

# Multilingual Education Information Session

December 7, 2023

In the chat:

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.**

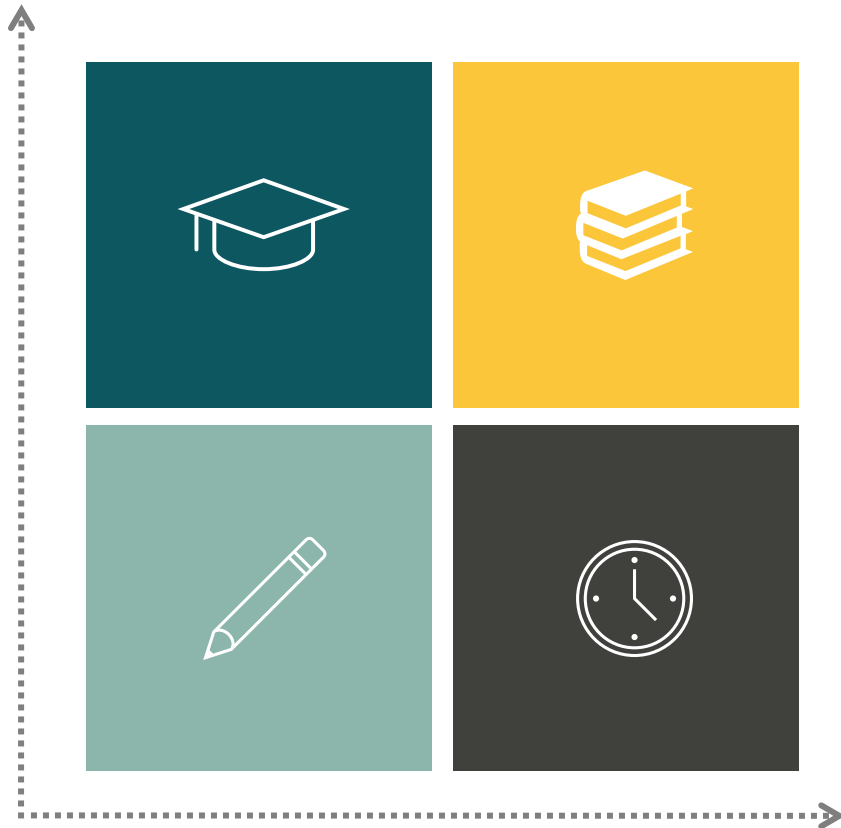
## Values

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



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# Today's Agenda



**WIDA ACCESS**

**Resources & Opportunities**





# 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?

WIDA ACCESS for ELLs<sup>®</sup> 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 <sup>a</sup>	Literacy <sup>b</sup>	Comprehension <sup>c</sup>	Overall Score <sup>d</sup>
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WIDA ACCESS for ELLs<sup>®</sup> English Language Proficiency Test

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

### Student Roster Report — 2023

STUDENT NAME STATE STUDENT ID	Listening	Speaking	Reading	Writing	Oral Language <sup>a</sup>	Literacy <sup>b</sup>	Comprehension <sup>c</sup>	Overall Score <sup>d</sup>
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WIDA ACCESS for ELLs<sup>®</sup> English Language Proficiency Test

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

### District Frequency Report — 2023

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language <sup>a</sup>		Literacy <sup>b</sup>		Comprehension <sup>c</sup>		Overall Score <sup>d</sup>	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
<b>1 – Entering</b> 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%
<b>2 – Emerging</b> 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%
<b>3 – Developing</b> 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%
<b>4 – Expanding</b> 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%
<b>5 – Bridging</b> 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%
<b>6 – Reaching</b> 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%
<b>Highest Score</b>	139		169		171		191									
<b>Lowest Score</b>	139		147		100		100									
<b>Total Tested</b>	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

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.*

# 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

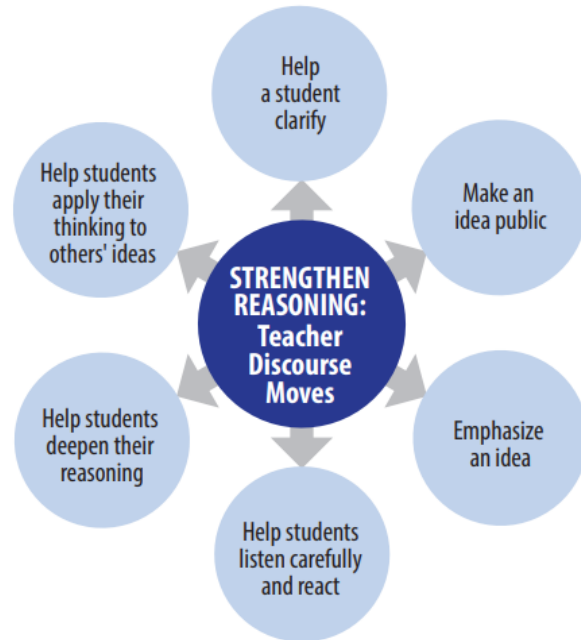
- Students participate in planned conversations in the classroom as a result of teacher planning, the content to be discussed, and the process, and the reason for conversations between students.
- The purpose of student talk in the classroom is to: develop students' conversational skills as an avenue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

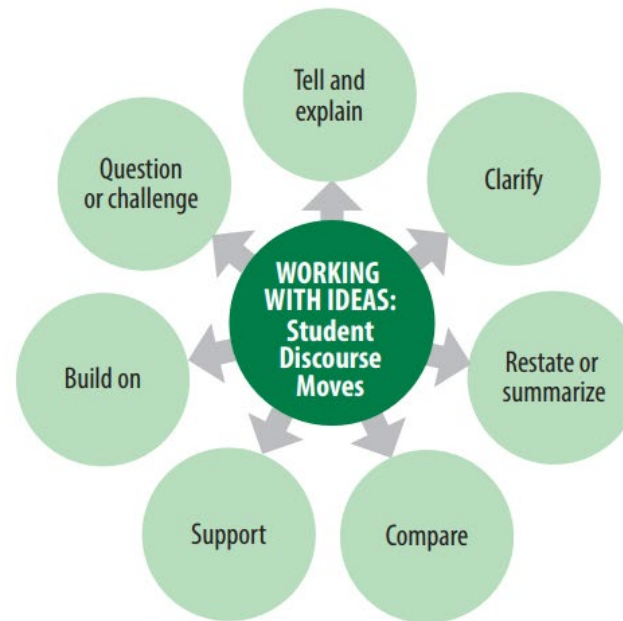
## TEACHER DISCOURSE MOVES



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.



**ACCESS for ELLs<sup>®</sup>**  
English Language Proficiency Test

**Yang, Maria**  
 Birth Date: | Grade: 04  
 Tier: A  
 District ID: WS999999 | State ID: 12118248  
 School: WIDA Use Only - Sample School  
 District: WIDA Use Only - Sample District  
 State: WS

**Individual Student Report 2023**

This report provides information about the student's scores on the ACCESS for ELLs English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1.0-6.0)						Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions					
	1	2	3	4	5	6	100	200	300	400	500	600
<b>Listening</b>	2.8						307					
<b>Speaking</b>	2.5						271					
<b>Reading</b>	2.5						322					
<b>Writing</b>	3.8						339					
<b>Oral Language</b> <small>50% Listening + 50% Speaking</small>	2.6						289					
<b>Literacy</b> <small>50% Reading + 50% Writing</small>	3.4						331					
<b>Comprehension</b> <small>70% Reading + 30% Listening</small>	2.6						318					
<b>Overall*</b> <small>35% Reading + 35% Writing + 15% Listening + 15% Speaking</small>	3.2						318					

\*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
<b>Listening</b>	2	understand oral language related to specific familiar topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> <li>Identify main topics in discussions</li> <li>Categorize or sequence information presented orally using pictures or objects</li> <li>Follow short oral directions with the help of pictures</li> <li>Sort facts and opinions stated orally</li> </ul>
<b>Speaking</b>	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: <ul style="list-style-type: none"> <li>Share about what, when, or where something happened</li> <li>Compare objects, people, pictures, and events</li> <li>Describe steps in cycles or processes</li> <li>Express opinions</li> </ul>
<b>Reading</b>	2	understand written language related to specific familiar topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> <li>Identify main ideas in written information</li> <li>Identify main actors and events, in stories and simple texts with pictures or graphs</li> <li>Sequence pictures, events or steps in processes</li> <li>Distinguish between claim and evidence statements with pictures or graphs</li> </ul>
<b>Writing</b>	3	communicate in writing in English using language related to common topics in school, for example: <ul style="list-style-type: none"> <li>Describe familiar issues and events</li> <li>Create stories or short narratives</li> <li>Describe processes and procedures with some details</li> <li>Give opinions with reasons in a few short sentences</li> </ul>

9-143050-000001-05523 SUM-ISR

# 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.



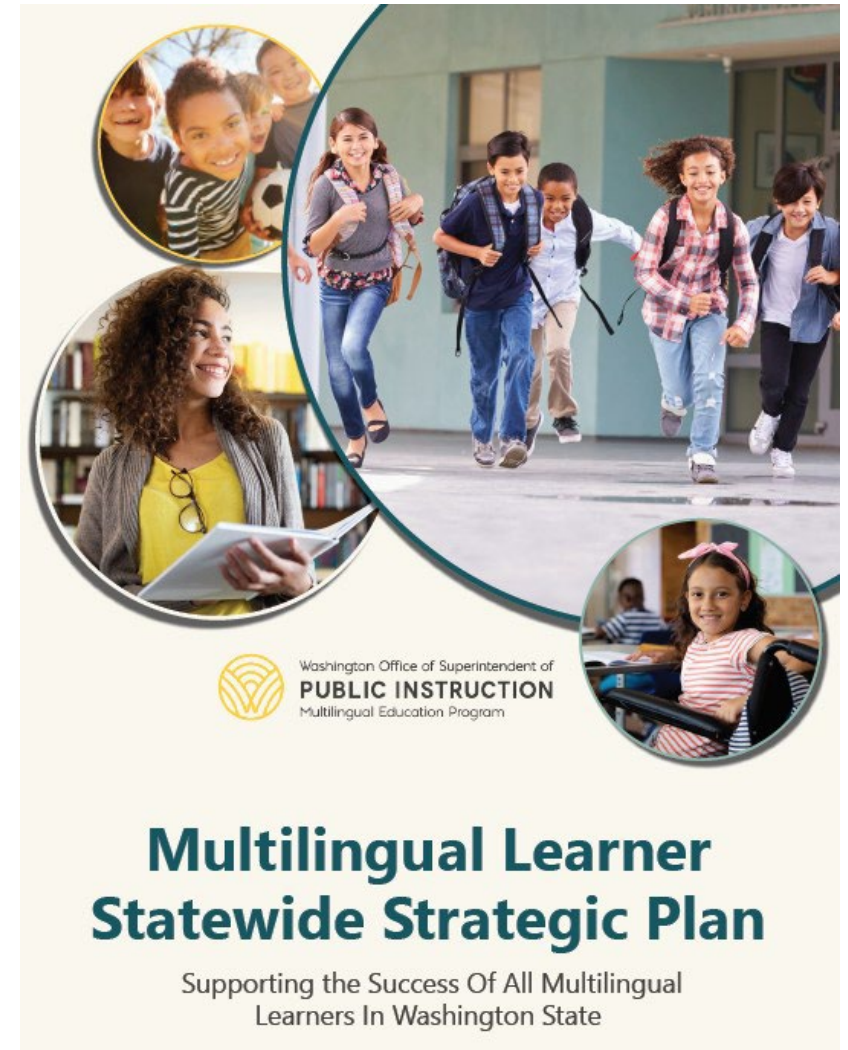


# Resources & Opportunities

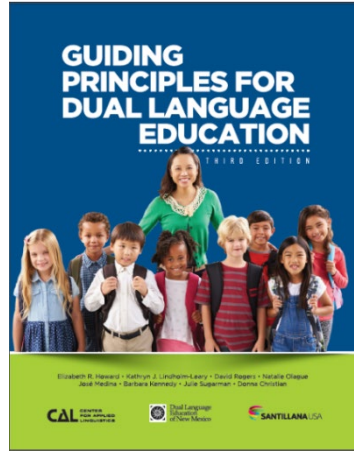
# Multilingual Learner Statewide Strategic Plan

## *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.

<b>Step 1: Build Knowledge and Advocacy</b>	<ol style="list-style-type: none"> <li>Develop initial understanding of dual language for district and school leaders, teachers, staff, and families.</li> <li>Recruit a diverse stakeholder advisory group and secure long-term commitment and involvement at all levels of the organization.</li> <li>Conduct a needs assessment to collect data about students to be served, district resources and community interests.</li> </ol>
<b>Step 2: Develop a Program Mission, Vision, and Goals</b>	<ol style="list-style-type: none"> <li>Collaboratively write clear vision and mission statements with guiding principles based on dual language literacy, research, and policy.</li> <li>Define the three goals of dual language at the local level.</li> </ol>
<b>Step 3: Design or Adopt a DL Program Model</b>	<ol style="list-style-type: none"> <li>Determine the dual language program model (90/10, 80/20, 50/50) that best fits student and community needs with consensus among all stakeholders.</li> <li>Develop a consistent, research-based language allocation plan.</li> <li>Design P-12 pathways for long-term program sustainability.</li> </ol>
<b>Step 4: Develop Enrollment and Family Outreach Plans</b>	<ol style="list-style-type: none"> <li>Determine clear enrollment policies that allow for equitable access for multilingual English learners who speak the program language.</li> <li>Create outreach plans to inform families about the dual language program, explain enrollment policies and procedures, and ensure ongoing family engagement in the program.</li> </ol>
<b>Step 5: Align Curriculum and Resources</b>	<ol style="list-style-type: none"> <li>Review district curriculum and identify high-quality curricular resources in both languages aligned to the language allocation plan.</li> <li>Procure culturally and linguistically sustaining resources in both languages and develop year-long curriculum maps and unit plans.</li> </ol>
<b>Step 6: Establish a Staffing and Professional Learning Plan</b>	<ol style="list-style-type: none"> <li>Develop plans for recruiting, hiring, and retaining multilingual teachers and staff members.</li> <li>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.</li> <li>Align district resources to develop a sustainable plan for ongoing professional development and support.</li> </ol>
<b>Step 7: Develop a Plan for Assessment and Program Evaluation</b>	<ol style="list-style-type: none"> <li>Determine how students will be assessed in both languages in content, language, and literacy to monitor student progress and inform instruction.</li> <li>Develop a clear process for annual evaluation of the dual language program to develop continuous improvement plans at the school and district level.</li> </ol>

### 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):  
1<sup>st</sup> 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  
**PUBLIC INSTRUCTION**

# Multilingual Education Team

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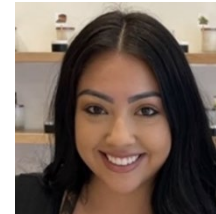
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# Check-in Time

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)

