rivet education's
PROFESSIONAL LEARNING
PARTNER GUIDE

The Multilingual Learner Badge was developed in partnership with the [English Learners Success Forum (ELSF)](#) to recognize PLPG-certified providers who strongly align with best practices for serving multilingual learners. Together, we aim to elevate the quality and impact of professional learning by ensuring it supports inclusive, high-quality instruction for all learners.

Access the [Multilingual Learner Application Template](#).

Multilingual Learner Badge Rubrics

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Multilingual Learner Badge

Contents

Broadly speaking, the Multilingual Learner Badge ensures that professional learning providers:

1. Promote rigorous, inclusive instruction by demonstrating how to leverage collaborative structures that support language development and access to HQIM.
2. Support educators in using HQIM-embedded scaffolds and language supports to ensure all students can engage meaningfully with grade-level content.
3. Ensure that districts utilize evidence-based strategies for integrating language and content learning through HQIM for multilingual learners at all proficiency levels.
4. Equip leaders with the ability to analyze student data and insights to identify patterns in multilingual learners' access, engagement, and language development, recognizing their diverse strengths and identities, and adapting instruction to build on these assets in responsive and equitable ways.

Scoring Notes:

1. In order to pass a professional learning type, applicants must achieve a score equivalent to at least 70%.
2. Each item is scored on a 3-point scale. Scores are determined as follows (the OR varies by indicator):
   ○ Score of 2: The evidence provided meets the indicator and is high quality.
   ○ Score of 1: All full-point criteria are present but quality is low, OR only one of the full-point criteria is present and quality is low.
   ○ Score of 0: None of the criteria are present, OR ALL examples that are present are not high quality.

* Review the Glossary for more clarity.

Part 1: High-Level View

Multilingual Learner (MLL) Badge for Leaders

Indicators for High-Quality Professional Learning		
Total Indicators: 9 Minimum Passing Score: 13 out of 18 points		
MLL.L1	Professional learning includes opportunities to reflect on biases about multilingual learners and reinforces the belief that multilingualism is an asset.	0 1 2
MLL.L2	Professional learning helps leaders foster collaboration among their instructional teams to align content instruction, language development, and student support, by utilizing high-quality instructional materials (HQIM).	0 1 2
MLL.L3	Professional learning equips leaders to develop their instructional team's capacity to use HQIM-embedded language supports and routines through coaching, instructional feedback, or data analysis meetings.	0 1 2
MLL.L4	Professional learning equips leaders to guide instructional teams in examining multilingual learners' assets, achievement, and language development to implement targeted, responsive scaffolds.	0 1 2
MLL.L5	Professional learning builds leaders' curriculum literacy by developing their ability to evaluate HQIM and multilingual learner data.	0 1 2
MLL.L6	Professional learning develops leaders' ability to use HQIM and multilingual learner data to guide implementation decisions that support language development and access to rigorous, grade-level content.	0 1 2
MLL.L7	Professional learning helps leaders guide their teams to foster student agency and recognize the diverse ways multilingual learners demonstrate their knowledge.	0 1 2
MLL.L8	Professional learning enhances leaders' capacity to skillfully implement HQIM, integrating language development into content instruction and adapting it for rigorous, grade-level instruction.	0 1 2

* Review the Glossary for more clarity.

MLL.L9	Professional learning helps leaders support instructional teams in fostering structured academic discourse, building multilingual learners' ability to engage in collaborative reasoning.	0 1 2

MLL Badge for Teachers

Indicators for High-Quality Professional Learning	
Total Indicators: 8 Minimum Passing Score: 12 out of 16 points	
MLL.T1	Professional learning includes opportunities to reflect on biases about multilingual learners and reinforces the belief that multilingualism is an asset.	0 1 2
MLL.T2	Professional learning elevates and models the conditions that enable effective instruction for multilingual learners.	0 1 2
MLL.T3	Professional learning equips teachers to implement HQIM-embedded language supports and routines.	0 1 2
MLL.T4	Professional learning supports teachers to collaborate across roles and teams to analyze multilingual learners' strengths, academic progress, and language development in order to implement targeted, responsive scaffolds.	0 1 2
MLL.T5	Professional learning builds teachers' curriculum literacy by developing their ability to evaluate and adapt HQIM to support multilingual learners' language development and access to rigorous, grade-level content.	0 1 2
MLL.T6	Professional learning supports teachers to use insights from HQIM-embedded assessments to foster student agency and respond to the diverse ways multilingual learners demonstrate their knowledge.	0 1 2
MLL.T7	Professional learning enhances teachers' capacity to skillfully implement HQIM by integrating language development for rigorous,	0 1

Note: The MLL.T1–MLL.T6 indicator labels appear as underlined hyperlinks. The last row (MLL.T7) is cut off at the bottom.

* Review the Glossary for more clarity.

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	grade-level instruction.	2
MLL.T8	Professional learning supports teachers to use HQIM-embedded supports and scaffolds to foster structured academic discourse, helping multilingual learners build agency and engage in collaborative reasoning.	0 1 2

Part 2: Detailed View

MLL Badge for Leaders

Indicator MLL.L1:

Professional learning includes opportunities to reflect on biases about multilingual learners and reinforces the belief that multilingualism is an asset.

> *2 points*:
> - Professional learning supports leaders' awareness of how biases about multilingual learners impact instructional decisions and systems design, *and*
> - Professional learning reinforces the belief that multilingual learners bring valuable linguistic and cultural assets that should be leveraged to support rigorous, grade-level learning.
>
> *1 point*:
> Provider has one of the following:
> - Professional learning supports leaders' awareness of how biases about multilingual learners impact instructional decisions and systems design, *or*
> - Professional learning reinforces the belief that multilingual learners bring valuable linguistic and cultural assets that should be leveraged to support rigorous, grade-level learning.
>
> *0 points*:
> - Professional learning does *not* support reflection on leaders' biases about

* Review the Glossary for more clarity.

multilingual learners, **_and_**
- Professional learning does _not_ reinforce the belief that multilingualism is an asset for rigorous, grade-level instruction.

Sample Evidence Collection

Reviewers look for and record:
- Instances in which the professional learning incorporates discussions or activities that address how beliefs about multilingual learners impact instruction and school culture.
- Instances in which the professional learning content challenges misconceptions about multilingual learners' ability to access rigorous content.
- Instances in which the professional learning provides opportunities for leaders to reflect on their own assumptions about language and culture.
- Instances in which the professional learning uses materials that explicitly state multilingualism is an asset and advocate for grade-level access for multilingual learners.
- Instances in which the professional learning guides leaders on how to integrate asset-based practices into curriculum, coaching, or support systems.
- Instances in which the professional learning includes examples of how affirming home languages and cultures benefit student engagement and achievement.

Indicator MLL.L2:

Professional learning helps leaders foster collaboration among their instructional teams to align content instruction, language development, and student support, by utilizing high-quality instructional materials (HQIM).

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2 points:
- Professional learning builds leaders' capacity to establish and sustain collaboration structures that align instruction, language development, and student supports through the shared use of HQIM, **_and_**
- Professional learning equips leaders to support instructional teams in using HQIM collaboratively to analyze lessons, identify language demands, and

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* Review the [Glossary](#) for more clarity.

coordinate scaffolds for multilingual learners.

1 point:

Provider has one of the following:

- Professional learning builds leaders' capacity to establish and sustain collaboration structures that align instruction, language development, and student supports through the shared use of HQIM, **or**
- Professional learning equips leaders to support instructional teams in using HQIM collaboratively to analyze lessons, identify language demands, and coordinate scaffolds for multilingual learners.

0 points:

- Professional learning does *not* support leaders in establishing collaborative structures, **and**
- Professional learning does *not* equip leaders to foster instructional alignment or team-based planning for multilingual learners using HQIM.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which the professional learning builds leaders' understanding of enabling conditions for multilingual learner success, including programmatic structures (e.g., co-planning routines, teaming models) that support sustained collaboration among multilingual learner specialists, special education teachers, and general education teachers.
- Instances in which the professional learning clarifies the roles of different educators (e.g., language specialists, special education, general education) in supporting multilingual learners with HQIM.
- Instances in which the professional learning emphasizes using HQIM's built-in supports (like scaffolds and language routines) as common tools for aligned instruction.
- Instances in which the professional learning introduces or models collaborative planning strategies for teams to jointly use HQIM to meet content and language goals.
- Instances in which the professional learning shows how to coordinate instructional supports and routines across different educator roles, using HQIM as the basis.
- Instances in which the professional learning guides leaders on creating conditions for collaboration, such as dedicated co-planning time or norms

* Review the [Glossary](#) for more clarity.

for using shared data.
- Instances in which the professional learning includes tools for leaders to help teams improve their collaborative use of HQIM to support multilingual learners.

Indicator MLL.L3:

Professional learning equips leaders to develop their instructional team's capacity to use HQIM-embedded language supports and routines through coaching, instructional feedback, or data analysis meetings.

2 points:
- Professional learning models HQIM-embedded language supports and routines that increase access to grade-level content for multilingual learners, building leader understanding of how these supports function within instruction, *and*
- Professional learning builds leaders' capacity to strengthen educators' implementation of language supports and routines through coaching, instructional feedback, and collaborative data analysis.

1 point:
Provider has one of the following:
- Professional learning models HQIM-embedded language supports and routines that increase access to grade-level content for multilingual learners, building leader understanding of how these supports function within instruction, *or*
- Professional learning builds leaders' capacity to strengthen educators' implementation of language supports and routines through coaching, instructional feedback, and collaborative data analysis.

0 points:
- Professional learning does *not* promote understanding of how to support teachers in using HQIM-embedded language supports and routines, *and*
- Professional learning does *not* build leader capacity to strengthen educators' implementation of language supports through coaching, observation, or collaborative data analysis.

* Review the [Glossary](#) for more clarity.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which the professional learning trains leaders on supporting teachers to use HQIM's built-in language supports and routines.
- Instances in which the professional learning models how leaders can coach teachers on the flexible use of HQIM's language supports.
- Instances in which the professional learning guides leaders in observing classrooms to focus on multilingual learners' use of language supports.
- Instances in which the professional learning provides tools for leaders to give targeted feedback on language development.
- Instances in which the professional learning builds leader capacity to use student data to evaluate the effectiveness of HQIM's language supports.
- Instances in which leaders practice identifying, coaching, and refining the use of HQIM-embedded language supports across subjects.

Indicator MLL.L4:

Professional learning equips leaders to guide instructional teams in examining multilingual learners' assets, achievement, and language development to implement targeted, responsive scaffolds.

2 points:
- Professional learning builds leaders' capacity to support teachers in working together across teams to analyze multilingual learners' assets, achievement, and language development, *and*
- Professional learning models how leaders guide cross-functional teams to use data to build on multilingual learners' strengths and address their needs.

1 point:

Provider has one of the following:
- Professional learning builds leaders' capacity to support teachers in working together across teams to analyze multilingual learners' assets, achievement, and language development, *or*
- Professional learning models how leaders guide cross-functional teams to use data to build on multilingual learners' strengths and address their

needs.

0 points:
- Professional learning does *not* show how leaders support teachers in working across teams to analyze multilingual learners' assets, achievement, and language development, ***and***
- Professional learning does *not* model how leaders guide cross-functional teams in using data to inform instruction or address multilingual learners' needs.

Sample Evidence Collection

Reviewers look for and record:
- Instances in which the professional learning models how leaders support diverse instructional teams (e.g., general education, multilingual learner specialists, special education teachers) in jointly analyzing multilingual learners' assets, achievement, and language development.
- Instances in which the professional learning demonstrates how to monitor multilingual learners' engagement with HQIM and their embedded supports.
- Instances in which the professional learning introduces specific tools or methods for collecting data on multilingual learners' language use and participation.
- Instances in which the professional learning shows leaders how to analyze student work from HQIM to understand both content mastery and language growth.
- Instances in which the professional learning guides leaders to identify school-wide patterns affecting how multilingual learners succeed with HQIM.
- Instances in which the professional learning builds leaders' ability to facilitate data-informed discussions with teachers to refine instruction and language support.
- Instances in which the professional learning illustrates how data collected on multilingual learners informs future instructional coaching and school-wide support planning.

Indicator MLL.L5:

Professional learning builds leaders' curriculum literacy by developing their ability to evaluate HQIM and multilingual learner data.

* Review the [Glossary](#) for more clarity.

2 points:
- Professional learning builds leaders' capacity to analyze disaggregated data from HQIM-embedded assessments, ***and***
- Professional learning builds leaders' capacity to analyze disaggregated data and qualitative evidence of multilingual learner typologies,* proficiency levels, and instructional access.

1 point:
Provider has one of the following:
- Professional learning builds leaders' capacity to analyze disaggregated data from HQIM-embedded assessments, ***or***
- Professional learning builds leaders' capacity to analyze disaggregated data and qualitative evidence of multilingual learner typologies,* proficiency levels, and instructional access.

0 points:
- Professional learning does *not* build leaders' capacity to analyze disaggregated data from HQIM-embedded assessments, ***and***
- Professional learning does *not* build leaders' capacity to analyze disaggregated data and qualitative evidence of multilingual learner typologies,* proficiency levels, and instructional access.

Sample Evidence Collection
Reviewers look for and record:
- Instances in which the professional learning provides opportunities for leaders to analyze data from HQIM-embedded assessments and compare the achievement of multilingual learners and their monolingual peers.
- Instances in which the professional learning builds leaders' understanding of different types of multilingual learners and how their characteristics affect access to HQIM.
- Instances in which the professional learning guides leaders in interpreting qualitative data (e.g., observations, interviews) to understand multilingual learners' experiences with HQIM.

Indicator MLL.L6:

* Review the [Glossary](#) for more clarity.

Professional learning develops leaders' ability to use HQIM and multilingual learner data to guide implementation decisions that support language development and access to rigorous, grade-level content.

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2 points:
- Professional learning builds leaders' ability to use data analysis to determine multilingual learners' ability to access grade-level content, ***and***
- Professional learning prepares leaders to use data analysis to adjust implementation of HQIM to ensure multilingual learners can meaningfully engage in grade-level instruction with appropriate supports.

1 point:
Provider has one of the following:
- Professional learning builds leaders' ability to use data analysis to determine multilingual learners' ability to access grade-level content, ***or***
- Professional learning prepares leaders to use data analysis to adjust implementation of HQIM to ensure multilingual learners can meaningfully engage in grade-level instruction with appropriate supports.

0 points:
- Professional learning does *not* build leaders' ability to use data analysis to determine multilingual learners' ability to access grade-level content, ***and***
- Professional learning does *not* prepare leaders to use data analysis to adjust implementation of HQIM to ensure multilingual learners can meaningfully engage in grade-level instruction with appropriate supports.

Sample Evidence Collection

Reviewers look for and record:
- Instances in which the professional learning builds leaders' understanding of different types of multilingual learners and how their characteristics affect access to HQIM.
- Instances in which the professional learning highlights how to assess HQIM access and engagement for different groups of multilingual learners.
- Instances in which the professional learning helps leaders identify patterns of inequity or inconsistency in HQIM implementation.
- Instances in which the professional learning prompts leaders to prioritize actionable steps for HQIM implementation based on data analysis.

* Review the [Glossary](#) for more clarity.

Indicator MLL.L7:

Professional learning helps leaders guide their teams to foster student agency and recognize the diverse ways multilingual learners demonstrate their knowledge.

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2 points:
- Professional learning builds leaders' capacity to support instructional teams in recognizing the full range of ways multilingual learners demonstrate their knowledge, *and*
- Professional learning supports leaders in fostering classroom environments where multilingual learners have agency to express their knowledge in ways that align with their strengths and language development.*

1 point:
Provider has one of the following:
- Professional learning builds leaders' capacity to foster classroom environments where multilingual learners have agency to express understanding in varied ways that align with their strengths and language development, *or*
- Professional learning supports leaders in fostering classroom environments where multilingual learners have agency to express their knowledge in ways that align with their strengths and language development.*

0 points:
- Professional learning does *not* build leaders' capacity to foster classroom environments where multilingual learners have agency to express understanding in varied ways that align with their strengths and language development, *or*
- Professional learning does *not* support leaders in fostering classroom environments where multilingual learners have agency to express their knowledge in ways that align with their strengths and language development.*

Sample Evidence Collection
Reviewers look for and record:
- Instances in which the professional learning addresses the varied ways multilingual learners demonstrate learning, including oral responses, visuals, and the use of their home language.

* Review the [Glossary](#) for more clarity.

- Instances in which the professional learning highlights flexible use of scaffolds and student choice during tasks, and how these influence the validity of what multilingual learners can show.
- Instances in which the professional learning emphasizes using both formative and summative data to guide adjustments to instruction and supports for multilingual learners.
- Instances in which the professional learning helps leaders identify when and why multilingual learners may need alternative ways of demonstrating understanding, especially concerning the language demands of the task.

Indicator MLL.L8:

Professional learning enhances leaders' capacity to skillfully implement HQIM, integrating language development into content instruction and adapting it for rigorous, grade-level instruction.

2 points:
- Professional learning builds leaders' capacity to implement HQIM with intentional integration of language development* within content instruction for multilingual learners, *and*
- Professional learning develops leaders' ability to support instructional teams in adapting HQIM and instruction to preserve rigor and ensure access for multilingual learners.

1 point:
Provider has one of the following:
- Professional learning builds leaders' capacity to implement HQIM with intentional integration of language development* within content instruction for multilingual learners, *or*
- Professional learning develops leaders' ability to support instructional teams in adapting HQIM and instruction to preserve rigor and ensure access for multilingual learners.

0 points:
- Professional learning does *not* develop leaders' capacity to implement HQIM with integrated language development,* *and*

* Review the [Glossary](#) for more clarity.

- Professional learning does *not* prepare leaders to support instructional teams in adapting HQIM or instruction to meet multilingual learners' needs at a rigorous, grade-level standard.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which the professional learning builds understanding of how HQIM embed language development* within academic content (e.g., through oral language routines, vocabulary instruction, or language-rich tasks).
- Instances in which the professional learning trains leaders to identify the language demands of HQIM lessons (e.g., specific speaking, listening, reading, or writing tasks tied to grade-level content).
- Instances in which the professional learning introduces or models strategies for observing whether and how teachers are using HQIM-embedded language supports (e.g., sentence frames, partner talk routines, visual supports).
- Instances in which the professional learning supports leaders in identifying missed opportunities to build language through content instruction and guides next steps for support.
- Instances in which the professional learning includes opportunities to analyze multilingual learners' engagement and language use during HQIM-based instruction to inform coaching or feedback.

Indicator MLL.L9:

Professional learning helps leaders support instructional teams in fostering structured academic discourse, building multilingual learners' ability to engage in collaborative reasoning.

2 points:
- Professional learning builds leaders' capacity in guiding their teams to identify and leverage HQIM-embedded oral language routines and discourse supports for multilingual learners, ***and***
- Professional learning builds leaders' capacity to support instructional teams in implementing discourse supports that promote extended academic discussion, deepen reasoning, and foster student ownership of ideas.

* Review the [Glossary](#) for more clarity.

1 point:

Provider has one of the following:

- Professional learning builds leaders' capacity in guiding their teams to identify and leverage HQIM-embedded oral language routines and discourse supports for multilingual learners, *or*
- Professional learning builds leaders' capacity to support instructional teams in implementing discourse supports that promote extended academic discussion, deepen reasoning, and foster student ownership of ideas.

0 points:

- Professional learning does *not* build leaders' capacity to guide instructional teams in identifying or using HQIM-embedded oral language routines or discourse supports for multilingual learners, *and*
- Professional learning does *not* support leaders in helping teams implement or adjust discourse supports that promote extended academic discussion, collaborative reasoning, or student ownership of ideas.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which the professional learning supports leaders to analyze multilingual learners' oral and written work samples alongside teachers to determine whether HQIM-embedded discourse enables students to express academic understanding.
- Instances in which the professional learning guides leaders to examine lesson plans for the oral language demands of tasks and available discourse supports within HQIM.
- Instances in which the professional learning provides training on how to coach teachers to use HQIM-embedded oral language routines and discourse supports.
- Instances in which the professional learning helps leaders analyze observation notes with teachers to identify opportunities for academic discourse and adjust supports for student participation.
- Instances in which the professional learning includes practice or modeling of how to adapt* HQIM-embedded language supports to meet specific student needs.

MLL Badge for Teachers

Indicator MLL.T1:

Professional learning includes opportunities to reflect on biases about multilingual learners and reinforces the belief that multilingualism is an asset.

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2 points:
- Professional learning supports teachers' awareness of how biases about multilingual learners impact instructional decisions and classroom culture, *and*
- Professional learning reinforces the belief that multilingual learners bring valuable cultural and linguistic assets that can and should be leveraged in grade-level instruction.

1 point:
Provider has one of the following:
- Professional learning supports teachers' awareness of how biases about multilingual learners impact instructional decisions and classroom culture, *or*
- Professional learning reinforces the belief that multilingual learners bring valuable cultural and linguistic assets that can and should be leveraged in grade-level instruction.

0 points:
- Professional learning does *not* support teachers' awareness of how biases about multilingual learners impact instructional decisions and classroom culture, *and*
- Professional learning does *not* reinforce the belief that multilingual learners bring valuable cultural and linguistic assets that can and should be leveraged in grade-level instruction.

Sample Evidence Collection
Reviewers look for and record:
- Instances in which the professional learning prompts teachers to examine and reflect on their beliefs and assumptions about multilingual learners.
- Instances in which the professional learning addresses deficit-based mindsets and challenges common misconceptions (e.g., the idea that

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* Review the Glossary for more clarity.

students must speak only English to succeed).
- Instances in which the professional learning reinforces that multilingual learners' home languages and cultures are resources that contribute to cognitive, academic, and social growth.
- Instances in which the professional learning includes research and examples that illustrate the benefits of affirming students' multilingualism in instruction.
- Instances in which the professional learning creates opportunities for teachers to consider how their own practices can affirm or undermine multilingual learners' identities and access to rigorous instruction.
- Instances in which the facilitator notes or slide content explicitly state that multilingualism is an asset and emphasize the importance of integrating this belief into classroom practice.

Indicator MLL.T2:

Professional learning elevates and models the conditions that enable effective instruction for multilingual learners.

2 points:
- Professional learning builds understanding of the enabling conditions that create access to rigorous, grade-level instruction for multilingual learners, *and*
- Professional learning models these enabling conditions and provides tools or guidance to support implementation in participants' contexts.

1 point:
Provider has one of the following:
- Professional learning builds understanding of the enabling conditions that create access to rigorous, grade-level instruction for multilingual learners, *or*
- Professional learning models these enabling conditions and provides tools or guidance to support implementation in participants' contexts.

0 points:
- Professional learning does *not* build understanding of enabling conditions for multilingual learners, *and*

* Review the [Glossary](#) for more clarity.

- Professional learning does *not* model or provide tools to support those conditions in practice.

Sample Evidence Collection
Reviewers look for and record:
- Instances in which the professional learning provides evidence that the professional learning clearly identifies and explains enabling conditions that support rigorous, grade-level instruction for multilingual learners, such as:
  - Co-teaching models
  - Collaborative planning routines
  - Integrated instruction
  - Protected reflection time
- Instances in which the professional learning includes examples of how the professional learning connects enabling conditions to instructional quality for multilingual learners through structural elements such as HQIM alignment, staffing design, or integrated services.
- Instances in which the professional learning models enabling conditions such as:
  - Collaborative planning protocols
  - Shared facilitation
  - Co-teaching demonstrations
  - Cross-role collaboration activities
- Instances in which the professional learning provides tools, templates, or protocols shared during the session that help participants assess, replicate, or strengthen enabling conditions in their own settings, such as:
  - Planning templates
  - Role-mapping tools
  - Implementation guides

Indicator MLL.T3:

Professional learning equips teachers to implement HQIM-embedded language supports and routines.

2 points:
- Professional learning is grounded in the adopted HQIM and anchored in specific lessons and tasks to support multilingual learners in grade-level

* Review the [Glossary](#) for more clarity.

instruction, ***and***
- Professional learning focuses on building teachers' capacity to skillfully implement HQIM through instructional planning and classroom delivery.

1 point:

Provider has one of the following:
- Professional learning is grounded in the adopted HQIM and anchored in specific lessons and tasks to support multilingual learners in grade-level instruction, ***or***
- Professional learning focuses on building teachers' capacity to skillfully implement HQIM through instructional planning and classroom delivery.

0 points:
- Professional learning is *not* grounded in the adopted HQIM and anchored in specific lessons and tasks to support multilingual learners in grade-level instruction, ***and***
- Professional learning does *not* build teachers' capacity to skillfully implement HQIM through instructional planning and classroom delivery.

Sample Evidence Collection

Reviewers look for and record:
- Instances in which the professional learning defines and models HQIM-embedded language supports and routines such as
  - Structured partner talk
  - Protocols
  - Structured routines
- Instances in which the professional learning leverages annotated lesson plans, teacher reflections, or student artifacts showing how embedded supports and routines were adapted* or adjusted* to meet multilingual learners' needs.
- Instances in which the professional learning guides teachers in identifying when and how to implement specific language supports within HQIM lessons.
- Instances in which the professional learning provides tools or protocols for reflecting on the effectiveness of language supports based on student data, including:
  - Formative assessments
  - Student discourse

* Review the [Glossary](#) for more clarity.

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○ Written work
- Instances in which the professional learning includes opportunities for teachers to receive and apply feedback from coaching or peer observation related to their use of HQIM-embedded language routines.
- Instances in which the professional learning supports teachers to analyze HQIM-derived student work and academic discourse to determine whether language supports contributed to increased access and language growth.

Indicator MLL.T4:

Professional learning supports teachers to collaborate across roles and teams to analyze multilingual learners' strengths, academic progress, and language development* in order to implement targeted, responsive scaffolds.

2 points:
- Professional learning builds teachers' capacity to collaborate across roles and teams (e.g., e.g., general education, multilingual learner specialists, special education teachers) to analyze data on multilingual learners' strengths, academic progress, and language development, ***and***
- Professional learning develops teachers' ability to implement targeted, responsive scaffolds based on data-informed insights into multilingual learners' language and academic needs.

1 point:
Provider has one of the following:
- Professional learning builds teachers' capacity to collaborate across roles and teams (e.g., EL specialists, general educators, SPED) to analyze data on multilingual learners' strengths, academic progress, and language development, ***or***
- Professional learning develops teachers' ability to implement targeted, responsive scaffolds based on data-informed insights into multilingual learners' language and academic needs.

0 points:
- Professional learning does *not* build teachers' capacity to collaborate across roles and teams (e.g., EL specialists, general educators, SPED) to analyze

* Review the [Glossary](#) for more clarity.

data on multilingual learners' strengths, academic progress, and language development, ***and***

- Professional learning does *not* develop teachers' ability to implement targeted, responsive scaffolds based on data-informed insights into multilingual learners' language and academic needs.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which the professional learning defines the roles of multilingual learner specialists, special education teachers, and general education teachers in supporting multilingual learners through shared use of HQIM.
- Instances in which the professional learning models or provides protocols for collaborative planning that incorporate both content and language development* goals.
- Instances in which the professional learning highlights how teachers use HQIM-embedded supports during joint planning and instruction, including:
  - Sentence frames
  - Vocabulary routines
  - Discussion scaffolds
  - Visual supports
- Instances in which the professional learning emphasizes the importance of aligning supports across classrooms and instructional roles to ensure coherence for multilingual learners.
- Instances in which the professional learning provides tools, templates, or structures that enable teachers to:
  - Plan collaboratively around HQIM lessons
  - Adapt* embedded supports to meet diverse learners' needs
  - Use student data to guide the selection of language development* routines
- Instances in which teachers reflect on or practice using HQIM-embedded scaffolds in collaboration with peers from different instructional roles.

* Review the [Glossary](#) for more clarity.

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Indicator MLL.T5:

Professional learning builds teachers' curriculum literacy by developing their ability to evaluate and adapt* HQIM to support multilingual learners' language development* and access to rigorous grade-level content.

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2 points:
- Professional learning supports teachers to evaluate the quality of HQIM-embedded supports to promote language development, including knowing when and how to adjust HQIM to meet multilingual learners' needs, **and**
- Professional learning builds teachers' capacity to identify opportunities for language development and intentionally apply supports to ensure multilingual learners can access rigorous instruction.

1 point:
Provider has one of the following:
- Professional learning supports teachers to evaluate the quality of HQIM-embedded supports to promote language development, including knowing when and how to adjust HQIM to meet multilingual learners' needs, **or**
- Professional learning builds teachers' capacity to identify opportunities for language development and intentionally apply supports to ensure multilingual learners can access rigorous instruction.

0 points:
- Professional learning does *not* support teachers to evaluate the quality of HQIM-embedded supports to promote language development, including knowing when and how to adjust HQIM to meet multilingual learners' needs, **and**
- Professional learning does *not* build teacher capacity to identify or apply instructional supports that promote multilingual learners' access to rigorous instruction and language development.

Sample Evidence Collection
Reviewers look for and record:

- Instances in which the professional learning supports teachers to evaluate

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* Review the [Glossary](#) for more clarity.
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whether HQIM-embedded supports are culturally and linguistically responsive, including alignment to students' identities, lived experiences, and language backgrounds.

- Instances in which the professional learning models how to uncover language demands at the word, sentence, and discourse levels, and to plan language objectives accordingly.
- Instances in which the professional learning provides annotated lesson plans or planning protocols that pair content objectives with HQIM-embedded language routines, ensuring instruction is both rigorous and language-rich.
- Instances in which the professional learning prompts teachers to understand the quality of language supports in HQIM, such as embedded routines, for their effectiveness and appropriateness for multilingual learners.
- Instances in which the professional learning supports teachers in identifying both content and language goals within HQIM, explicitly connecting academic tasks with required language functions.
- Instances in which the professional learning prepares teachers to make intentional instructional adaptations based on multilingual learners' language development needs, without reducing task rigor, such as:
  - Structured talk routines
  - Multimodal scaffolds
  - Visual supports
- Instances in which the professional learning uses ELD standards to inform planning and scaffold integration, showing how to match language supports to student proficiency levels including:
  - WIDA
  - ELPA 21
  - State ELD Standards
- Instances in which the professional learning provides tools or protocols for assessing HQIM through a language and equity lens, including checklists or reflection templates.

Indicator MLL.T6:

Professional learning supports teachers to use insights from HQIM-embedded

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assessments to foster student agency and respond to the diverse ways multilingual learners demonstrate their knowledge.

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2 points:
- Professional learning builds teacher capacity to understand and interpret HQIM-embedded assessments through a multilingual learner lens, recognizing how language development influences students' ability to demonstrate content knowledge, ***and***
- Professional learning prepares teachers to respond to assessment insights by identifying multilingual learners' linguistic and academic strengths and needs and making targeted instructional adjustments that build on those strengths.

1 point:
Provider has one of the following:
- Professional learning builds teacher capacity to understand and interpret HQIM-embedded assessments through a multilingual learner lens, recognizing how language development influences students' ability to demonstrate content knowledge, ***or***
- Professional learning prepares teachers to respond to assessment insights by identifying multilingual learners' linguistic and academic strengths and needs and making targeted instructional adjustments that build on those strengths.

0 points:
- Professional learning does *not* build teacher capacity to understand or interpret HQIM-embedded assessments through a multilingual learner lens, recognizing how language development influences students' ability to demonstrate content knowledge,
  and
- Professional learning does *not* prepare teachers to respond to assessment insights by identifying multilingual learners' linguistic and academic strengths and needs or adjusting instruction accordingly.

Sample Evidence Collection
Reviewers look for and record:
- Instances in which the professional learning explicitly connects language development to assessment interpretation by training teachers to consider

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how proficiency levels impact a student's ability to express content knowledge in writing or speech.

- Instances in which the professional learning includes tools, frameworks, or protocols provided to help teachers analyze HQIM-embedded assessments through a multilingual learner lens, such as sentence analysis rubrics, speaking/writing progressions, or formative assessment guides aligned to ELD standards.
- Instances in which the professional learning provides examples where assessment analysis leads to instructional decisions that promote student agency, such as goal-setting, peer review, or offering multiple modes for demonstrating understanding, including:
  - Oral modes
  - Visual modes
  - Written modes
- Instances in which the professional learning includes analysis of multilingual learners' experiences with HQIM, including:
  - Engagement with supports
  - Use of oral language routines
  - Opportunities for extended discourse
- Instances in which the professional learning guides teachers to reflect on what multilingual learners' work reveals about their content understanding and language development.
- Instances in which teachers are asked to triangulate data sources to identify trends and plan responses, including:
  - Work samples
  - Language proficiency levels
  - Student feedback

Indicator MLL.T7:

Professional learning enhances teachers' capacity to skillfully implement HQIM by integrating language development for rigorous, grade-level instruction.

2 points:
- Professional learning supports teachers to identify and use HQIM-embedded supports and intentionally integrate language development routines into

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content instruction, **and**
- Professional learning develops teachers' ability to make instructional adjustments that preserve the cognitive demand of grade-level tasks while increasing access for multilingual learners.

1 point:

Provider has one of the following:
- Professional learning supports teachers to identify and use HQIM-embedded supports and intentionally integrate language development routines into content instruction, **or**
Professional learning develops teachers' ability to make instructional adjustments that preserve the cognitive demand of grade-level tasks while increasing access for multilingual learners.

0 points:
- Professional learning does *not* support teachers to identify and use HQIM-embedded supports and intentionally integrate language development routines into content instruction, **and**
- Professional learning does *not* develop teachers' ability to make instructional adjustments to ensure multilingual learners can access rigorous, grade-level instruction.

Sample Evidence Collection

Reviewers look for and record:
- Instances in which teachers identify and implement HQIM-embedded language supports such as:
  - Student discourse routines
  - Structured partner talk
  - Discussion protocols that promote academic language use.
- Instances in which the professional learning provides evidence of integrated language practice, such as interactive writing, or oral rehearsal, aligned with academic content.
- Instances in which the professional learning includes planning documents or lesson materials that show intentional pairing of content goals with language objectives or functions
- Instances in which the professional learning provides evidence of how to make adjustments to instruction or tasks that increase access for multilingual learners while preserving rigor, such as layering language

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scaffolds onto complex content tasks.
- Instances in which the professional learning includes artifacts such as annotated lesson plans, student work samples, or teacher reflections that show how embedded supports and routines are used responsively.
- Instances in which the professional learning includes activities or protocols that prompt teachers to analyze HQIM for language opportunities and adapt* instruction accordingly.

Indicator MLL.T8:

Professional learning supports teachers to use HQIM-embedded supports and scaffolds to foster structured academic discourse, helping multilingual learners build agency and engage in collaborative reasoning.

2 points:
- Professional learning explicitly supports teachers in identifying, preparing for, and implementing HQIM-embedded oral language routines that are aligned to both content and language goals, *and*
- Professional learning prepares teachers to facilitate structured academic discourse in which multilingual learners regularly participate in extended talk, build on peer ideas, justify reasoning, and show ownership of language use.

1 point:
Provider has one of the following:
- Professional learning explicitly supports teachers in identifying, preparing for, and implementing HQIM-embedded oral language routines that are aligned to both content and language goals, *or*
- Professional learning prepares teachers to facilitate structured academic discourse in which multilingual learners regularly participate in extended talk, build on peer ideas, justify reasoning, and show ownership of language use.

0 points:
- Professional learning does *not* support teachers in identifying, preparing for, or implementing HQIM-embedded oral language routines aligned to

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content and language goals, **_and_**

- Professional learning does _not_ prepare teachers to facilitate structured academic discourse that promotes multilingual learners' extended talk, reasoning, agency, or language development.

Sample Evidence Collection

Reviewers look for and record:

- Instances in which the professional learning explicitly models HQIM-embedded oral language routines (e.g., structured partner talk, discussion protocols, sentence frames, collaborative tasks) that align with both content and language objectives.
- Instances in which the professional learning guides teachers to identify and plan for the use of HQIM-embedded language routines (e.g., Math Language Routines (MLRs), Literacy Frames, Student Talk Protocols) that align with both content and language goals.
- Instances in which the professional learning provides opportunities for teachers to rehearse or receive feedback on facilitating structured academic discussions that support multilingual learners' comprehension and use of content-specific language.
- Instances in which the professional learning supports teachers in analyzing multilingual learners' oral responses and written work to determine whether HQIM-embedded discourse routines are supporting comprehension and expression of ideas.
- Instances in which the professional learning models or prompts reflection on how structured academic talk contributes to multilingual learners' understanding of rigorous, grade-level content and their sense of belonging and voice in the classroom.