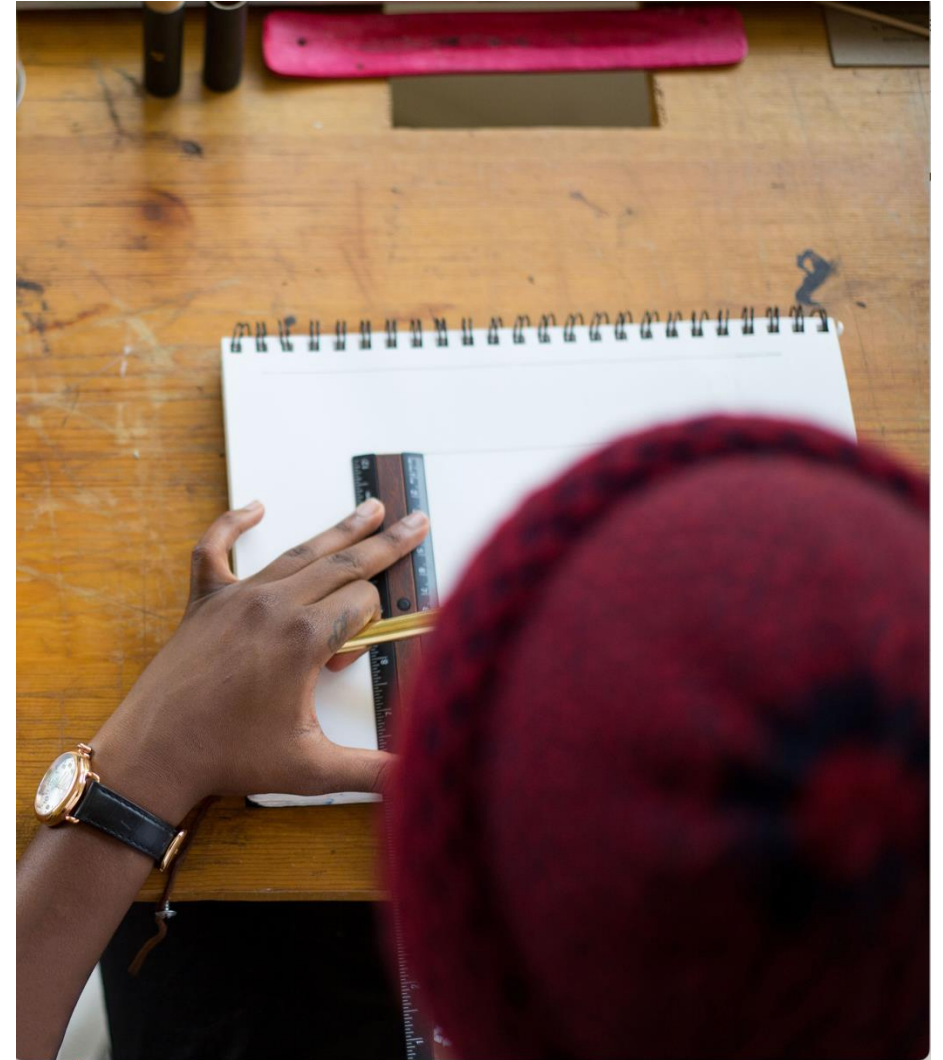
Maine Department of Education, October 2025



Maine State Numeracy Action Plan

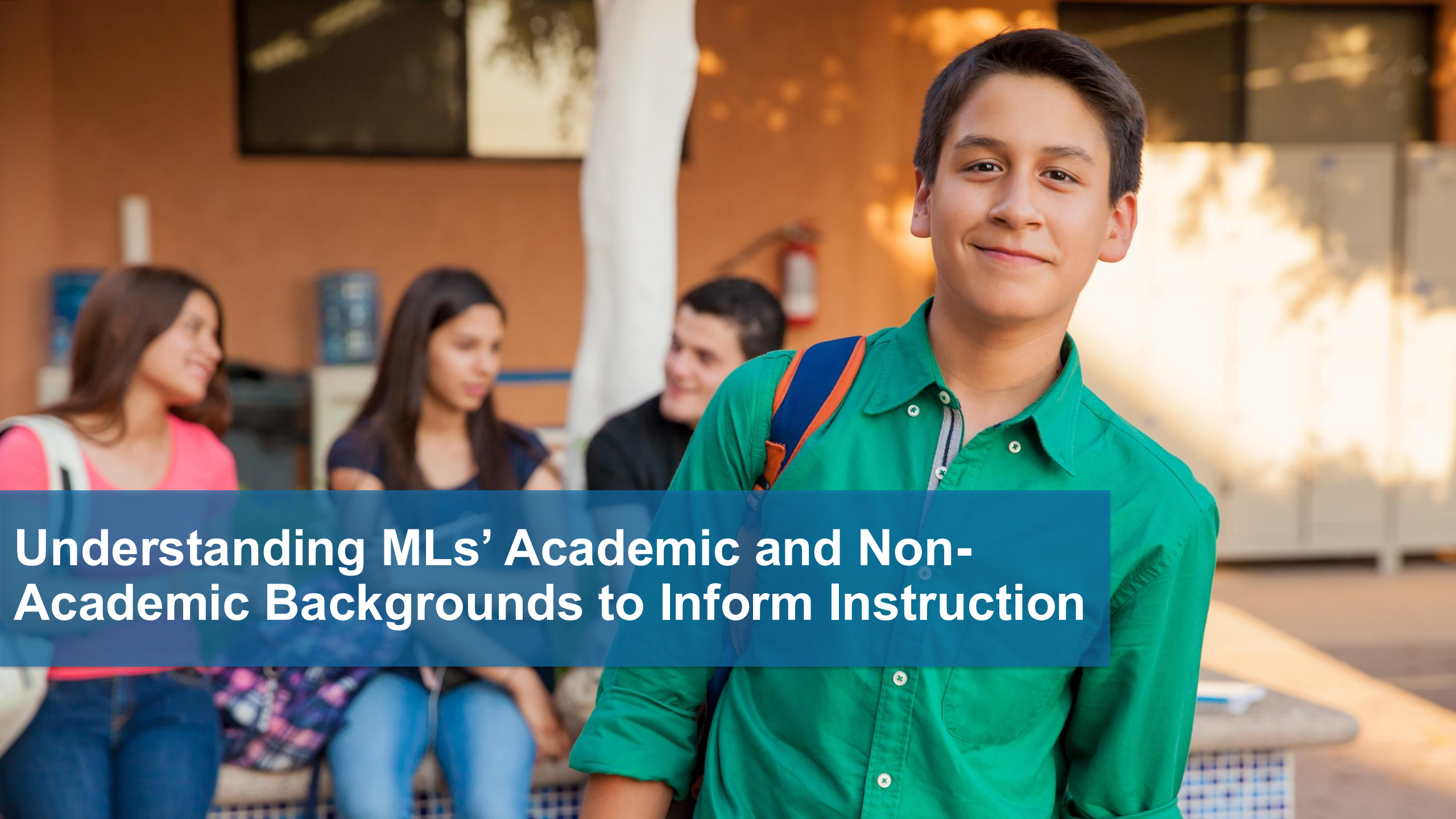
Guiding Principles

- 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.



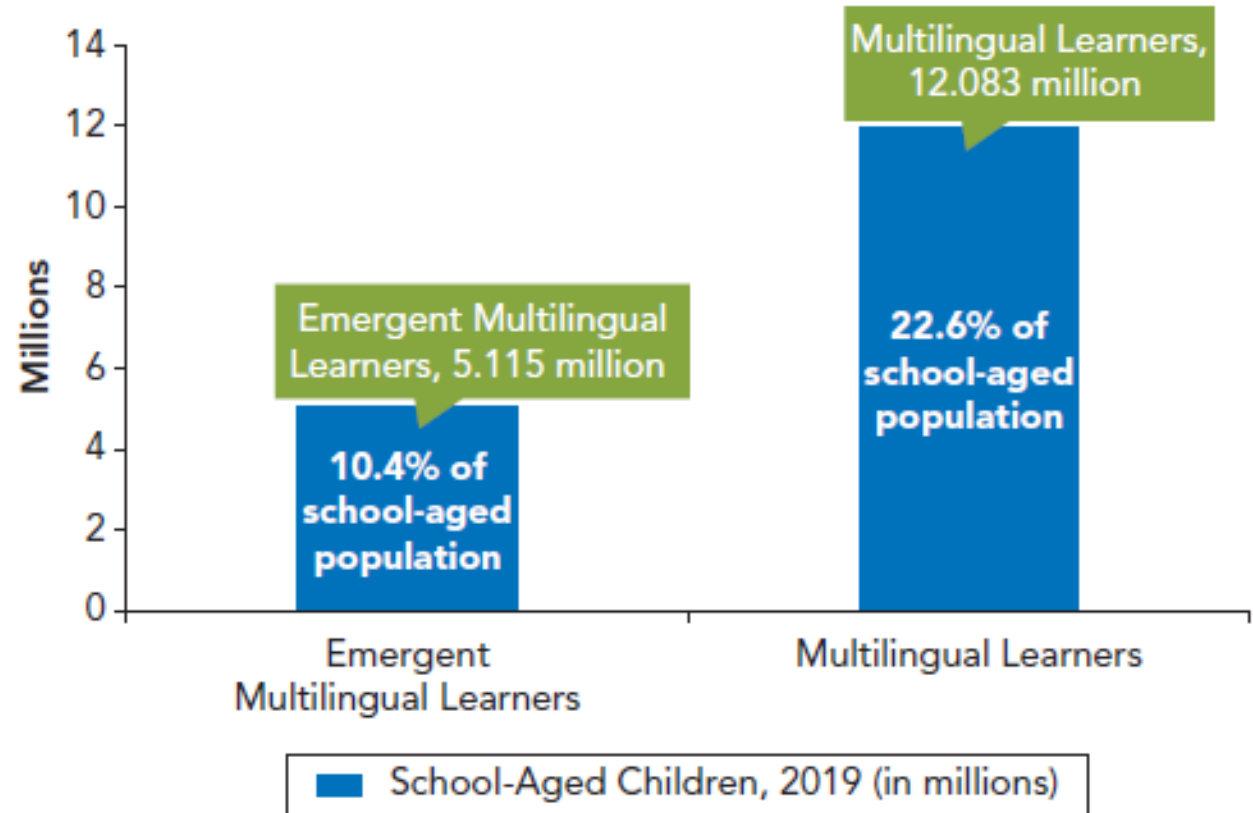
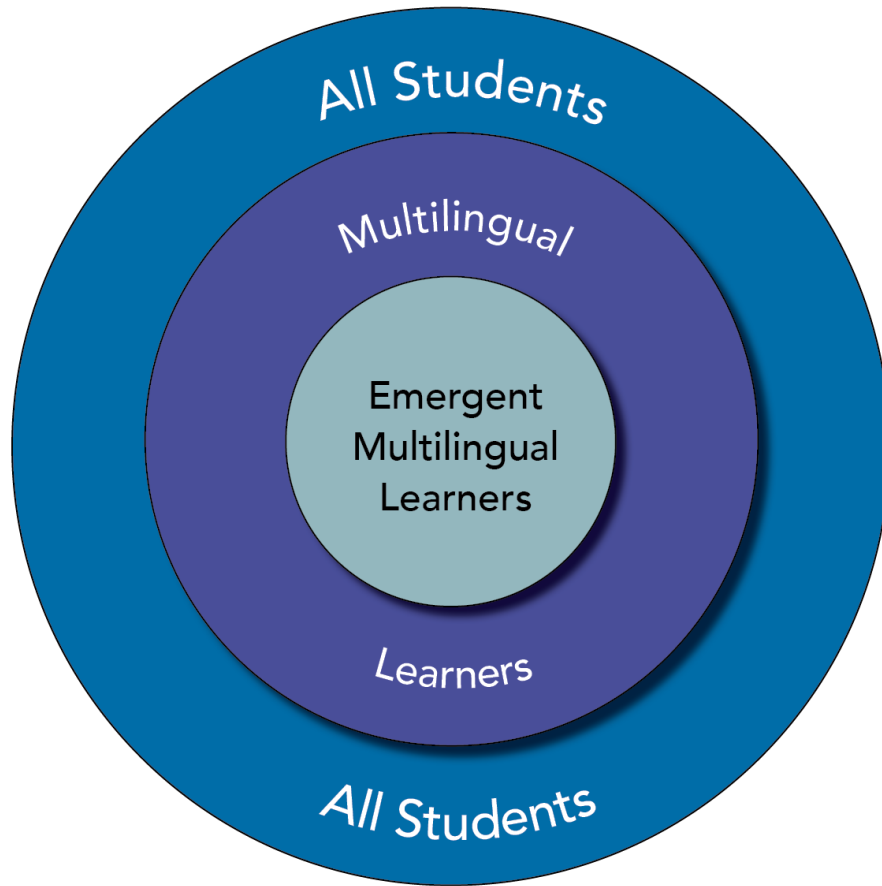
Maine Department of Education, October 2025



A young man with dark hair, wearing a bright green button-down shirt and a blue backpack, is smiling and looking towards the camera. He is standing in a school hallway or courtyard. In the background, three other students are visible, slightly out of focus: a girl in a pink shirt, a girl in a dark blue shirt, and a boy in a black shirt. The background is warm and brightly lit, suggesting a sunny day.

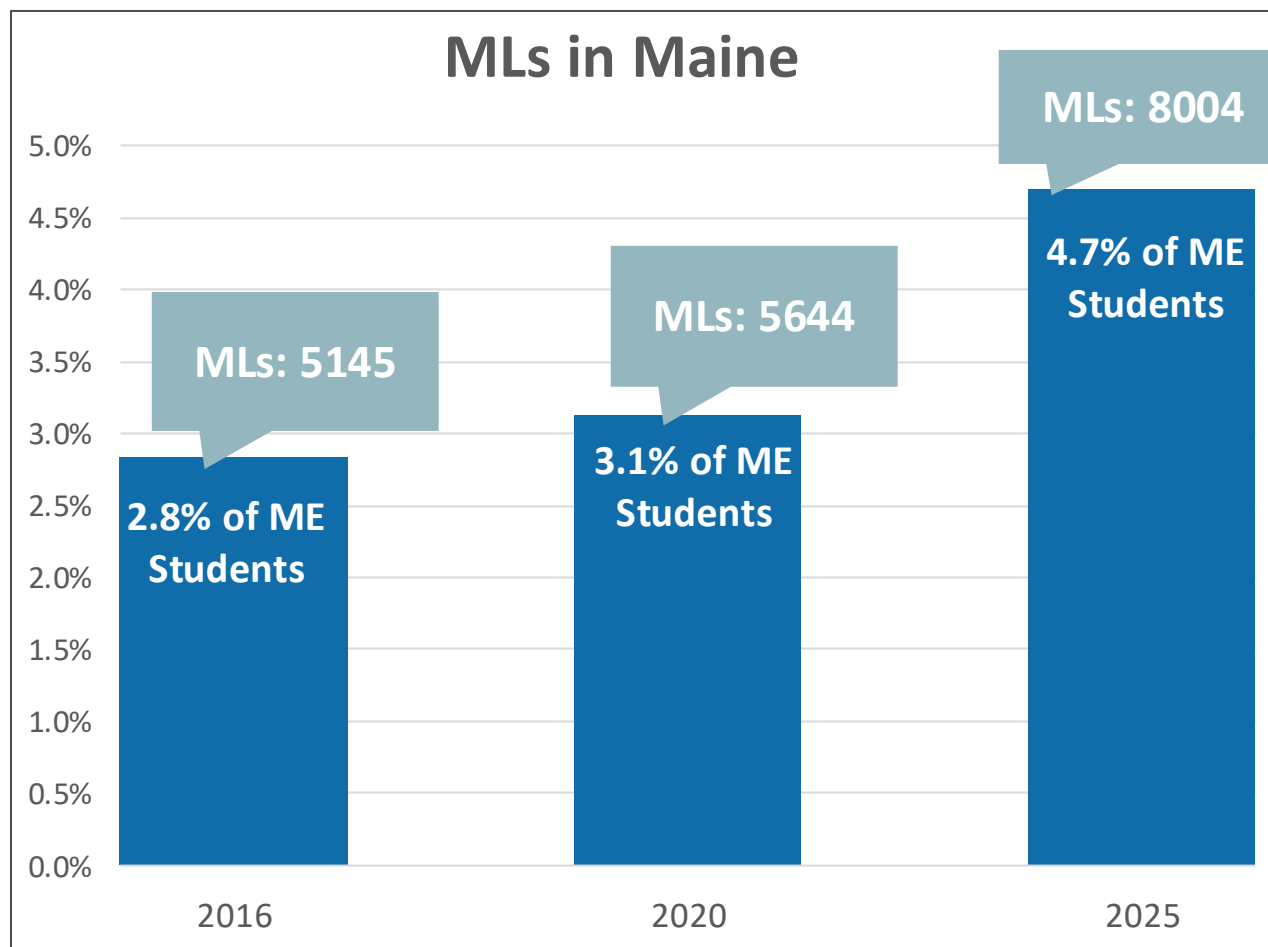
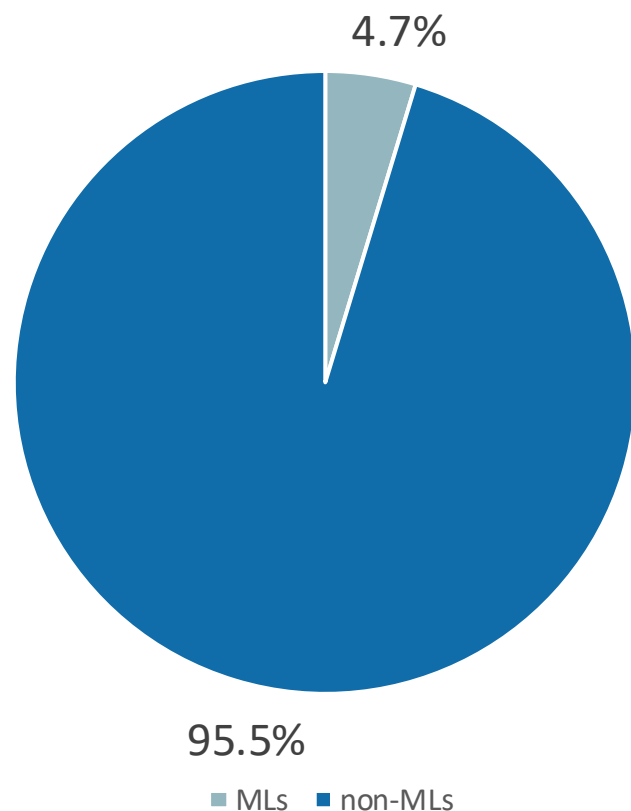
Understanding MLs' Academic and Non-Academic Backgrounds to Inform Instruction

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?



Knowing My MLs (Document 3)

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/nuiiun, iStock.com/bubaone, iStock.com/luliiiaBagautdinova, iStock.com/ilyaliren, iStock.com/bsd555, iStock.com/Dmytro_Vyshnevskyi.



Available for download at resources.corwin.com/FennerUnlocking2E

Staehr Fenner et al., 2024



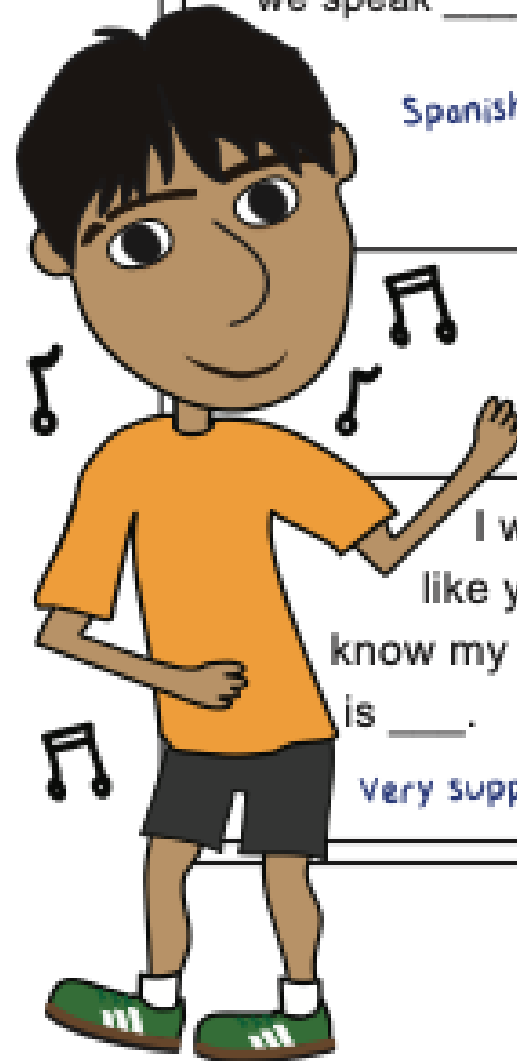
Tool: What I Want My Teacher to Know About Me (Document 4b)

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 ____.

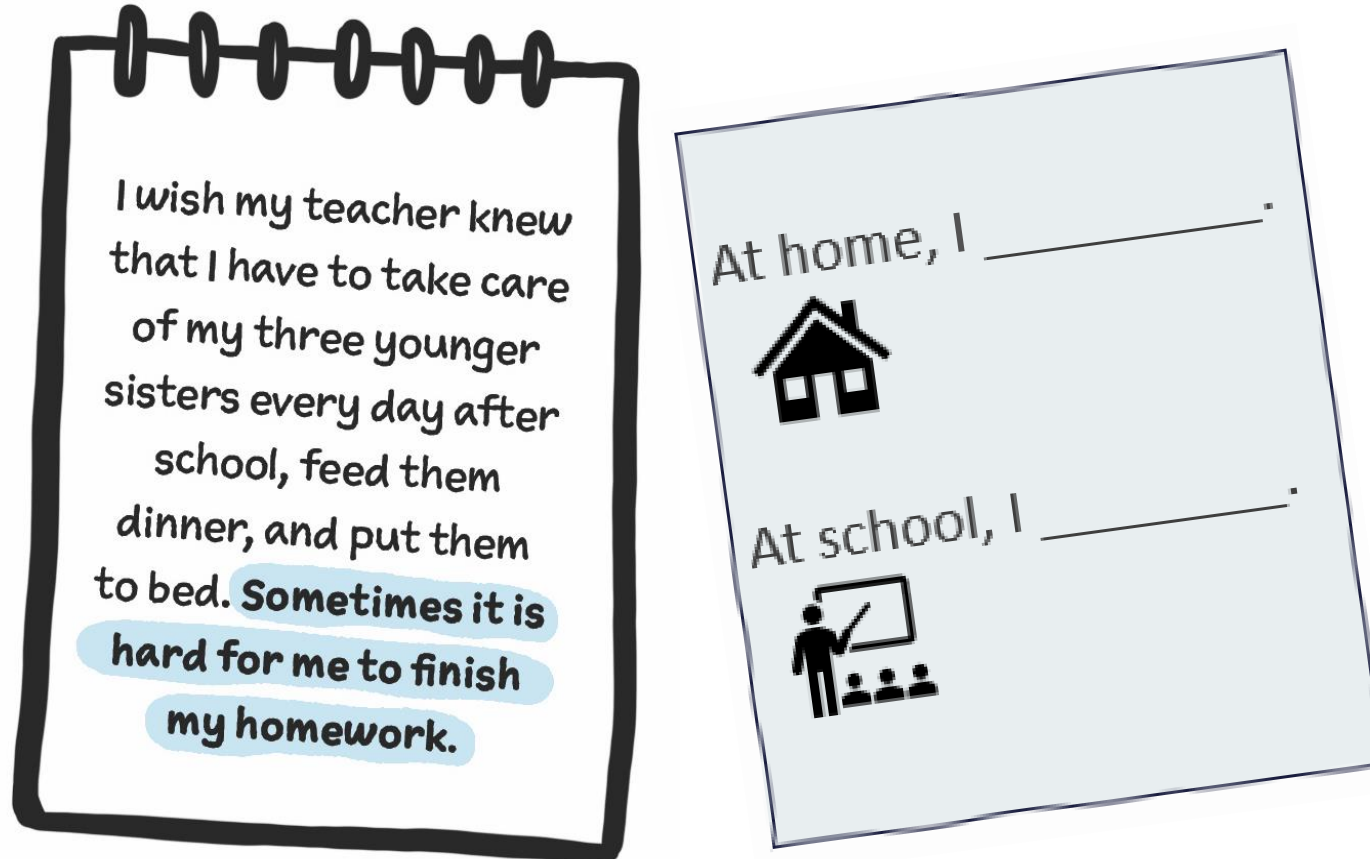
Learn English

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 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

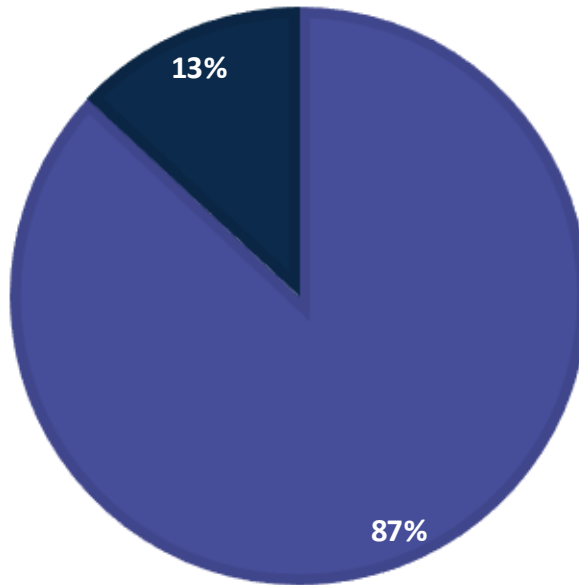


OELA, 2021, 2022; U.S. Department of Education, 2023

National Graduation Rates: School Year 2021-22

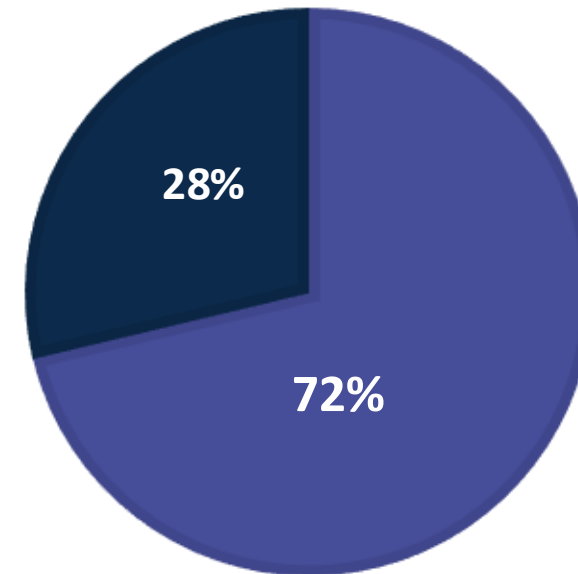
ALL STUDENTS

■ Graduated ■ Did not graduate



EMERGENT MLS

■ Graduated ■ Did Not Graduate

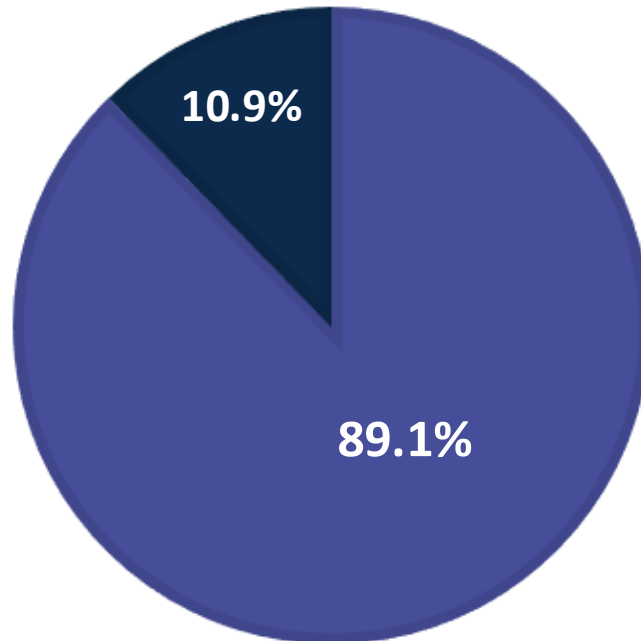


<https://nces.ed.gov/programs/coe/indicator/coi/high-school-graduation-rates>

Graduation Rates in Maine: School Year 2024-25

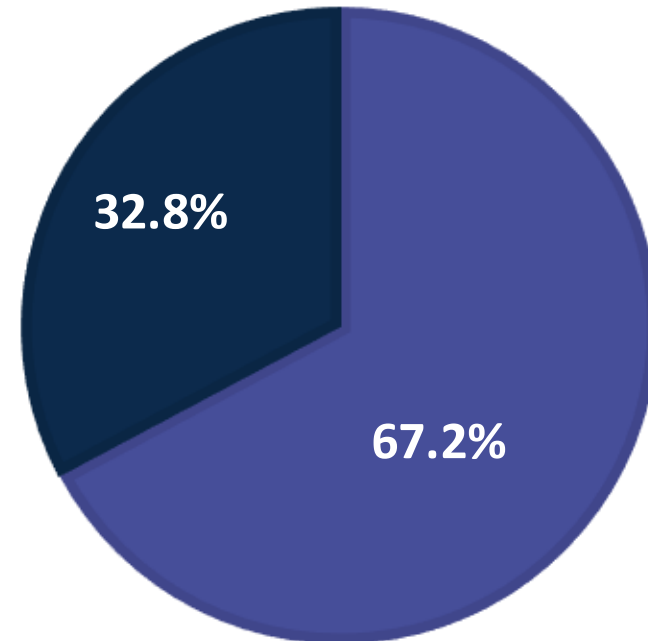
ALL STUDENTS

■ Graduated ■ Did not graduate



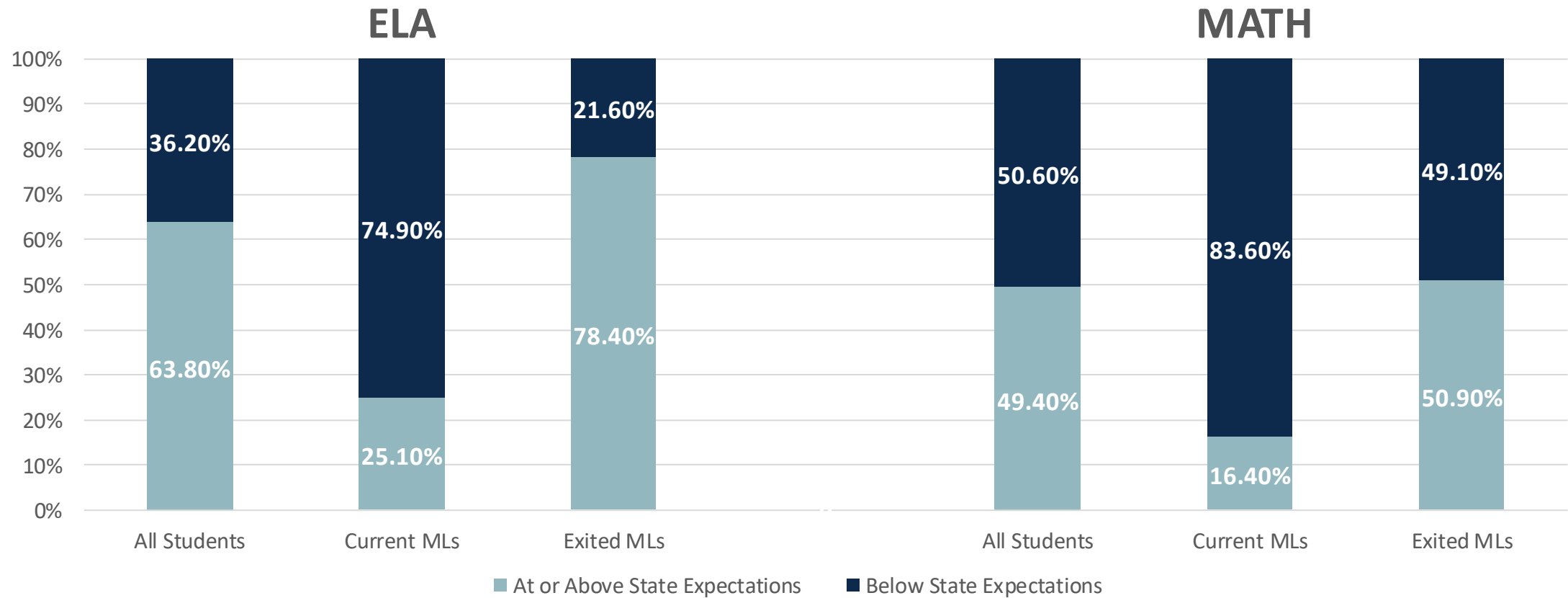
ML STUDENTS

■ Graduated ■ Did not graduate



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

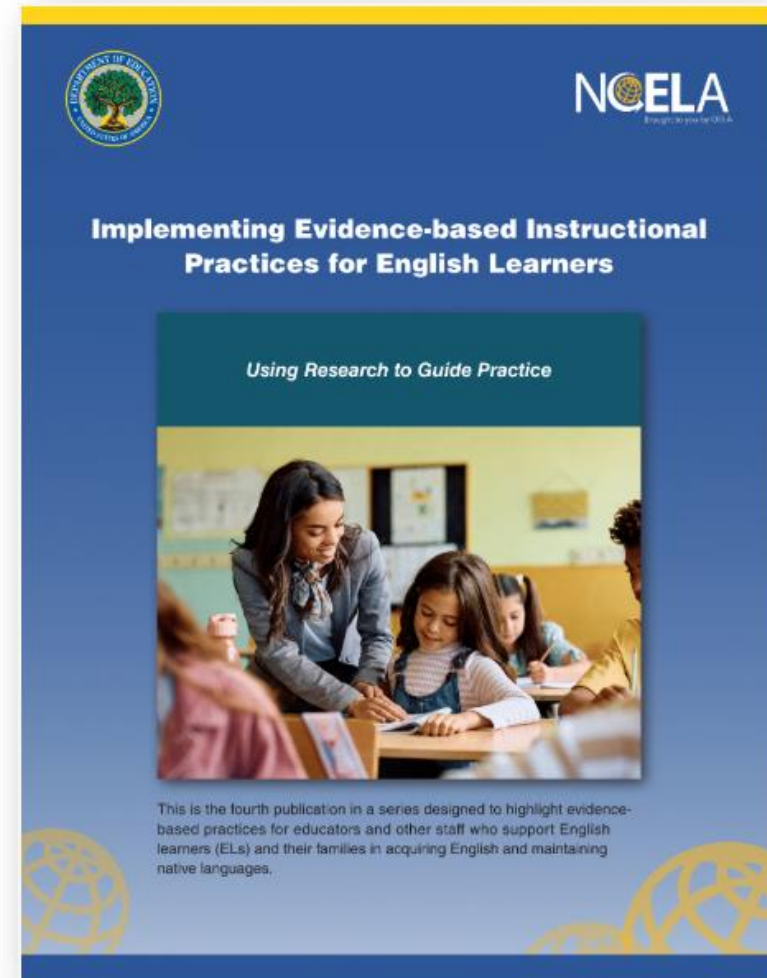
Proficiency on State Assessments



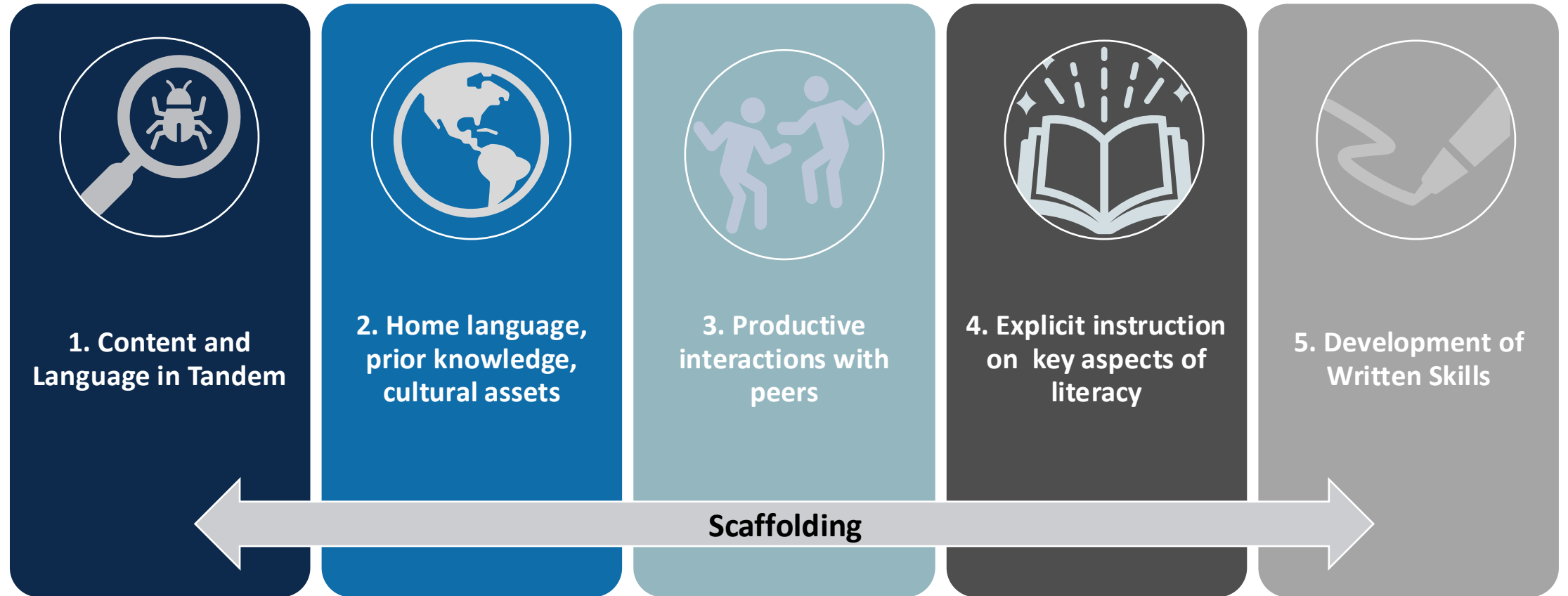
<https://www.maine.gov/doe/Multilinguallearnerdatadashboard>

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. Meet in a breakout room for 10 minutes.
2. Find the slide that matches your Breakout Room number.
3. Choose a **Recorder** (to screen share and take notes) and a **Reporter** (to share out).
4. Read and discuss the linked research description and examples.
5. 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
- Attention to discipline-specific features
- 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

A photograph of a classroom scene. A female teacher with blonde hair and black-rimmed glasses, wearing a white shirt with a black heart pattern, is leaning over a desk. She is pointing at a spiral-bound notebook with her right index finger. A young girl with long dark hair, wearing a pink t-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 partially visible, and the setting appears to be a bright, modern classroom.

Explore Second Language Acquisition and WIDA Resources

Second Language Acquisition



The study of:

- Acquisition of a language other than the first
- 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

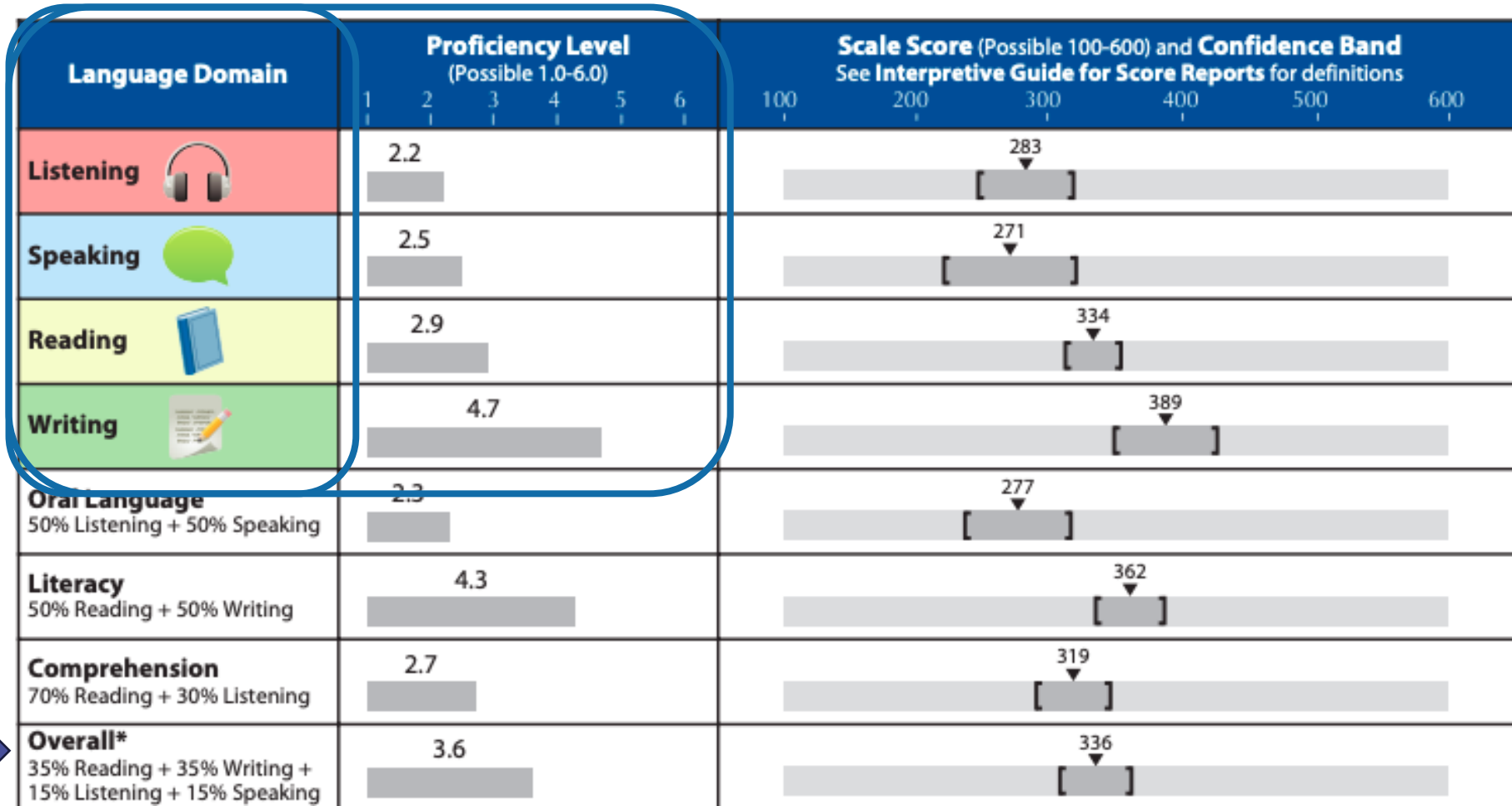
WIDA, 2020, p. 23

2. Proficiency Level Descriptors

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	Understand how coherent texts (spoken, written, multimodal) are created...					
	to meet a purpose (to inform, narrate, entertain) in a series of topic-related connected sentences	to meet a purpose through generic (not genre-specific) organization (introduction, body, conclusion)	to meet a purpose through specific organization (orientation and explanation sequence)	to meet a purpose through organizational patterns characteristic of the genre (claim, evidence, reasoning) that link ideas, events, and reasons across text	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)	According to authors' strategic use of generic structure (combining different genres to meet their social purpose) for particular effects and for a variety of audiences
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text including (class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout a text (whole/part, substitution/omission)	cohesive devices and common strategies that connect ideas throughout a text (given/new)	various types of cohesive devices and strategies that connect ideas throughout a text	authors' strategic and creative ways to connect units of meaning throughout a whole text
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	expanded noun groups with prepositional phrases (<i>the chemical element with the symbol H</i>)	expanded noun groups with embedded clauses (<i>chemical element that has these physical properties</i>)	expanded noun groups with a variety of embedded clauses (<i>chemical element with the symbol Na and an atomic number 11 that ...</i>)	expanded noun groups with embedded clauses and compacted noun groups (nominalization)	a variety of noun groups expanded with pre- and post- modifiers (<i>the chemical element with the symbol H and atomic number 1</i>)	authors' strategic use of noun groups and nominalization to elaborate and condense ideas characteristic of various genres and content areas

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 for 12 minutes.
2. Find the slide that matches your breakout room number.
3. Choose
 1. One set of PLDs to review (6-8 and 9-12 are linked in the slide)
 2. A **Recorder** to screen share and take notes
 3. A **Reporter** to share out with the whole group.
4. Read and discuss the Proficiency Level Descriptors (PLDs).
5. Work with your group to respond to the questions on your slide.

Explore WIDA PLDs (Document 6)

Group 1 Recorder:

Grade 6-8 PLDs

Reporter:

Grade 9-12 PLDs

• 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 26:

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 on the Padlet



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)

ACCESS for ELLs Proficiency Level Overview

SupportEd

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.					

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.



Alternate Interim Activity

- If you are in a non-teaching role:
 - Consider what systems or structures need to be in place to enable teachers to do this work with and for MLs.
 - Think about which tools you would recommend to colleagues and why.
- Add your reflection to 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?



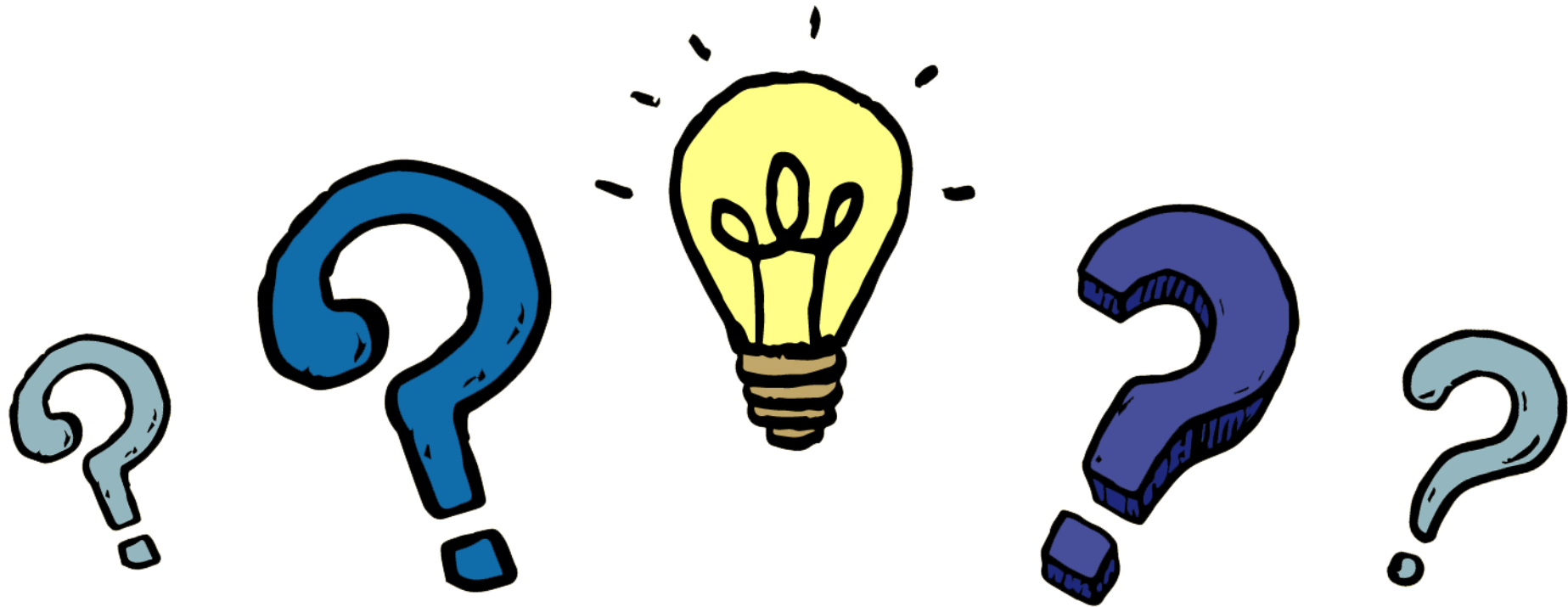
Wrap-Up



Session Objectives Review



Questions



Next Steps

Session	Topic	Date and Time
2	Building Literacy and Numeracy for MLs with Instructional Materials Scaffolds	February 26, 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!


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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.

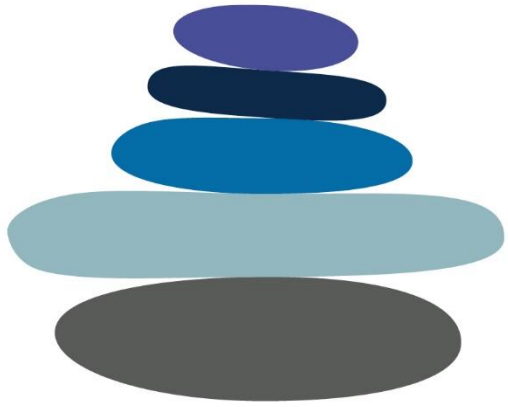
☐ Elementary

☐ Secondary

What did you appreciate about today's session? *

Your answer





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Thank You!

Mindi@SupportEd.com



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