rivet education's
PROFESSIONAL LEARNING
P A R T N E R   G U I D E

Rivet MLL Badge: Indicator Descriptors

Each of the indicators is aligned to a research-based construct that reflects core areas of evidence-based practice, supporting multilingual learners' access to rigorous, grade-level content through the implementation of high-quality instructional materials (HQIM). The Rivet MLL Badge indicators are organized according to the following descriptors:

Indicator #	Descriptor	Research-Based Rationale
MLL.L1, MLL.T1	Beliefs & Mindsets	Focuses on awareness of bias and an asset-based orientation toward multilingual learners.
MLL.L2, MLL.T2	Program Design / Enabling Conditions	Focuses on building collaborative systems and structures that prioritize and enhance support for multilingual learners.
MLL.L3, MLL.T3	Professional Learning Design & Educator Capacity	Emphasizes the design and coherence of professional learning aligned to HQIM and MLL needs.
MLL.L4, MLL.T4	Collaboration (Cross-functional)	Prioritizes collaboration among general education, MLL/ESL, and specialized staff to support multilingual learners.
MLL.L5, MLL.T5	Curriculum Literacy	Focuses on teacher ability to evaluate and adapt/adjust HQIM to support language development and rigorous content access.
MLL.L6, MLL.L7, MLL.T6	Data Use & Evidence	Centers on interpreting multiple forms of evidence (formal/informal) to guide instruction and supports.
MLL.L8, MLL.T7	Language & Content Integration	Advances language development as an essential part of content learning, not an isolated support.
MLL.L9, MLL.T8	Academic Discourse/ Oral Language Development	Emphasizes opportunities for multilingual learners to engage in structured academic discussion and reasoning.

The Multilingual Learner Leader and Teacher Indicators (MLL.L/T1–T8) are grounded in a robust body of research that identifies the instructional shifts, system-level conditions, and leadership actions necessary to ensure multilingual learners thrive in rigorous, grade-level learning environments.

MLL.L1, MLL.T1 – Beliefs & Mindsets

Focus: Cultivating asset-based mindsets and addressing bias.

Research Base: Leadership mindsets directly shape instructional expectations, placement decisions, and access to rigorous instruction for multilingual learners. When leaders cultivate an asset-based stance toward multilingualism and prioritize language equity within curriculum and feedback systems, schools are more likely to implement inclusive, high-performing practices. Research confirms that centering language development within high-quality instruction leads to more equitable outcomes for multilingual learners (Wenger et al., 2019; Umansky et al., 2020).

Citations:

Wenger, K., Kouritzin, S., & Chien, C. (2019). *Developing leadership for equity in multilingual learner education. Multilingual Matters.*

Umansky, I. M., Dumont, H., & Gándara, P. (2020). *Improving instruction for English learners through standards-aligned instructional materials and principal leadership. Stanford University.*

MLL.L2, MLL.T2 – Program Design & Enabling Conditions

Focus: Professional learning helps leaders build structural and programmatic conditions that enable collaborative planning and instruction aligned to HQIM for multilingual learners.

Research Base: Schoolwide enabling conditions—like scheduled co-planning time, shared instructional norms, and integrated support systems—are key to effective implementation of instructional materials for multilingual learners (Loeb et al., 2018). Creating system-level conditions for collaboration across educator roles increases coherence and sustainability of language-rich instruction (Hopkins et al., 2013).

Citations:

Loeb, S., Kalogrides, D., & Béteille, T. (2018). *Effective school supports for English learners: The role of time, teams, and tools. Education Policy Analysis Archives, 26(81).*

Hopkins, M., Thompson, K. D., Linquanti, R., Hakuta, K., & August, D. (2013). *Fully accounting for English learner performance: A key issue in ESEA reauthorization. Educational Researcher, 42(2), 101–108.*

MLL.L3, MLL.T3 – Professional Learning Design & Educator Capacity

Focus: Building educator knowledge of language development within HQIM.
Research Base: Sustained, curriculum-aligned professional learning that explicitly builds educator knowledge of language development leads to improved instructional practices for MLLs (Goldenberg, 2013). High-quality professional learning for multilingual learners integrates opportunities to apply knowledge in context, analyze student language use, and adapt instructional routines (IES WWC, 2014).

Citation:
Goldenberg, C. (2013). *Unlocking the research on English learners: What we know—and don't know—about effective instruction. American Educator, 37(2), 4–11.*
Institute of Education Sciences (IES). (2014). *Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). U.S. Department of Education.*

MLL.L4, MLL.T4 – Collaboration (Cross-functional)

Focus: Professional learning fosters shared responsibility for multilingual learners by building collaborative practices among general education, special education, and language specialists using HQIM.
Research Base: Cross-functional collaboration grounded in shared materials and goals—like HQIM—enables educators to align instruction for multilingual learners (Elfers & Stritikus, 2014). When teachers co-plan and co-reflect on instruction using common curriculum tools, multilingual learners benefit from increased coherence and language scaffolds (Hiebert & Reutzel, 2010).

Citation:
Elfers, A. M., & Stritikus, T. T. (2014). *How school and district leaders support classroom teachers' work with second language learners. Educational Administration Quarterly, 50(2), 305–344.*
Hiebert, E. H., & Reutzel, D. R. (2010). *Literacy instruction: Research-based best practices. Guilford Press.*

MLL.L5, MLL.T5 – Curriculum Literacy

Focus: Focuses on educators' ability to evaluate and adjust HQIM to support multilingual learners' access to both rigorous content and language development.
Research Base: High-quality instructional materials (HQIM) often require intentional scaffolding to support multilingual learners' access to rigorous content and

language development simultaneously. Teachers must understand both the content and language demands of curricular materials and adapt them to reflect students' proficiency levels, leveraging supports embedded in HQIM. Curriculum literacy enables educators to recognize where and how to integrate scaffolds, such as sentence frames, word banks, or visual supports, and to modify materials to sustain grade-level rigor.

Citations:

August, D., & Shanahan, T. (2006). Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth. Mahwah, NJ: Lawrence Erlbaum Associates.

Walqui, A., & van Lier, L. (2010). Scaffolding the academic success of adolescent English language learners: A pedagogy of promise. WestEd.

Council of the Great City Schools. (2022). A Framework for the Design, Selection, and Implementation of Instructional Materials for English Learners.

MLL.L6, MLL.L7, MLL.T6 – Data Use & Evidence

Focus: Centers on interpreting multiple forms of evidence (formal/informal) to guide instruction and supports.

Research Base: Effective instruction for MLLs incorporates both formal and informal evidence—such as language samples, work products, and assessments—to plan responsive supports. This aligns with MTSS best practices. Educators need to analyze student performance across language domains to make targeted instructional decisions and adjust supports accordingly. Using data to inform instruction aligns with MTSS frameworks and ensures that instructional adjustments are responsive to students' linguistic and academic needs.

Citations:

Heritage, M. (2008). Learning progressions: Supporting instruction and formative assessment. Washington, DC: Council of Chief State School Officers.

Linquanti, R., & Hakuta, K. (2012). How next-generation standards and assessments can foster success for California's English learners. PACE/Stanford University.

IES What Works Clearinghouse. (2007). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades (NCEE 2007-4011).

MLL.L8, MLL.T7 – Language & Content Integration

Focus: *Encourages integration of language development into all content instruction*

Research Base: Language development should not be taught in isolation. Integrating language and content instruction promotes deeper conceptual understanding, literacy, and equity across disciplines. Language development should occur within and through content instruction, rather than isolated ESL pull-out models. Integrating language and content instruction supports disciplinary literacy, academic vocabulary acquisition, and conceptual understanding. Educators must plan instruction that includes both content goals and explicit language goals (e.g., using WIDA Key Uses, Language Expectations).

Citations:

WIDA. (2020). WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12. Board of Regents of the University of Wisconsin System.

Schleppegrell, M. J. (2004). The language of schooling: A functional linguistics perspective. Lawrence Erlbaum Associates.

MLL.L9, MLL.T8 – Academic Discourse / Oral Language Development

Focus: Emphasizes opportunities for multilingual learners to engage in structured academic discussion and reasoning.

Research Base: Oral language development is foundational to reading, writing, and disciplinary thinking for multilingual learners. Structured academic discourse routines (e.g., partner talk, sentence frames, discussion protocols) promote extended language use, reasoning, and identity development. Providing meaningful opportunities for academic talk allows students to process content, build language, and participate fully in classroom communities.

Citations:

Gibbons, P. (2015). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom* (2nd ed.). Heinemann.

Zwiers, J., & Crawford, M. (2011). *Academic conversations: Classroom talk that fosters critical thinking and content understandings*. Stenhouse.