

## *Digital Teaching Tools for the Multilingual Classroom*

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Multilingual learners comprise about 10.6 percent, or 5.3 million students, in the United States public schools (NCES, 2024). As a result, teacher education programs need to ensure its programs are effectively recruiting and preparing future educators for multilingual classrooms. The presentation will explore how an American graduate school's academic program digitally transformed its curriculum to train future educators in cultivating multilingual and multicultural classrooms in primary and secondary schools. The presentation will demonstrate how transforming a teacher education program requires incorporating multiple digital tools to ensure the teachers are effectively trained to meet the learning needs of their multilingual students. Also, transforming a teacher education program requires understanding how digital tools can contribute to digital division if the program does not consider access and resources inequities. Therefore, the research questions consist of "*How do teacher education programs effectively train prospective teachers in an online teaching program? What digital tools can support or contribute to a digital divide when implementing a multilingual teacher education program?*". The presentation will answer these research questions through a critical analysis of the digital tools used in the program and the issues that developed in using digital tools to train prospective teachers.

### **Reference**

U.S. Department of Education's Institute of Education Sciences (IES),  
National Center for Education Statistics (NCES). (2024, September). English Learners in  
Public Schools. <https://nces.ed.gov/programs/coe/indicator/cgf>