

Washington State Multilingual Education Advisory Committee Notes

December 9, 2022, | Zoom

Members Present: Rob Darling, Ilene Wider, Julie Perron, Karen Wilson, Bianca Manirque, Christy Mardini, Ann Lackland, Thad Williams, Hannah Hong, Beth Dillard, Kristen B. French, Marlene Perez, Nadya Bush, Randi Freeman, Eric Johnson, Shajaira Lopez, Jennifer Green



OSPI Staff: Kristin Percy Calaff, Shannon Martin, Virginia Morales, Teresa Mendoza-Casby, Katie Sperling Ema Shirk, Kara Todd, and Sue Anderson

Note Taker: Jolynn Engellant

Topic	Discussion	Action	Follow Up
Call to order	Kristin Percy Calaff calls the meeting to order at 8:35 am.		
Welcome & Land Acknowledgment Kristin Percy Calaff	Kristin Percy Calaff welcomes MEAC members and invites the members to share their land acknowledgment in the chat.		
Executive Committee Voting	Thad Williams volunteered as Co-Chair Hannah Hong volunteered as Member-at-Large	A survey platform is used to collect votes. Fifteen votes were cast for both Thad and Hannah to join the Executive Committee.	
Summary – Where we have been Kristin Percy Calaff	Kristin shares a summary of the progress from the last MEAC meeting. <ul style="list-style-type: none"> • MEAC analyzed the statewide survey results from educators and families to determine priorities for teaching and supporting multilingual learners in Washington State. • Survey results were grouped into four main areas. 	Members separate into four groups based on the statewide survey. <ul style="list-style-type: none"> • Promoting Asset Based mindsets • Improving Instruction • Providing Supports • Engaging Students and Families 	

	<p>Kristin shares the highlights from the Executive Committee's meeting with Superintendent Reykdal.</p> <ul style="list-style-type: none"> • Equal access to dual language programs for all multilingual learners (MLs) • Professional development for all teachers to support multilingual learners • Integration of multilingual learners in Multi-tiered Systems of Support (MTSS) • Increased partnership with families 		
<p>Where we are going Kristin Percy Calaff</p>	<ul style="list-style-type: none"> • December 9: Continue Action Steps & Synthesize • February 10: Cascading levels for action steps • May 5: Outcomes and Measures 		
<p>Action Steps All members</p>	<p>Members break into four groups and create action steps for each focus area.</p>	<p>Using Jamboard</p> <ul style="list-style-type: none"> • Review previous action steps • Review state plans and add ideas 	<p>Synthesize and share</p>
<p>15 min Break</p>			
<p>Standards Review Process Input Kara Todd and Sue Anderson</p>	<p>Goals:</p> <ul style="list-style-type: none"> • To establish a standards review process that can be used regularly • To center the voices of educators and students who have traditionally been marginalized in the standards development process 	<p>Collect Feedback from MEAC</p> <p>Promoting the standards</p> <ul style="list-style-type: none"> • Create one document with all the links to standards. • Embed language in standards so it does not feel like an add-on. 	

	<ul style="list-style-type: none"> • To develop wraparound guidance for educators that clarifies the opportunities within the learning standards for cultural responsiveness, inclusionary practices, universal design, supports for multilingual/English learners, social-emotional learning, cross-content integration, and standards-based assessment practices • First round focused on ELA, math, and science learning standards <p>Questions Posed to MEAC:</p> <ul style="list-style-type: none"> • Is there a way the math, science, and ELA learning standards could be presented or formatted that would help center the needs of multilingual learners more naturally? • What kinds of training/learning/support documents/etc. would help all educators better meet the needs of multilingual learners? • What other thoughts or questions do you have about this project? 	<ul style="list-style-type: none"> • Cross-content unit planning so teachers can use standards for different content. <p>Instruction</p> <ul style="list-style-type: none"> • Give examples of how to unpack the standards. So, teachers can create strong-tier instruction. • Give training so teachers can see how they can align with WIDA standards <p>Providing support</p> <ul style="list-style-type: none"> • Align the SLA standards with ELA standards. Dual language is currently using SLA standards. • Have a resource section on the website with examples of how to use the standards in the classroom. • Publish all standards in small handbooks. <p>Engaging</p> <ul style="list-style-type: none"> • Need to examine the role of literacy in assessments. • How can the district roll out the standards in a way that reaches everyone? How are we communicating with families? 	
--	--	---	--

<p>Synthesize Ideas for action Steps in Areas All members</p>	<p>Promoting Asset Based Mindset</p> <p>Improving Instruction</p> <ul style="list-style-type: none"> • Sub-Goal: Create and implement asset-based action plans that ensure inclusionary practices for all Multilingual Learners. • Sub-Goal: Develop systems support to increase high school graduation rates of multilingual students who are EIs and former EIs. • Sub-Goal: Provide explicit, culturally, and linguistically appropriate rigorous instruction to all MLs according to their proficiency level needs. <p>Providing Supports</p> <ul style="list-style-type: none"> • Sub-Goal: Support and shift the ML service model. • Sub-Goal: Require all educational professionals to be trained to work with multilingual students. • Sub-Goal: Provide pedagogically coherent professional learning on evidence-based strategies that best support multilingual learners. <p>Engaging Students and Families</p> <ul style="list-style-type: none"> • Sub-Goal: Provide information regarding adult education and family literacy programs that can improve academic and language skills. 		
--	---	--	--

OSPI Updates

Kristin Percy Calaff

New WIDA Spanish Language Development Standards (Marco DALE)

- Released Fall 2023
- Aligned with WIDA ELD Standards Framework
- Includes three modalities:
 - Interpretive
 - Expressive
 - Interpersonal
- Provides sample language features specific to Spanish

Dual Language Expansion OSPI Proposed Legislation for 2023-25

Needs

Proposal to convene a PESB workgroup to consider:

- Aligning the ELL and Bilingual endorsement standards to allow more institutes of higher education to offer both endorsements.
- Adjusting language proficiency requirements for the Bilingual endorsement and expanding testing options.
- Changing the name of the ELL endorsement from English Language Learner to Multilingual Learner to align with the current asset-based language.

Current ELL/Bilingual Endorsed Teachers

- 23 Institutes of Higher Education (IHE) approved to offer the ELL endorsement,

	<p>11 IHEs approved to offer the Bilingual Endorsement</p> <ul style="list-style-type: none"> • There is currently no requirement to hold an ELL or Bilingual Endorsement to be a dual language teacher. • We need approximately 250-300 new dual language teachers each year to keep up with the current rate of dual language expansion. <p>Bilingual Endorsement Testing Requirements</p> <ul style="list-style-type: none"> • Candidates must pass both tests at the Advanced-Mid level for the Bilingual endorsement or at the Advanced-Low level for the World Language endorsement. • Current level prevents many well-qualified candidates, including heritage speakers, from earning a Bilingual endorsement. <p>Ilene would love to present her learning to the committee. Potentially at the last meeting in May.</p> <p>MEAC May meeting will be held via zoom.</p>		
Meeting Adjourn	The meeting adjourned at 11:59 am		