



Local Professional Learning Modules for Educators Who Work with Multilingual Learners of English (MLE)

Overview of Translating Opportunity Texas

Translating Opportunity Texas is a coalition of partners working with Texas colleges to establish effective English as a Second Language practices, within their Talent Strong Texas Pathways framework for institutional reform, from adult education to credentials of value, including industry-based certifications, certificates, and degrees, leading to careers with living wages.

Learn more about Translating Opportunity Texas at <https://tacc.org/tsc/translating-opportunity-texas>.

One strand of this work is to provide resources for local, peer-facilitated, professional learning. We thank the colleges in the project for their contributions to the form and content of this professional learning series:

Cohort 1 Colleges:

Amarillo College, Brazosport College, El Paso Community College, and Houston Community College.

Cohort 2 Colleges:

Austin Community College, Grayson College, San Jacinto College, and South Texas College.

What's in This Document:

- Overview of *Translating Opportunity Texas*
- Introduction to the professional learning series
- Guidelines for facilitation and participation
- Documenting participation in this series

Introduction to the professional learning series

This series of virtual professional learning modules is designed to support faculty and staff in empowering their students in integrating into their institutional and personal communities and accelerating progress toward their goals. Ideal for educators of Multilingual Learners of English (MLE), this series provides actionable, research-based tools that support immediate enhancements to courses, as well as resources for further study.

The series consists of video modules featuring the presentation of content by researcher practitioners, interspersed by periods of individual reflection and small and large group discussion. Discussion guides and resources for each module are provided for the local facilitator and participants.

Modules:

1. **Incorporating Existing Resources into the MLE Context** (Fall 2025)
Dr. Erin Doran, Dr. Darin Jensen, Dr. Emily Suh
2. **Unpacking Assumptions: Responding to the Real Identities of Multilingual Readers in the Writing Classroom** (Fall 2025)
Dr. Charissa Che, Dr. Brett Griffiths, Dr. Emily Suh
3. **Generative AI and Language Instruction** (Spring 2026)
Dr. Holly Hassel, Janine Rudnick, Dr. Emily Suh
4. **Designing Corequisite Pathways for Multilingual Learners** (Spring 2026)
Julia Raufman, Dr. Rosario Torres, Dr. Emily Suh

Guidelines for facilitation and participation:

The module design is grounded in evidence-based practices for supporting effective adult learning. Professionals are most likely to develop new skills and change current practice when:

- Their prior knowledge and experiences are recognized,
- They are able to actively engage with peers and with the content,
- They have time to reflect on and practice their new knowledge, and
- The learning is reinforced with structured activities over time.

The intent is for institutional colleagues to come together synchronously, either in-person or virtually, to interact with the resources and engage in collaborative discussions and planning.

We recommend that departments:

- Form learning communities of 3-20 people who are committed to attending sessions.
- Session run times are between 60-75 minutes, and should be scheduled regularly, such as one or two months apart.
- Choose an experienced, neutral facilitator for the group, not someone in a position of power over others. The facilitator organizes session logistics and guides the session in such a way as to keep the discussion on track and promote learning for all participants.

Departments and learning communities typically establish their own norms for behavior. It is also important that participants commit to the following:

1. Attending and actively participating in each session
2. Promoting a productive and inclusive environment
3. Reflecting on and practicing new skills between sessions

Specific facilitator responsibilities

Organize session logistics

- Establish the learning community by recruiting participants and work with them to schedule the meetings. Send calendar invitations. Consider whether to set up a structure for keeping the discussion going between meetings. Options are discussion boards, email, collaboration tools, regular department meetings, or encouraging participants to partner up for between-meeting check-ins.

- Ensure that the learning community members understand their responsibilities. Provide this Introduction to the Professional Learning Series and the Module Participant Handout. Ask that they review these documents in advance of the first meeting and bring digital or hard copies to the meeting.
- Find a meeting place with internet access, appropriate audiovisual equipment for viewing the modules, and seating that promotes participant interactions. If in-person meetings are not possible, a videoconferencing application may be used. In such a case, ask another participant to manage breakout rooms so that you can concentrate on facilitation duties.
- Check with participants in advance to see whether anyone needs particular accommodations, such as a text reader for the visually impaired.

Plan ahead for common facilitation issues

- Ideas that are off-topic or that cannot be addressed in the time available. An effective practice is to establish a “parking lot”—for example, a flipchart page—where these items can be recorded. If you choose to keep a parking lot, be sure to consider how and when the learning community will revisit and address these items.
- Review the module facilitation guide to prepare for discussion configurations such as pairs and small groups.

Prepare for each session.

- Review this introduction document.
- Verify that the internet connection in the room is reliable.
- Review the module video and the associated facilitator guide.
- If the module includes materials to be handed out during the session, have copies run off ahead of time.
- A few days before the session, send a reminder to participants about any prereadings and the time and place of the session.

During the session.

- Time management is crucial to maintaining a productive discussion. Participants may want to spend more time than recommended on a topic, or may be restating similar ideas that do not add to new or more in-depth understanding. The facilitator must consider whether the discussion is leading to greater learning.
- The facilitator must also be prepared to manage individuals in the learning community. Revisiting the group norms regularly can help to redirect individuals who dominate, take discussions off track, or consistently make negative or argumentative statements. The norms can also be helpful in drawing out individuals who are not participating.
- Support participants in fulfilling their own meeting responsibilities. For example, you can prompt participants to provide evidence for statements, ask clarifying questions when they are confused, and suggest they consider potential limitations of generalizations.
- Encourage participants to take notes rather than engaging in discussion while the module video is playing. Remind them that they will have opportunities for discussion as designated points in the video.

Note: Each module also includes its own Facilitator Notes with step-by-step guidance for conducting that session.

Documentation of participation

The department should determine a structure for participants and facilitator(s) to receive some type of documentation (email, letter, certificate, etc.) of their participation in the professional learning, including the titles and number of hours spent. This document certifies that the individuals listed below have successfully completed the designated professional learning activity. Departments may use this certification to document professional development hours or fulfill any internal credit procedures.

Recommended information to include on certificate or documentation.

Details of the Learning Activity:

- **Title:** [Insert session name here]
- **Date(s) Held:** [Insert date(s)]
- **Duration:** [Insert total instructional hours]
- **Location/Platform:** [In-person, online, hybrid—specify]

Facilitator Information: If credit is to be awarded for facilitation, please include the following:

- **Facilitator Name:** [Insert facilitator's full name]
- **Role:** Lead Facilitator / Co-Facilitator / Trainer
- **Verified Hours Facilitated:** [Insert hours facilitated]

Verification: This certification has been reviewed and approved by the [Insert approving department or administrator's name/title], confirming the completion of professional learning requirements.

Here's a polished version that preserves your message while giving it a more formal and structured tone for professional communications:

Acknowledgments: Professional Learning Module Reviewers

We extend our sincere appreciation to the following faculty members from Texas Community Colleges for generously contributing their time and expertise as reviewers for the professional learning modules:

- **Session 1 Reviewers:**
Robert Fulton, Anna Rodriguez, Nadiah Ammar
- **Session 2 Reviewers:**
Robert Fulton, Anna Rodriguez, Nadiah Ammar, Rachel Juarez-Torres
- **Session 3 Reviewers:**
Jeong Christensen, Heather Paul, Samantha Sanchez, Bonnie Yoneda, Carrie Stell, Laura Jacob, Rebecca Montgomery
- **Session 4 Reviewers:**
Jeong Christensen, Heather Paul, Samantha Sanchez

Their insightful feedback plays a vital role in shaping high-quality professional development resources for educators across the state.

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