

Multilingual Education Information Session

January 9, 2025

In the chat: What are you looking forward to in 2025?

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.



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.

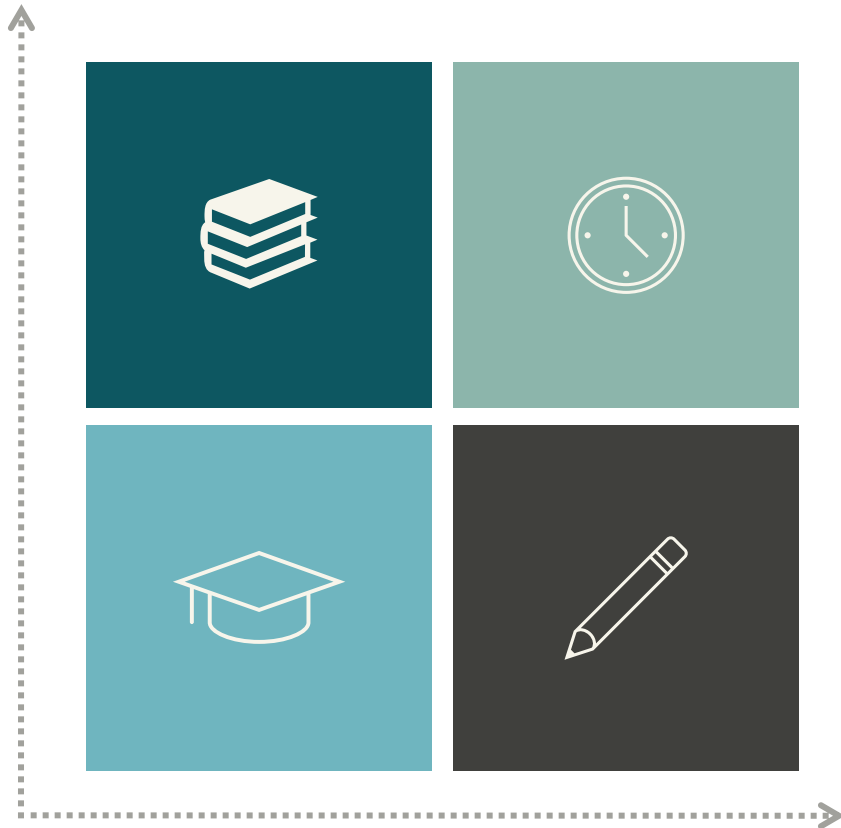
Values

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



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Agenda



**Progress Monitoring for
Multilingual Learners**

WIDA Updates

Grant Updates

Professional Learning

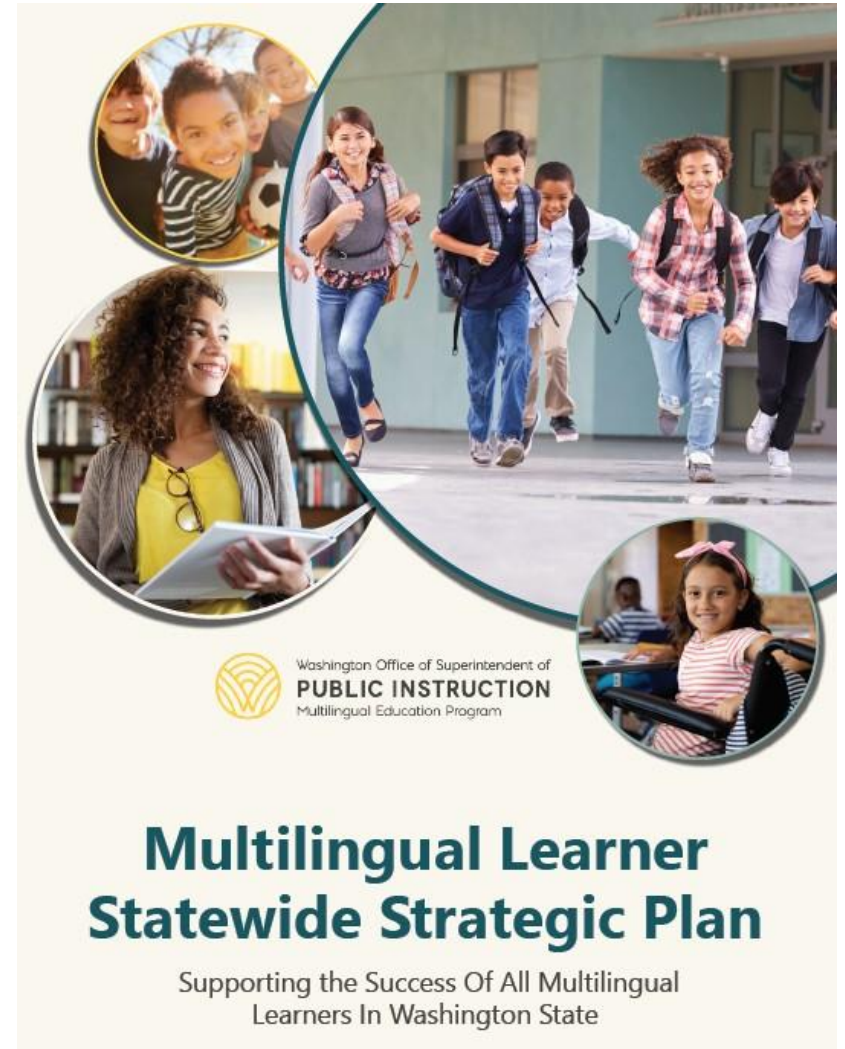
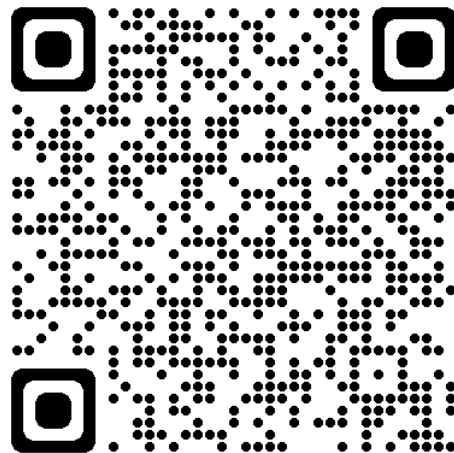


Multilingual Learner Statewide Strategic Plan

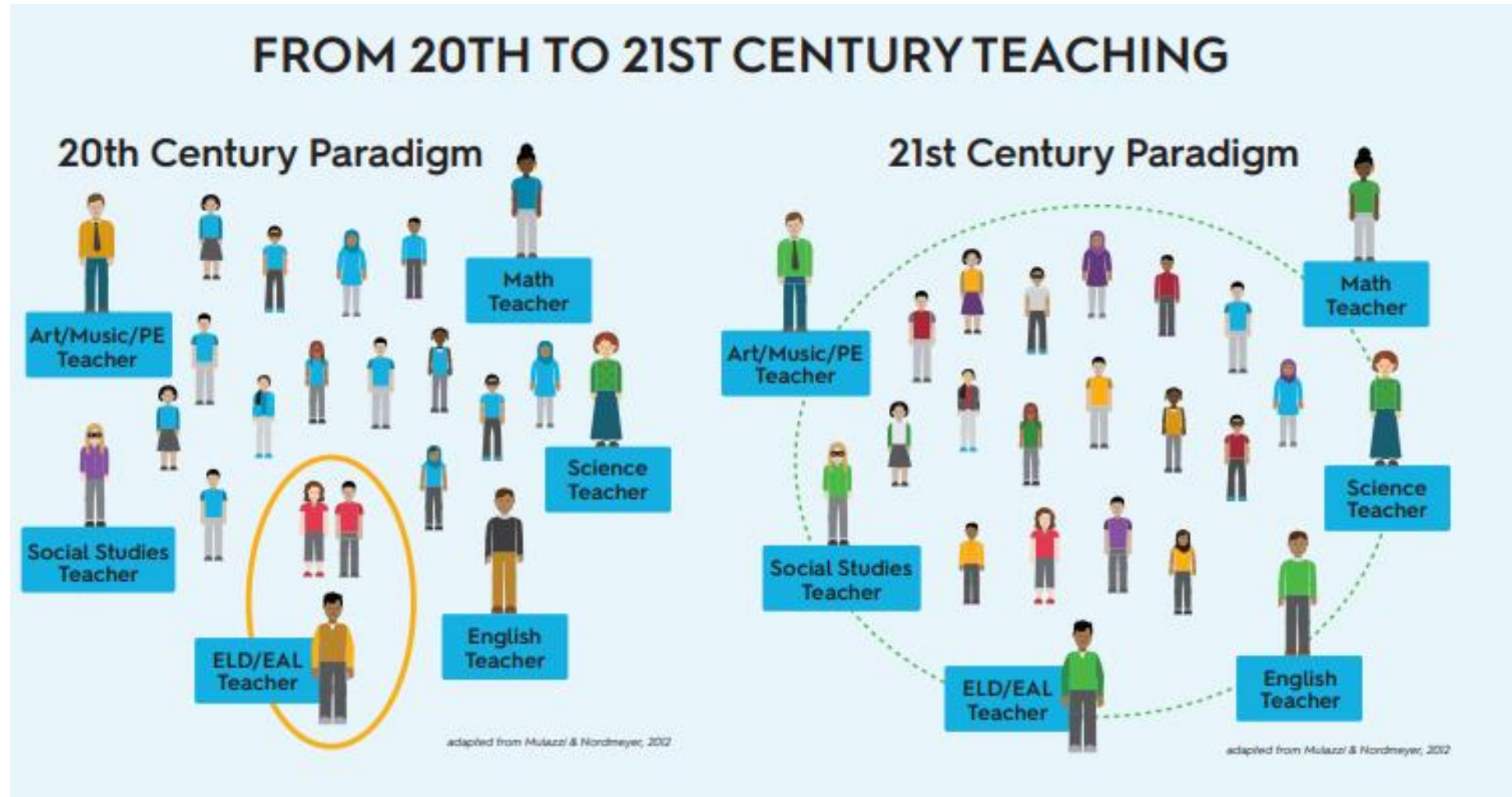
Core Principles:

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

[Download the Plan](#)



Shift to 21st Century Teaching





Progress Monitoring for Multilingual Learners



Purpose of Progress Monitoring

Schools/districts should regularly monitor students' progress in both language acquisition and academic skills to measure growth in these areas and determine the specific needs of multilingual learners.

Formative	Interim	Summative
Measures student comprehension in the process of learning a skill or acquiring new knowledge. What has the child learned so far?	Assessments that fall between formative assessments and large-scale summative assessments. What learning has the child retained?	Measures student comprehension at the end of the unit/yearly. What did the child learn overall?
Check for Understanding	Literacy Screeners	End of Unit Assessments
Exit Tickets	School/District Assessments	WIDA ACCESS
Quizzes	WIDA MODEL	WIDA Alternate ACCESS
Quick Writes	End of Quarter/Semester Assessments	SBA
		Portfolios

Assessment Plan

Schools/districts may want to use the [Multilingual Learner District Plan Template](#) to articulate a plan for progress monitoring using the following table:

Assessment and Monitoring of Student Progress		
Name the assessment tools that are used to monitor eligible and exited multilingual learners' academic and linguistic progress and describe any processes for administration of progress monitoring, including annual ELP assessments.		
	Academic Assessments	Language Assessments
Elementary:		
Middle School:		
High School:		

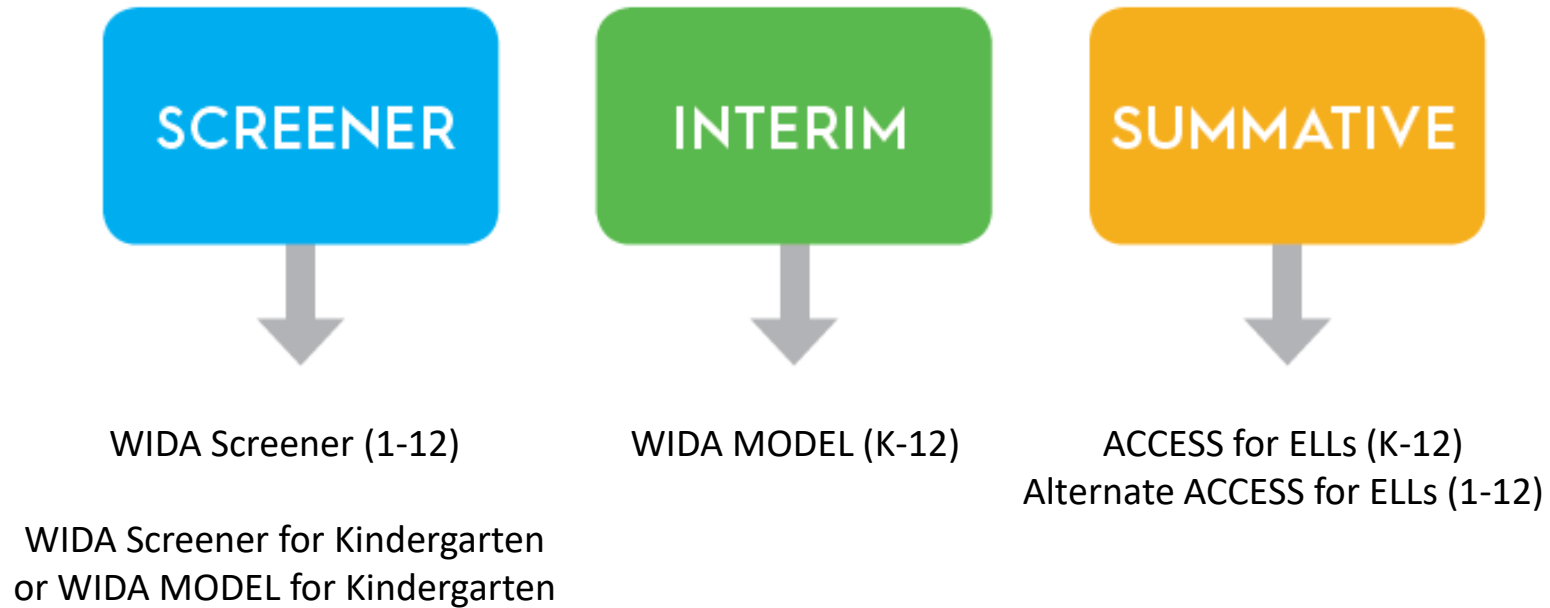


WIDA MODEL

An Interim Progress Monitoring Tool



The WIDA Assessment System

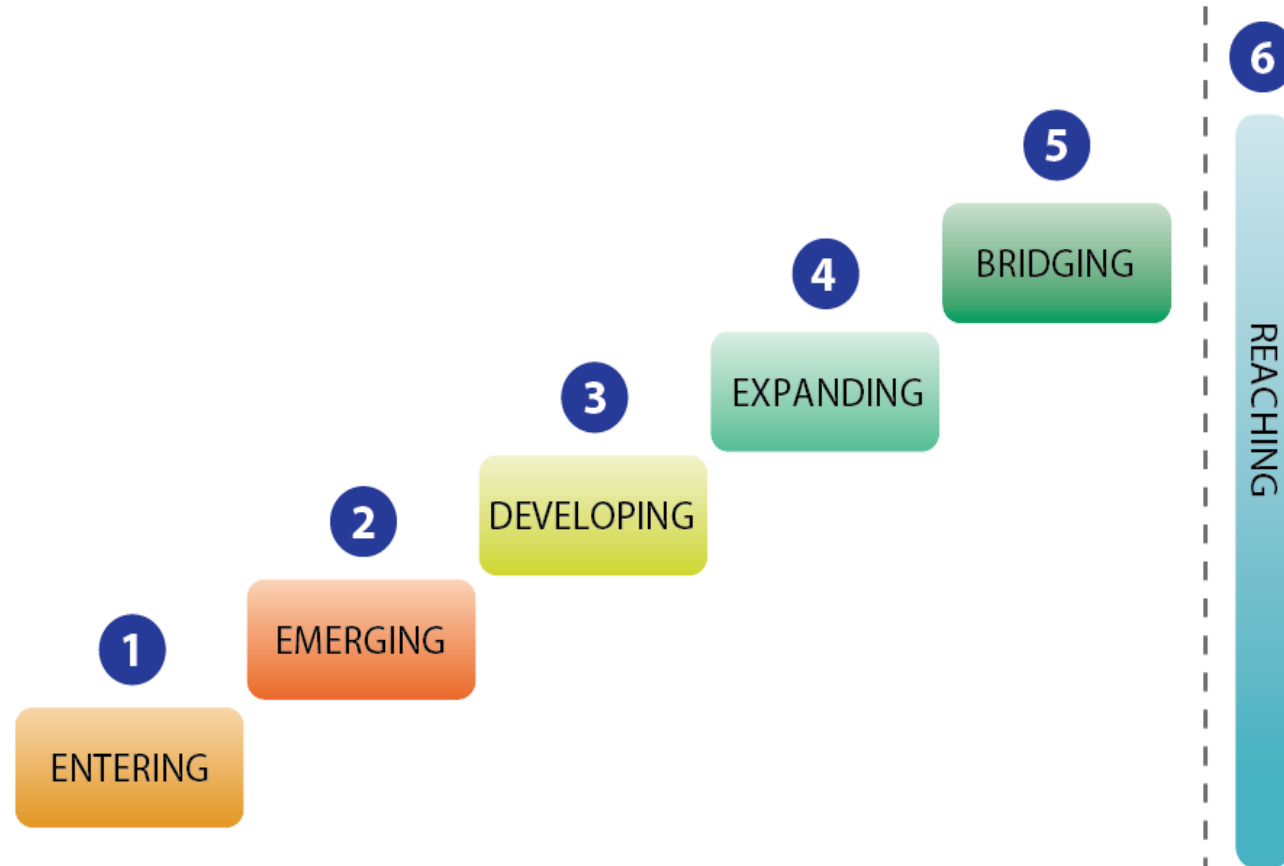


WIDA MODEL is a flexible, on-demand language proficiency assessment that is part of WIDA's comprehensive assessment system

Grounded in WIDA ELD Standards



Levels of English Proficiency



Value of WIDA MODEL Assessment Data

- Measure progress between administrations of your summative assessment
- Real-time data to inform high-level instructional planning as well as curricular and programming decisions
- Scores can be used to predict summative performance/ estimate if the student is on track
- Especially valuable when other information about student language proficiency is missing or out of date

WIDA MODEL Implementation Use Cases

- **Interim Use:** Fall testing to gauge student progress between annual ACCESS administration
- **Progress Monitoring :** Fall and spring testing to understand if students are making appropriate progress during the academic year
- **Supplemental Use:** Administer as needed to make decisions related to a student's education

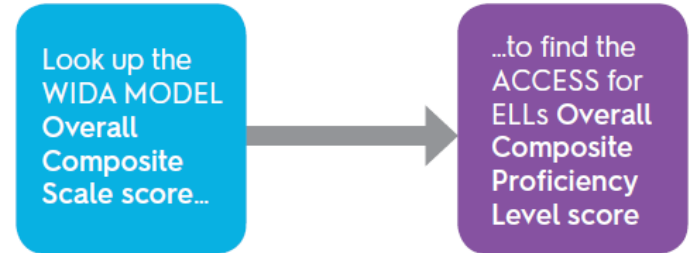
Key Features of WIDA MODEL

Flexible, on-demand English language proficiency assessments for K-12

- **Online and Paper format for grades 1-12; KG only in paper format**
 - Approx 1hr 40min to administer all four domains for grades 1-12
 - Semi-adaptive design
- **Locally purchased, administered, and scored**
 - May be administered at any time during school year; up to twice a year
 - Local scoring provides meaningful insight into student language abilities
 - No waiting to get your scores back
 - Reports similar scores to WIDA ACCESS; Scale Scores and Proficiency Levels for four domains and three composite areas
- **MODEL scores can be used to predict student performance on ACCESS**

WIDA MODEL/ACCESS for ELLs Predictive Study

- WIDA MODEL predicts results on ACCESS for ELLs – with empirical results from a study that tracked responses from students who took both WIDA MODEL and ACCESS for ELLs

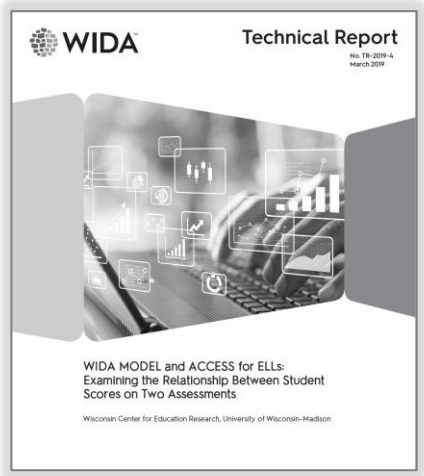
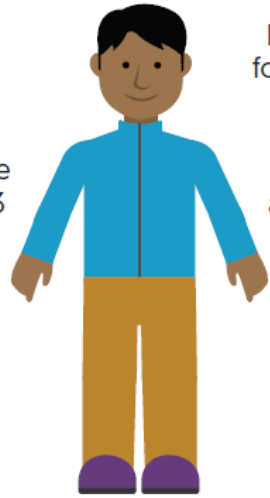


A student in 1st Grade receives a MODEL Overall Scale score of 223

If he took ACCESS for ELLs on the same day, his Overall Proficiency Level score would be approximately 2.0.

223

2.0



Comparing Scores on WIDA MODEL to Scores on ACCESS for ELLs

Predicted ACCESS for ELLs Proficiency Levels based on MODEL Scale Scores

Grade	WIDA MODEL Scale Score	Predicted ACCESS for ELLs Proficiency Level	WIDA MODEL Scale Score	Predicted ACCESS for ELLs Proficiency Level	WIDA MODEL Scale Score	Predicted ACCESS for ELLs Proficiency Level	WIDA MODEL Scale Score	Predicted ACCESS for ELLs Proficiency Level
1	100	1.0	100	1.0	100	1.0	100	1.0
2	100	1.0	100	1.0	100	1.0	100	1.0
3	100	1.0	100	1.0	100	1.0	100	1.0
4	100	1.0	100	1.0	100	1.0	100	1.0
5	100	1.0	100	1.0	100	1.0	100	1.0
6	100	1.0	100	1.0	100	1.0	100	1.0
7	100	1.0	100	1.0	100	1.0	100	1.0
8	100	1.0	100	1.0	100	1.0	100	1.0
9	100	1.0	100	1.0	100	1.0	100	1.0
10	100	1.0	100	1.0	100	1.0	100	1.0
11	100	1.0	100	1.0	100	1.0	100	1.0
12	100	1.0	100	1.0	100	1.0	100	1.0

MODEL/ACCESS Concordance Table

Want to learn more? Let's chat!

My role is dedicated to supporting schools and districts who currently use, or are interested in using, WIDA MODEL.

- Email additional questions
- Use the QR code to schedule a one-on-one overview demo



Suzanne Johar
suzanne.johar@wceps.org



Mount Vernon School District

Using Proficiency Level Descriptors for Progress Monitoring

About Mount Vernon

~6900 Students total

~2000 Students in TBIP

6 Elementary

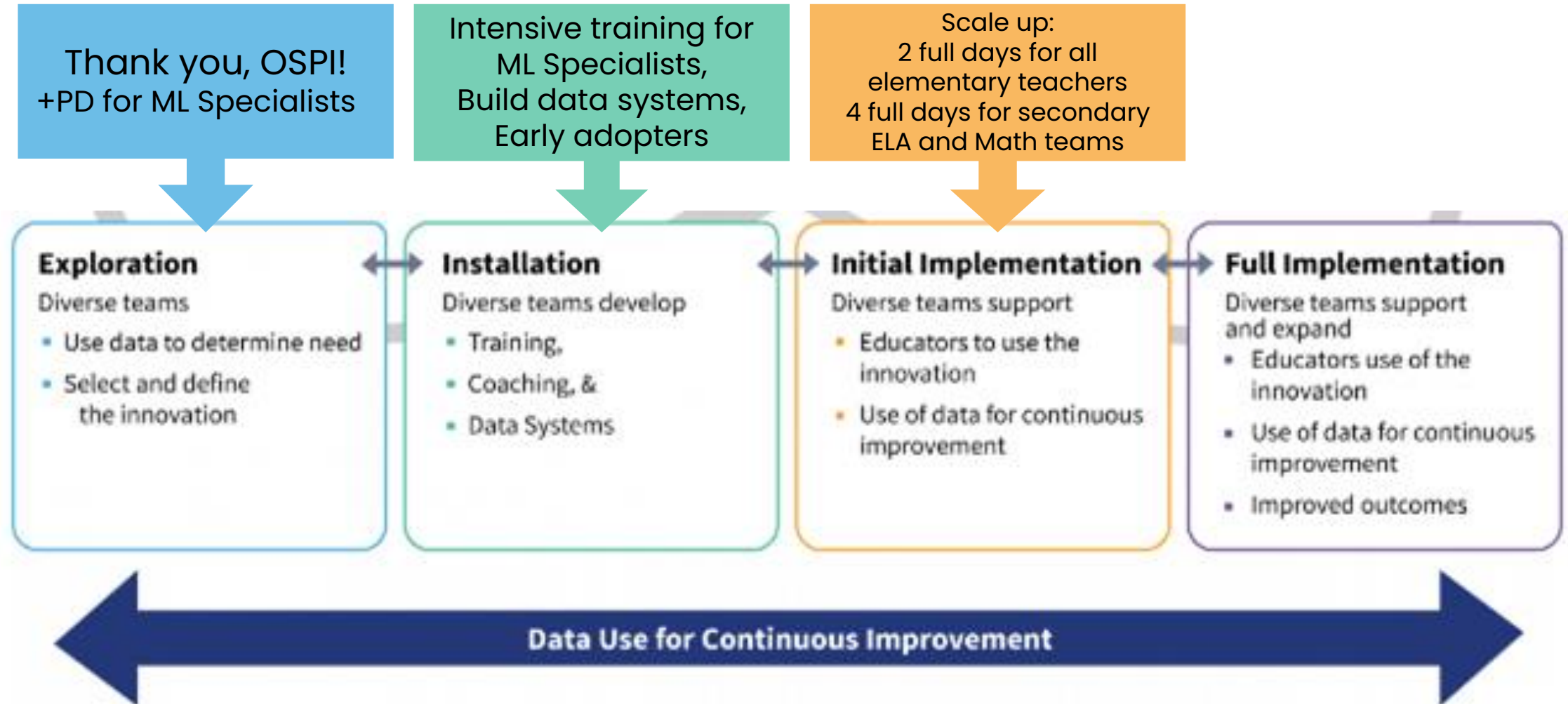
2 Middle

1 Comprehensive HS

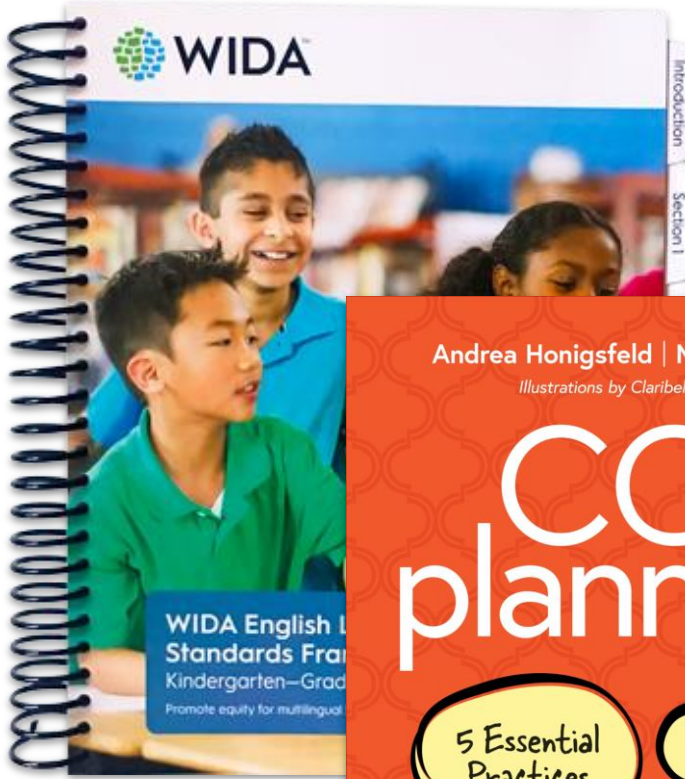
Home School Partnership, Open Doors, Community Transitions program, and Alternative High School



Strategic Moves Toward Scaling Co-planning and Co-teaching



Installation Phase: Professional Learning



Andrea Honigsfeld | Maria G...
Illustrations by Claribel González

CO-planning

5 Essential Practices to Integrate and Instruction for English Learners



Coplanning Cycle

The following chart describes what a successful co-planning cycle would look like across three stages. It is meant to provide structure within which to work, but is not meant to be overly prescriptive such that it limits a team's ability to work to meet needs or unique needs within a particular context.

Hey _____, Let's work together on some plans to support MLLs!

Great idea _____! Here's what a co-planning cycle looks like. Together, we can work smarter to meet students' needs.

Pre-Unit Meeting(s)	Weekly Work	Post-Unit Meeting(s)
Recommended 1-3 hrs	Recommended 40 min - 1 hr meeting time per week	Recommended 1-3 hrs
Meetings can occur as part of PCC, during prep, during pupil/patron time, early release days, or for Teacher Directed hours		
Set norms, expectations, and commitments	Weekly Meeting for planning instruction, evaluating at student work	Post assessment analysis
Engage in backwards planning, starting with the end in mind	Weekly Work Whole group, small group, 1:1 instruction Assessment	Celebrate and reflect

HOW TO CRAFT AN EFFECTIVE LANGUAGE OBJECTIVE

Consult the Standards
Be clear about which WIDA standard you are addressing before starting.

ELD-MA.9.12 Explain.Expressive

Select a verb related to the Key Language Use
The verb starting each Language Expectation is a good place to start.

describe their approach to solving a problem

SCHOLAR-PRACTITIONER

Using Proficiency Level Descriptors to Plan Instruction and Assess Multilingual Learners

Kristin Percy Calaff, Lynn Shafer Willner, Margo Gottlieb, & Fernanda Marinho Kray

Summary: In this article, we will take a deep dive into how Language Expectations relate to Proficiency Level Descriptors (PLDs), how to use PLDs to examine student work and assess students' language skills, and how to plan instruction and scaffolding to support students at various levels.

Keywords: proficiency level descriptors, instructional planning, formative assessment, scaffolding, WIDA English Language Development Standards Framework

Lowell Elementary's fourth grade team gathered in a classroom after school to plan their upcoming unit. [All names used in this article are pseudonyms.] Students would be learning about the life cycle of salmon and their importance to Northwest Tribal lifeways using the Since Time Immemorial curriculum (Washington OSPI & Federally Recognized Tribes in Washington State, 2015). The unit would culminate in students writing and presenting persuasive speeches about how to keep the watershed clean and preserve salmon for the future. The teachers pulled out the WIDA ELD Standards Framework, 2020 Edition (WIDA, 2020), to look at the Language Expectations for the Key Language Use of Argue in the Language for Language Arts section and noticed that students would be working on constructing arguments by stating an opinion, supporting it with reasons and information, and connecting it to appropriate evidence, facts, and details.

One teacher told the team, "I need to think about how to support Thao, who just arrived from Vietnam last year, but also push Carlos, who is almost at grade level in his writing." The EL Specialist, who was collaborating with the team, suggested they look at the Grade 4-5 Proficiency Level Descriptors to think about what their multilingual learners can do now and how to scaffold them to the next level as they work towards this performance task at the end of the unit.

As educators in Washington state become more familiar with the WIDA ELD Standards Framework, 2020 Edition, collaborative planning sessions like this one will allow teachers to use the Proficiency Level Descriptors (PLDs) as a tool to determine each student's strengths and needs and plan appropriate language goals and scaffolds. This process will support English learners in meeting grade-level appropriate content standards and developing their language skills.

The PLDs go beyond merely explaining students' language domain scores on an assessment. These continua of language development allow educators to better understand students' interpretive and expressive language skills in the moment and formatively across time. In this article, we will take a deeper dive into

- how Language Expectations relate to PLDs,
- how to use PLDs to examine student work and assess students' language skills, and
- how to plan instruction and scaffolding to support students at various levels.

How Do Language Expectations Relate to Proficiency Level Descriptors (PLDs)?

In examining the WIDA ELD Standards Framework, 2020 Edition, teachers may notice that PLDs are the most specific of the four nested components (shown in Figure 1). The PLDs describe the performance of individual multilingual learners at the end of a specific language proficiency level.

Moving upward within the WIDA ELD Standards Framework, the Language Expectations, Key Language Uses, and ELD Standard Statements are

Figure 1. Components of the ELD Standards Framework (see WIDA, 2020, p.23)

Installation Phase: Creating Data Systems

School Improvement Planning

Every school has a goal around Multilingual Learner growth specific to WIDA.

Each school also has a reading and math focused goal with MLLs called out as a specific subgroup.

5c. SY 2024–2025 SMARTIE Goal #3: By spring of 2025, through meaningful integration of standards and proficiency level descriptors that emphasize speaking and writing into daily instruction, increase the exit rate of students served in TBIP from 8 students to 16 students.

Domain improvements will include:

K-1 will improve at level 4 to 6 in Speaking from 27% to 40%

2nd-5th will improve to levels 4.7 to 6 in Speaking 4% to 15%

K-1 will improve at level 4 to 6 in Writing from 0% to 15%

2nd-5th Grade will improve to levels 4.7 to 6 in writing from 13% to 26%

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal? Overall, we will be using student writing samples.

Expressive: Writing: Grades K-1:

K: By mid-year, we will have one unit of pre/mid/post and progress monitoring data for writing. *Ideally, U2*

1: By mid-year, we will have one unit of pre/mid/post and progress monitoring data for writing. *Ideally, U2*

Expressive: Writing: Grades 2-5:

2nd: By mid-year, we will have one unit of pre/mid/post and progress monitoring data for writing. *Ideally, U2*

3rd: By mid-year, we will have one unit of pre/mid/post and progress monitoring data for writing. *Ideally, U2*

4th: By mid-year, we will have one unit of pre/mid/post and progress monitoring data for writing. *Ideally, U2*

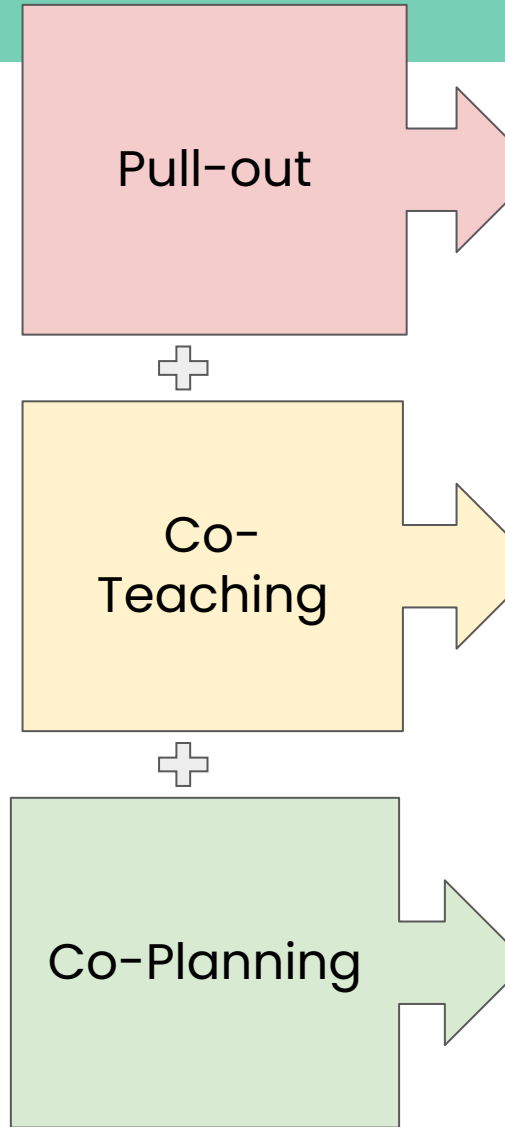
5th: By mid-year, we will have one unit of pre/mid/post and progress monitoring data for writing. *Ideally, U2*

5th: We will administer the **SummitK12 Pretest** (WIDA Readiness) for 5th graders (fall & after WIDA) to monitor growth in Speaking & Writing. *(Administer U1, again in U3)*

Installation Phase: Creating Systems

Tiered Approach

Specialists prioritize their work with different student groups in order to be able to meet student needs as best as possible.



Tiered Multilingual Services

Tier 3 Language Instruction:

- Is content-based, standards based, and designated
- Is based on a curriculum targeted for the student group or based on content from the core classroom
- May use a supplemental program such as Summit K12 or Lexia English
- Targeted toward MLLs who demonstrate a significant need for additional support
- Designed by ML specialist and delivered by ML specialist or designee

10% of MLLs
Newcomers,
Students at
risk of
becoming
long term ELs,
including 4th
and 5h
graders

Tier 2 Language Instruction:

- Is content-based, standards based, and designated
- May use a supplemental program or materials
- May use GLAD, SIOP, UDL strategies
- May take place within the classroom in a small group or as a pullout
- Targeted toward MLLs who demonstrate a need for additional support
- Designed by ML specialist and delivered by ML specialist or designee

20% of MLLs
who
demonstrate
a need for
additional
support in
language
acquisition

Tier 1 Language Instruction:

- Is content-based, standards based, and integrated
- Is based on research-based practices
- Take in the tier 1 classroom setting
- Is available and planned for all multilingual learners
- Includes English Language Development and meaningful access
- Requires collaboration between the ML specialist and the content teacher
- May or may not involve co-teaching

100% of MLLs
including:
Newcomers
Experienced
Dually
identified

Initial Implementation

Language Infusion Sessions:

- Copanning
- WIDA ELD Standards/CCSS Standards Integration
- Backwards Design
- Adapt curriculum rubrics to include language features

3 Unit Plan K-5 Grade

Materials (marked with a star)

Genre/Topic: Indicate Topic & KLU

Core Text(s): Which Core texts will you use?

Text Set:

Instructional Supports (marked with a star)

Focus Standard(s): What has ARC outlined as the Focus CCSS? Pg. 16 in the introduction tab

Key Question:

Scoring Rubric: (marked with a star)

ARC Rubrics with Language Features

- Inform?
- Argue?
- Narrate?

End Product

End-of-Unit Product:

- Essay?
- Book?
- Debate?
- Short story?
- Something else meaningful?

WEEKLY PLAN

Week	Focus Standards/Content	Texts	Writing
1	Content Objective: Language Objective:	Text Selection with Long Features Discussion Worthy Prompts	Lab Notebook
2	Content Objective: Language Objective:	Text Selection with Long Features	book

Name: _____ Date: _____

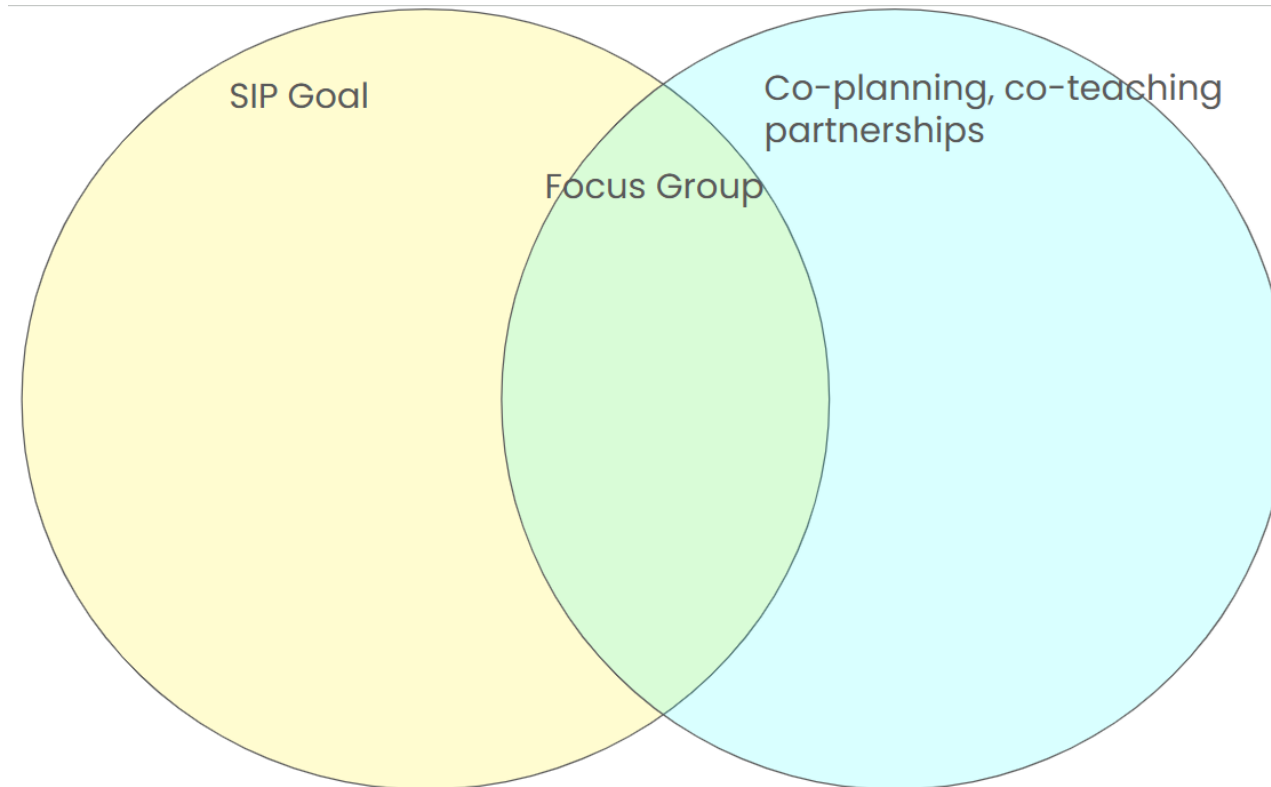
4th Grade Rubric for a Proficient Argument

Statement	Yes, I included this in my writing:
I can state a clear opinion that is debatable and significant by _____	<input type="checkbox"/>
I can provide relevant evidence to support my opinion by _____	<input type="checkbox"/>
I give logical reasons that explain how my evidence leads to my opinion by _____	<input type="checkbox"/>
Each body paragraph has a clear purpose because I have included _____	<input type="checkbox"/>
I use transition words and phrases by _____	<input type="checkbox"/>
I introduce my topic in a clear and compelling way by _____	<input type="checkbox"/>
I use domain specific vocabulary by _____	<input type="checkbox"/>
I use correct grammar, spelling & punctuation	<input type="checkbox"/>

Initial Implementation: Use of Data for Continuous Improvement

Data Collection

Determining a focus group of students



Initial Implementation: Use of Data for Continuous Improvement

Data Collection

Determine a unit language objective

Administer a pre-, mid-, and post- assessment in selected domain and KLU

Evaluate student samples based on aligned PLDs to track growth

Grade Level	First Name	Unit 2 PreAssessment - Oct.21	PLD: SENTENCE - Grammatical Complexity	Next Step?	MidAssessment - Nov. 13	PLD: SENTENCE - Grammatical Complexity	Next Step?	U2 PostAssessment	ML Status	Composite Level
4		ILC			ILC				ML	P1 - Entering AltA
4		PreTest	2	Coplanning Nov 4th (Language Infusion)	Mid	4	Dec/Jan, 1x per week writing lesson		ML	3.7 - Developing .
4		PreTest		Coplanning Nov 4th (Language Infusion)	Mid				Dual	3.9 - Developing .
4		PreTest		Coplanning Nov 4th (Language Infusion)	Mid				ML	2.3 - Emerging AC
4		PreTest		Coplanning Nov 4th (Language Infusion)	Mid				ML	1.5 - Entering AC
4		PreTest		Coplanning Nov 4th (Language Infusion)	Mid				ML	1.9 - Entering AC
4		PreTest	1	Coplanning Nov 4th (Language Infusion)	Mid	3	Dec/Jan, 1x per week writing lesson		ML	3.7 - Developing .
4		PreTest	4	Coplanning Nov 4th (Language Infusion)	Mid	4	Dec/Jan, 1x per week writing lesson		ML	3.5 - Developing .
4		PreTest		Coplanning Nov 4th (Language Infusion)	Mid				ML	3.9 - Developing .
4		PreTest	3	Coplanning Nov 4th (Language Infusion)	Mid	4	Dec/Jan, 1x per week writing lesson		ML	4 - Expanding AC

Initial Implementation: Use of Data for Continuous Improvement

Data Collection

- Determine a unit language objective
- Administer a pre-, mid-, and post- assessment in selected domain and KLU
- Evaluate student samples based on aligned PLDs to track growth

Teacher: <input type="text"/>					
Unit: 2-Climate and weather					
Prompt: Tell me about what you are researching about weather and climate					
1. Entering	2. Emerging	3. Developing	4. Extending	5. Bridging	6. Reaching
First Name	Last Name	Pre Oracy	Mid Oracy	Post Oracy	Levels of Growth
		1			-1
		1			-1
		2			-2
		2			-2
		3			
		3			
		3			
		3			
		3			
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		4			
		4			
		4			
		5			
		5			
		5			
		5			
		5			
		5			
		5			
		6			
		6			

Maestro/a <input type="text"/>				
Unidad: 2-Clima				
Pie: "Cuentame de que estas investigando sobre el clima y el tiempo"				
1. Entrada	2. Emergente	3. Desarrollo	4.	
First Name	Last Name	Pre Oracy	Mid	
			1	
			1	
			2	
			2	
			2	
			2	
			3	
			3	
			3	
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			5	
			5	

Next Steps: Full Implementation

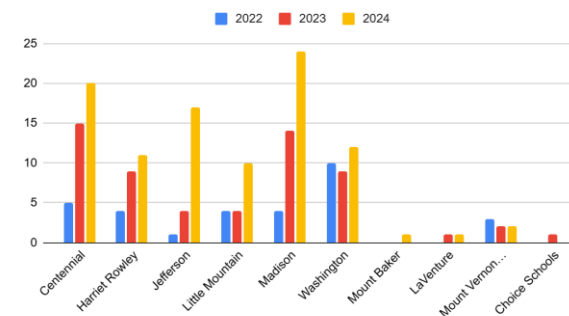
Full Implementation

Diverse teams support and expand

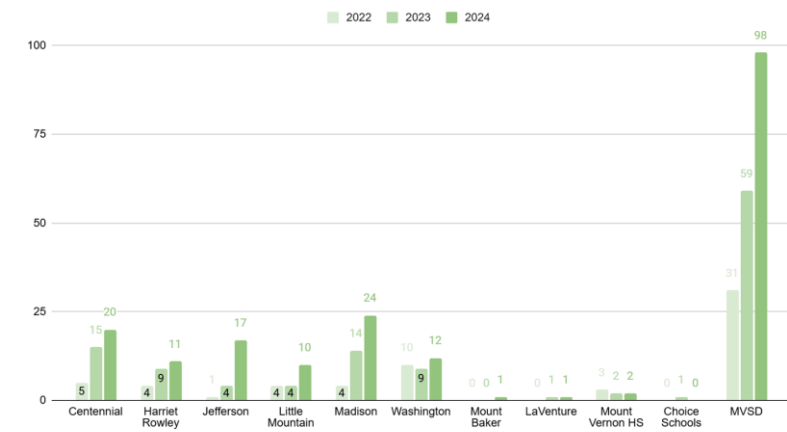
- Educators use of the innovation
- Use of data for continuous improvement
- Improved outcomes

- Scaled District-Wide
- Systematized and Routinized
 - Clearly defined schedule of cycles consistent across the district
 - Systematized means of collecting progress monitoring data in one place to demonstrate growth
 - Routinized means of coplanning across all buildings and eventually all content areas
- Improved outcomes

2022, 2023 and 2024



2022, 2023 and 2024





360



flashlight







An illustration of a teacher with grey hair and glasses, wearing a blue jacket, pointing at a large map of Boston. A young boy with brown hair, wearing a blue shirt, is looking at the map. The map shows streets, a river, and a compass rose. In the background, there are city buildings and a traffic light. The scene is set in a city street with other pedestrians visible.

1

Progress Monitor Productive Language Skills (Speaking & Writing) for K-12.

2

Reinforce content language through productive language practice and feedback.

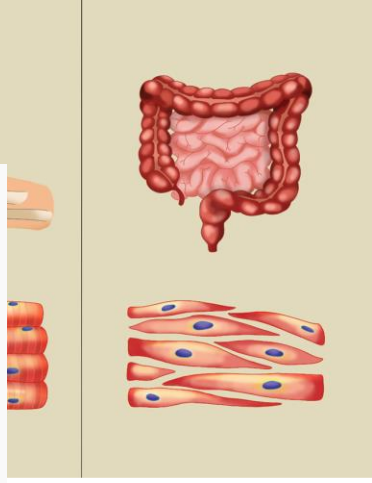
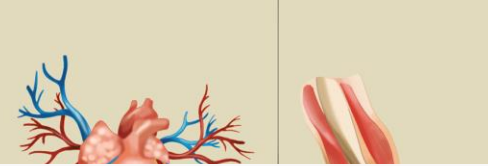
3

Teacher-Driven = *Relevant language practice* for MLL students.

Benchmarks scored by Flashlight Learning...real humans!

Help students build confidence (through practice recording their voice and providing writing samples, getting regular feedback, etc.)

Progress monitoring tasks and benchmarks only take around 15 minutes.



Select Image

Progress indicator: 1 (checked) — 2 (selected) — 3

Details Select Image Instructions

Grade Level:

- PK-K
- 1-2
- 3-5
- 6-8
- 9-12

Subject Area:

- ELA
- Math
- Science
- Social Studies
- SEL

Keyword/Title Search

Task Type(s)

- Speaking Task Types**
- Analyze a Visual & a Claim
 - Classroom Tableau
 - Compare & Contrast Images
 - Conversation
 - Describe a Picture
 - Explain a Process
 - Explain a Response or Reaction to a Situation
 - Formulate & Ask a Question
 - Give Directions

2554 Image(s) Available



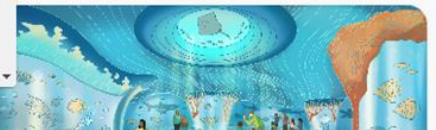
Sea Turtles
Grades PK-K



Culture - Latin America - Po
Grades PK-K

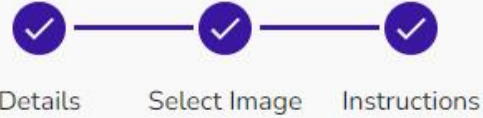


othing Store
ides PK-K



Creating a Prompt

Create Instructions



Title

Impact of Light - Thomas Edison

Speaking and Writing Prompt

Students will see this prompt during the Speaking and Writing Prompt portions of the assignment.

Think about your day and how often you flip a switch to have light! Explain the impact that the light bulb has on our world. How does it impact your day and how we live? How did Thomas Edison's invention change the world?

Record a prompt
(optional)

00:00.0



Create a separate writing prompt.





HAPPY
NEW
YEAR



Sample prompts/pathways

Science: 3rd-5th

Image & Name



DragonflyLifeCycle

Topic/ Theme

Life Cycles

Sample Prompt

Look at the image. Describe the life cycle of a dragonfly.

Suggested Scaffolds

Sentence Starters:

- First, the dragonfly is . . .
- The second phase of the life cycle is . . .
- Next, the dragonfly . . .
- In the final stage . . .

Word Bank:

science, life cycle, dragonfly, process, insects, flying, hatch, metamorphosis, growth stages, egg laying, reproduction, development, larva, exoskeleton



Energy Sources

Energy Sources

Look at the image. Describe how different energy sources power our world.

Sentence Frames & Starters:

- Energy from _____ helps power . . .
- Another energy source is . . .
- The power from _____ helps . . .
- Without _____ energy, we wouldn't be able to . . .

Word Bank:

energy, electricity, hydroelectric, power, water, factories, wind, solar, nuclear, coal, oil, gas, environment, environmental pollution, fossil fuels, green energy, pollution, sustainability, conservation, climate change, resources, limited resources, Earth

Custom built scope & sequence aligned to your content & language objectives

Grade 9 | Biology

Image & Name



Compost Heap

Topic/ Theme

**Ecosystems:
Matter &
Energy**
Unit B.2a

Sample Prompt

Describe the flow of energy in the compost pile. Consider the different types of energy involved and the roles of photosynthesis and cellular respiration in this process.

Suggested Scaffolds

Background:

In ecosystems, energy moves through different processes and interactions between living things. The compost pile in the picture shows how energy changes and moves in these systems.

Sentence Starters & Frames:

- This image shows . . .
- The types of energy represented in this picture are . . .
- _____ energy transfers from the _____ to the _____.
- During photosynthesis . . .
- Decomposers are . . .
- In this image, decomposers are responsible for . . .
- Decomposers use cellular respiration to . . .
- Plants use cellular respiration to . . .
- The relationship between photosynthesis and cellular respiration is . . .

Word Bank:

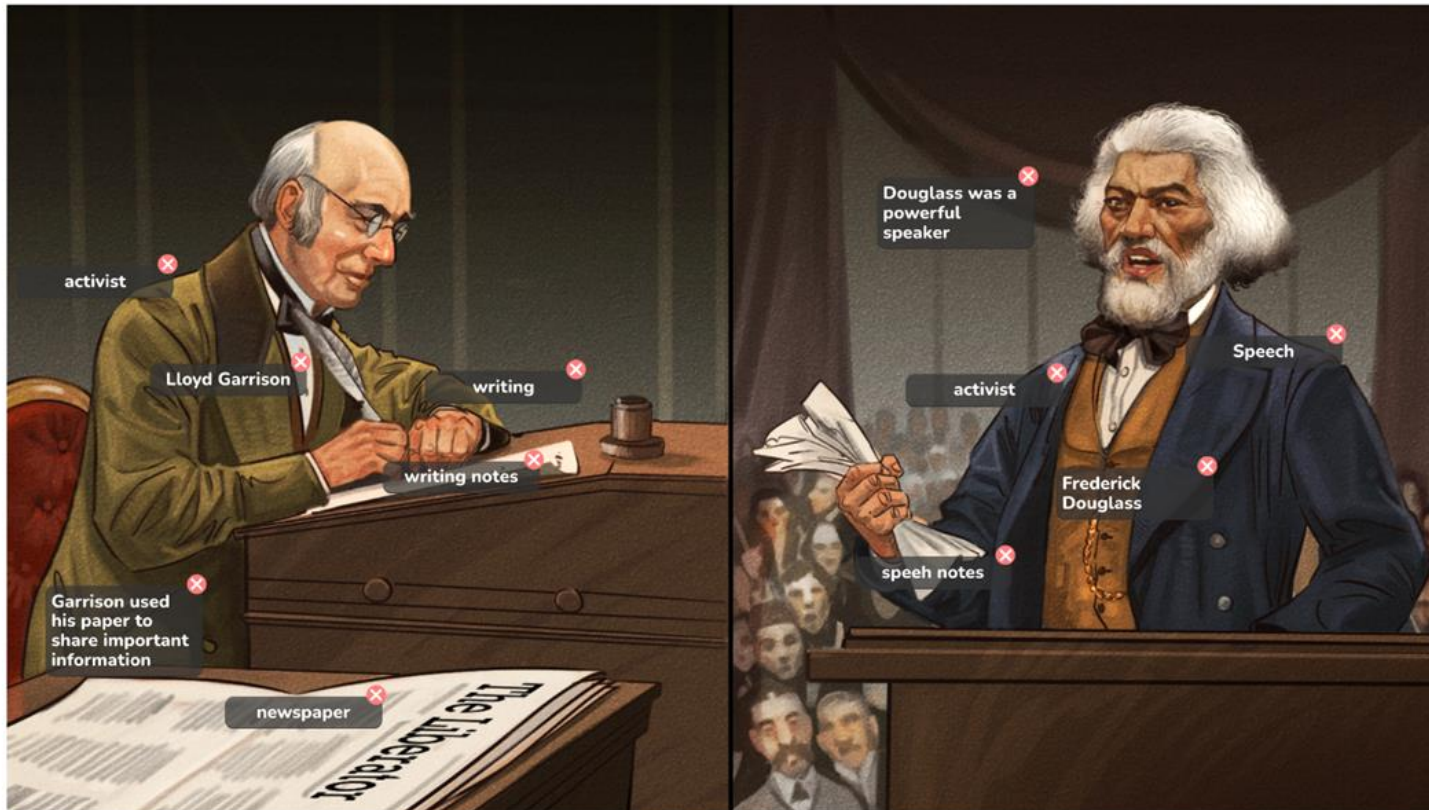
compost pile, carbon dioxide, glucose, ecosystem, process, cycle, oxygen cycle, organisms, biotic, abiotic, autotroph, heterotroph, nutrients, minerals, optimal temperature, inputs, outputs, produce, release, yields, contribute, waste

Unit Vocabulary:

zombie fire, burn scar, socio-ecological systems, components, interactions, matter, energy, systems, scale, fuel, peat, permafrost, carbon sink, cellular respiration, aerobic, anaerobic, photosynthesis, tilt, chemical energy, directional hypothesis, fire suppression, biosphere, atmosphere, climate change, greenhouse gasses, feedback effects, carbon cycle, geosphere, hydrosphere, biomass, food web, trade-offs, criteria, constraints, interest holder

Students label to brainstorm and demonstrate vocabulary skills

Labeling Speaking Writing



SAVE AND QUIT

NEXT

Goals can be given to drive student growth

The screenshot shows an educational interface with a central goal notification. At the top, a navigation bar includes icons for 'Labeling', 'Speaking', and 'Writing'. A task prompt asks: 'How did the methods and messages of William Lloyd Garrison and Frederick Douglass differ in their fight against slavery? Provide specific examples from their speeches and writing.' A 'GOALS' button with a target icon and a help icon are in the top right. The main content area features an illustration of Lloyd Garrison and Frederick Douglass. A white modal box in the center contains the following text: 'Your teacher gave you a speaking goal! Here's your challenge: I understand the difference between using academic language and using language for informal/social purpose.' Below the challenge is a 'LET'S GO!' button. At the bottom, there is a microphone icon, a timer showing '00:00.0', and a 'You are allowed to record 3 more time(s)' message. Navigation buttons for 'BACK', 'SAVE AND QUIT', and 'NEXT' are located at the bottom.

Labeling Speaking Writing

GOALS ?

activist

Lloyd Garrison

Garrison used his paper to share important information

newspaper

Douglass was a

Speech

Frederick Douglass

🎯 Your teacher gave you a speaking goal!

Here's your challenge:

I understand the difference between using academic language and using language for informal/social purpose.

LET'S GO!

00:00.0

You are allowed to record 3 more time(s)

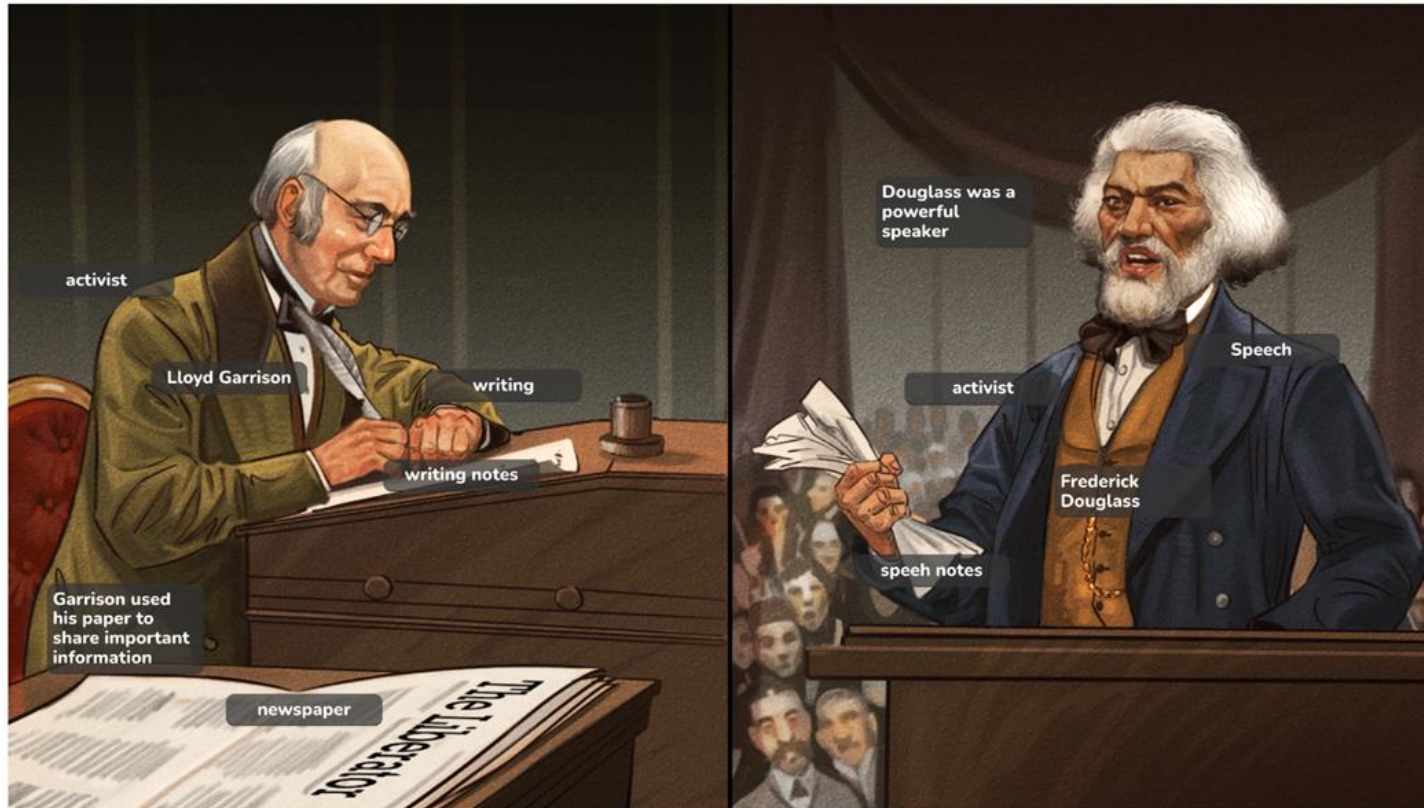
BACK SAVE AND QUIT NEXT

A focused prompt drives productive language

Labeling Speaking Writing

How did the methods and messages of William Lloyd Garrison and Frederick Douglass differ in their fight against slavery? Provide specific examples from their speeches and writing.

GOALS



BACK

SAVE AND QUIT

You are allowed to record 3 more time(s)

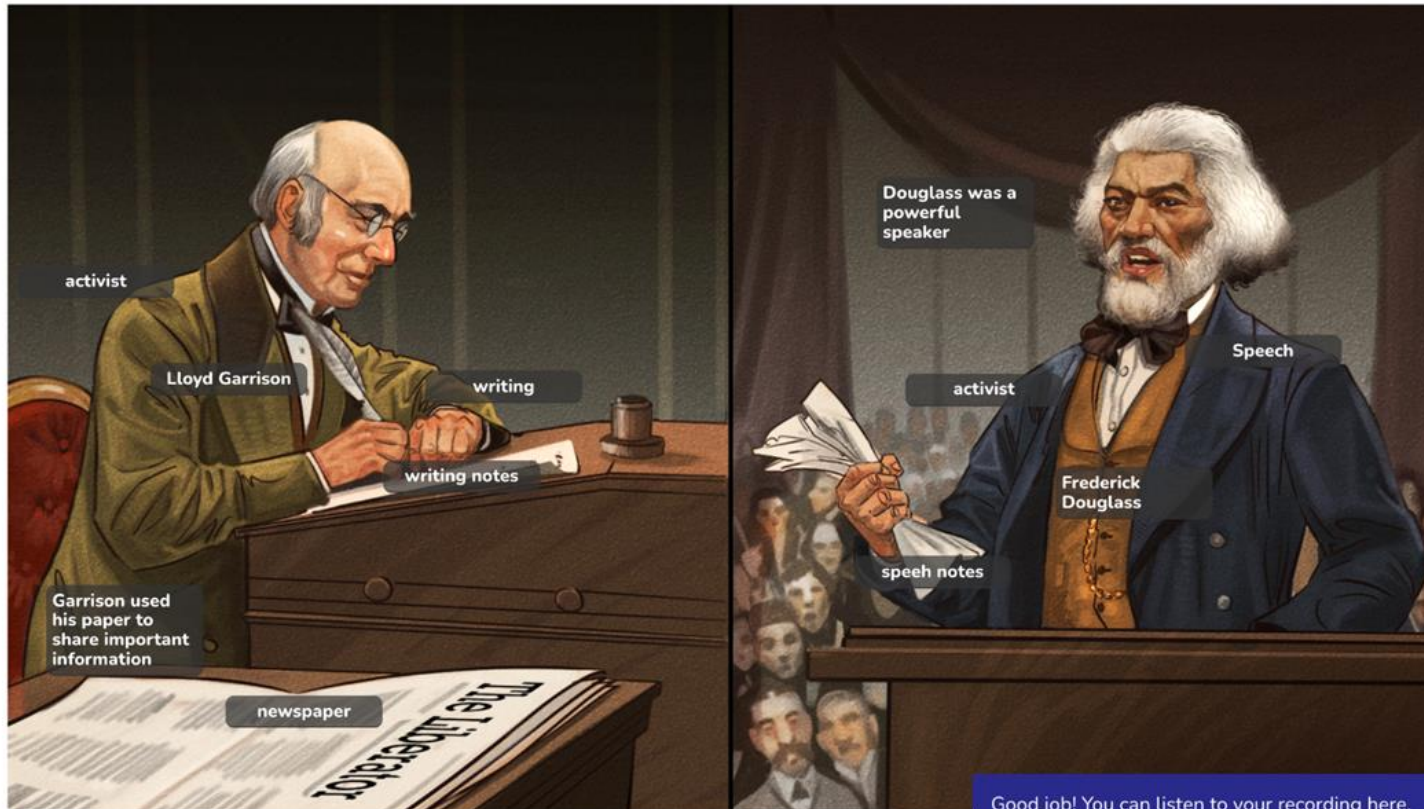
NEXT

Students listen to their recording and make improvements

Labeling Speaking Writing

How did the methods and messages of William Lloyd Garrison and Frederick Douglass differ in their fight against slavery? Provide specific examples from their speeches and writing.

GOALS



00:22.8

Good job! You can listen to your recording here. X



BACK

SAVE AND QUIT

You are allowed to record 2 more time(s)

Recording 1

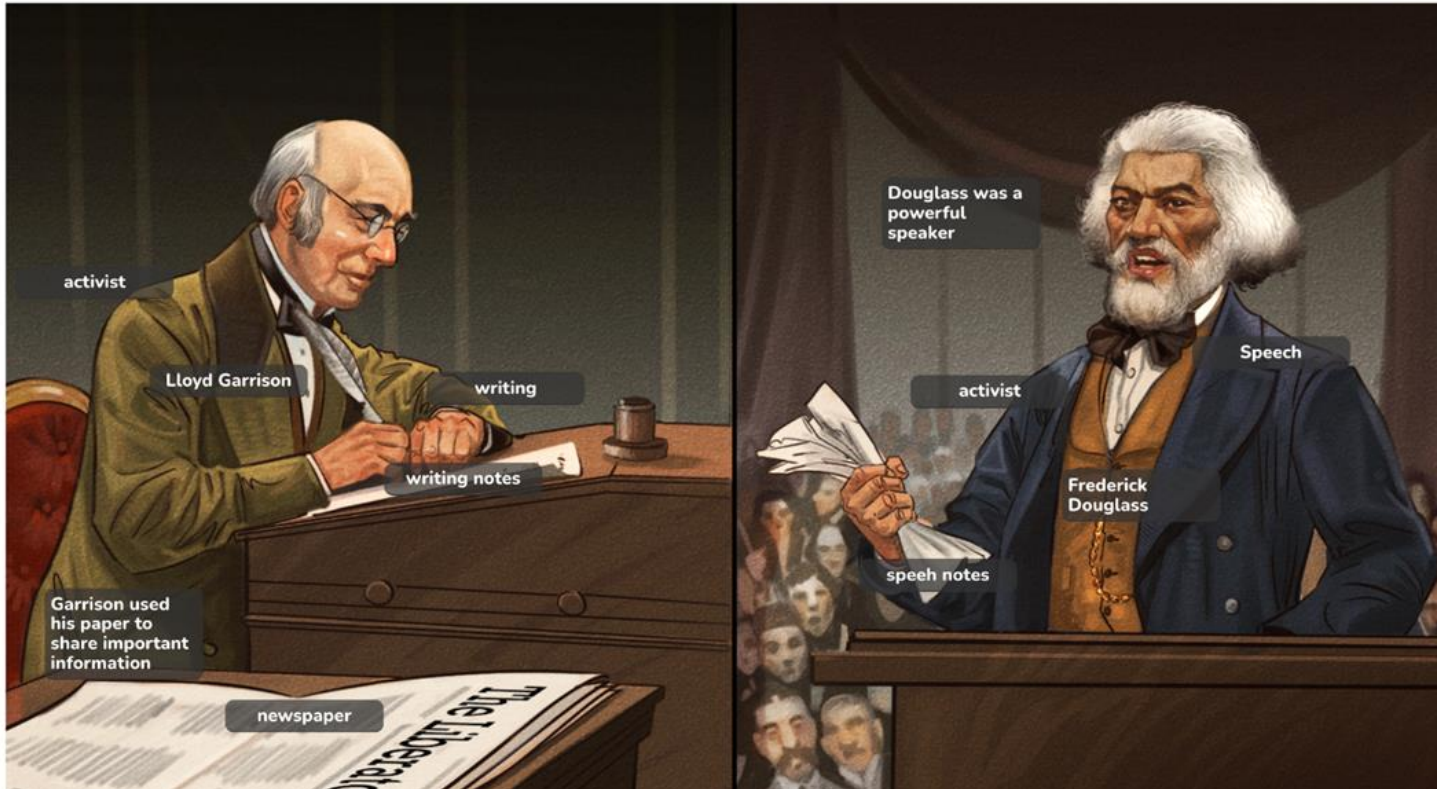
NEXT

Students utilize the labeling/brainstorming page for both speaking & writing.

Labeling Speaking Writing

How did the methods and messages of William Lloyd Garrison and Frederick Douglass differ in their fight against slavery? Provide specific examples from their speeches and writing.

GOALS



William Lloyd Garrison and Frederick Douglass had different approaches to fighting slavery. Garrison demanded immediate emancipation and used harsh language in "The Liberator." Douglass, an escaped slave, shared his experiences in his autobiography

BACK

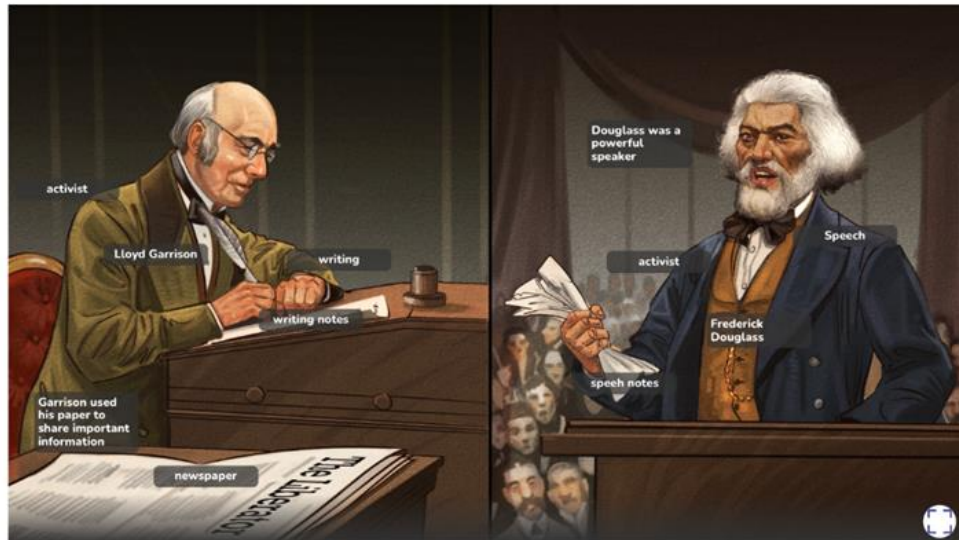
SAVE AND QUIT

SUBMIT

Speaking and writing indicators are scored, goals are set, & purposeful feedback is given to students

TOKYO TEACHER

Tokyo's Submission



Speaking Prompt

How did the methods and messages of William Lloyd Garrison and Frederick Douglass differ in their fight against slavery? Provide specific examples from their speeches and writing.

Speaking Scores ?

Show Anchors

Interpretation ⓘ

1 2 3 4 5

Fluency ⓘ

Vocabulary ⓘ

Grammar ⓘ

Pronunciation ⓘ

3. Expanding: Responses are more precise and contain moderate errors.

Anchor

00:00 00:23

Speaking Goals

Speaking Goal (Vocabulary)

I understand the difference between using academic language and using language for informal/social purpose.

No Attempt

Emerging

Progressing

Goal Met

Flashlight Scored Benchmarks - 5th Grade Sample



Hi Diego,

Speaking Feedback:

Wonderful job using the sentence starter, “I see” and naming different things you saw in the picture. Next time, you could try to separate your list to say more simple sentences that include one thing you see along with a detail. For example, “I see a green tree. I see a big house.” Knowing how to begin a sentence is a very important skill, so you are off to a great start!

Writing Feedback:

Well done using action verbs like, “playing” and “brushing” to describe what the people are doing in the picture. The next time you write, you could try to include more descriptive words to paint a good picture in the reader’s mind about what the people and objects looks like. For example, “I see a boy happily playing with his red blocks.” It’s fantastic that you are already using action words to tell us more about the people in the picture. Keep up your hard work!

I hope you have nice day,

Ms. Taryn



Student Writing

i see a boy playing and i see a girl brushing her teeth and her mother cooking.



Secondary Sample: Grade 11



Hello Liam,

In your speaking and writing, you did a phenomenal job of describing each character in great detail. For example, you described the that “boy in the yellow shirt is playing soccer” and that the girl “in front of the door is waving at the boy in the window.” You use great adjectives, specifically color, to describe the characters’ clothing and you use excellent verbs to describe the characters’ actions.

Next time, you could add in more details about the setting to help your audience understand the context of the image. For example, where do you think these characters are? Are they in a small town or a big city? How does their relationship with one another help you determine that? By beginning your speaking and writing with a description of the setting, you help your audience understand the time and place in which the characters exist.

I am thrilled to hear more of your speaking and read more of your writing again! You are doing an incredible job! I’m so proud of you, Liam!

Have a nice day,
Miss Sheri

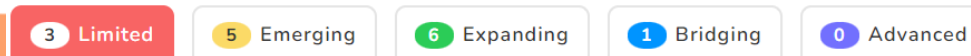
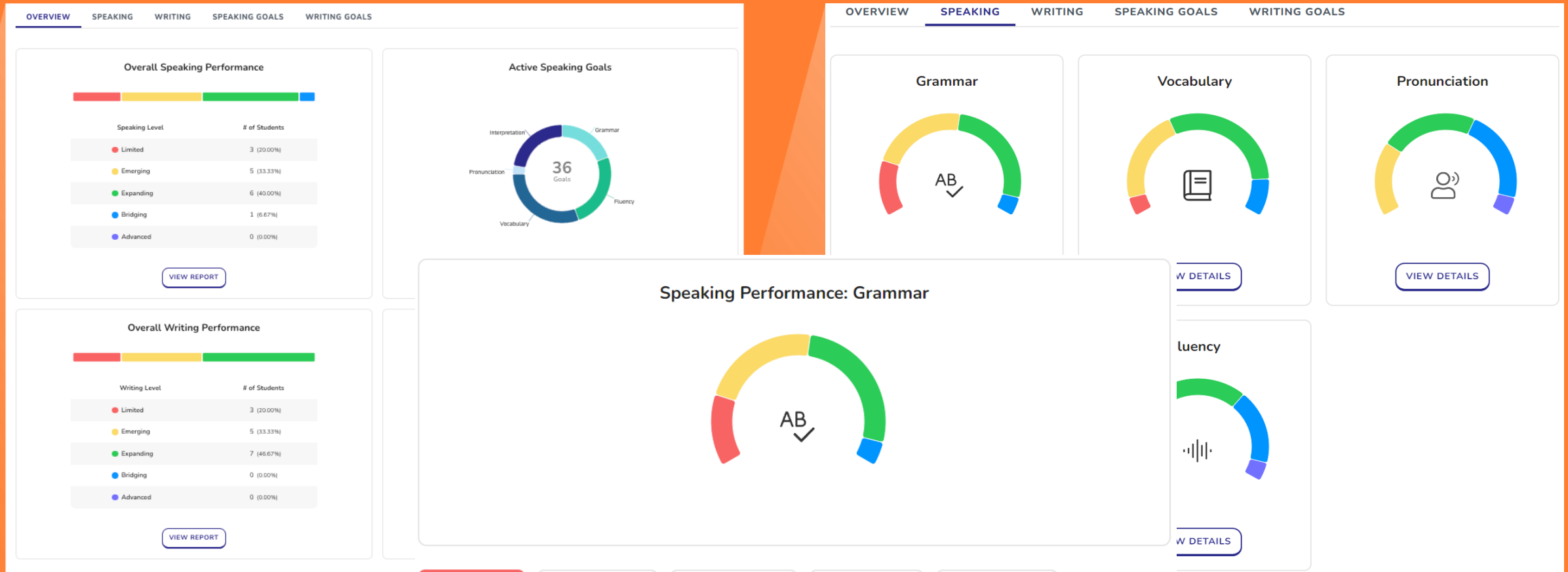


Student Writing

The boy in the yellow shirt is playing soccer with the girl in the purple shirt. The girl in the pink dress is telling her mom to look at the boy and the girl playing soccer. The girl in the yellow shirt is waving at the boy in the window. The man on the left is sitting down while playing his guitar. The man in the red shirt is waving at the lady on the balcony.



Formative Data - Teacher progress monitoring



Student	Active Speaking Goal	Assigned
Demo Student 1	AB ✓ I will use transitional words to connect a general idea to a particular point of this idea.	Jul 31
Demo Student 11	AB ✓ I will use verbs to describe actions.	Sep 06
Demo Student 10	DO I will practice giving an oral presentation on retelling a story with accurate pronunciation and intonation.	Sep 06

Benchmark Data - Flashlight Scored

flashlight³⁶⁰ TERRI SMITH

Benchmark Summary
Last Updated: December 30, 2024 10:24:13 UTC

Grade: 8

BENCHMARK SUMMARY PROGRESS SCORES

Choose 1 Benchmark Type for Information Below: **BOY** MOY EOY

Overall Performance Level

Speaking: Overall Score 2.7 (7 Students Limited, 2 Students Emerging, 3 Students Expanding, 5 Students Bridging, 13 Students Advanced)

Writing: Overall Score 3.4 (8 Students Limited, 1 Student Emerging, 4 Students Expanding, 8 Students Bridging, 9 Students Advanced)

Overall Benchmark Indicator Scores

Indicator	Score
Speaking Interpretation	2.6
Speaking Fluency	1.1
Speaking Vocabulary	3.2
Speaking Grammar	4.4
Speaking Pronunciation	2.4
Speaking Vocabulary and Grammar	1.3

flashlight³⁶⁰ TERRI SMITH

Benchmark Summary
Last Updated: December 30, 2024 10:24:13 UTC

Grade: 8

BENCHMARK SUMMARY PROGRESS SCORES

Choose 1 Benchmark Type for Information Below: **BOY**

Speaking
Overall Performance Scores

All Students Limited Emerging
Expanding Bridging Advanced

Name	Score
Ashley Morris	2.7
Ella Young	2.3
Nathan Cook	2.1
Samuel Parker	1.4
Ingemar VonSchnid...	4.6
Reyansh Anand	3.8
Juan Martinez	2.9
Mei Chen	3.8
Ahmed Khan	2.7
Gabriela Silva	4.1
Fatima Al-Mansoori	4.8
Alexei Petrov	1.2
Samuel Larson	3.8
Fatima Al-Mansoori	2.3
Gabriela Silva	2.1
Hadley Turner	2.7

Benchmark Progress Scores
Last Updated: December 30, 2024 10:24:13 UTC

Grade: 8

BENCHMARK SUMMARY PROGRESS SCORES

Search

Name	Grade	Speaking				Writing			
		BOY	MOY	EOY	YTD Change	BOY	MOY	EOY	YTD Change
George Carlsen	3	2.7	2.4	3.8	+1.1	2.4	2.9	3.8	+1.4
Jared Newton	4	2.3	1.4	2.5	+0.2	4.7	4.2	4.2	-0.5
Tanner Starks	3	1.4	1.4	1.6	+0.2	1.3	1.4	1.4	+0.1
Megan Miller	3	3.3	4.2	4.4	+1.1	3.3	4.1	4.4	+1.1
Lucia Santos	3	4.4	3.3	1.3	-3.1	2.5	2.1	2.5	+0.0
Ashley Davis	4	1.3	4.4	2.1	-0.8	4.4	4.4	1.3	-3.1
Cameron Hodges	4	-	-	-	-	-	-	-	-
Brianne Anderson	4	-	-	-	-	-	-	-	-
Alexa Smith	3	2.5	1.3	2.5	+0.0	1.3	1.3	2.1	+0.8
Hollie Seegmiller	3	2.3	2.1	2.3	+0.0	2.3	2.5	2.3	+0.0
Tanner Starks	4	4.2	2.3	3.5	-0.7	4.2	2.3	3.5	-0.7
Sara Graham	4	1.4	4.1	4.2	+2.8	1.4	4.5	4.6	+2.8
Josie Hernandez A...	4	3.6	4.2	1.4	-1.8	3.6	1.4	1.4	-2.2
Antonio Luis Ramos	3	2.1	3.2	3.3	+1.2	2.1	3.1	3.9	+1.8

Handfuls of Pre Created Scaffolds and Supports for Teachers



Speaking

Level 1

- may not address or refuses to address the task or remains silent
- attempts to address the task, but may be limited to simple, high frequency words and phrases or memorized chunks of language
- student has varying amounts of language that may be repeated from the prompt.

Level 2

- addresses the task in a limited way by communicating simple, original ideas using common and occasional phrases
- student is limited in addressing the required task
- oral language shows emerging expression of ideas; some attempt at connecting ideas may be evident at times
- attempts to address the task with original language, but the student's answer may be irrelevant or inaccurate
- some amount of language that may be repeated from the prompt

Level 3

- addresses the task in a way that shows emerging expression of ideas; some attempt at connecting ideas may at times be evident
- student partially addresses the task, but some points are not fully developed
- oral language shows the development of connected language in the expression of an expanded idea or multiple related ideas
- addresses the task somewhat successfully by generally communicating comfortably on common social and grade-appropriate academic topics

Interpretation
Did the student fully comprehend and respond to the prompt?
How well did the student comprehend and analyze the prompt? How does the student convey or communicate their meaning of the prompt? How does the student construct ideas in response to the prompt? How does the student provide evidence for their thinking?

Fluency
How well did the student produce speech that is smooth and sustained? Is the pace of the student speaking like a fluent reader?
Did the student speak smoothly?
Did the student speak less choppy and less

Artificial Intelligence

Name: _____
Date: _____

Look at this image. Use these pictures to answer the questions below

List words you notice from the image.

1. Robot
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Scoring & Calibration

A learning experience brought especially to you, from Flashlight Learning

Teacher Scoring

In-the-Moment Scoring

Offline Scoring Document

PDF

Flashlight360 Teacher Offline Scoring

★★★★☆ (2) Rate

Flashlight360 Rubric

Speaking Rubric

PDF

Flashlight Rubric 1

★★★★☆ (3) Rate

Student Scoring

Student Self Scoring: Grade PK-K

Pre-K and Kindergarten Student Self-Scoring Rubric

PDF

PK-K Flashlight360 Student Self-Assessment Rubrics

Student Self Scoring: Grades 1-2

Grades 1 and 2 Student Self-Scoring Rubric

PDF

1-2 Flashlight360 Student Self-Assessment Rubrics

Student Self Scoring: Grades 3-12

Grades 3-12 Student Self-Scoring Rubric

PDF

3-12 Flashlight360 Student Self-Assessment Rubrics

Providing Feedback & Setting Goals

A professional learning opportunity created with you in mind, from Flashlight Learning

Start Here: FL360 Resources

Student Speaking Goals

PDF

Flashlight360 Speaking Goals

☆ Rate

Student Writing Goals

PDF

Flashlight360 Writing Goals

☆ Rate

Teacher: Offline Scoring

PDF

Flashlight360 Teacher Offline Scoring

☆ Rate

Pre-K-K: Student Self Scoring

PDF

PK-K Flashlight360 Student Self-Assessment Rubrics

☆ Rate

Grades 1-2: Student Self Scoring

PDF

1-2 Flashlight360 Student Self-Assessment Rubrics

☆ Rate

Grades 3-12: Student Self Scoring

PDF

3-12 Flashlight360 Student Self-Assessment Rubrics

☆ Rate

FL360 Rubric

PDF

Flashlight Rubric

Use our rubric to help assign goals that will stretch students to the next proficiency level.

☆ Rate

Exemplary Feedback

PDF

Exemplary Feedback alt v4

Use the Feedback-Sandwich Technique to frame student feedback.

☆ Rate

es about what you see in the image.

ink might exist in the future due to advancements in
ibe these jobs and what training a person would need.

putational thinking, lifelong learning,
augmented reality, biometrics

Sentence starters:

1. I predict that...
2. For example...
3. Skills they would need...

Learning Objective

I can _____ (Name what you can do by the end of this unit or lesson)

The active verb(s) in my learning objective is:

1. _____
2. _____
3. _____

This is the language and vocabulary I need to use to demonstrate proficiency for this learning objective

I can use this vocabulary to respond to my learning objective:

Academic language that is high priority to utilize:

I demonstrated my proficiency on this learning objective by...

The Center for Research and Reform in Education (CRRE) is a research center affiliated with the School of Education at Johns Hopkins University (JHU) specializing in K-12 education program evaluations. In 2023, CRRE partnered with Flashlight Learning in conducting a retrospective mixed-methods, quasi-experimental design (QED) to study the impact of Flashlight360 on WIDA ACCESS scores. The methods used and results obtained in this study **meet criteria for ESSA Tier 2 evidence**. Important main findings include:

- Students who used Flashlight360 significantly **outgained comparison students by nearly 5 points**. The observed effect size of 0.13 SDs indicated a small-to-medium practical effect of Flashlight360 on WIDA ACCESS scale scores.
 - Flashlight 360 students also significantly **outgained comparison students by 11 points on the WIDA Speaking assessment**, and by **4.5 points on the WIDA Writing assessment**.
- Flashlight360 activity domain scores were **significantly positively associated with spring 2023 WIDA ACCESS scores**, with observed Pearson correlations of +.40 to +.49 across all Flashlight360 score domains.
- Teachers generally expressed positive overall perceptions regarding Flashlight360, particularly in terms of its impact on student achievement in speaking and writing. Said one teacher, **“WIDA scores went way up. Students liked the program and started taking WIDA testing more seriously.”** This aligns with quantitative findings.



WIDA Updates

ELP Annual Assessment Window

- Key January Tasks

- January 3: Student Management opens. See students loaded into WIDA AMS, add/edit students, create test sessions.
- January 21-22: Initial Materials order. Materials based on December 11 file will arrive in districts. Inventory and catalogue before ordering new materials.
- January 21: Additional Materials Window opens. DACs submit one order for approval by OSPI.
- January 27: WIDA ACCESS window opens.



WIDA ACCESS Testing Notification Letters

Districts can use the templates found on the [Multilingual Family Communication Templates](#) to notify families of ACCESS for ELLs test administration dates and to briefly explain what the ACCESS for ELLs assessment is and how it is used. Contact your ML Program Supervisor if you have any questions.

English

Dear Parent or Guardian,

Each year, students in English learner programs take the ACCESS for ELLs assessment to measure their English knowledge and skills. The test measures academic English language proficiency for students learning English in our school and throughout our state.

Teachers in our school use this information to help them make decisions about instruction for your child. Teachers also use these test scores to monitor the progress your child makes toward English proficiency.

Your child will take the ACCESS for ELLs test on: _____

Your child does not need to study for this test. The test is an opportunity for students to demonstrate what they understand and can communicate in English.

Prepare for test day by making sure your child gets plenty of sleep and eats breakfast before testing.

Please contact me if you have questions about the ACCESS for ELLs test.

Sincerely,



PUBLIC INSTRUCTION



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Upcoming WIDA ACCESS Testing for American Indian/Alaska Native Students

Dear Parent or Guardian,

We would like to remind you that your child qualifies for Title III supplemental language and literacy services for American Indian/Alaska Native students. Your child will soon be taking the annual WIDA ACCESS assessment to review their progress and determine ongoing eligibility.

The annual ACCESS assessment is given in the spring of each year, until your child achieves the criteria to exit Title III services. The test helps teachers determine what language and literacy instruction will support your child best. Perhaps most importantly, the test can give you an idea of what skills you can practice with your child at home to improve your child's language and literacy skills.

The WIDA ACCESS assessment is not used as a high school graduation requirement or for withholding a child's promotion from one grade to the next. The test is also not to be used as the single measurement for referral for Special Education services.

Your child will take the ACCESS test on: _____ (INSERT DATE/S)

Your child does not need to study for this test. The test is an opportunity for students to demonstrate their language and literacy skills.

You can prepare for test days by making sure your child is well rested and arrives at school on time and ready to participate.

If you have questions about the WIDA ACCESS test, Title III American Indian/Alaska Native student services, or would like more information about testing, please contact:

Name: _____
Phone: _____
E-mail: _____

[Title III AI/AN ACCESS Testing Notification Letter](#)

ELP Assessment Support

• Contact

- *Inbox:* ELPAssessments@k12.wa.us
- *ELPA Coordinator:* Sharon Coward
- *Phone:* 564-669-4777
- *Email:* Sharon.Coward@k12.wa.us

• Resources

- [OSPI ELPA Website](#)
- [WIDA Secure Portal](#)

ELP Assessment Office Hour

- Mondays at noon
- [NEW Zoom link](#)
- [Updated Key Topics Schedule for 24-25](#)

ELP Assessment Office Weekly Newsletter

- Monday afternoon
- [Link to subscribe](#)





Student Data Clean-up

Possible Eligible Not Reported: Clean-Up

6,572 students are on the PENR statewide!

- Ensure All Students are Properly Reported
- Ensure All Eligible Students are Served

The screenshot shows the 'Limited English Proficiency TBIP View' interface. At the top, it says 'WASHINGTON STATE OSPI Office of Superintendent of Public Instruction' and 'Limited English Proficiency TBIP View'. Below this are navigation tabs: 'Student', 'Reports', and 'Admin'. Under 'Reports', there are sub-tabs: '-Student Lists-', '-Assessments-', '-Data Cleanup-', and '-LEP Tables-'. The 'Data Cleanup -- TBIP' section is active. On the left, there is a 'TBIP' dropdown menu. Below it is a list of categories: '> Possible Eligible Not Reported', '> Possible Needs Withdraw', '> Enrolled Less Than 5 Days', and '> English Proficient and Enrolled in Program'. On the right, there is an information box with a blue background and a white 'i' icon. The text in the box reads: 'Several bugs have been identified in the Analysis tool. Students may be on the proficiency annual assessment in error level, was removed with Exit Reason enrolled in full-time Running Start and enrolled in multiple schools (for example as receiving services in one, exited TBIP before. We are investigating these issues with them.' Below the information box, the text 'Possible Eligible Not Reported' is displayed in orange.



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



Dual, Heritage, and Tribal Language Grants



All districts that applied for grants should now be able to access the application in EGMS. Reach out to your Dual Language Program Supervisor if you have any questions.

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

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>





Director Updates

CEDARS Appendix K Updates

- New language Codes – 28
- Spelling corrections & alternate language names – 45
- Identified for archiving in future school years –
 - Archived in 2026-27 w/ recommended language to use – 30
 - Archived in 2026-27 w/ no recommended language – 13
 - Archived in 2027-28 w/ re-surveying needed - 9

APPENDIX K – Language Codes
 (Used by Elements B17, B18, B43, D15 and I10)

Language	Code	Language	Code
Acholi	344	Bulgarian	21
Afar	683	Burial	265
Afrikaans	94	Burmese	518
Aquacateco	565	Byelorussian	41
Akan	284	Calchiquel	236
Akateko	700	Cambodian	197
Albanian	18	Carolinian	139
Aleut	669	Catalan	658
American Sign Language	640	Cebuano	554
Amharic	113	Chagatai	158
Aniak	661	Chalchiteco	645
Apache	644	Cham	215
Arabic	37	Chamorro	267
Arapaho	689	Chao	519
Armenian	103	Chavacano	720
Assamese	663	Chechen	567
Athabaskan	552	Cheremis	25
Awadhi	723	Chewa	325
Aymara	203	Chin	593
Ayula-Bambara	205	Chinese-Cantonese	43
Azerbaijani	24	Chinese-Fukienese	509
Balinese	321	Chinese-Mandarin	443
Balochi	650	Chinese-Taiwanese	254
Bamana	345	Chinese-Unspecified	562
Bambara	98	Chippewa	667
Bangala	553	Chuj	726
Bantu	281	Chungki/Chukese	510
Bashkir	285	Chusk/ Chukese	520
Bassa	311	Chuvash	26
Bemba	81	Columbia River Sehapin	521
Bengali	105	Coptic	181
Berber	112	Colville	711
Bikol	237	Cornish	161
Bilen	647	Cowichan	522
Bitsaya	517	Creole	523
Bosnian	516	Croatian	524
Bukusu	566	Crow	675

Page | 35

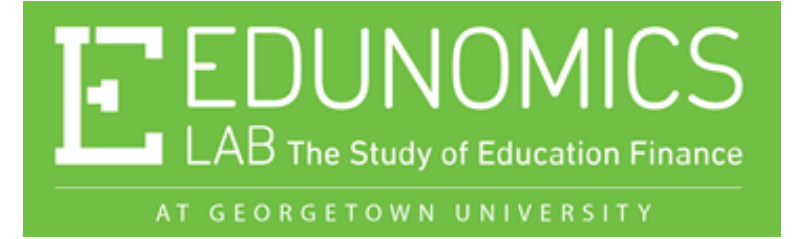
Immigrant Rights & Resources

- OSPI Webpage: [Immigrant Students' Rights to Attend Public Schools](#)
- ML Policies & Practice Guide - [Introduction: Civil Rights & Federal and State Laws](#)
- MPI Policy Brief: [Legal Protections for K-12 English Learner and Immigrant-Background Students](#)
- Colorín Colorado: [Immigrant Students' Legal Rights: An Overview](#)

OSPI will be releasing soon: *Protections for Immigrant Students in Washington's K-12 Public Schools*



Policy Impacts



- Federal funding (Title III) – Not likely to have major changes
- State funding (TBIP) – WA Legislature will have significant budget cuts to make, ML students are a priority
- State funding (Dual, Heritage, & Tribal) – Governor's proposed budget includes similar funding to 2024-25
- U.S. Department of Education – Changes anticipated in leadership. Dismantling the department requires 60% vote in the U.S. Senate
- Refugee resettlement numbers likely to be greatly reduced





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.

Save the Date...



 **WIDA**TM Annual Conference
October 27-30, 2025 • Seattle, WA
UNIVERSITY OF WISCONSIN-MADISON

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](#)



SCAN ME

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

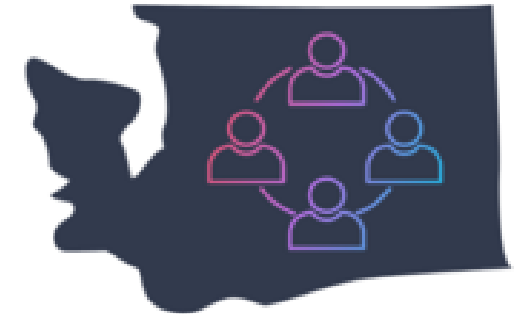
April 17

November 21

February 20

May 15

Time: 9:00 - 10:30 am



[*pdEnroller link*](#)



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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

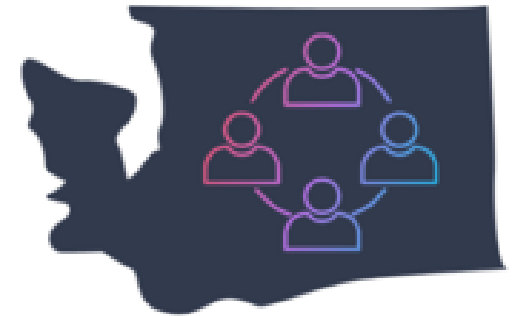
April 17, 2025

November 21

February 20

May 15, 2025

Time: 3:30 - 4:30 pm



[*pdEnroller link*](#)



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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 are available.

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

- January 23 – Seattle School District **FULL**

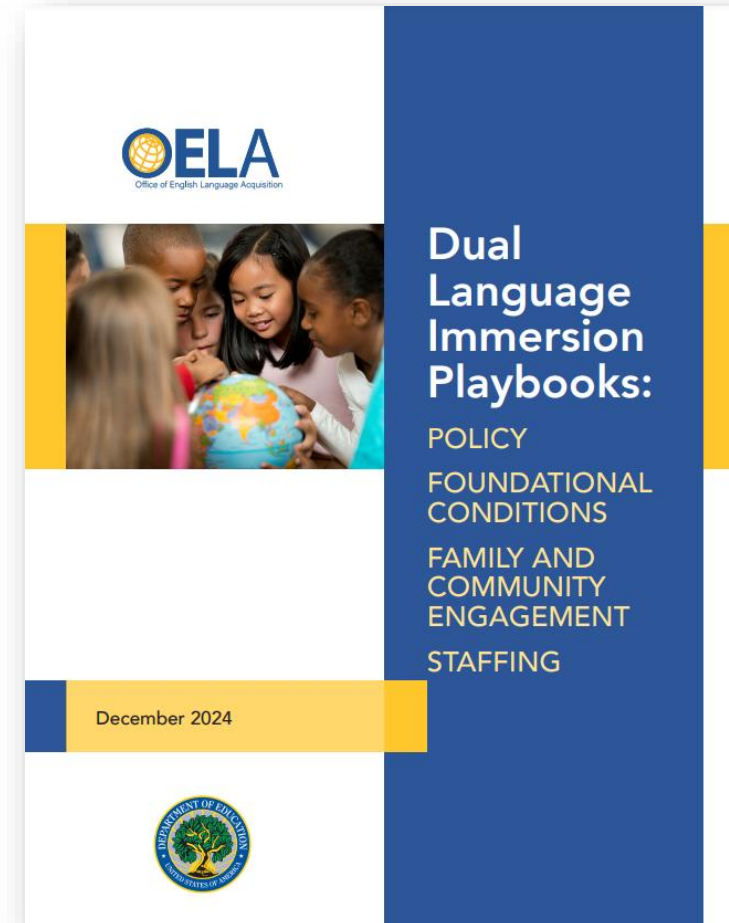
February 27 – Evergreen School District [Click here to complete the survey!](#)

- March 14 – Walla Walla School District
- April 24 – Mount Vernon School District
- May 1 – Bellevue School District
- May 22 – Highline School District



News for Dual Language

- New from the U.S. Department of Education Office of English Language Acquisition (OELA)
 - Download here: [DLI Project](#)
- OSPI soon to release monthly Dual Language Newsletter



Dual & Heritage Language Professional Learning



DL Leaders' Elementary PLC [pdEnroller Link](#)

Time: 12:00-1:00

Dates: October 1, November 5, December 3, January 7, February 4, March 4, April 1, May 6

DL Leaders' Secondary PLC [pdEnroller Link](#)

Time: 12:00-1:00

Dates: October 8, November 12, December 10, 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, December 17, 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, December 17, 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](#).



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Multilingual Education Team

Office of the Superintendent of Public Instruction
600 Washington St. SE | Olympia, WA 98504-7200



Katie Sperling
ML & DL Program Supervisor
ESD 101 & 171
360-701-5064
Katie.Sperling@k12.wa.us



Shannon Martin
ML Program Supervisor
ESD 113, 114, & 121 (Pierce)
360-725-4476
Shannon.Martin@k12.wa.us



Kadriye El-Atwani, Ph.D.
ML Program Supervisor
ESD 105, 112, & 123
kadriye.el-atwani@k12.wa.us



Anna Bibik
Administrative Assistant
Multilingual Education
564-233-5550
anna.bibik@k12.wa.us



Kristin Percy Calaff, Ph.D.
Executive Director of Multilingual
& Migrant Education
564-999-3144
Kristin.PercyCalaff@k12.wa.us



Virginia Morales
Assistant Director of Multilingual
Education, ESD 121 (King) & 189
564-669-1179
Virginia.Morales@k12.wa.us



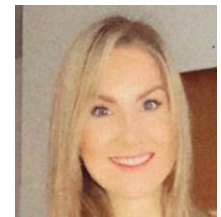
Teresa Mendoza-Casby
Dual Language
Program Supervisor
ESD 105, 112, & 123
564-999-0610
Teresa.Mendoza-Casby@k12.wa.us



Elizabeth LaFever
Dual Language
Program Supervisor
ESD 121 (King) & 189
Elizabeth.Lafever@k12.wa.us



Patricia Venegas-Weber, Ph.D.
Dual Language
Program Supervisor
ESD 113, 114, & 121 (Pierce)
Patricia.Venegas-weber@k12.wa.us



Kristiana Bundy
Administrative Assistant
Multilingual Education
360-878-0138
kristiana.bundy@k12.wa.us

Check-in Time

Please feel free to join a Breakout Room:

- WIDA MODEL (Suzanne)
- Flashlight 360 (Andy)
- PLDs (Kate & Team)
- Grant Updates & PENR (Katie & Shannon)
- WIDA Updates (Sharon & Virginia)
- Dual Language & PD (Kristin, Teresa & Patricia)

