Multilingual Education Information Session

December 5, 2024

In the chat: Share your plans for the holidays.

Please rename yourself with your full name and district/organization.

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 Coast Salish, Puyallup, and Chelan Tribes and honor with gratitude the land itself and these tribes.

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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.
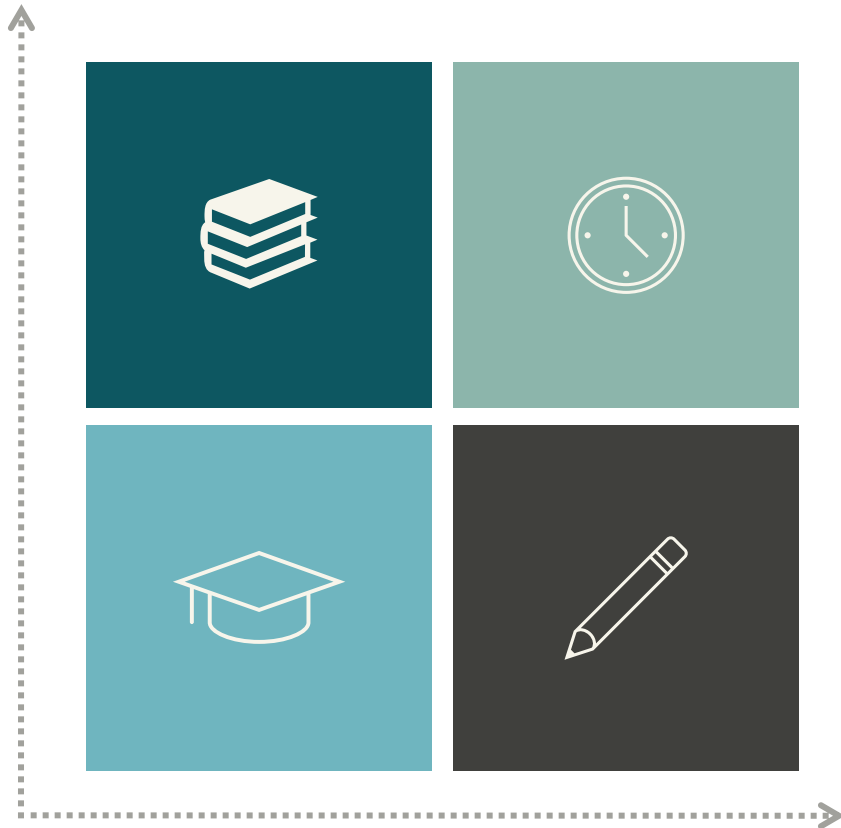
Values

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

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Agenda

- **Co-Planning & Co-Teaching**
- **WIDA Updates**
- **Grant Updates**
- **Professional Learning**

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Multilingual Learner Statewide Strategic Plan

Core Principles:

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

Download the Plan

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Multilingual Education Program

Multilingual Learner Statewide Strategic Plan

Supporting the Success Of All Multilingual Learners In Washington State
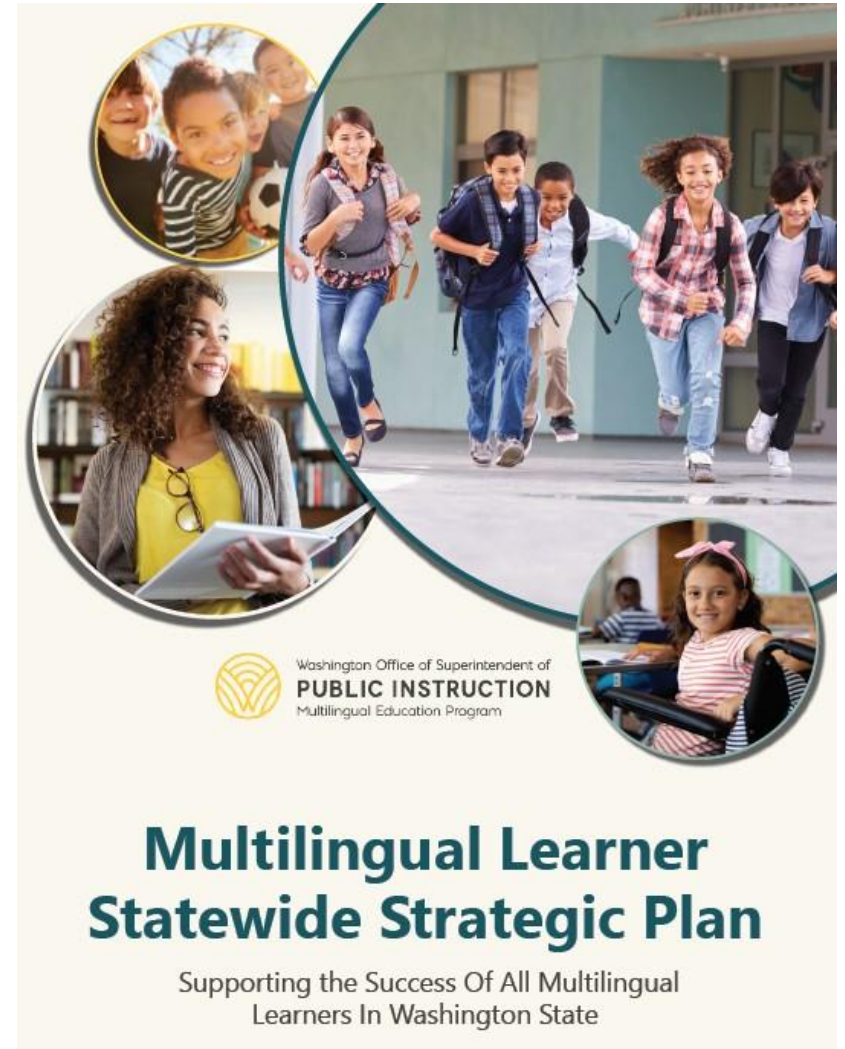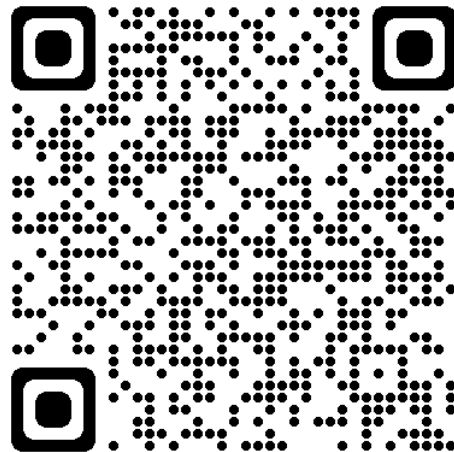
Co-Planning & Co-Teaching

Benefits of Co-Planning & Co-Teaching

- Share effective practices and strategies
- Create high-quality instruction for multilingual learners
- Impact student learning through collective teacher efficacy
- Plan for the integration of content, language & literacy
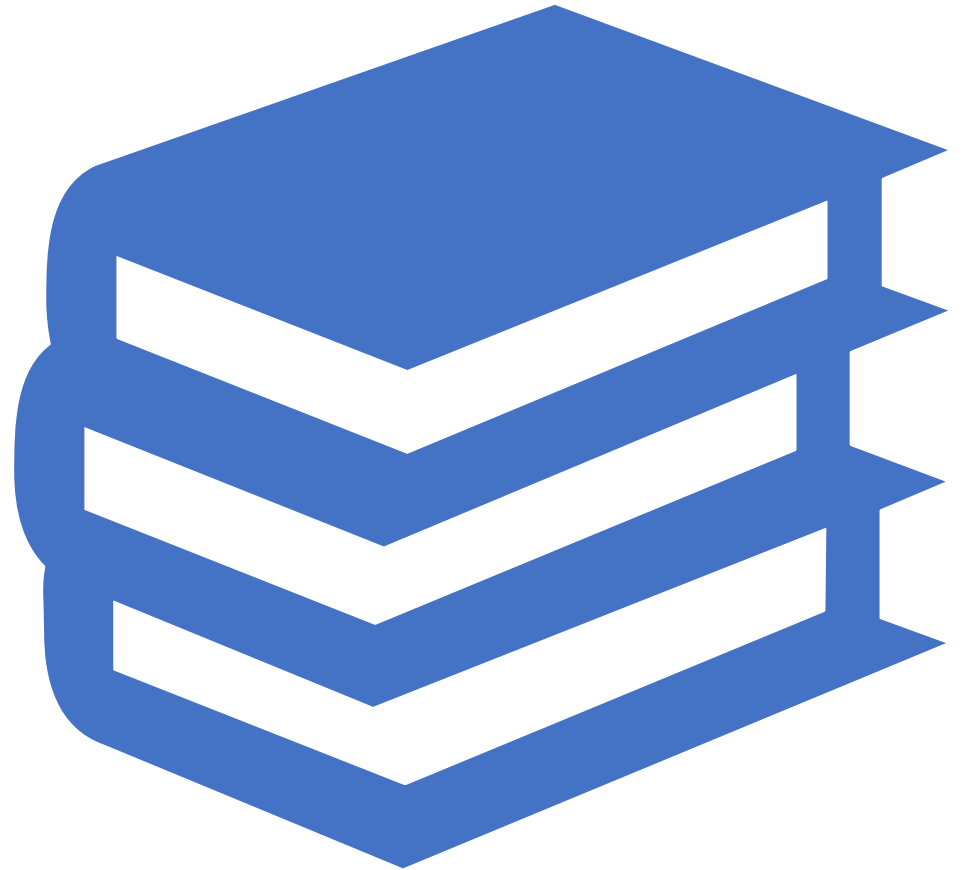
Shift to 21st Century Teaching

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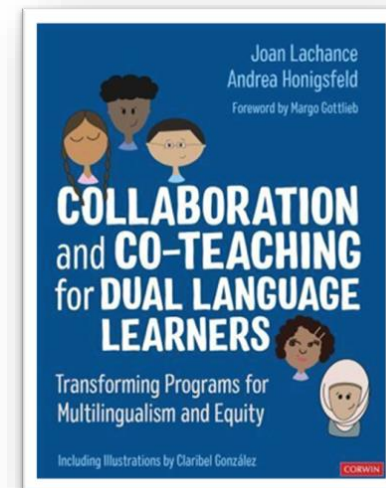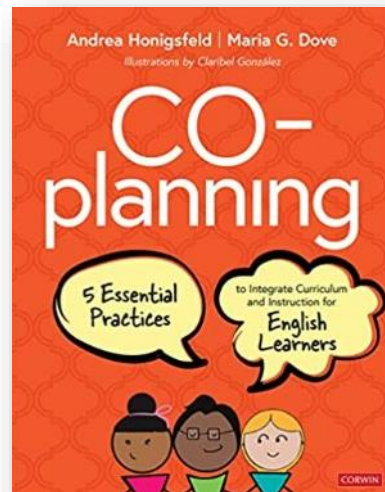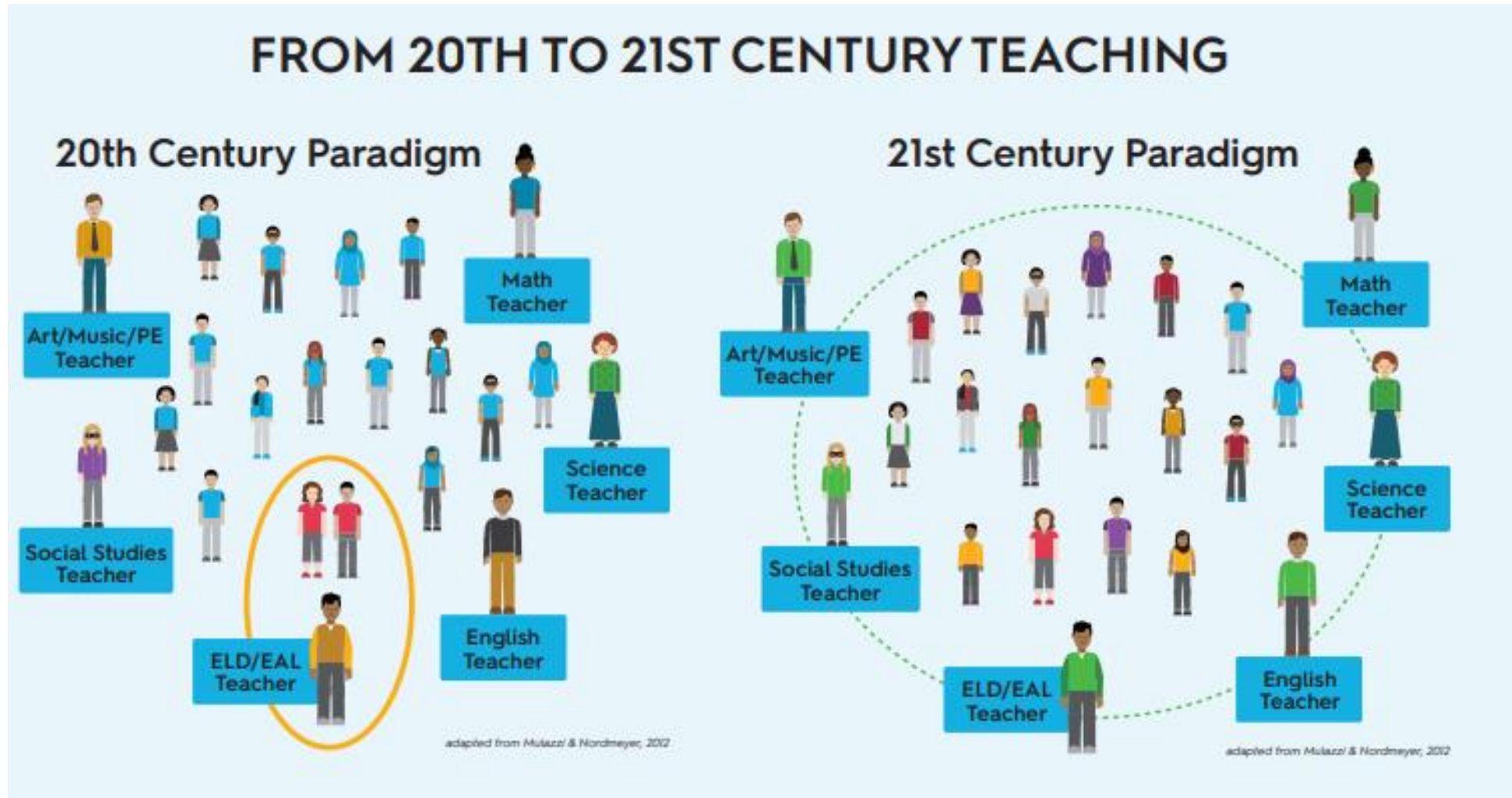
Newport High School Co-Teaching

English Co-Teaching at Newport High School

Molly Parker, Amy Ries & Karen Boschker

December 5th, 2024

Co-Teaching BSD: The Early Years (2010-2018)

Development of Sped Co-Teaching

- 2010-2015 University of Washington partners with BSD in their program to promote co-teaching
- 2014- Molly Parker pilots Sped co-teaching with English Department.
- 2015- Every Student Succeeds Act: highlights co-teaching as a recommended inclusionary strategy.
- 2015-2018 All English grades have a Sped co-taught

Co-Teaching Wave 2 (2018-2024)

Development of MLL Co-Teaching

- 2018 - Senior English co-taught with David Lasby and Courtney Mack
- 2019 – (Junior) American Literature and Composition with David Lasby
- 2021 – 9th grade English co-taught and co-planning with 9th grade team
- 2023 – 10th grade English and co-planning

Co-Teaching Best Practices

Teachers

HONESTY and **TRUST** are critical to success.

- Do we feel comfortable voicing concerns?

- Can we reflect together on a finished lesson and students?

- Shared **values** and **beliefs** among co-teachers is a must.
  - Inclusion, Opportunity, Access and UDL
  - Initial focus should be building relationships.

- **Relationship** Building / Getting to Know Partner
  - What are my partner's strengths?
  - What are our shared goals?
  - Time Availability: when is a good time to regularly meet?

Administrators

HONESTY and **TRUST** are critical to success.

- Do teachers feel comfortable voicing concerns to admin?

- Do admin feel comfortable giving constructive feedback to teachers?

- Master Schedule coordination: dedicated co-planning time

- Release Days, PLC time

- Multi-disciplinary Collaboration: Teachers, Sped Teacher, MLL Facilitator – Working as a team – better together
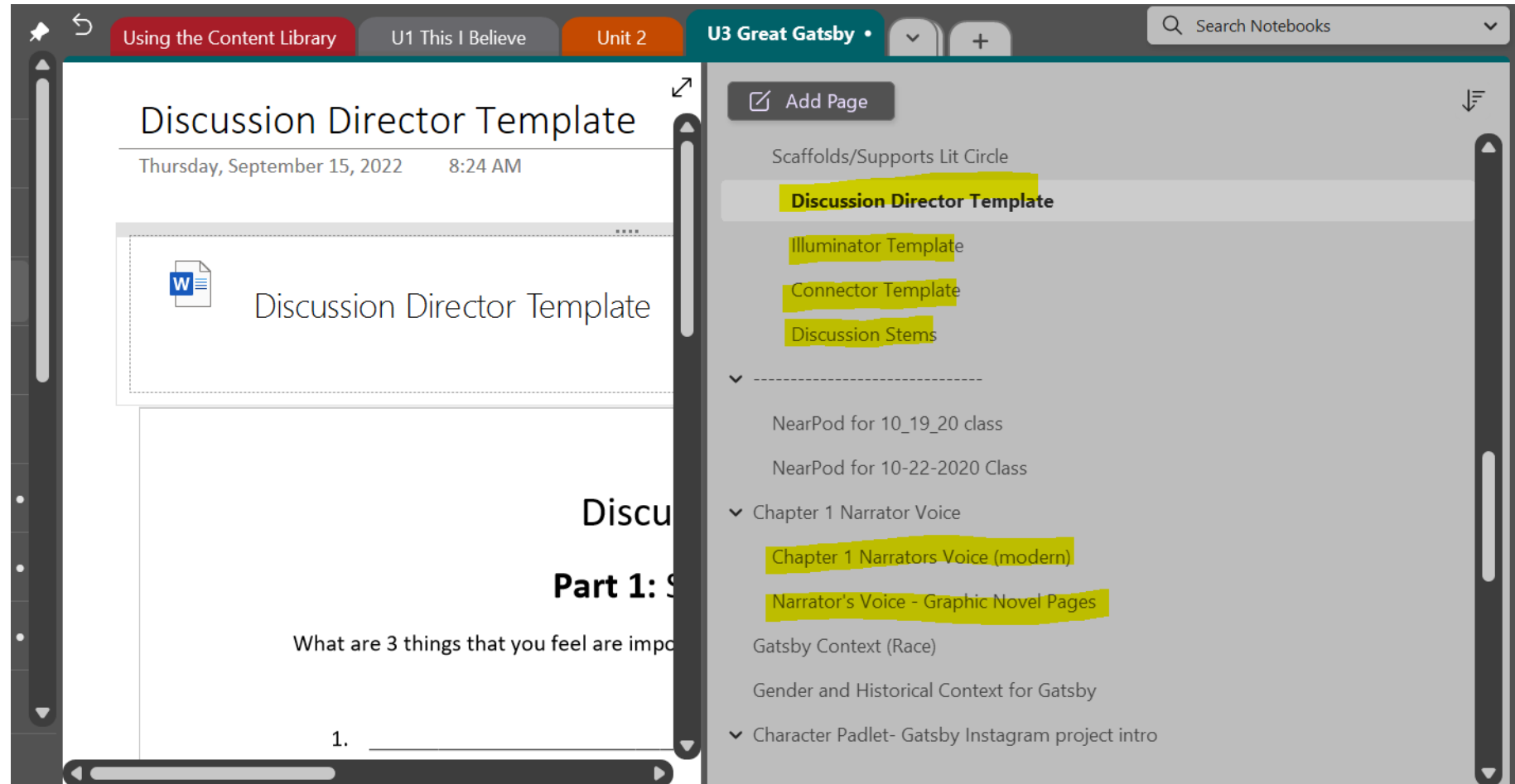
Co-Planning with OneNote
Resources, Support and Planning

OneNote – **Sharing resources** across all grade level English classrooms.

Sped/MLL Teachers work to provide Universal Supports for all students, providing ALL students **choice.**

Developing supports and scaffolds in the curriculum that could be used in **future years**.

Possible Challenges to Co-Teaching Status

A work in progress:

- Optimal student ratios and class sizes.
- Maintaining institutional knowledge.
- Determining if, and when, sheltered classes are needed.
- Influx of newcomers throughout the year.
- Working with union on contract language on workload compensation.

Questions?

- Amy Ries, riesa@bsd405.org
- Molly Parker, parkerm@bsd405.org
- Karen Boschker, boshkerk@bsd.405.org

MLL and SPED Team of Newport High School, BSD

Remember: If you get a chance to co-plan a lesson or unit or co-teach a lesson with another teacher that is a win!
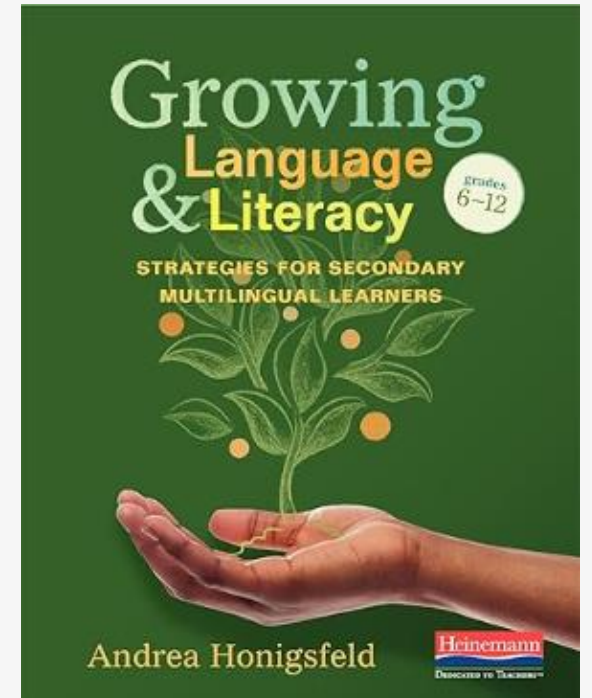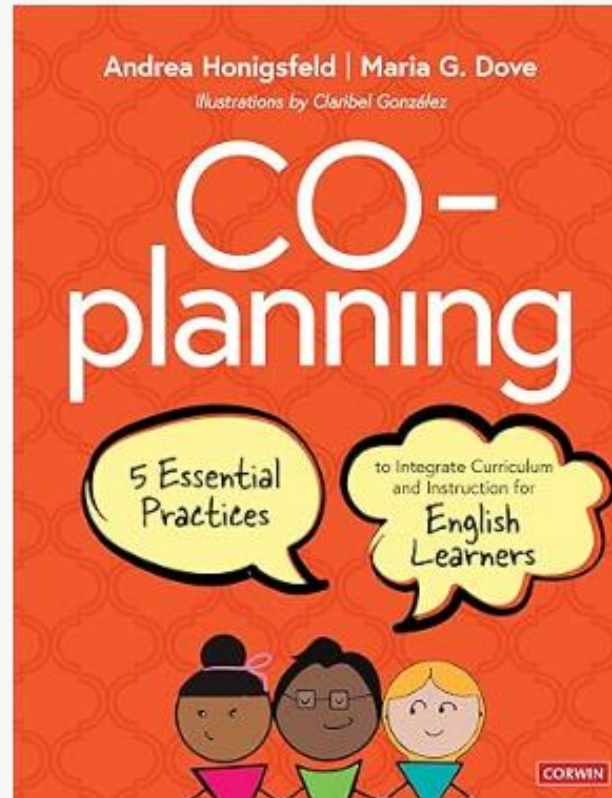
Quincy's WIDA Journey – Co-Planning with WIDA ELD Standards Framework

Quincy Video Presentation

[Video Link](#)

Quincy School District

North Central Washington

Demographics

1,400 Multilingual Students (43% of student body)

- 5 Elementary Schools
- 1 Middle School
- 1 High School
- 1 Alternative Learning Environment

WIDA Rollout Plan

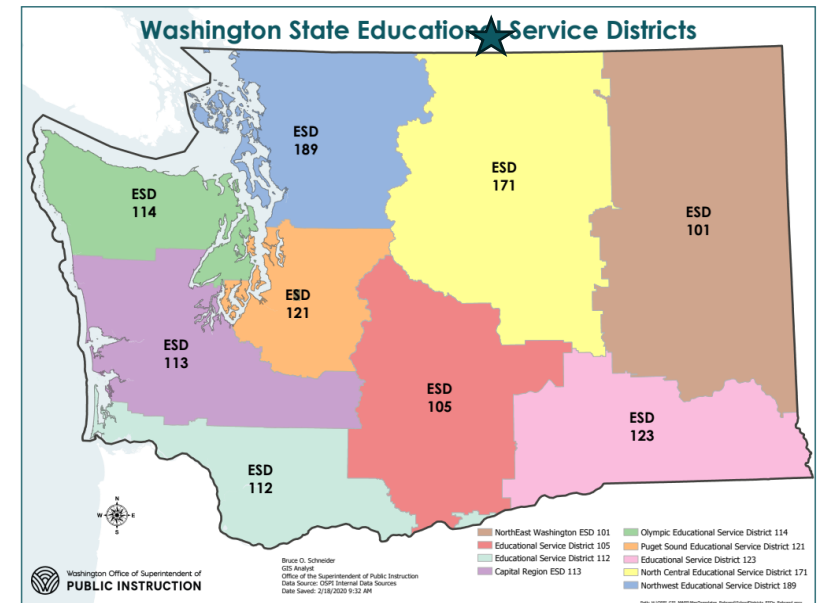|	
Building a Foundation	• **Become familiar with the components** of the WIDA ELD Standards Framework and how they work in conjunction with content-driven language instruction. • Collaborate **to determine action steps** for how the WIDA ELD Standards Framework can be implemented at the district/school level.
Initial Implementation	• Provide professional learning for all staff on how to use the WIDA ELD Standards Framework to identify **Key Language** Uses and plan **Language Expectations** for content-based instruction. • Collaborate among language specialists and content teachers to utilize the WIDA ELD Standards Framework to support multilingual learners' academic **oral language development.**
Full Implementation	• Provide professional learning for all staff on how to use the WIDA ELD Standards Framework to plan Language **Expectations, Functions, and Features** for content-based instruction. • Collaborate among language specialists and content teachers to use **Proficiency Level Descriptors** and **WIDA ACCESS** assessments to monitor student progress and individualize instruction. • Utilize the WIDA ELD Standards Framework in all classrooms that include multilingual learners.

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Professional Development

Administrators
- Evaluate disaggregated data (language, content, etc.)

Administrators
- Foundations of the WIDA Standards Framework
- (Key Language Uses & Language Expectations)

Schoolwide
- Integrating SIP Goals with Key Language Uses and Language Expectations

Early Implementers
- Planning for language development and content instruction with WIDA Standards Framework

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Collaboration: Co-planning with the WIDA Framework

FROM 20TH TO 21ST CENTURY TEACHING

20th Century Paradigm

Art/Music/PE Teacher

Math Teacher

Social Studies Teacher

Science Teacher

ELD/EAL Teacher

English Teacher

adapted from Mulazzi & Nordmeyer, 2012

21st Century Paradigm

Art/Music/PE Teacher

Math Teacher

Social Studies Teacher

Science Teacher

ELD/EAL Teacher

English Teacher

adapted from Mulazzi & Nordmeyer, 2012
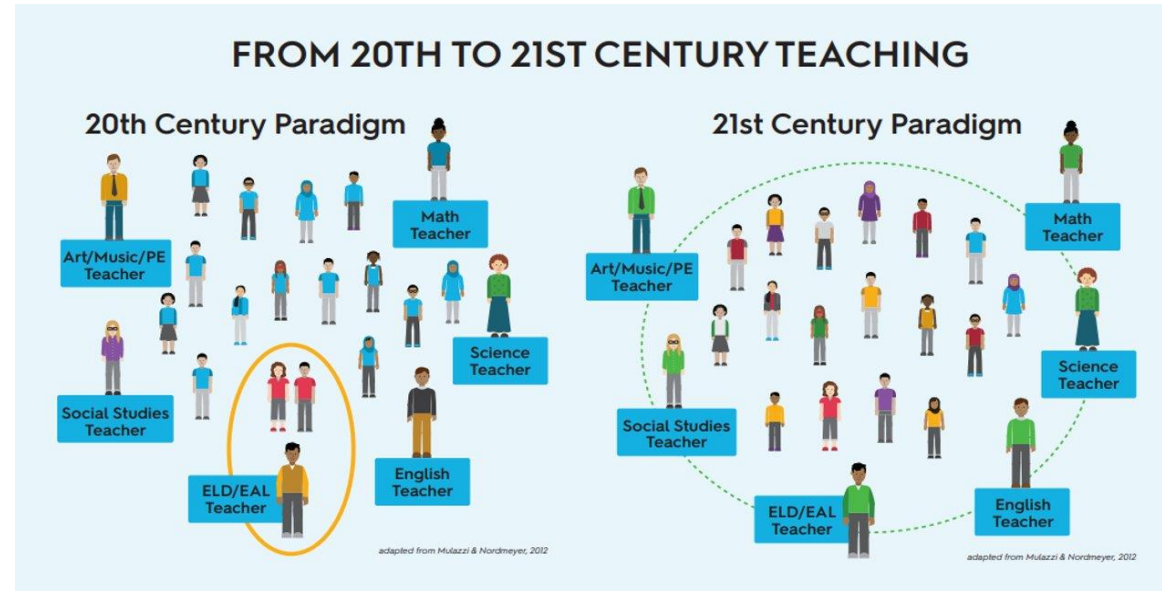
Teaching & Learning Department

- All K-12 Instructional Coaches
  - 5 Elementary Instructional Coaches
  - 1 Elementary Math Coach
  - 1 Middle School ELA Coach
  - 1 Secondary Math Coach

- Director of Teaching and Learning

Multilingual Services Department

- All K-12 ML Specialists
  - 5 Elementary ML Specialists
  - 2 Middle School Specialists
  - 2 High School Specialists

- Director of Multilingual Services

Co-Planning with the WIDA Framework

Co-planned Content & Language Units

2022-2023

- 2nd, 4th, and 5th (math), 10th Grade Algebra 1, 9th & 10th Grade Co-Teach ELA Unit

2023-2024

- All K-5 math, Kindergarten ELA, 7th Grade ELA, 7th Grade Social Studies, Secondary Math

2024-2025

- All K-5 ELA
- One co-planning team at each elementary
- 6th – 8th math
- Secondary Math
- Learning Labs with math teams – Learning Cycle from UW

FROM 20TH TO 21ST CENTURY TEACHING

20th Century Paradigm
21st Century Paradigm

adapted from Mulazzi & Nordmeyer, 2012
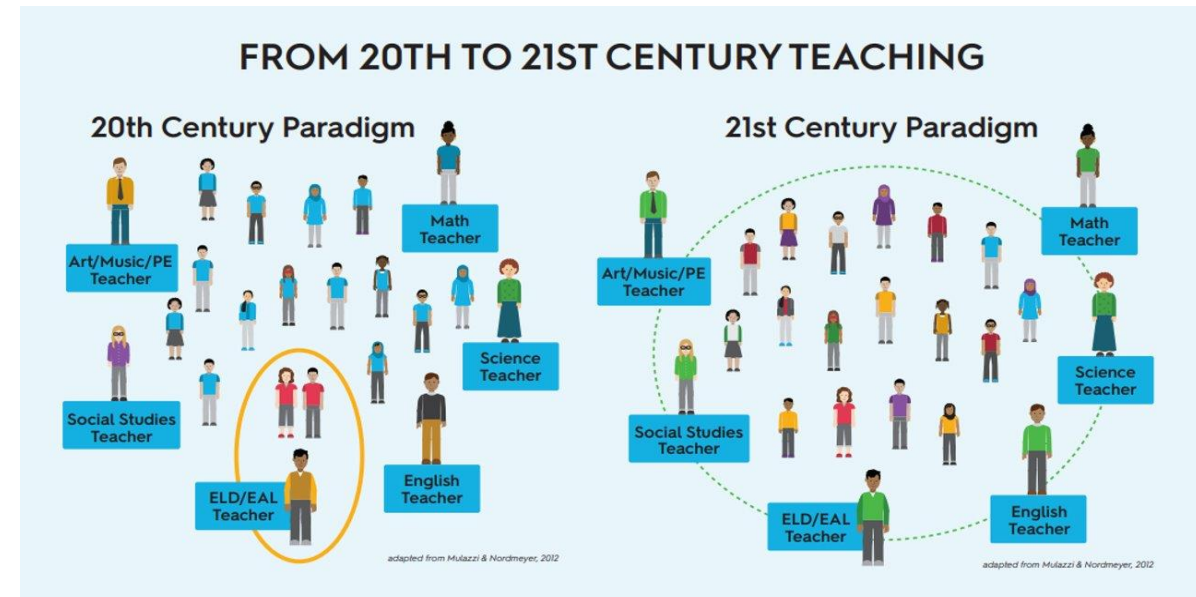
QSD "Big 5"

Quincy School District Big 5 Lesson Planning Template

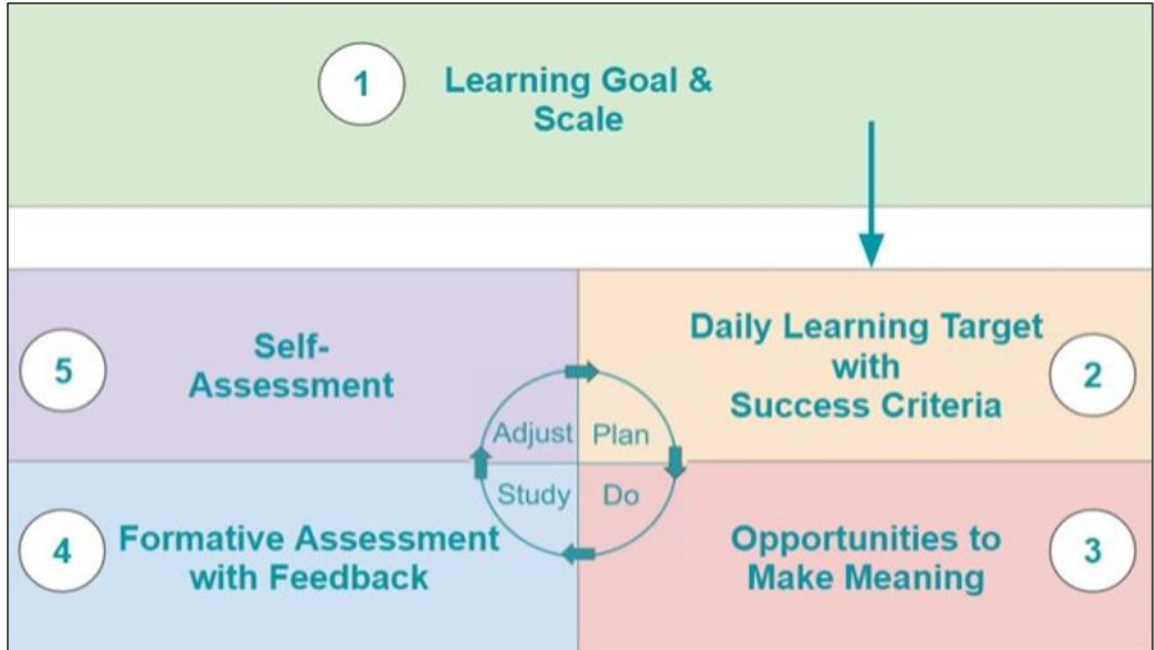| Learning Goal & Scale	Unit Scale Name (Theme, etc.):
Long-term Goal embedded within the Level 3 of a posted **Scale** for the Unit of Instruction	
Big 5 Lesson Elements	
Daily Learning Target with Success Criteria Daily Learning **Target** posted and referred to throughout the lesson with clear criteria for students to assess their daily learning	**Daily Learning Target** (Based on the results from the formative):
	Success Criteria (Specific, concrete, and measurable criteria students can use to know what success looks like when the learning target is reached):
Opportunities to Make Meaning Students engaged in rigorous levels of thinking to make **meaning** of the targeted learning, talking more than teachers	**Guiding Questions/Prompts** (ex. "What is the central message of the story?")
	Sentence Frames for Student Discourse with Key Vocabulary (ex. "The central message of the story is _____.")
	Activities for Students to Make Meaning (Instructional Strategies, Resources, etc.)
Formative Assessment with Feedback Checks of learning (using success criteria) that allow timely, actionable, and specific **feedback** for teacher and students to adjust and practice	**Formative Assessment** (ex. questions, clickers, white boards, exit tickets, observation of verbal/non-verbal responses)
	Feedback (What misconceptions do you anticipate students will make? What kind of feedback would you give?)
Student Self-Assessment Students **self-assess** comparing their work with the success criteria to determine next steps in learning and track their own progress on the scale	**Student Self-Assessment** (How will student reflect on their daily progress using the Learning Target with Success Criteria? How will students chart and monitor their progress on the scale?)

Beginning-of-Unit Resource Bank

What assets, interests, and experiences will we elicit at the beginning of the unit to support the bridging of content to students' identities?

Assets	Sample questions for teachers to consider	Sample questions for students to consider (Scaffold questions as needed)
Linguistic	How are students being asked to use language? What are the language goals? Where are the opportunities to leverage translanguaging in the unit?	In what languages have you spoken and written on this topic? In what languages have you read or heard about this topic? (Literature, podcasts, audiobooks, etc.) What connections (songs, movies, media or books) do you have with this topic?
Experiential	How does this relate to previous units? What technology do they already use? Enjoy using? Where are the opportunities to bridge students' experiences to the content of this unit?	What experiences do you have related to this topic? What connections does your family have to the topic? How have you learned about this topic? (Through texts, personal encounters, media, etc.) Where have you heard about this (unit topic) before? What do you remember?
Cultural	What are some cultural or historical connections? Where are the opportunities to bridge students' cultures and identities to the content of this unit? Who in my students' current communities can provide my class with more opportunities to learn the content of this unit from multiple perspectives?	What are some of your home/community experiences related this this topic? How does this topic relate to something in your community (family and friends)? How does the topic impact your community (family and friends)? How does your community (family and friends) impact this topic?
Social/ Emotional	What questions do the students have on the topic? How do students feel about the topic? How does this topic impact the local community? Where are the opportunities to bridge students' interests to the content of this unit?	Why should we care about (an issue related to the unit topic)? What questions do you have about (an issue related to the unit topic)? How does (an issue related to the unit topic) make you feel? What other perspectives related to this unit do you find valuable?

WIDA

Student Growth Goal Rubrics

These revised rubrics will be required for use and replace the existing rubrics in the 2024-25 school year. The purpose of these Student Growth Goal rubrics is to promote instructional practice that is culturally responsive, socially, and emotionally literate, and inclusive of each and every student. It is advisable to view both the .1s and the .2s for each Criterion together from the beginning to see how the goal will set students on a trajectory of learning that results in growth. Generally, the "two points in time" that are required for the Student Growth process would occur **within a unit of study**. Between setting the goal (.1) and determining student growth (.2) is where the instructional frameworks can be useful in supporting effective instruction that moves student learning forward. Student Growth as part of the evaluation process is required per RCW 28A.405.100.

Critical Attributes of Student Growth
These descriptions are intended to provide more clarity for terms that appear in the rubric; however, the bullets in the descriptions are not intended to be a checklist of requirements for that attribute.

Knowledge of Students
Includes but is not limited to:

- Cultural identity, academic, and social/emotional assets
- Informed by a variety of data including anecdotal evidence
- Informed by students' and families' own voices and input

Essential Standard
- Part of the WA State Learning Standards or national standards for a teacher's content area(s) and grade level(s)
- A significant learning that yields the opportunity for students to draw on their cultures, identities, and backgrounds
- A significant learning that demands students' complex thinking
- May include, in addition to a content standard, other learning-supportive standards (e.g., CTE 21st Century Learning Skills, Habits of Mind, Standards for Mathematical Practice, etc.)

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Step 3: Identify Language Expectations and Functions needed to demonstrate content mastery

ELD Standard 1: Language for Social and Instructional Purposes

ELD Standard 2: Language for English Language Arts

Kindergarten ELA Unit 6: Home of the Free and the Brave		
Daily Learning Target with Success Criteria Daily Learning Target posted and referred to throughout the lesson with clear criteria for students to assess their daily learning **Language Expectations** articulate the language necessary for meeting academic content standards	**Daily Learning Target**	
	Look at daily lesson plans from curriculum	
	Success Criteria Specific, concrete, and measurable criteria students can use to know what success looks like when the target is reached:	
	Look at daily lesson plans from curriculum to create success criteria	
	ELD-SI.K-3.Inform Identified Social and Instructional Language Expectations	
	• Describe characteristics, patterns, or behavior	
	ELD-LA.K.Inform.Interpretive	**ELD-LA.K.Inform.Expressive**
	• Identifying main topic and key details	**Functions** • Describe details and facts

Step 4: Unpack Language Functions and Features to develop language goal and supports for unit

Using a student exemplar to prioritize language supports in the unit

STUDENT SAMPLE WORK
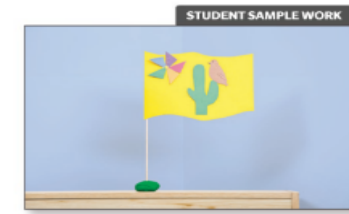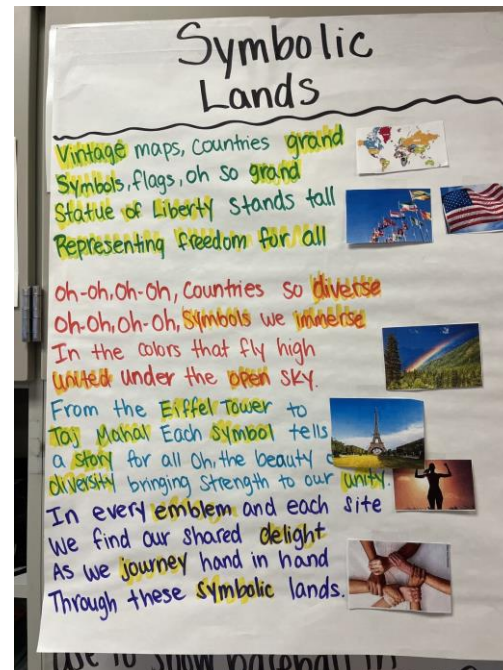
Sample from Into Reading Unit 6

Written Sentence: My **flag** has a green **cactus** because they are in **Arizona**.
My flag has a ___ because _____ (fact-based response)

Dictation: I added a **bird** because _____.
It is yellow **flag** because _____.
There is a **pinwheel** because ____.

(Early proficiency) Bird. Pinwheel. Yellow

ELD Language Expectation Expressive:
Describe details and facts through
- **Nouns** to label visuals (fruit, oranges)

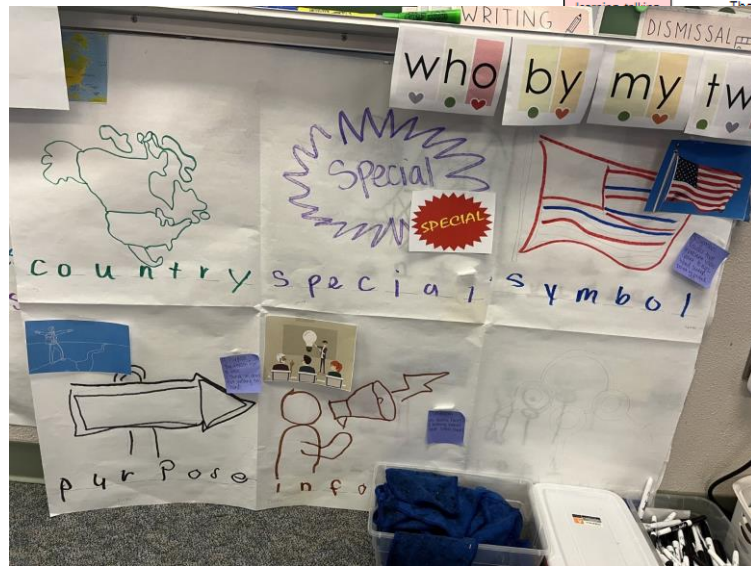**Activities for Students to Make Meaning**
Which strategies do you want to try to help students move toward their learning goal? What are the targets for rigor? What are the indicators of engagement?

- Class symbol list chart (Actual picture & Sketch with characteristic)

Picture & Sketch	Characteristic
Cactus picture & Sketch	Cactuses are in Arizona

- How-to Map (Graphic Organizer for Sequence in Weeks 1 & 2)
- Central Idea and Details (Graphic Organizer for Weeks 3 & 4)
  - Three Details Version
- Narrative Input Weeks 3 & 4 (MLK & Apple Pie for 4th of July)
- Chants (Informative Features – Main Idea and Details) & (Countries and Symbols)
- Picture Dictionary with signal vocabulary words
  - Sketches, word cards, and teacher created sentence
- Listen and Sketch – Independent L&S first, pair/share, create whole class L&S
- Whole Group Reading
  - DOK 3 or 4 question and use RACE (R and A) strategy to answer
    - Day 1: Question based off weekly focus
    - Day 2: Based off a question from Lesson 2

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Step 4: Unpack Language Functions and Features to develop language goal and supports for unit

Key Vocabulary with TPR

Vocabulary - Do in the sequence that makes sense for what students need:
- 3.Symbol – visuals that represent ideas (point to eyes, hand sweep, point to brain and up)
- 5.Inform – to teach facts (talk hands near chest, check)
- 6.Key Details – important parts of text: first, next, last (point to brain, pull apart, book, roller coaster)
- 4.Purpose – the reason for a task (shrug with arms out, writing on hand)
- 1.Country – land controlled by leader(s) (arms out wide, game controller, statue of liberty stance)
- 2.Special – unique: uncommon or different (rainbow jazz hands, big ol' smile)

Kindergarten ELA Unit 6: Home of the Free and the Brave

Guiding Questions/Prompts and Sentence Frames for Student Discourse

Opportunities to Make Meaning

Students engaged in rigorous levels of thinking to make meaning of the targeted complex textiles

Whole Group Reading (Comprehension)

Why is our country special?
Our country is special because _____.

What color from the text represents the United States? (For symbol chart)
_____ (color) represents the USA because _____.

What symbol from the text represents the United States? (For symbol chart)
_____ (symbol) represents the USA because _____.

Why did the author use the word _____?
The author used the word _____ because _____.

Why did the illustrator/photographer show/include____?
They used/included _____ because _____.

What is the main topic of the text?
The main topic of the text is _____.

What are the key details of the text?
___ key detail is _____.
___ther key detail is _____.
___al key detail is _____.

___t does the text mean when it says _____?
___ text means _____.

___t smells/sounds represent the United States?

Week 1 Learning Log Question
- Text side: What is one type (environmental) of place in our country?
- You side: What is one type (environmental) of place you have been to?

Week 2 Learning Log Question
- Text side: What is the same and different about baseball in Japan?
- You side: What is something interesting you learned about baseball?

Week 3 Learning Log Question
- Text side: What have you learned about MLK from the text?
- You side: What could you do if you see someone treated unfairly?

Week 4 Learning Log Question
- Text side: What is a symbol from the text and how does it represent the USA?
- You side: What do you celebrate? (4th of July or other celebrations)

Writing Block

Weeks 1 & 2 How-to Writing:
Write 3 steps and put them in order
1. First, _____.
2. Second, _____.
3. Third, _____.
*Week 1 make apple pie

Weeks 3 & 4 Informational Writing:
What is the central idea of our writing?
The central idea is _____.

What is a detail we can use to support our central idea?
One detail is _____.
Another detail is _____.

What is our purpose as authors?
Our purpose is to inform because _____.

Progress Monitoring: Use student samples to progress monitor language development

Use formative and summative student samples-

- Use **Proficiency Level Descriptors** (PLDs) to progress monitor language development

- Support student self-assessment & teacher self-reflection

Kindergarten ELA Unit 6: Home of the Free and the Brave

Formative Assessment

Ex. questions, white boards, exit tickets, observation of verbal/non-verbal responses

Weekly Learning Log Questions –WIDA Proficiency Level Descriptors (PLDs) to monitor language development at sentence level (produced orally)

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
	Extend or enhance meanings through…					
SENTENCE Grammatical Complexity	words, pictures, and phrases (cats and dogs)	words, pictures, phrases and chunks of language (cats meow and dogs bark)	sentence fragments (cats and dogs)	sentence fragments and emerging use of simple sentences (Dogs sleep, Dogs bark.)	simple sentences (Cats like to climb. Dogs like to run.)	sentences with emerging use of clauses (My cat sleeps all day. My dog runs all the time. They are my pets.)
Progress Monitoring: Record student initials for observable features						

Use this Proficiency Level Descriptor (PLD) Graphic Organizer to analyze and make notes about student work.

Analyzing Student Work with Dimensions of Language in the Proficiency Level Descriptors					
Start small: begin by just focusing on one row					
Dimensions of Language	**PLD Criteria**	**Sample Features: Look for…**	**What Can Students Currently Do?**	**Next Teaching and Learning Moves**	**Strategies to Support and Scaffold Learning**
Discourse Dimension	**Organization:** How does this student arrange texts that are increasingly coherent, logical, and clear?	Whole text organizational patterns, such as introduction, body, conclusion; claim, evidence, reasoning.			
	Cohesion: How does this student connect ideas throughout a text?	Cohesive devices such as demonstratives, repetition, pronoun synonyms, antonyms, connectors, ellipsis, substitution, omission.			
	Density: How does this student use language to elaborate or condense ideas?	Elaboration or condensing of ideas through adjectives, prepositional phrases, noun groups, classifiers, embedded clauses, nominalization.			
Sentence Dimension	**Grammatical complexity:** How does this student extend or enhance meaning through sentence construction?	Simple, compound, complex sentences; dependent and independent clauses; coordinating and subordinating conjunctions.			
Word/ Phrase Dimension	**Precision:** How does this student use everyday, cross-disciplinary, and technical language to convey precise meanings?	A variety of words and phrases, such as adverbials of time, manner, and place; verb types; abstract nouns; collocations; idiomatic expressions, shades of meaning; and every day, cross-disciplinary, and technical language.			

WIDA English Language Development Standards Framework Implementation Guide | wida.wisc.edu/2020standards   20

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WIDA Implementation Guide

QUINCY SCHOOL DISTRICT

What opportunities for collaboration are there in your district?

Who?	What? (content/subject)	When?

Danielle Fortner, K-12 ELD Specialist
Quincy School District
dfortner@qsd.wednet.edu

WIDA Updates

Pre-ID for WIDA ACCESS

- Update CEDARS with current student information to ensure correct materials are ordered for WIDA ACCESS by December 11.
- For students taking the WIDA Alt ACCESS, identify those students in WAMS.

WIDA Alt ACCESS Educator Participation

- Exit criteria is being established for 24-25 SY.
- OSPI currently recruiting interested educators to be part of the process scheduled for January/February 2025.
- Please share the Educator Application with interested educators
  - [Educator Application for WIDA Alternate ACCESS Exit Criteria Panel](#)

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ELP Assessment Resources

- ELP Assessments
  - WIDA Assessment Guidance
  - District Contact List
  - ELP Assessment Updates
- Screener Page
  - Screener Training
  - Eligibility Criteria
  - K and TK Screening Policy
  - Quick Start Guide
  - Screener FAQs

Zoom at Noon
- Mondays at noon
- Zoom link

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Student Data Clean-up

Possible Eligible Not Reported: Clean-Up

8,253 students are on the PENR statewide!

- Ensure All Students are Properly Reported

- Ensure All Eligible Students are Served

- CEDARS data is used to create the Pre-ID file for WIDA ACCESS – December 11

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How to Run the PENR Report

1. Login to EDS: Limited English Proficiency (LEP) Application

2. Go to:
   - Reports
   - Data Cleanup
   - Possible Eligible Not Reported

3. Select Year and District

4. Run Report

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Getting the Data Cleaned Up!

After Running the Report:

- Save to Excel
- Review PENR by Group
  - Focus on Group 1
- Review CEDARS Errors File (from district data manager)
- Refer to CEDARS Manual, pages 113-122
- Refer to CEDARS Reporting Guidance, pages 113-117, for additional guidance.
- Run your Student Information System (SIS) update to CEDARS

Data Clean-Up Tips

- Look for reporting errors – refer to CEDARS Manual and Reporting Guidance

- Make sure your SIS has updated to CEDARS – this is controlled locally

- Accuracy, Not Perfection – there will be instances when you cannot remove a student from the PENR. It is important to know WHY the student is on the PENR.

- Current CEDARS Errors:
    - Students Exited with WIDA ACCESS

- Contact your program supervisor for assistance.

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Grant Updates

Multilingual Grant Updates

2024-2025 Grants are past due! Please initiate, complete and submit ASAP!

- FP 219 -TBIP
- FP 232 -Title III in ESEA CGA
- FP 231-Title III Consortium

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Dual, Heritage, and Tribal Language Grants

2024-25 Grants were due by October 18 and are currently being reviewed and approved.

- FP 748 – Tribal Language Grant
- FP 978 – Dual Language Grant
- FP 979 – Heritage Language Grant

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Support Opportunities

EGMS Office Hours:

Tuesdays 10:00 – 11:00 am
https://us02web.zoom.us/j/88033044818

Thursdays 1:00 – 2:00 pm
https://us02web.zoom.us/j/82230019925

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Professional Learning Opportunities

WIDA Self-Paced Courses pdEnroller Links

2024-2025 Offerings

The WIDA Standards Framework: A Collaborative Approach

Engaging Multilingual Learners in Science: Making Sense of Phenomena

Developing Language for Learning in Mathematics

Teaching Multilingual Learners Social Studies through Multiple Perspectives (Updated!)

Making Language Visible in the Classroom

Reframing Education for Long-term English Learners

Exploring the WIDA PreK-3 Essential Actions

Newcomers: Promoting Success through Strengthening Practice

2024-2025 Offerings

Let's Play! Multilingual Children's Joyful Learning in PreK-3

Reading Comprehension Across Content Areas with Multilingual Learners

Desarrollando el Español: las expectativas del lenguaje (Developing Spanish: Language Expectations)

WIDA Español: Evaluaciones del desarrollo del lenguaje a nivel de salón (New for Spring!) (Classroom Assessment for Language Development)

Access to 2024-2025 offerings began on Sept. 1, 2024.

WIDA Self-Paced Course Highlight: **Newcomers – Promoting Success Through Strengthening Practice**

Multilingual newcomers are the fastest growing demographic in U.S. school systems. Building relationships and ensuring that schools create and maintain welcoming communities is essential for multilingual newcomers' success. During this self-paced workshop, educators will be offered opportunities to challenge personal and systemic biases, create an atmosphere and system of shared responsibility, and incorporate and build on the rich resources that multilingual newcomers bring.

This course contains 3 strands:

- **Strand 1: Collaborative School Systems**
  Ideas about collaborating with your colleagues
  across roles in your school setting

- **Strand 2: School Community Considerations**
  Considerations for students' lives inside and outside
  of the classroom, including extra-curricular involvement,
  families, and the larger community

- **Strand 3: Administrators as Change-Makers**
  Establishing school culture through shared responsibility

MULTILINGUAL NEWCOMERS

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Clock Hours: 2   *pdEnroller link*

Save the Date...
2025 WIDA Annual Conference is Coming to Seattle!

Key Dates

Call for proposals: Nov. 18, 2024 – Jan. 21, 2025

Call for reviewers: Nov. 18, 2024 – Jan. 21, 2025

Proposal acceptance notifications: Starting March 14, 2025

Registration: Opens Spring of 2025

Join the WIDA Annual Conference email list to stay up-to-date on the WIDA Annual Conference.

WIDA Annual Conference Website

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Dual Language School Visits

Join us for free Dual Language School visits! Hosting districts will provide light refreshments and lunch. DL grant funds can be used to cover travel costs for districts that have a grant. Limited spots available.

Here are the dates and locations of visits planned for this year:

- **January 23 – Seattle School District** **--> Click here to complete the survey**
- February 27 – Evergreen School District
- March 14 – Walla Walla School District
- April 24 – Mount Vernon School District
- May 1 – Bellevue School District
- May 22 – Highline School District

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New for 2024/25
Statewide **ML Directors'** Network

Audience: District Multilingual/Federal Program Directors

Purpose: Monthly virtual meetings with OSPI ML staff for guidance and support for the implementation of the **Multilingual Learner Statewide Strategic Plan**.

Dates:

September 19	December 19	March 20
October 24	January 16	April 17
November 21	February 20	May 15

Time: 9:00 - 10:30 am

pdEnroller link

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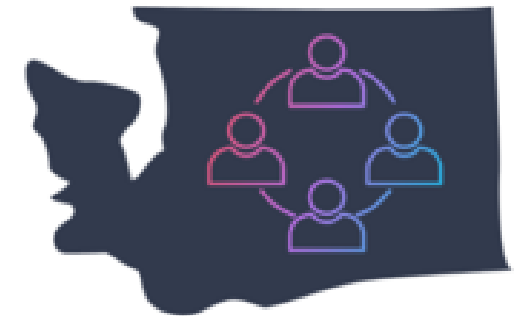
New for 2024/25
Statewide **ML Teachers'** Network

Audience: K-12 Teachers

Purpose: Monthly virtual meetings with OSPI ML staff to share best practices for WIDA ELD Standards implementation and effective instructional strategies for MLs.

Dates:

September 19	December 19	March 20, 2025
October 24	January 16	April 17, 2025
November 21	February 20	May 15, 2025

Time: 3:30 - 4:30 pm

pdEnroller link

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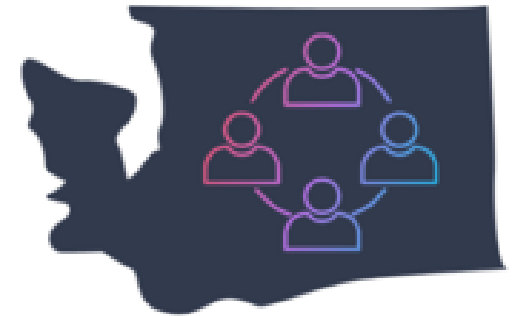
Dual & Heritage Language Professional Learning

DL Leaders' Elementary PLC pdEnroller Link
Time: 12:00-1:00
Dates: October 1, November 5, December 3, <mark>January 7</mark>, February 4, March 4, April 1, May 6

DL Leaders' Secondary PLC pdEnroller Link
Time: 12:00-1:00
Dates: October 8, November 12, <mark>December 10</mark>, January 14, February 11, March 11, April 8, May 13

DL Drop-in Office Hours | Zoom Link
Time: 12:00-1:00
Dates: October 15, 22, 29, November 19, 26, <mark>December 17</mark>, January 21, 28, February 18, 25, March 18, 25, April 15, 22, 29, May 20, 27, June 3, 10

DL Spanish Teacher Leader Cohort: pdEnroller Link
Time: 3:30-4:30
Dates: October 15, November 19, <mark>December 17</mark>, January 21, February 18, March 18, April 15, May 20

2024-25 Information Sessions

1ˢᵗ Thursdays, 9:00am & 3:00pm

- Sept. 5 – Multilingual Perspectives
- Oct. 3 – Supportive Mainstream Programs
- Nov. 7 – AI/AN Language & Literacy Services
- Dec. 5 – Co-Planning & Co-Teaching
- Jan. 9 – Progress Monitoring

- Feb. 6 – ML Family Engagement
- Mar. 6 – ML Staffing & Scheduling
- Apr. 3 – Program Evaluation
- May 1 – TBIP & Title III Grants
- June 5 – Using Data for Improvement

Sign up here on pdEnroller.

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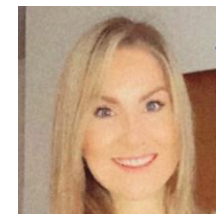
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Check-in Time

Please feel free to join a Breakout Room:

- Co-Planning & Co-Teaching (Katie, Elizabeth & Guest)

- All Things Grant Related (Shannon & Dr. Kad)

- WIDA Updates (Virginia)

- Dual Language & PD (Kristin, Teresa & Patricia)

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