

Multilingual Education Information Session

April 4, 2024

In the chat: Welcome Spring!

Please rename yourself with your full name and school district.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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, Squaxin Island, and Coast Salish Tribes and honor with gratitude the land itself and these tribes.



Washington Office of Superintendent of
PUBLIC INSTRUCTION



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.

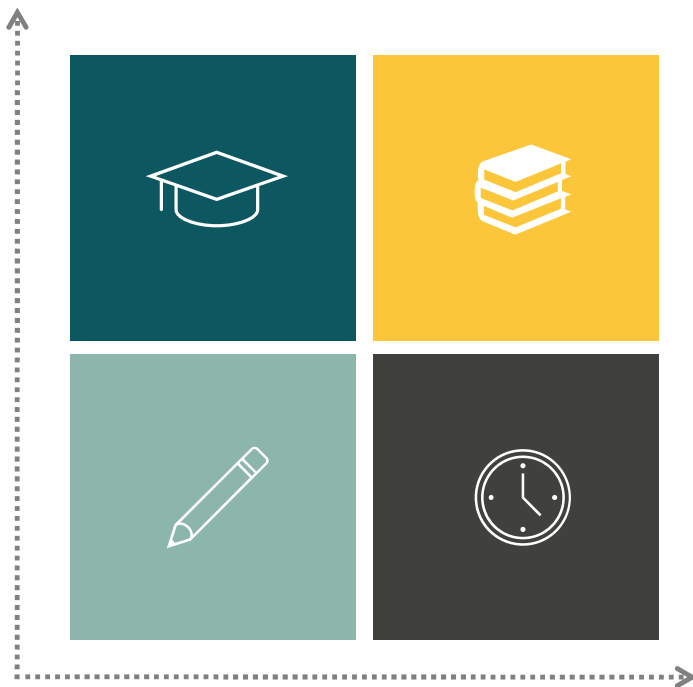
Values

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



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Today's Agenda



Embassy of Spain Education Programs

Supporting Long Term English Learners

Resources & Opportunities



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Embassy of Spain Programs



Embassy of Spain Education Programs

Language Assistants



A bridge between Spain and your school

Visit the program webpage



More information
auxiliaresesp.usa@educacion.gob.es

Language assistants bring culture, language, motivation, excitement, conversation and fresh dynamics directly into your Spanish classroom.

Bring Spanish Language & Culture into your classroom!

Would you like to motivate your students and boost the significance of language learning with an in-class input?

AUXILIARES DE CONVERSACIÓN

Language Assistants



The Language and Culture Assistants Program

The Spanish Ministry of Education and Vocational Training and the Education Office of the Embassy of Spain in Washington, D.C., sponsor a Spanish Language and Culture Assistants program for elementary, middle and high schools and for universities with Spanish Resource Centers sponsored by the Ministry of Education.

This program gives American students the opportunity to learn Spanish language and culture from native speakers. Similarly, the Spanish assistants will have the opportunity to learn about American culture, improve their command of English and use their knowledge upon their return to Spain, thus helping to develop cultural understanding between both countries.

Assistants will help classroom teachers as native-like speakers and experts on their home country to encourage students' interest in Spain.

Would your school like to apply?

Express your interest by scanning the QR code and filling out the online form.



Testimonials

"Our assistant was simply wonderful! Teachers were so appreciative and students truly enjoyed working with her. We are grateful and we will miss her friendly smile and her enthusiasm!"

Maureen Knowlton, principal at Millis Middle School, MA.

"Our assistant designed weekly cultural lessons about Spanish speaking countries, food, music, traditions, sports, festivals, celebrations, etc."

Ana Calderón, 4th Grade teacher at Oyster Adams Bilingual School, DC.

"The kids loved our assistant and she was totally engaged and involved in every class."

Mark Awdycki, principal at Millis High School, MA.

Basic information

WHAT SCHOOLS GET

- Highly-qualified native Spanish speaking college graduates bringing Spanish language and culture directly into the classroom
- Hands-on use of Spanish speaking skills
- Language assistants supporting teachers in integrative activities

WHAT THE MINISTRY OF EDUCATION OF SPAIN PROVIDES

- Language assistants receive a \$1000 monthly stipend and health insurance

WHAT SCHOOLS PROVIDE

- Accommodation for language assistants
- Transportation to and from the school

DURATION

- USA - September 1st to April 30th
- Canada - October 1st to May 31st

- Assistant's assignment - 16 to 20 hours/week

Visiting Teachers Program

Teacher responsibilities

- Teaching and performing with the same high standards as local colleagues
- Collaborating with schools and departments on activities and initiatives
- Paying for travel expenses to and from Spain and accommodation during the school year
- Complying with J-1 visa requirements



District responsibilities

- Providing assistance and orientation upon teachers' arrival
- Granting a fulltime one-year-long teaching position as a teacher of record
- Ensuring pay and benefits consistent with teachers' education and experience
- Providing a school mentor

More info?

Contact your local education advisor



The Visiting Teachers from Spain Program

Embassy of Spain
Education Office



Visiting Teachers Program

Our program

The Visiting Teachers from Spain Program is part of the BridgeUSA initiative of the U.S. Department of State. It is a cultural exchange program based on cooperation between educational agents from Spain and the United States.

Hundreds of teachers participate in this cultural exchange every year in K-12 schools in over 30 states.



Impact on the school community

- Offers students language input from native teachers
- Creates a multicultural and diverse atmosphere in the classroom
- Brings a new perspective to teaching models
- Facilitates intercultural contact between students from different countries and backgrounds
- Addresses the high demand of teachers in the United States

Recruitment process

- Applicant qualifications and experience verified by the Ministry of Education of Spain
- State Departments of Education and school district representatives recruit teachers
- Selected teachers apply for a J-1 Cultural Exchange visa
- Teaching licenses are issued for international teachers in each state



Spanish Education Office responsibilities

- Program coordination
- Yearly application call and candidate screenings
- Management of the recruitment process
- Ongoing support to districts and teachers



Visa sponsor responsibilities

- Issuing DS-2019 Forms for the J-1 Visa
- Providing teachers with information on the legal conditions of the program
- Ensuring that exchange teachers and their host schools abide by the program rules and requirements
- Managing and coordinating the program in conjunction with the Education Office of the Embassy of Spain



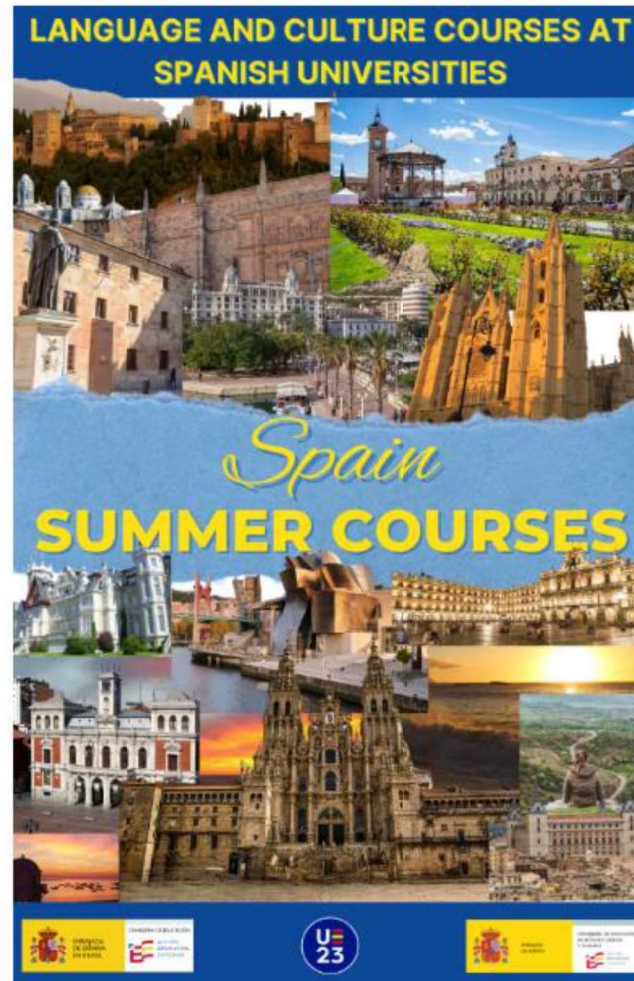
GOBIERNO DE ESPAÑA

MINISTERIO DE EDUCACIÓN Y FORMACIÓN PROFESIONAL

ACCIÓN EDUCATIVA EXTERIOR

U23

Summer Courses at Spanish Universities



Summer Courses at Spanish Universities

Más información

Otra información Programaciones de los cursos y másteres

A continuación puede acceder a la información de los cursos y másteres.

- Universidad de Alcalá - [Español](#) - [Inglés](#)
- Universidad de Alicante - [Español](#) - [Inglés](#)
- Universidad de Cádiz - [Español](#) - [Inglés](#)
- Universidad de Castilla La Mancha - [Español](#) - [Inglés](#)
- Universidad de Deusto-Bilbao - [Español](#) - [Inglés](#)
- Fundación Ortega y Gasset-Gregorio Marañón - [Español](#) - [Inglés](#)
- Universidad de Granada - [Español](#) - [Inglés](#)
- Universidad Internacional Menéndez Pelayo - [Español](#) - [Inglés](#)
- Universidad de León - [Español](#) - [Inglés](#)
- Universidad de Salamanca - [Español](#) - [Inglés](#)
- Universidad de Santiago de Compostela - [Español](#) - [Inglés](#)
- Universidad de Valladolid - [Español](#) - [Inglés](#)

Promotores

- Consejerías de Educación de la Embajada de España en Brasil, EEUU y Canadá y Ministerio de Educación y Formación Profesional.
- Universidades: Alcalá, Alicante, Cádiz, Castilla la Mancha, Deusto, Fundación Ortega y Gasset, Granada, Internacional Menéndez Pelayo, León, Salamanca, Santiago de Compostela y Valladolid.

International Spanish Academies

Bienvenidos



EMBAJADA
DE ESPAÑA

CONSEJERÍA DE EDUCACIÓN
EN ESTADOS UNIDOS
Y CANADÁ



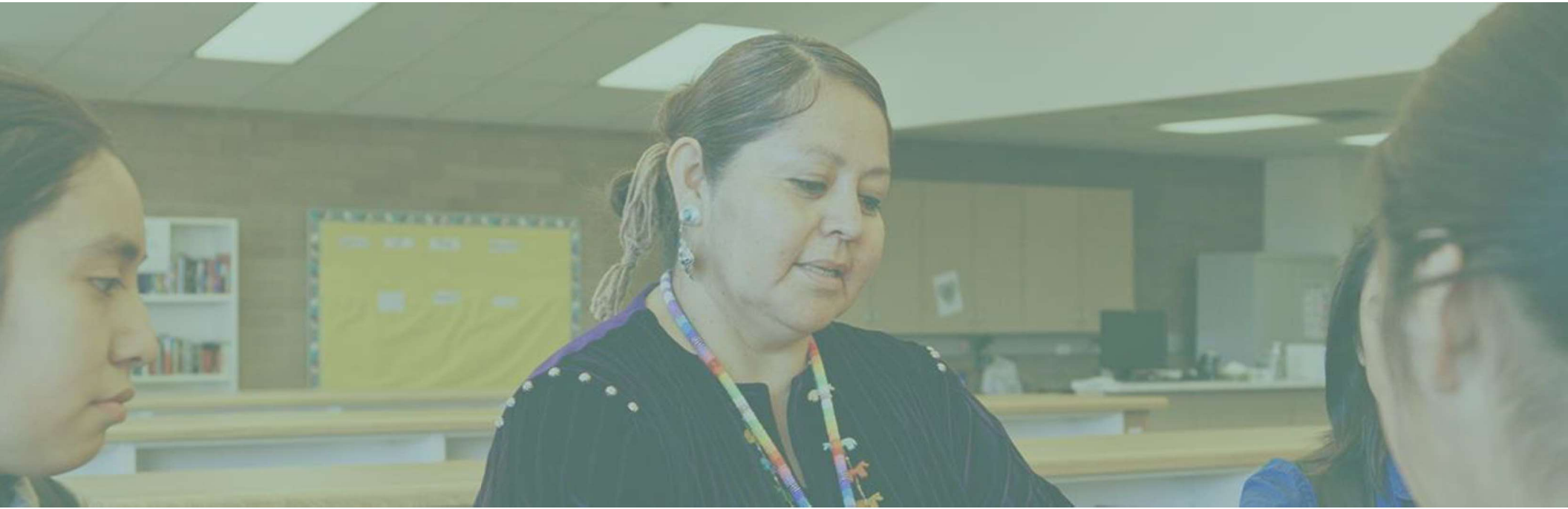
ACCIÓN
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luis.sbenito@educacion.gob.es

[Register for the Mailing List for Saturday Courses \(in Spanish\)](#)



Supporting Long-Term English Learners

“The quantity, quality, and consistency of **programs** and **instruction** English Language Learners receive can move them towards English proficiency and content mastery or relegate them to long term status.”

Olson, L. (2014). Meeting the Unique Needs of Long -Term English Learners.

What is meant
by Long-Term
English Learner
status (LTELs)?



Characteristics of Long-Term English Learners (LTELs)

LTELs are students who have been identified for language support services for more than 5 years AND whose English development has plateaued.

LTELs may have...

- Significant needs in reading and/or writing
- Gaps in academic background knowledge.
- Learned passivity, disengagement, or insecurity in their abilities.
- Lack of awareness that their academic skills, courses, or record may not be preparing them for college and/or careers.
- A belief that they “already know English.”

What does Washington State Data tell us?

246 districts with Multilingual English Learners (MLs)

79% (194) have >30% LTEL
60% (148) have >40% LTEL
33% (82) have >50% LTEL

State Total: 65,198 students (41%)

Consequences: Significantly less likely to graduate or achieve academic potential

What can we do to prevent this from happening?



See the "[Rainbow Spreadsheet](#)" for data

What are the needs of long-term English learners?



Needs of LTELs



- Safe learning community with **growth mindset**
- **Affirmation** of their language, culture, and life experiences
- Instruction on **metacognitive strategies** to support learning – language, literacy and content
- Ample use of **graphic organizers** and **visuals**
- Explicit instruction on **study skills** and behaviors associated with academic engagement and success
- Ample opportunities to **express their thoughts orally** with support via conversation, discussion, and writing

Addressing the needs of our LTEs



Whole-Child approach considers multiple factors

- Personal profile
- Data profile
- Quality and amount of ELD instruction
- Quality and amount of accessible content
- Quantity and quality of oral language development



Personal & Data Profile

- Student & Family
 - Family and culture
 - Outside of school activities
 - Strengths and interests
- School
 - Areas of interest and engagement
 - Student understanding of the program, services and purpose of WIDA ACCESS assessment
 - SBAC, WIDA, grades, attendance, behavior
 - Specific areas of language need
 - Individual learning plans



Individual Learning Plan

Student is a 6th grader who has demonstrated proficiency in speaking and listening but has not progressed in reading or writing over the past 2 years. Student is reluctant to speak but when she does, she demonstrates a thoughtful, reflective perspective.

Domain	Goal	How Measured
Interaction	To consistently engage in paired and small group discussions using ever increasingly complex academic language structures.	<ul style="list-style-type: none">• Teacher observation• Frequency tally sheets• Self-reflection exit tickets
Writing (working toward level 4 WIDA PLD)	To create/revise text to include genre-specific organizational patterns with a variety of paragraph openers.	<ul style="list-style-type: none">• Portfolio• Quick writes• Assignments• Exit tickets
Reading (working toward level 3 WIDA PLD)	To understand how ideas are connected across text through a variety of cohesive devices that connect larger chunks of text.	<ul style="list-style-type: none">• Small group read/write/discuss• Paired discussion prompts based on shared reading.

How do we
support students
who have
become long-term
English learners?

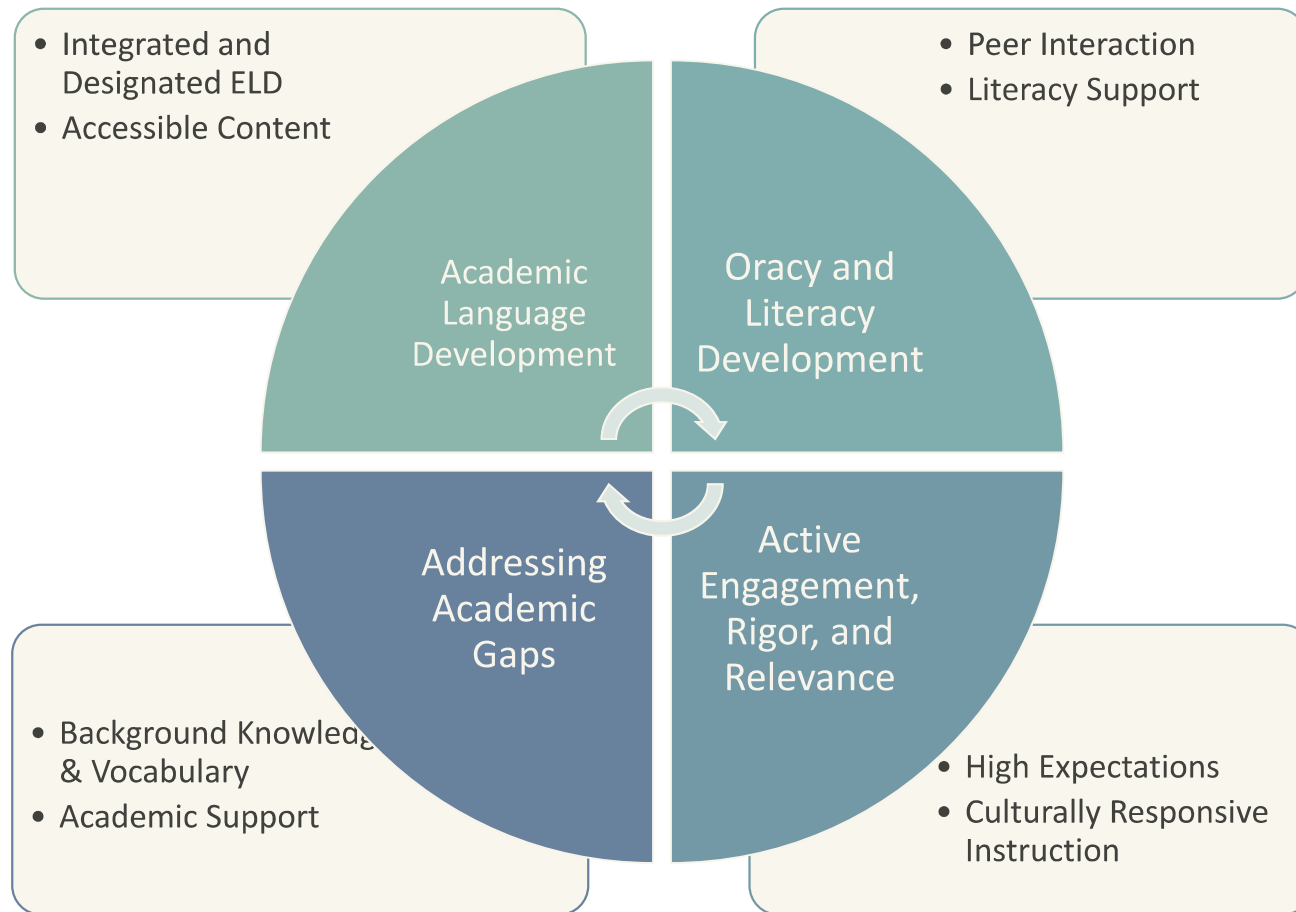


“[Designated] ELD alone is not enough. Building the skills and addressing gaps of LTELs has to become the responsibility of the entire school: Administrators, counselors, support services, and mainstream content teachers. **All teachers** have to and can teach language development related to their subjects.”

Olsen, L. (2010). *Reparable Harm. Fulfilling the unkept promise of educational opportunity for California's long term English learners.*



Strategies for Supporting LTELs



Academic Language Development

Designated ELD

- Unique to each student's language proficiency and needs
- Designed and provided by a teacher with the appropriate expertise
- Robust, on-going, connected to classroom content

Integrated ELD

- Occurs in **all** classes **all** day, provided by **all** teachers
- **All** teachers require on-going, support and professional learning
- WIDA ELD Standards Framework supports collaboration
- GLAD, SIOP, and UDL strategies support **accessible content**



WIDA and Academic Language Development



WIDA ELD Standards Framework outlines the process for determining the **language expectations** for content units.



Language expectations lead to identification of critical **language functions and features** all students need to meet content standards within the unit.



Collaborative planning supports both the content and language teacher in providing both the designated ELD and the integrated ELD.



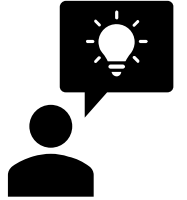
Collaborative Unit Planning

Teachers can use the [Collaborative Planning Template](#) to plan for integrated content & language:

- Step 1: Locate relevant **WIDA ELD Standards** by examining the unit's content standards.
- Step 2: Identify prominent **Key Language Uses**.
- Step 3: Identify **Language Expectations and Functions** needed to demonstrate mastery of content standards.
- Step 4: Unpack the **Language Functions and Features** and develop a language goal and learning supports.

<i>Collaborative Planning Template</i>		
Collaborative Planning for Content and Language Integration		
Use the Collaborative Planning Template to plan content units with a language focus.		
Step 1: Locate relevant WIDA ELD Standards by examining the unit's content standards.		
Zoom In	Collaboration Questions	Plan for the Unit
Start with Unit Content Standards	<ul style="list-style-type: none"> • What content concepts and topics do we expect our students to learn? • What disciplinary practices do we want our students to develop? 	
Find the Relevant ELD Standards	<ul style="list-style-type: none"> • Which ELD Standards Statement align with the content standards? 	
Tap into Student Assets in the Unit	<ul style="list-style-type: none"> • How can we tap into our students' prior knowledge, experiences, and interests as we launch this unit? 	

Systems and Structure Reflection



- To what extent are teachers collaboratively planning content-based **units** of instruction?
- What is the school or district's responsibility for supporting the collaboration process?
- Who is planning designated ELD? Who provides the instruction?

Oracy & Literacy Development

Oracy is foundational to literacy
“If you can’t say it, you can’t write it.”

Students need structured opportunities for peer interaction and discussion

Paraphrase, retell, recount oral summaries

Engage students with real-world, high-interest texts

Write frequently across a variety of genres & topics



Stronger & Clearer



*Each student shares ideas with 3 successive partners. Students **borrow** and use the language, ideas, and evidence of others. Responses become **stronger** and **clearer** with more evidence and precise language.*

Name	Why is it important for students to engage in academic conversations?
Me	(just 2 or 3 key words)
1.	
2.	
3.	
Me	

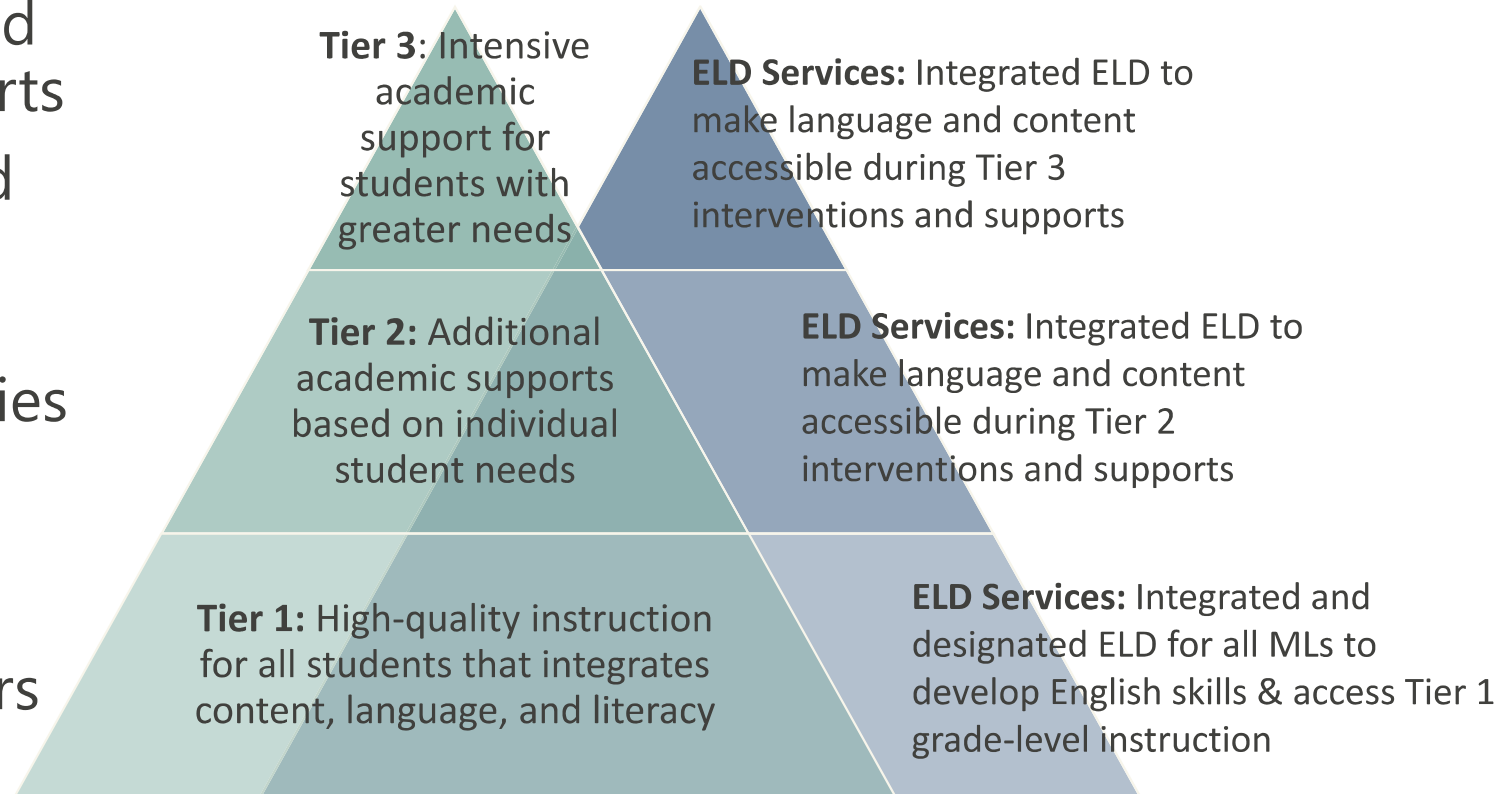
It is important to engage students in academic conversations because...

- One of the reasons for this is...
- For example...
- Another reason is...

Jeff.Zwiers.org

Addressing Academic Gaps

- Use a Multi-Tiered System of Supports
- Build background knowledge & vocabulary
- Teach word families and cognates
- Use scaffolds, discussion, and graphic organizers



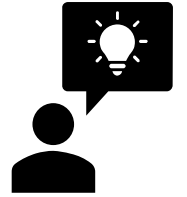
Active Engagement, Rigor, & Relevance

Culturally Responsive Teaching means...

- Inviting and expecting engagement. (Warm Demander)
- Providing support to take risks and extend and build language use.
- Communicating high expectations and maintaining academic rigor.
- Acknowledging the challenge of learning academic language and supporting students' efforts.
- Providing explicit instructions, models, mentor texts, rubrics, examples and non-examples.
- Addressing relevant grade-level content, issues, and materials.



System and Structure Reflections



- To what extent are content teachers provided professional learning on how to **make instruction meaningful** through visuals, charts, graphic organizers, and other strategies?
- To what extent is **academic discourse/oral language a priority** in content classrooms?

How do we prevent students from becoming long-term English learners?



Multilingual Learners' Journey to Proficiency

- Typical trajectory to developing English proficiency is 3 to 5 years though longer is not uncommon.
- Trajectory is NOT linear – some leveling off after a few years is normal.
- For MLs who are identified in K or 1st grade, the increased academic demand in grade 3 plus developmental stage of ages 8 to 9 adds to challenges.

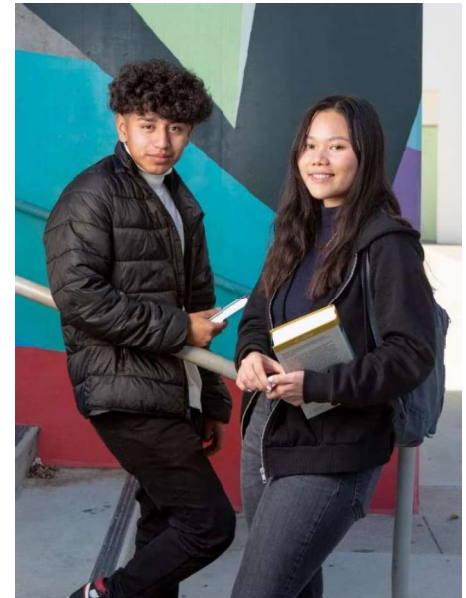
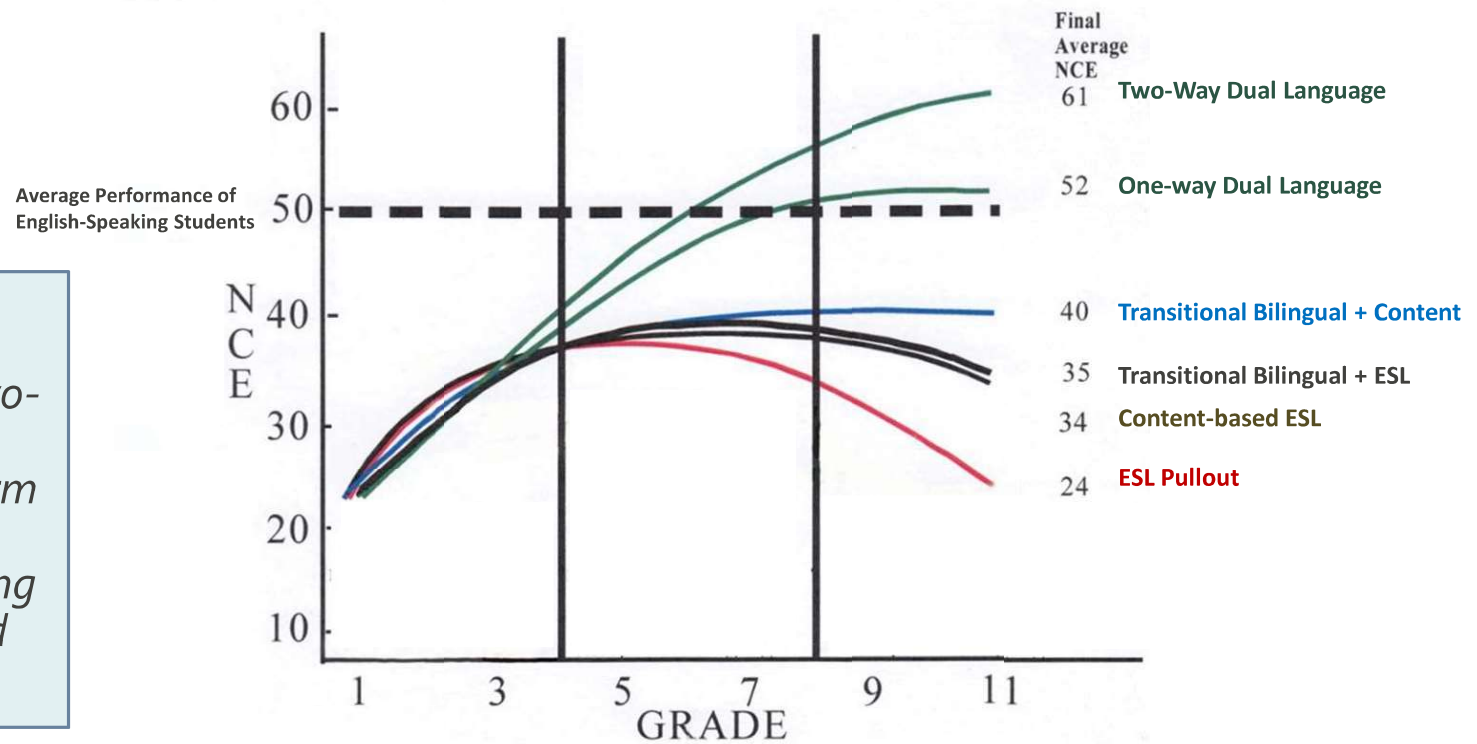


Photo by Allison Shelley for EDUimages

Program Outcomes

Research shows that multilingual learners in two-way and one-way dual language programs perform better than the national average of English-speaking students on standardized reading tests.



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Preventing LTEL Status

- Strengthen supportive mainstream model K-12.
- Monitor and identify students possibly entering LTEL status.
- Adjust elementary program to support students in grades 3-5.
- Create individualized learning plans with specific language targets that all teachers address.
- Use formative assessment for language as well as content.
- Intensify oral language opportunities.
- When possible, support instruction in the student's home or heritage language.

Resources

WIDA Focus Bulletins

- [Collaboration and Co-Planning](#)
- [Oral Language In the Classroom](#)
- [Language Development Portfolios](#)
- [Interactive Learning with Multilingual English Learners in Content-Area Classrooms](#)

OSPI Guidance and Tools

- [Policies & Practices Guide Chp. 5: ELD Services](#)
- [Collaborative Planning Template](#)
- [Individual Learning Plan Template](#)

Other Resources

- [Meeting the Unique Needs of Long-Term English Learners](#)
- [Renewing Our Promise: Research and Recommendations to Support California's Long-Term English Learners](#)



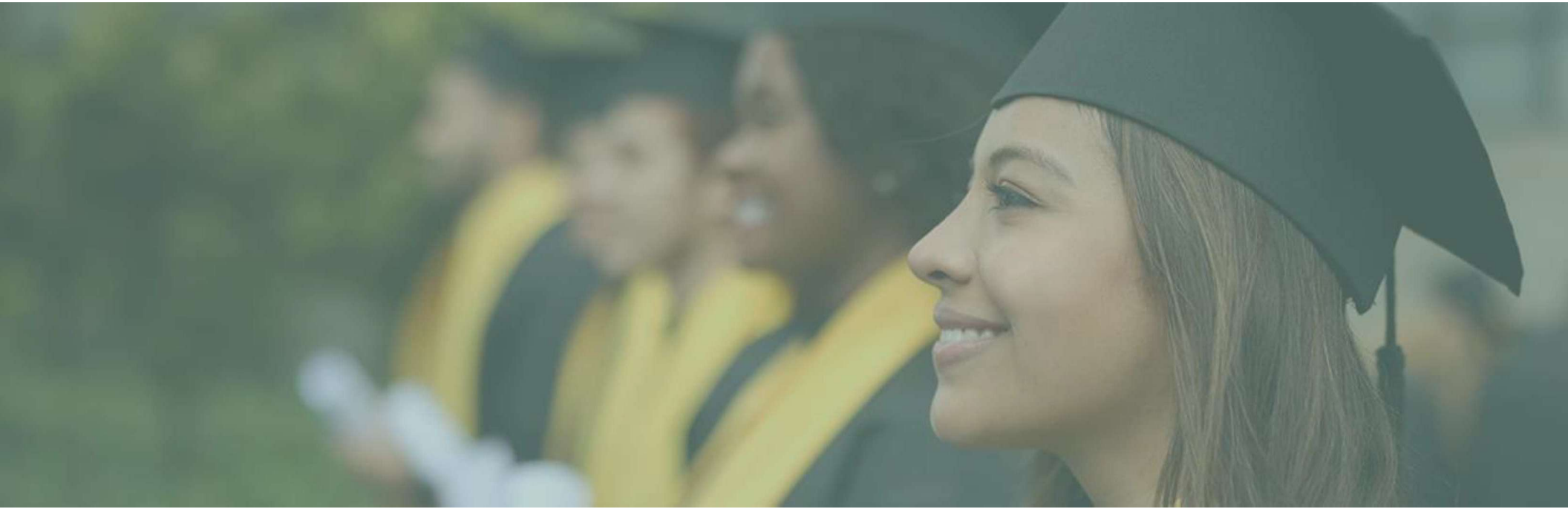


WIDA ACCESS Updates

Important Dates for 2024 WIDA Testing

- **April 24 – May 2:** Pre-Reporting Data Validation
- **May 20:** Online reports in WIDA-AMS (not Alt ACCESS)
- **June 10ish:** Paper reports in districts (not Alt ACCESS)
- **June 10-24:** Post-Reporting Data Validation

- [Lunch with Leslie](#): Mondays at noon
- [WIDA Post Testing: Data Validation webinar recording](#)



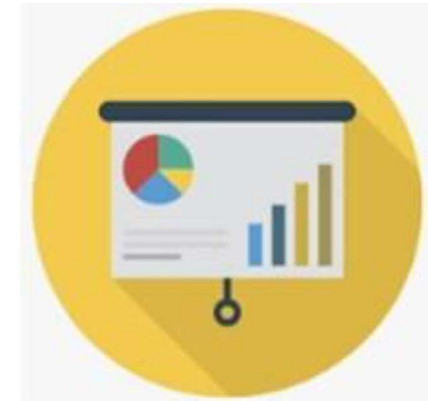
Resources & Opportunities

2023 Data Table

Data Table Contains:

- ML Enrollment
- ML Proficiency Rate
- Exited MLs SBA Proficiency Rates
- LTELs Percentage
- Dually Qualified Percentage

* If your district data is suppressed due to low numbers in any area, please contact our team and we can provide you with your complete district data directly.



New Title III Carryover Funds

Funds for All	Funds for Districts with High Influx of Newcomers
<ul style="list-style-type: none">• Who - Every district (LEA) with a Title III grant or Title III Consortia members• What - About \$32 per ML student (including Title III eligible AI/AN students)• Why – Title III had carryover funds available for re-distribution from pre-pandemic years• How – These funds must be spent by 8/31/24. If you have already spent an equivalent amount, you will be able to carryover your current Title III funds in place of these funds.	<ul style="list-style-type: none">• Who - Every district with 50+ newcomer students (in the past 3 years) and an increase of over 20% in their newcomer population• What - About \$200 per newcomer ML student• Why – Title III had carryover funds available for re-distribution from 2021-22 and OSPI is prioritizing support for districts with an influx of newcomers• How – These funds must be spent by 8/31/24. The same rules apply regarding carryover.

23-24 Dual and Heritage Language Grant Reminders

- All funds must be spent (services rendered and goods received) by **June 30, 2024**
 - If you have questions or know that you will not be able to spend your full award, please contact your DL program supervisor.
- All grantees must have an advisory board that **has met during the project period.**
 - Purpose: "to guide the development and continuous improvement of the dual language education program, including addressing enrollment considerations and staff hiring..."
 - Planning Districts: One meeting at the end of the year is typical for the first district planning year.
 - Current Programs: Advisory boards should meet 2-4 times per year.



DL Program Implementation Survey

- Program Implementation Survey to gather data for Program Evaluation
- Districts determine who to include
- OSPI will gather data and provide district totals & state averages
- Available in May



Dual Language Education Program Implementation Survey

Systemic program evaluation [RCW 28A.180.090(3)] is an essential component of effective, sustainable PK-12 dual language programs. As part of the statewide initiative to provide all Washington students with access to dual language education, each district grant recipient will use this implementation survey to gather feedback on their dual language program(s).

4. **Step 1a: Develop Initial Understanding** (Strand 7, Principles 1A, 1B, & 1C) *

Program and district administrators, 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.

- N/A (Not Yet Started)
- 1 - Minimum Alignment
- 2 - Partial Alignment
- 3 - Full Alignment
- 4 - Exemplary Practice

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. May 13, 10:30 AM-12:00 PM](#)
- ESD 121 | [Tues. May 19, 10:00 AM-12:00 PM](#)
- ESD 105 | [Wed., May 22, 8:30-10:00 AM](#)
- ESD 123 | [Tues., May 28, 8:30-10:00 AM](#)

Program Supervisor: [Katie Sperling](#)

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

Program Supervisor: [Shannon Martin](#)

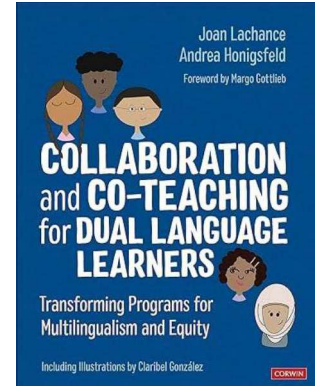
- ESD 114 *Staff* | [Thurs., Apr 11, 3:00-4:00 PM](#)
- ESD 114 *Admin* | [Thurs., Apr 11, 4:00-5:00 PM](#)
- ESD 113 | [Thurs., May 9, 10:00 AM - 11:30 AM](#)
- ESD 112 | [Tues., May 14, 11:30 to 1:00 PM](#)

DL/HL Professional Learning

2023-24 Dual & Heritage Language Professional Learning

- [Dual Language Webinar Series](#) 1st Tuesdays | 3-4 PM
- [Dual Language "Lunch with Leaders" PLC](#) 2nd Tuesdays | 12-1 PM
- [Collaboration and Co-Teaching Book Study](#) 4th Tuesdays | 3:30-4:30 PM

- [HL & Less-Commonly Taught Languages \(LCTL\) Educator PLC](#) Moved to ASYNCHRONOUS
- [Heritage Language Webinar Series](#) 1st Wednesdays | 3-4 PM



Check-in Time

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

- **LTEs** (Kristin & Virginia)
- **Embassy of Spain Programs** (Luis)
- **Title III Carryover** (Shannon & Katie)
- **Dual Language** (Ema & Teresa)



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PUBLIC INSTRUCTION

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