

Multilingual Education Information Session

December 7, 2023

In the chat:

Please rename yourself with your full name and school district.



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Tribal Land Acknowledgement



We would like to acknowledge the indigenous people who have stewarded this land since time immemorial and who still inhabit these areas today.

We are presenting from the ancestral lands of the Puyallup and Coast Salish Tribes and honor with gratitude the land itself and these tribes.



Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing **equity-based policies and supports** that empower educators, **families, and communities.**

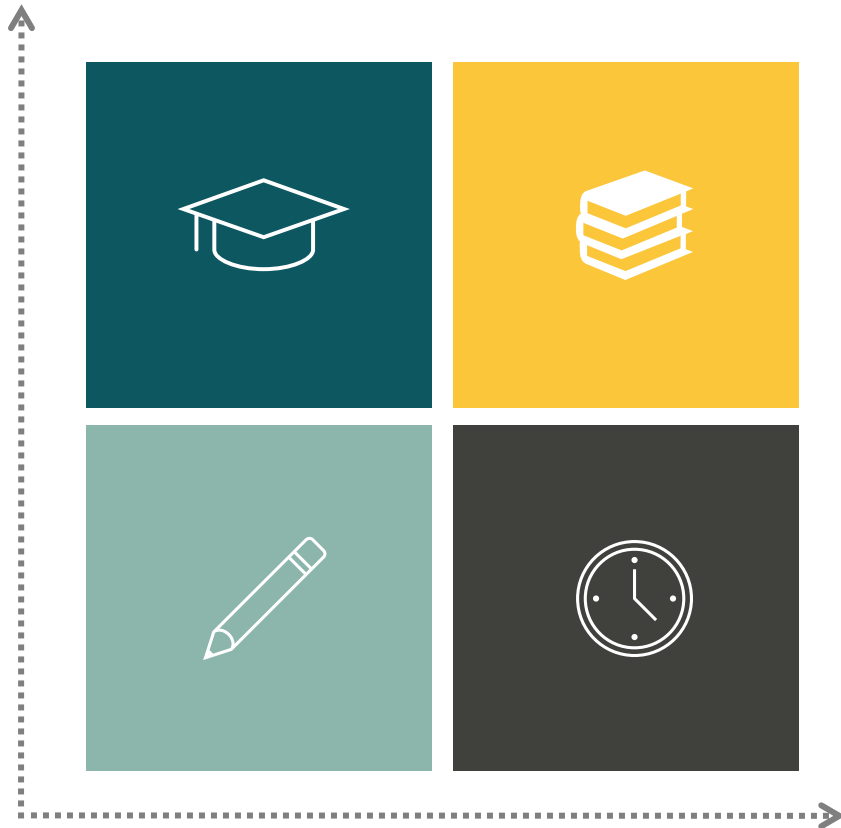
Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- **Focus on the Whole Child**



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Today's Agenda



WIDA ACCESS

Resources & Opportunities



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Getting Ready for WIDA ACCESS Testing

Important Dates

1/19/24-1/22/24	Districts Receive Test Materials
1/19/24-3/15/24	Additional Test Material Ordering Window in WIDA AMS
1/29/24-3/22/24	Test Window
4/2/24	Deadline for Shipping Completed Test Materials to DRC
4/24/24-5/2/24	Pre-Reporting Data Validation – LEAs in AMS
5/20/24	ACCESS Reports and Data Files Available – Online in WIDA AMS
6/10/24	ACCESS Reports Available in District – Printed
6/10/24-6/24/24	Post-Reporting Data Validation – LEAs in AMS
7/8/24	Updated ACCESS Data Posted to WIDA AMS
9/20/24	WIDA Alternate ACCESS Reports and Data Files Available – Online in WIDA AMS
10/18/24-10/21/24	WIDA Alternate ACCESS Reports Available in District – Printed



What does the data tell us?

ACCESS for ELLs[®]
English Language Proficiency Test

District: WIDA Use Only - Sample District
School: WIDA Use Only - Sample School
Grade: 09
Cluster: 9-12

School Frequency Report — 2023

Proficiency Level	Listening	Speaking	Reading	Writing	Oral Language ^a	Literacy ^b	Comprehension ^c	Overall Score ^d
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1 – Entering

Knows and uses minimal social language and minimal academic language with visual and graphic support

2 – Emerging

Knows and uses some social English and general academic language with visual and graphic support

3 – Developing

Knows and uses social English and some specific academic language with visual and graphic support

4 – Expanding

Knows and uses social English and some technical academic language

5 – Bridging

Knows and uses social and academic language working with grade level material

6 – Reaching

Knows and uses social and academic language at the highest level measured by this test

Highest

Lowest

Total Test

145020-000007-03223

ACCESS for ELLs[®]
English Language Proficiency Test

District: WIDA Use Only - Sample District
School: WIDA Use Only - Sample School
Grade: 02
Cluster: K

Student Roster Report — 2023

STUDENT NAME STATE STUDENT ID

ACCESS, TEST FOUR
1112222

ACCESS, TEST THREE
1111222

ACCESS, TEST TWENTY
3636363

ACCESS, TEST TWENTY
5858585

Gonzalez, Carlos
11112068

Gonzalez, Isabella
13112068

Gonzalez, Maria
12112068

Gonzalez, Walter
14112068

Lopez, Carlos
11116987

Lopez, Emily
31116987

Lopez, Isabella
13116987

Lopez, Maria
12116987

Lopez, Pablo
21116987

Lopez, Walter
14116987

Martinez, Carlos
11111182

Martinez, Isabella
13111182

Overall Scores are computed when:
NA – Not available – Student Booklet
Absent, Incomplete, Declined or Invalid

145000-000004-03223

ACCESS for ELLs[®]
English Language Proficiency Test

District: WIDA Use Only - Sample District
Grade: K
Cluster: K

District Frequency Report — 2023

Proficiency Level	Listening # of Students at Level % of Total Tested	Speaking # of Students at Level % of Total Tested	Reading # of Students at Level % of Total Tested	Writing # of Students at Level % of Total Tested	Oral Language ^a # of Students at Level % of Total Tested	Literacy ^b # of Students at Level % of Total Tested	Comprehension ^c # of Students at Level % of Total Tested	Overall Score ^d # of Students at Level % of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	2 100%	2 100%	2 100%	2 100%	2 100%	2 100%	2 100%	2 100%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
4 – Expanding Knows and uses social English and some technical academic language	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
5 – Bridging Knows and uses social and academic language working with grade level material	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
Highest Score	139	169	171	191				
Lowest Score	139	147	100	100				
Total Tested	2							

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

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145020-000001-03223

Analyze data by grade level to determine:

- Which domain is a strength?
- Which domain is a weakness?

All students benefit from an emphasis on Speaking and Writing in all content areas.



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Instruction that impacts Language Development

- Based on Content Standards and WIDA ELD Standards Framework (Language Functions and Features)
- Consistently incorporates the *four language domains* during lesson planning and lesson facilitation which supports **language development** and **content understanding**.



Creating Interactive Classrooms for Multilingual Learners

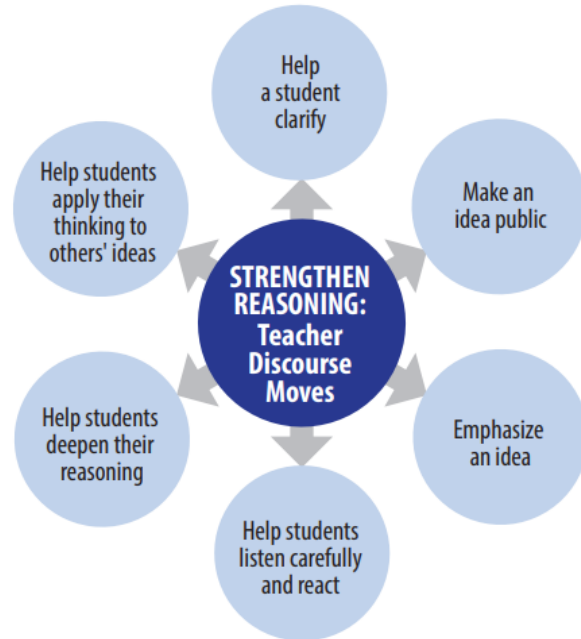
- Students participate in planned conversations in the classroom as a result of teacher planning, the content to be discussed, and the process, and the reason for conversations between students.
- The purpose of student talk in the classroom is to: develop students' conversational skills as an avenue for fostering self expression, academic language development, and thinking in a discipline.

~ Beyond the Elbow Partner: Creating Interactive Classrooms for Multilingual Learners



Teacher and Student Discourse Moves

TEACHER DISCOURSE MOVES

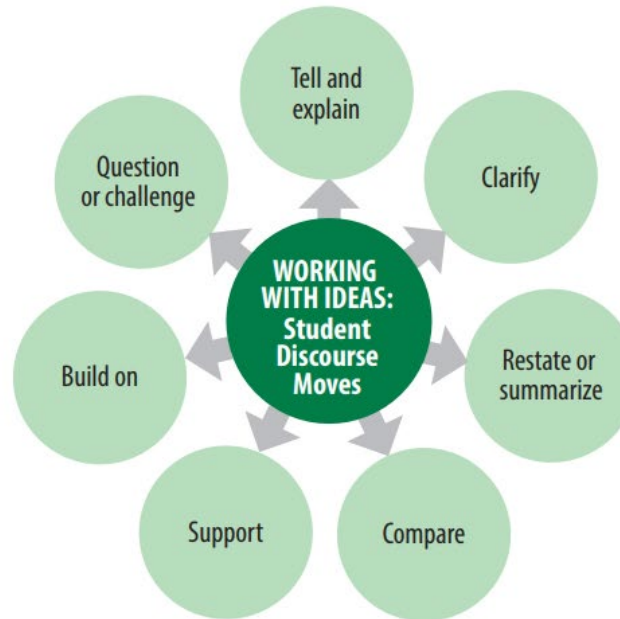


This material is based upon work supported by the National Science Foundation under Grant No. DRL-1346491. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.



DOING AND TALKING MATH AND SCIENCE
Strengthening Reasoning, Strengthening Language

STUDENT DISCOURSE MOVES



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DOING AND TALKING MATH AND SCIENCE
Strengthening Reasoning, Strengthening Language

Tell or explain a new idea

"I think..."
"I know it will work because..."
"The best strategy would be..."

Clarify someone's idea

"Say again, please."
"What did you mean when you said...?"
"Are you saying that...?"

Restate or summarize an idea

"He said..."
"In other words, ..."
"The suggestion was made that..."

Compare ideas

"The same."
"Ours is better because..."
"The new strategy is more efficient because..."

Support an idea

"Good idea, because..."
"Remember, it said in our book that..."
"The advantage of that method is..."

Build on an idea

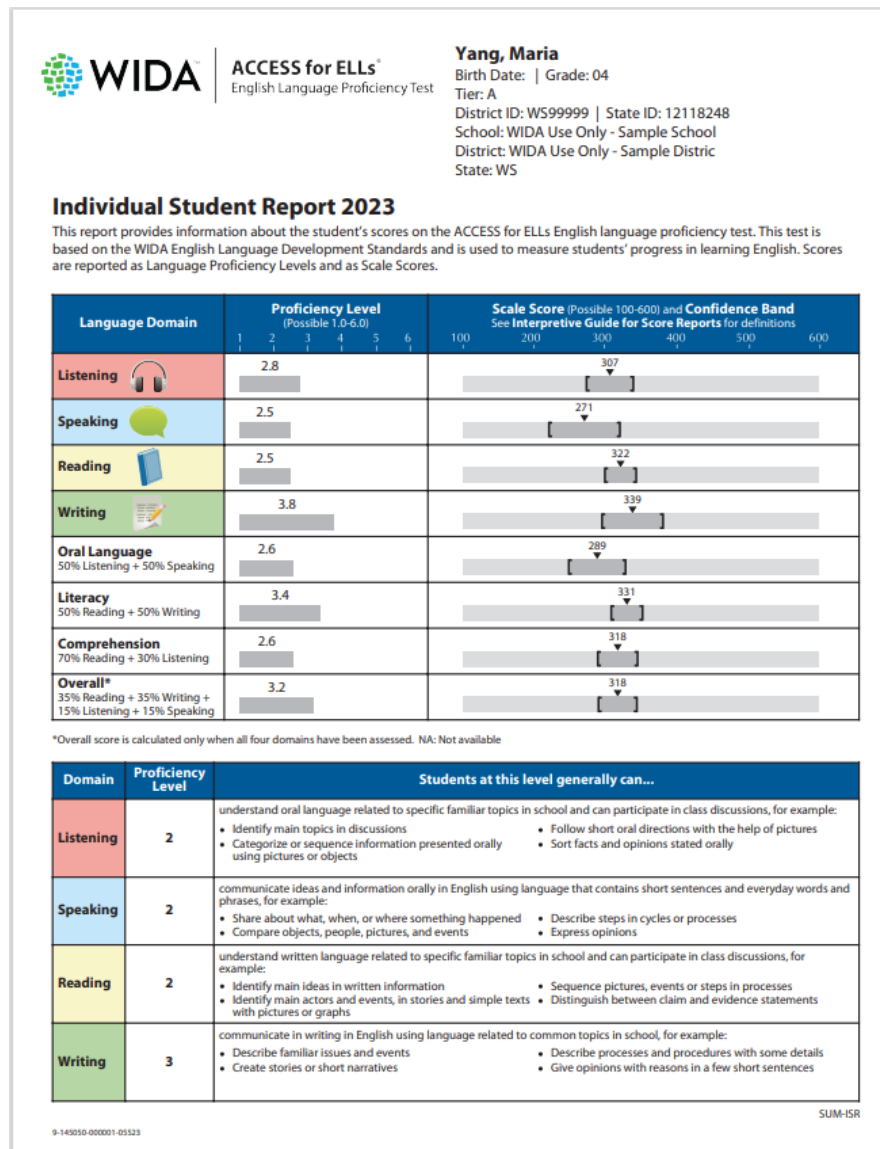
"Let's try that."
"We should change our model to show that."
"That idea would help us figure out why..."

Question or challenge an idea

"Why?"
"But that doesn't explain what we saw when..."
"Is there a more efficient way to ...?"

Student Growth Goals

- Individual Student Reports can be used to set goals by domain or by overall proficiency level.



ML Expected Progress Chart

- Shows expected growth within 6 years

Multilingual Learner Expected Progress

Baseline	YR1	YR2	YR3	YR4	YR5	YR6
1.0	2.0	2.8	3.4	3.9	4.3	4.7
1.1	2.1	2.9	3.4	3.9	4.3	4.7
1.2	2.2	3.0	3.5	4.0	4.4	4.7
1.3	2.3	3.0	3.5	4.0	4.4	4.7
1.4	2.3	3.0	3.5	4.0	4.4	4.7
1.5	2.4	3.1	3.6	4.0	4.4	4.7
1.6	2.5	3.2	3.7	4.1	4.5	4.7
1.7	2.6	3.2	3.7	4.1	4.5	4.7
1.8	2.6	3.2	3.7	4.1	4.5	4.7
1.9	2.7	3.3	3.8	4.2	4.6	4.7
2.0	2.8	3.4	3.9	4.3	4.7	
2.1	2.9	3.4	3.9	4.3	4.7	
2.2	3.0	3.5	4.0	4.4	4.7	
2.3	3.0	3.5	4.0	4.4	4.7	
2.4	3.1	3.6	4.0	4.4	4.7	
2.5	3.2	3.7	4.1	4.5	4.7	
2.6	3.2	3.7	4.1	4.5	4.7	
2.7	3.3	3.8	4.2	4.6	4.7	
2.8	3.4	3.9	4.3	4.7		
2.9	3.4	3.9	4.3	4.7		
3.0	3.5	4.0	4.4	4.7		
3.1	3.6	4.0	4.4	4.7		
3.2	3.7	4.1	4.5	4.7		
3.3	3.8	4.2	4.6	4.7		
3.4	3.9	4.3	4.7			
3.5	4.0	4.4	4.7			
3.6	4.0	4.4	4.7			
3.7	4.1	4.5	4.7			
3.8	4.2	4.6	4.7			
3.9	4.3	4.7				
4.0	4.4	4.7				
4.1	4.5	4.7				
4.2	4.6	4.7				
4.3	4.7					
4.4	4.7					
4.5	4.7					
4.6	4.7					



Additional Resources

[English Language Proficiency Assessments](#) webpage

- ELP Annual Assessments
- ELP Screener
- ELP Alternate Assessment
- ELP Assessment Updates – [November 30](#)

A refresher training is available only for test administrators who completed training in the WIDA Secure Portal for the WIDA Screener after July 1, 2023 or the WIDA ACCESS Online after December 1, 2022. ***District assessment coordinators*** will receive access to the course and can share it with those in their district who are eligible to take the course. Districts are not required to allow the refresher training for their test administrators.



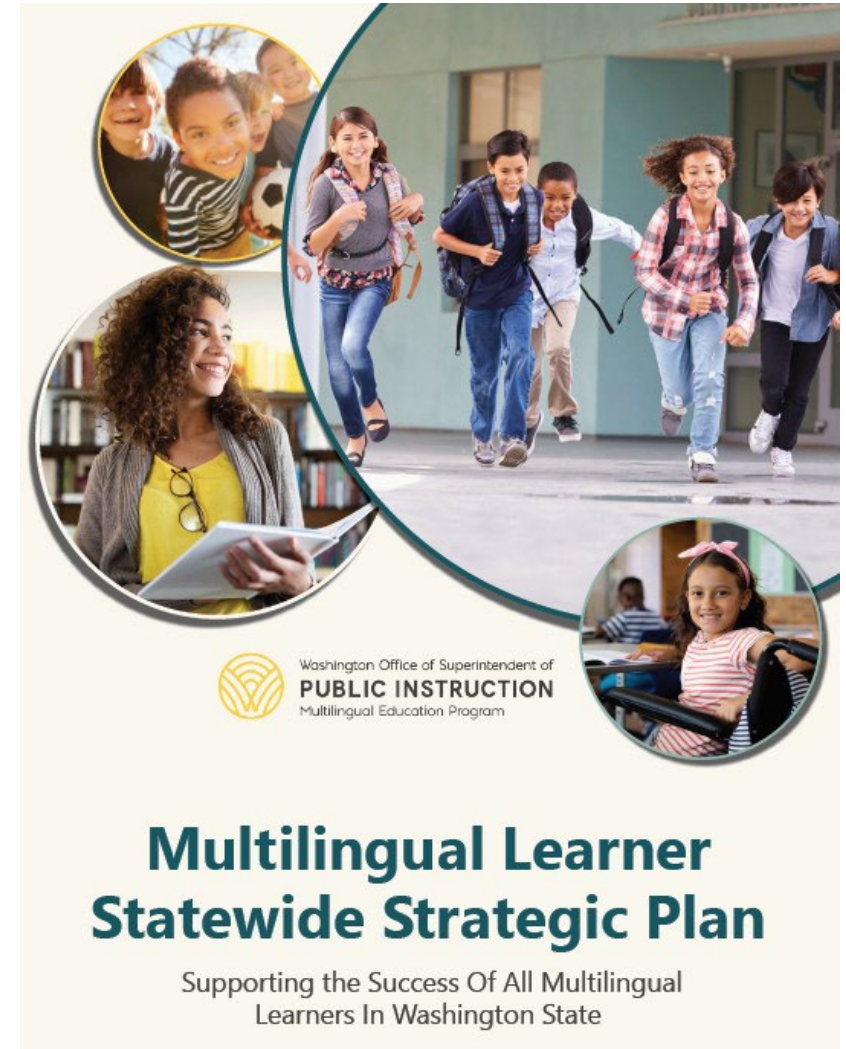


Resources & Opportunities

Multilingual Learner Statewide Strategic Plan

4 Core Principles:

- Promote Asset-Based Mindsets
- Strengthen Instructional Practices
- Provide Support for Educators
- Engage Students and Families



NEW! WA Dual Language Guidance

Starting a Dual Language Program

Districts should follow these seven essential steps when starting a dual language program.

Step 1: Build Knowledge and Advocacy	a. Develop initial understanding of dual language for district and school leaders, teachers, staff, and families. b. Recruit a diverse stakeholder advisory group and secure long-term commitment and involvement at all levels of the organization. c. Conduct a needs assessment to collect data about students to be served, district resources and community interests.
Step 2: Develop a Program Mission, Vision, and Goals	a. Collaboratively write clear vision and mission statements with guiding principles based on dual language literacy, research, and policy. b. Define the three goals of dual language at the local level.
Step 3: Design or Adopt a DL Program Model	a. Determine the dual language program model (90/10, 80/20, 50/50) that best fits student and community needs with consensus among all stakeholders. b. Develop a consistent, research-based language allocation plan. c. Design P-12 pathways for long-term program sustainability.
Step 4: Develop Enrollment and Family Outreach Plans	a. Determine clear enrollment policies that allow for equitable access for multilingual English learners who speak the program language. b. Create outreach plans to inform families about the dual language program, explain enrollment policies and procedures, and ensure ongoing family engagement in the program.
Step 5: Align Curriculum and Resources	a. Review district curriculum and identify high-quality curricular resources in both languages aligned to the language allocation plan. b. Procure culturally and linguistically sustaining resources in both languages and develop year-long curriculum maps and unit plans.
Step 6: Establish a Staffing and Professional Learning Plan	a. Develop plans for recruiting, hiring, and retaining multilingual teachers and staff members. b. Design a long-term professional learning plan for teachers, paraeducators, district and school administrators, and board members that ensures deep understanding of best practices for dual language implementation. c. Align district resources to develop a sustainable plan for ongoing professional development and support.
Step 7: Develop a Plan for Assessment and Program Evaluation	a. Determine how students will be assessed in both languages in content, language, and literacy to monitor student progress and inform instruction. b. Develop a clear process for annual evaluation of the dual language program to develop continuous improvement plans at the school and district level.

Step 1: Building Knowledge and Advocacy

Districts and schools need to begin the process of starting a dual language program by building the knowledge of key stakeholders, securing long-term commitments, and gathering data. These activities can ground advocacy efforts in research and the local context and lay the foundation for success.

Step 1a. Develop initial understanding of dual language for district and school leaders, teachers, staff, and families.

A strong foundation in the research and benefits of dual language programs can help dispel common myths, misconceptions, and fears. District and school leaders, teachers, staff members, and families need to develop understanding in the following areas:

- Research and outcomes of dual language programs;
- Three goals/pillars of dual language: bilingualism and biliteracy, academic achievement, and sociocultural competence;
- Dual language program models including two-way and one-way models for both multilingual learners and fluent English speakers;
- Language allocation plans across grade levels (90/10, 80/20, and 50/50); and
- Policies and procedures for enrollment, staffing, and resource allocation.

Key stakeholders should attend conferences, workshops, and state-sponsored professional learning opportunities to build their knowledge in these areas and then develop ways to disseminate this information to the rest of the school and district community.

Step 1b. Recruit a diverse stakeholder group and secure long-term commitment and involvement at all levels.

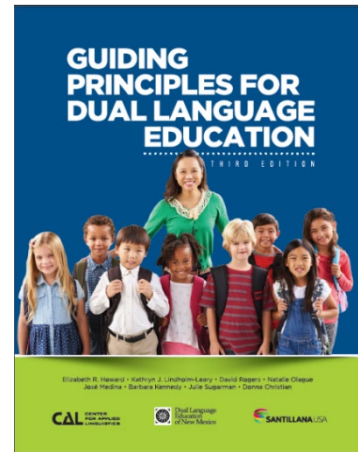
Dual Language Advisory Board

To develop a successful dual language program, the school or district needs to recruit key stakeholders to join a Dual Language Advisory Board which will be tasked with:

- Meeting at least 3 to 4 times per school year to provide leadership;
- Guiding development and continuous improvement of the dual language program;
- Determining which schools, program models, and languages will be prioritized;

CAL Guiding Principles Strand 7: Support & Resources
Principle 1-A, B, & C: Program and district administrators and instructional and support staff have adequate knowledge to support and lead the program. Families and community members have adequate knowledge to support and advocate for the program.

CAL Guiding Principles Strand 6: Family & Community
Principle 3-A: The program establishes an advisory structure for input from family and community members.



Multilingual Education Webinars & Newsletters

Multilingual Information Session Topics (subject to change):

1st Thursdays, 9:00am & 3:00pm

- Sept. 7 – Newcomers
- Oct. 5 – Pre-Referral Process
- Nov. 2 – Family Engagement
- Dec. 7 – WIDA ACCESS
- Jan. 4 – Early Literacy for MLs
- Feb. 1 – Inclusionary Practices
- Mar. 7 – Braided Funding
- Apr. 4 – Long-Term ELs
- May 2 – Program Evaluation
- June 6 – Using Assessment

Sign up on [pdEnroller](#) for clock hours!



Language Learning Regional Networks



Program Supervisor: [Virginia Morales](#)

- ESD 189 | [Mon., Dec. 11, 10:30 AM-12:00 PM](#)
- ESD 121 | [Tues., Dec. 19, 10:00 AM-12:00 PM](#)

Program Supervisor: [Katie Sperling](#)

- ESD 101 | [Mon., Dec. 11, 8:30-10:00 AM](#)
- ESD 171 | [Mon., Dec. 11, 12:30–2:00 PM](#)
- Small/Rural LLRN | [Mon., Dec. 11 at 3:30–4:30 PM](#)

Program Supervisor: [Shannon Martin](#)

- ESD 113 | [Thurs., Dec. 14, 10:00 AM - 11:30 AM](#)
- ESD 114 *Staff* | [Thurs., Dec. 14, 3:00-4:00 PM](#)
- ESD 114 *Admin* | [Thurs., Dec. 14, 4:00-5:00 PM](#)

Program Supervisor: [Lindsey Maehlum](#)

- ESD 112 | [Wed. Dec. 13, 11:30 AM-1:00 PM](#)
- ESD 123 | [Tues., Jan. 23, 8:30-10:00 AM](#)
- ESD 105 | [Wed., Jan. 24, 8:30-10:00 AM](#)



DL/HL Professional Learning



2023-24 Dual & Heritage Language Professional Learning

- [Dual Language Webinar Series](#) Jan. 9 | 3-4 PM
- [Dual Language "Lunch with Leaders" PLC](#) Dec. 12 | 12-1 PM
- [HL & Less-Commonly Taught Languages \(LCTL\) Educator PLC](#) Jan. 23 | 3-4 PM
- [Heritage Language Webinar Series](#) Feb. 7 | 3-4 PM
- Heritage Language Leaders Lunch PLC - [Zoom](#) Dec. 13 | 12-1 PM





Washington Office of Superintendent of
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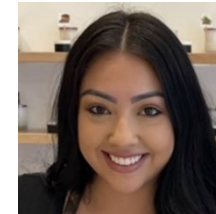
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Check-in Time

Please feel free to join a Breakout Room for Q&A:

- **WIDA ACCESS Testing – Main Room** (Virginia & Leslie)
- **TBIP and Title III Grants** (Lindsey, Shannon)
- **Dual Language, and Anything Else!** (Katie & Teresa)

