

Multilingual Education Information Meeting

February 3, 2022

In the chat: In honor of Valentine's Day, name 3 things you love!
Please rename yourself with your full name and school district.



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



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Multilingual Education Team Goals:

- Support the expansion of **dual language programs** and the development of strong **research-based program models** for all multilingual learners.
- Support educators in using the **WIDA ELD Standards Framework**, assessments and professional learning resources.
- Provide **clear and consistent information** and support for transitional bilingual instructional programs.



Washington Office of Superintendent of
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Today's Agenda

- New Tools for Families
- WIDA Professional Learning Updates
- Multilingual Learner Plan Template

New Tools for Families Available



Family Communication Templates in **Dari** and **Pashto**

- Home Language Survey
- Notification of Placement or Continued Eligibility
- Notification of Proficiency/Transition from EL Services
- ELD Program Parent Waiver Template

“What Families Should Know” webpages

- [Learning English in Washington Schools](#)
- [Dual Language Education in Washington State](#)



WIDA Professional Learning Updates



New WIDA Self-Paced eWorkshop

- Engaging Multilingual Learners in Science: Making Sense of Phenomena

This offering provides multiple strategies for engaging multilingual students in the central work of sensemaking in science. Through video, interactions, and reflection activities, science and language educators will learn to:

- Recognize the critical role of eliciting student ideas in science teaching and learning
 - Identify considerations for selecting science phenomena that are relevant to students and effective for teaching science ideas
 - Support student agency and authority in reasoning about phenomena
 - Use teaching strategies that promote language development in the context of sense making
 - Clock Hours available: <https://www.pdenroller.org/ospi/catalog/139998>
- Space Available: WIDA Webinar - Mathematical Meaning-Making: Collaborating for Equity: <https://www.pdenroller.org/ospi/catalog/139260>



Multilingual Learner Plan Template

Elements:

- Identification, Screening, and Placement
- Program Models
- ELD Services & Accessible Content
- Assessing & Monitoring Student Progress
- Program Evaluation
- Staffing & Professional Learning
- Family Engagement & Student Records



Identification, Screening, and Placement

- Home Language Survey
- ELP Screening
- Placement in TBIP
- Notifying families
- Handling parent waivers

Identification, Screening, and Placement	
<p>Every district must have written procedures to identify multilingual/English learners. Districts must determine the primary language and eligibility of each newly enrolled student no later than the tenth day of attendance by using the state-approved language proficiency placement test.</p>	
<ul style="list-style-type: none"> • How is the Home Language Survey (HLS) information collected? 	
<ul style="list-style-type: none"> • What is the process for reviewing HLS information and ensuring that students are screened? 	
<ul style="list-style-type: none"> • What is the process for screening and recording results of the screener? 	
<ul style="list-style-type: none"> • What is the process for placing students into the TBIP program? 	
<ul style="list-style-type: none"> • What is the process for notifying families for... <ul style="list-style-type: none"> ○ New student placement? ○ Continuing student programming? ○ Exiting students? 	
<ul style="list-style-type: none"> • What is the process for handling requests to waive services? 	

Program Models

- Identify program models
- Name schools with each model

Program Models	
The following program models are allowable in Washington state. Identify which program models are used in each school.	
Program Model	School(s)
<p>Dual Language Program (Two-way or one-way): Dual language programs provide instruction in English and another language for at least 50% or more of the instructional time. Programs begin in kindergarten and continue through middle or high school to fully develop bilingual and biliterate proficiency.</p>	
<p>Transitional Bilingual Programs (Early or late exit): Transitional bilingual programs use the student’s primary language as a foundation to support English language development with 90% of initial instruction in the primary language, increasing English instruction systematically until all instruction is provided in English.</p>	
<p>Alternative Programs (Content-based Instruction): Content-Based Instruction (CBI) or “sheltered” instruction is used in classes comprised predominantly of multilingual/English learners. Explicit English language development (ELD) and grade-level academic content is delivered by specifically trained EL teachers.</p>	
<p>Alternative Programs (Supportive Mainstream): Students in the Supportive Mainstream model access grade-level academic content and English language development through participation in their mainstream classrooms with support provided either individually or in small groups by specifically trained educators.</p>	

ELD Services & Accessible Content

For each program model, describe:

- ELD Services
- Accessible Content

for each student group:

- Beginning (0-2 years)
- Intermediate (2-5 years)
- LTELs (5+ years)

for elementary, middle, and high school.

ELD Services - Elementary			
Describe how English Language Development (designated and integrated ELD) is provided in each model for each group.			
	Beginning Level (0-2 years in program)	Intermediate Level (2-5 years in program)	Long-Term English Learners (LTELs) (5+ years in program)
Program Model:			
Accessible Content - Elementary			
Describe how meaningful access to content is provided in each model for each group.			
	Beginning Level (0-2 years in program)	Intermediate Level (2-5 years in program)	Long-Term English Learners (LTELs) (5+ years in program)
Program Model:			

Assessing & Monitoring Student Progress

Name tools used for:

- Academic assessment
- Language assessment

Describe processes for progress monitoring for elementary, middle, and high school.

Assessment & Monitoring of Student Progress

Name the assessment tools that are used to monitor eligible and exited multilingual learners' academic and linguistic progress and describe any processes for administration of progress monitoring, including annual ELP assessments.

	Academic Assessments	Language Assessments
Elementary:		
Middle School:		
High School:		



Program Evaluation

- Review data on 4 required ESSA elements
- Describe continuous improvement plans for each

Program Evaluation		
TBIP programs must be evaluated annually in the following four areas. Using data from the previous year, describe the steps that will be taken to continuously improve the TBIP program in each area.		
ESSA Required Data Elements	Data from School Year _____	Continuous Improvement Plans
Number and % of ELs attaining proficiency and exiting EL services.		
Number and % of former ELs who met academic standards 2 & 4 years after exiting.		
Number and % of ELs who have not exited EL services after 5 years. (LTELs)		
Percent and performance of ELs who dually qualify for Special Education.		

Staffing & Ratios

- Determine number of staff supporting TBIP programs
- List FTE funding sources
- Calculate ratios of MLs to staff serving MLs

Staffing			
Staffing for ELD and accessible content services should be provided through various funding sources including basic education, TBIP, and Title III. All teachers funded by TBIP must hold an ELL or Bilingual Endorsement.			
Position	TBIP Funded FTE	Basic Ed Funded FTE	Other Funded FTE (list source)
ELL/Bilingual Endorsed Teachers			
Teachers without an ELL/Bilingual Endorsement providing ELD services			
Content/General education teachers trained to support MLs			
Administration			
Paraeducators			
Staffing Ratios			
Staffing for ELD and accessible content services should be proportional with the number of multilingual learners in the district.			
	# of Staff Members	# of ML Students	Total Ratio (Students/Staff)
ELL/Bilingual Endorsed Teachers (serving in any role)			
Classroom Teachers without endorsement but with EL training			
EL/Bilingual Trained Paraeducators			

Professional Learning

List planned professional learning:

- Activities, dates, presenters
- Participants
- Focus area
- Funding source

Describe how implementation of new learning is monitored

Professional Learning			
List planned professional learning activities that will support both ELL/Bilingual endorsed teachers and all classroom teachers and paraeducators who work with multilingual learners.			
Professional Learning Activity (including title, dates & presenters)	Participants (ELL-endorsed staff, classroom teachers, paraeducators, administrators, etc.)	Focus (Instructional strategies for multilingual learners, ELP assessments, ELP standards, etc.)	Funding Source (TBIP, Title III, Other)
Monitoring Implementation from Professional Learning			
Describe how professional learning provided through TBIP and Title III funding is monitored to verify that new learning is implemented and has a positive impact on the achievement of multilingual learners.			

Family Communication & Engagement

Describe how families are engaged with:

- Student progress & assessment
- Sharing funds of knowledge
- Screening and referral processes
- Title III and TBIP planning

And how translation & interpretation is provided

Family Communication and Engagement	
Families are critical partners in supporting multilingual learners. Describe how families are engaged in their children's learning and in ongoing continuous improvement of the transitional bilingual instruction program.	
How are families informed about student progress and assessments?	
How do educators learn more about families' funds of knowledge?	
How does the district ensure that families are consulted when screening or referring multilingual learners for Special Education?	
How does the district ensure that families have access to translation and interpretation services for effective communication?	
How are families consulted in the process of developing continuous improvement plans for TBIP and Title III Programs?	



Student Records

Describe how records are kept for:

- Home language surveys
- Test score sheets
- Notification letters
- Parent waivers

And how the district tracks students' ELD services:

- Type of service
- Time & frequency

Student Records	
Districts are required to maintain copies of the following student records for multilingual learners. Describe the processes used to ensure maintenance of these required records.	
Home language surveys	
Individual test score sheets for... <ul style="list-style-type: none">• English language proficiency placement (screening).• Annual English language proficiency testing.	
Parent notification letters for... <ul style="list-style-type: none">• Initial placement• Continued eligibility• Transition from services (exiting)	
Parent requests to waive services	
Roster of ML students including type, amount, and frequency of ELD services	



Upcoming Opportunities

- Next Multilingual Education Info Session
 - March 3, 9:00-10:00 am & 3:00-4:00 pm
- “Lunch with Leslie” WIDA ACCESS Q&A
 - Monday, Feb. 7, [Zoom at Noon](#)
 - Monday, Feb. 14, [Zoom at Noon](#)
- WIDA Facilitated Workshop:
 - [Mathematical Meaning-Making: Collaborating for Equity](#)
- WABE Annual Conference:
 - April 28-30, Hyatt Regency Bellevue | [Registration](#)
 - Pre-Conference Workshop: Introduction to the WIDA Spanish Language Development Standards



Check-in Time

Please feel free to join a Breakout Room:

- **WIDA & ACCESS:** Virginia Morales & Leslie Huff
- **Multilingual Learner Plan:** Kristin Percy Calaff

