

Multilingual Education Information Session

November 6, 2025

In the chat: Share something you are thankful for.

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



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by **developing equity-based policies** and supports that empower educators, families, and communities.

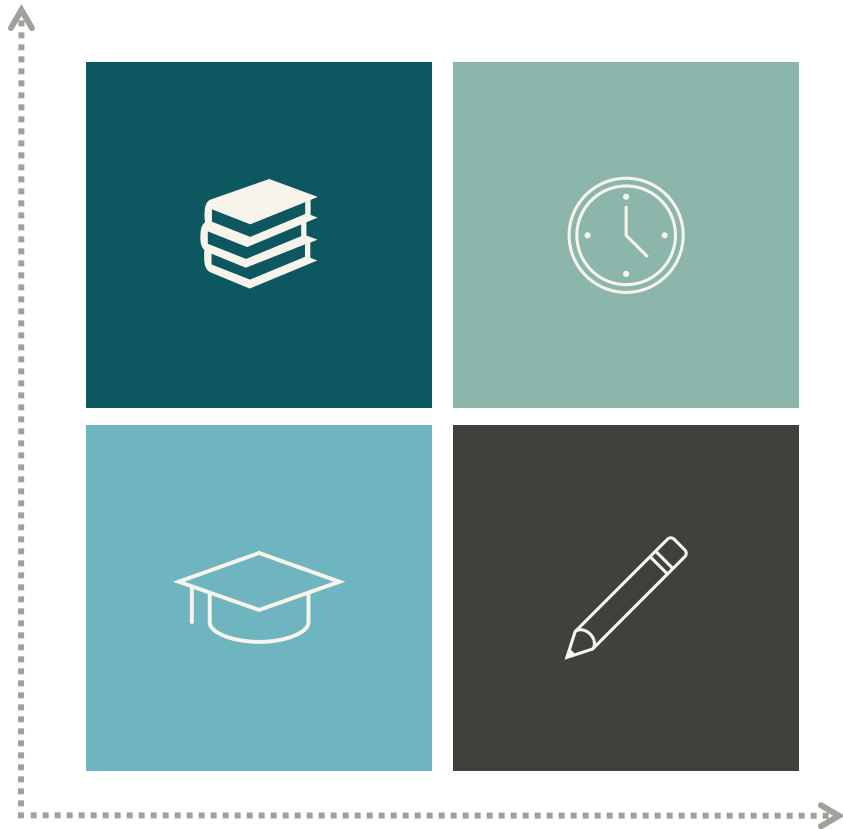
Values

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



Washington Office of Superintendent of
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Agenda



Shared Responsibility & Accountability

WIDA Assessment Updates

Seal of Biliteracy & Language Access

Grants, Data & Opportunities



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, Squaxin Island, and Yakima Tribes and honor with gratitude the land itself and these Tribes.



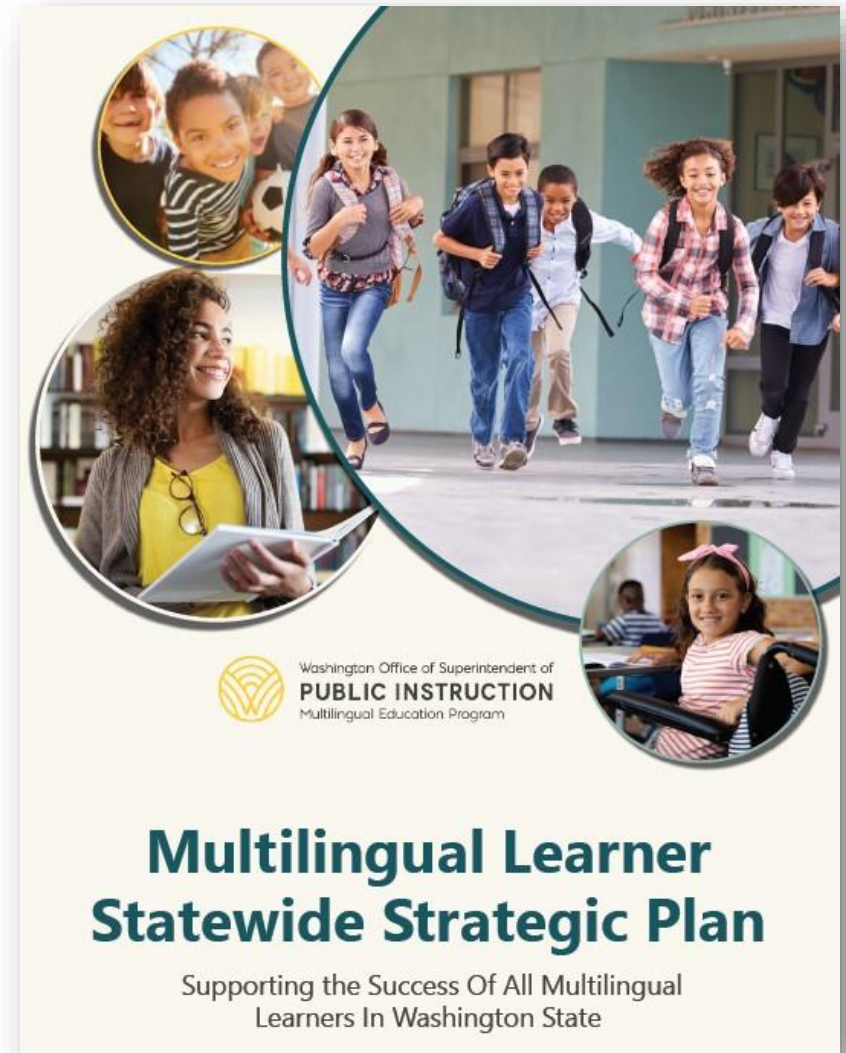
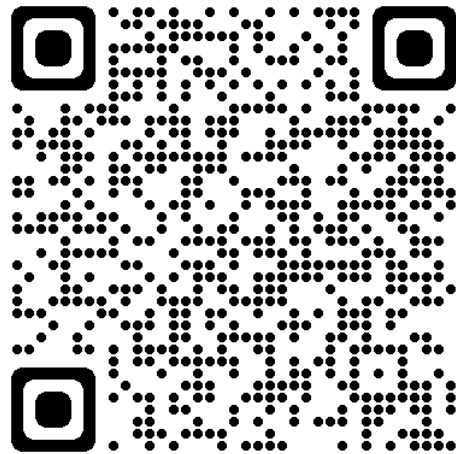
Multilingual Learner Statewide Strategic Plan

Core Principles:

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

ML Statewide Plan

ML Action Plan Toolkit





Shared Responsibility and Accountability

ML Statewide Strategic Plan Connections

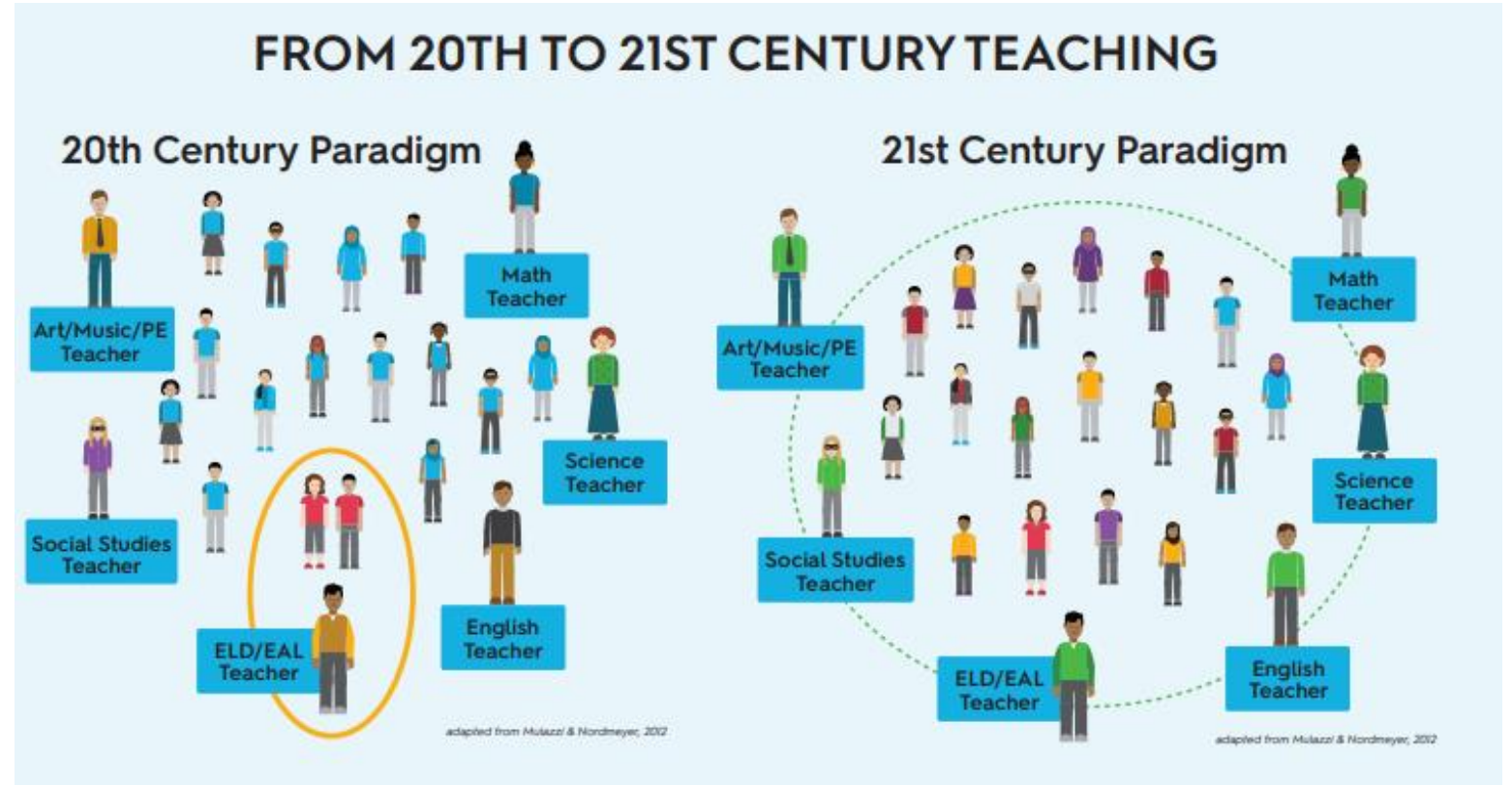
- **Goal 1: Demonstrate a belief that all multilingual learners can learn and excel in school** by fostering a shared responsibility for multilingual learners' success.
- **Goal 5: Implement inclusionary practices for all multilingual learners** by increasing collaboration, co-planning, and co-teaching of ELD specialists and content teachers.
- **Goal 7: Provide professional learning on strategies to support multilingual learners** including WIDA ELD standards, instructional strategies, progress monitoring and assessment, and culturally responsive practices.



Shared Responsibility

"Effective advocacy requires us to help shift mindsets in organizations and keep students at the center of the work by messaging that multilingualism is an asset while also being explicit about every teacher's role as a language teacher."

The Collective Responsibility of Equity for Multilingual Learners



ML Individual Learning Plan

- Great for low-incidence schools
- Documents specific services and supports for individual ML students
- Helps all teachers share responsibility for MLs

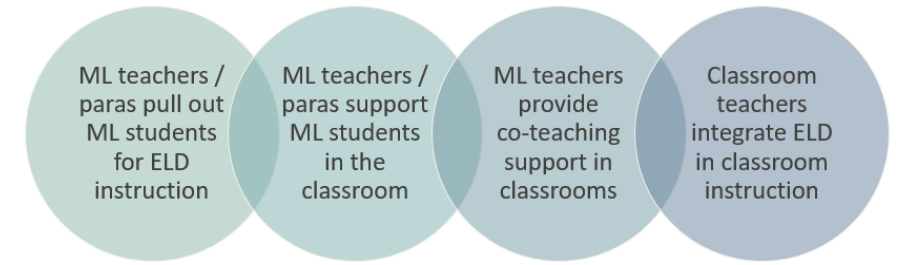
MULTILINGUAL/ENGLISH LEARNER CONTINUOUS LEARNING PLAN

[This optional template is intended to support individualized student planning for the delivery of English language development and academic content. The Multilingual/English Learner Continuous Learning Plan is intended to document and support individual instruction for English language development services and facilitate collaboration among educators.]

Student Name:		Date of Birth:
Teacher Name:		Date:
Parent/Guardian Contact:		
Present English language development levels and instructional priorities: Describe the student's strengths, and language domain levels, and potential targeted instructional priorities.		
English language development goals: Describe the learning goals, including when and how progress toward those goals will be measured.		
Domain(s):	Goal:	When & How Measured?
Description of English language development services: Use the space below to document/describe English language development services.		
Description of methods for providing meaningful access to content: Use the space below to document/describe meaningful access to content instruction.		



Shifting Program Models



- **Shifting to more inclusionary models**
 - Elementary moving from pull-out to co-planning/co-teaching
 - Secondary moving from separate classes to co-planning/co-teaching
- **Developing capacity**
 - General education/content teacher knowledge of WIDA & ML strategies
 - ML teacher knowledge & skill in supporting content teachers
- **Engaging leadership teams in planning for shifts**
 - Provide options and considerations for different models
 - Focus on student needs to drive decision-making



Multilingual Learner School Plan

1. **Form a school team** with ML expertise
2. **Select at least two key goals** from the SIP
3. **Develop specific strategies** to support MLs with:
 - Language Development
 - Accessible Content
4. **Plan professional learning** to support educators with the strategies
5. **Monitor ML student progress** on goals with disaggregated data



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Multilingual Education Program

Multilingual Learner School Plan

School:	School Year:
District:	Team Leader:

This Multilingual Learner School Plan template provides steps for examining school improvement plans and developing specific strategies to support multilingual learners (MLs) in reaching schoolwide goals. It also serves as a planning document for schools to ensure they are meeting the civil rights requirements for providing English language development (ELD) and accessible content for all MLs.

To engage in this process, follow these steps which are detailed in this template:

1. **Form a school team** that includes people with knowledge of the School Improvement Plan (SIP) and staff members who work with multilingual learners.
2. **Select two key goals** from your SIP to develop a specific plan for MLs by reviewing disaggregated data to determine which goals are most critical for these students.
3. **Develop specific strategies to support MLs** in reaching each of these goals. Strategies should include English language development and making content accessible.
4. **Plan professional learning to support educators** in implementing the selected strategies.
5. **Monitor ML student progress on the goals** by reviewing disaggregated data and adjusting the plan as needed.

Step 1: Form a Team
Use the following questions to identify team members to develop this ML School Plan.

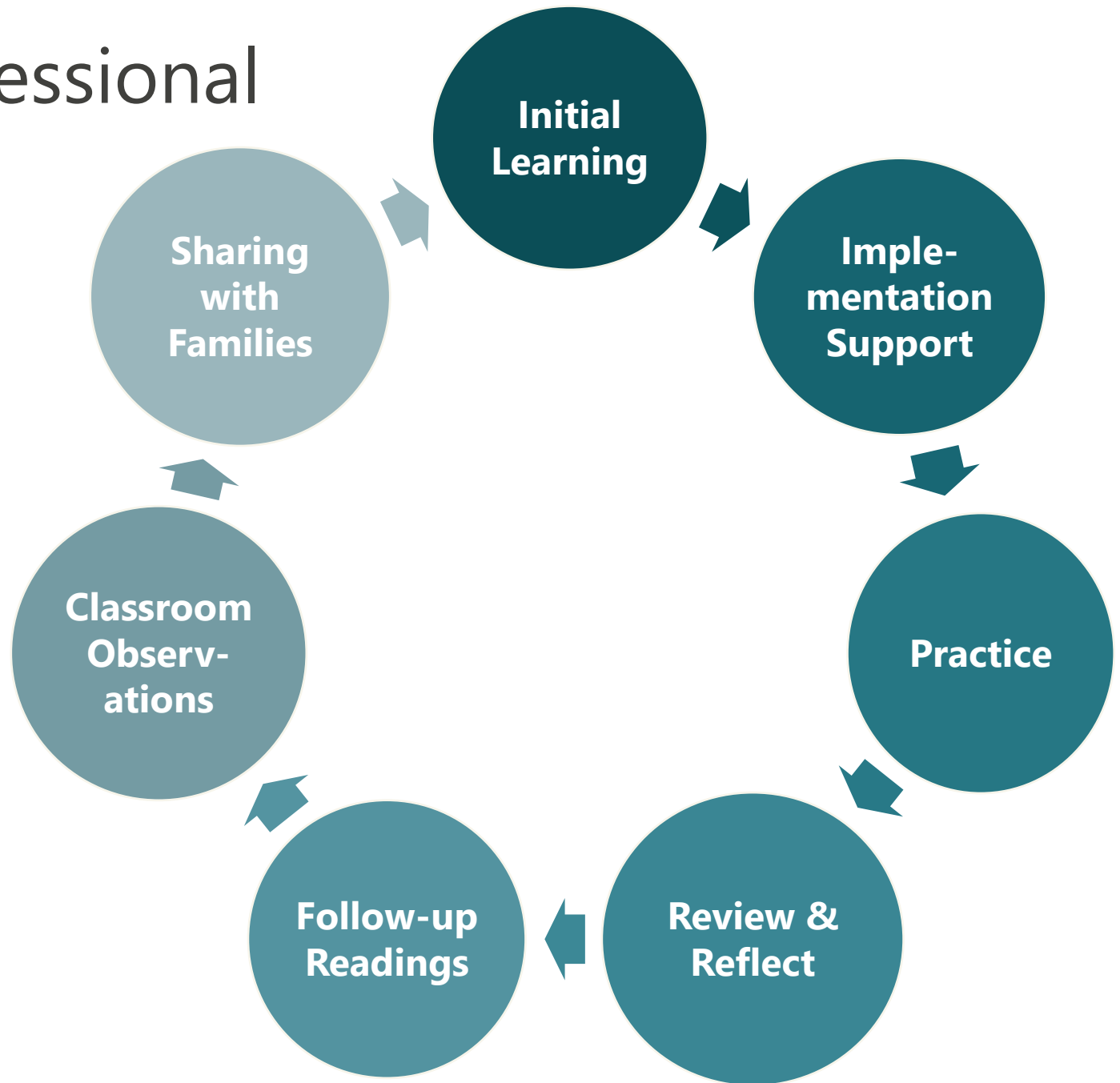
- Who has deep knowledge of the School Improvement Plan?
- Who has deep knowledge of ML's strengths and needs?
- Who works regularly with MLs?
- Who has knowledge of resources and professional learning to support MLs?
- How will families and students' voices be included in these plans?

Team Members:	



Job Embedded Professional Learning Cycle

- Provides support for implementation of new strategies
- Increases accountability



Support for Teachers and Leaders

WIDA Self-Paced Courses

- Use for PLCs, school, and district-wide Professional Learning
- Free clock hours for WA educators (See WIDA Standards, Assessments, and Professional Learning)

Dual Language PLC & Resources

- Washington State Dual Language Program Guide
- Dual Language Program Planning Checklist
- Dual Language PLC is listed on the Dual Language Education and Resources webpage.

ML Director and Teacher Networks

- Washington offers two statewide networks for learning and collaboration
 - ML Director Network
 - ML Teacher Network
- Sign up for our weekly Multilingual newsletter



Goal Worksheets

Use these worksheets from [ML Action Plan Toolkit](#) to plan for inclusive services and professional learning for educators and leaders with goals 1, 5, and 7.



Promote Asset-Based Mindsets

Goal 1: Demonstrate a belief that all MLs can learn and excel in school by...
1a) Fostering a shared responsibility for multilingual learners' success.
1c) Strengthening the knowledge of all educators about language development.

ML Action Planning Work:

- What is your district goal in this area?
- What structures and opportunities can be leveraged to provide professional development and/or leverage collective responsibility for multilingual learners?
- What specific action steps will you take to leverage these opportunities?

Audience	Structures / PD Opportunities	Action Steps
District Leaders (Administrators, Cabinet)		
School Leaders (Principals, APs)		
Teacher Leaders/ Support Staff (Coaches, TOSAs, Counselors, ESAs)		
Teachers (ML/ELD, Gen Ed, Dual Language)		
Paraeducators (ML, SpEd, Title 1, LAP, Other)		



Strengthen Instructional Practices

Goal 5: Implement inclusionary practices for all multilingual learners by...
a) Increasing collaboration, co-planning, and co-teaching of ELD specialists and content teachers.
b) Building the capacity of educators to use strategies such as SIOP, GLAD, and UDL.
c) Developing the understanding of administrators to support meaningful inclusion.

ML Action Planning Work:

Reflect on your current Supportive Mainstream practices:

ML teachers / paras pull out ML students for ELD instruction

ML teachers / paras support ML students in the classroom

ML teachers provide co-teaching support in classrooms

Classroom teachers integrate ELD in classroom instruction

Which of these models are the predominant models at your school(s)?

	Pull-Out	Push-in	Co-Planning/ Co-Teaching	Full Inclusion with integrated support
Elementary				
Middle School				
High School				

Where are there opportunities to move towards a more inclusive model? What key actions will you take to move towards more inclusionary practices for all MLs?

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Provide Support for Educators

Goal 7: Provide professional learning on strategies to support multilingual learners by...
a) Integrating ELD standards into professional learning on content standards and instruction.
b) Focusing on strategies such as SIOP, GLAD, and UDL to support academic language and literacy.
c) Supporting educators with progress monitoring and assessment of multilingual learners.
d) Developing educators' culturally responsive practices for engaging multilingual families.

ML Action Planning Work:

How will you provide professional learning to each group of educators? What structures and opportunities can you leverage for this professional learning?

	General Educators	ML Educators	Administrators
WIDA ELD Standards Framework			
ML Instructional Strategies			
Progress Monitoring & Assessment			
Culturally Responsive Practices			

What resources can you use to support professional learning? (people, materials, online, etc.)

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District ML Program Plan Template

- Aligned to the [ML Policies and Practices Guide](#) and [Program Review Checklist](#)
- Used to document program plans and processes
- Can be developed into a district or school plan for services



Washington Office of Superintendent of PUBLIC INSTRUCTION Multilingual Education Program		Multilingual Learner Plan
District:	Lead Contact:	
School Year:	Position:	
District Strategic Goal(s): (List any district goals that relate to programs for multilingual learners.)		
1: Identification, Screening, and Placement		
Every district must have written procedures to identify multilingual English learners. Districts must determine the primary language and eligibility of each newly enrolled student no later than the tenth day of attendance by using the state-approved language proficiency placement test.		
• How is the Home Language Survey (HLS) information collected?		
• What is the process for reviewing HLS information and ensuring that students are screened?		
• What is the process for screening and recording results of the screener?		
• What is the process for placing students into the TBIP program and reporting program placement to OSPI?		
• What is the process for notifying families for... ◦ New student placement? ◦ Continuing student programming? ◦ Exiting students?		
• What is the process for handling requests to waive services?		
• What is the process for maintaining student cumulative files including: ◦ Home Language Survey? ◦ Screener & annual test results? ◦ Family notifications for initial placement, continued eligibility & transition (exit) from services? ◦ Parent waivers?		



Shoreline Public Schools



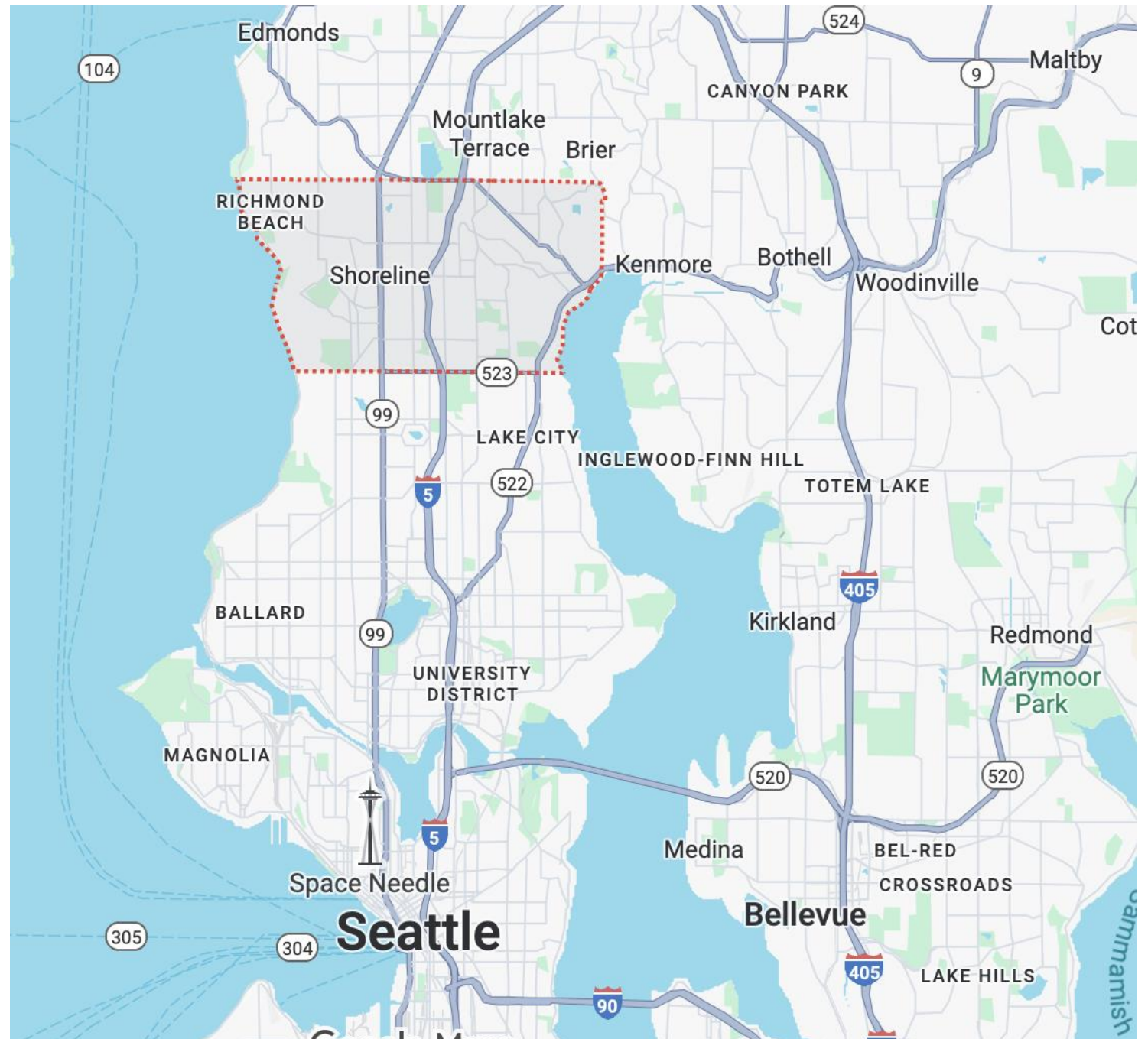
MLL Building Plans

Stacy Davison - MLL Instructional Specialist (TOSA) K-12

Ellen Kaje, Ph.D. - Direction of Categorical Programs and Academic Support

Where is Shoreline?

Between the
Edmonds +
Seattle School
Districts



MISSION

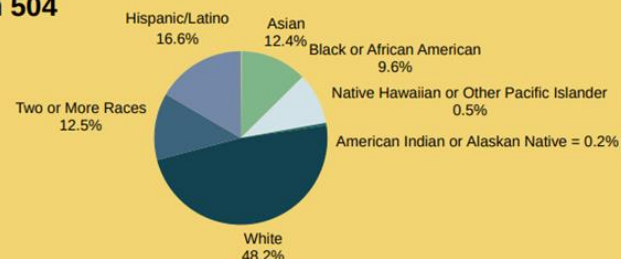
Provide a collaborative learning community that engages all students in learning the academic and work-life skills needed to achieve their individual potential and become responsible global citizens.



9,250+ WONDERFULLY DIVERSE K-12 STUDENTS

12% Multilingual Learners
34% Low Income
15% Special Education
11% Section 504

81 Languages Spoken
(from Albanian to Wolof)



OUR 1,250 STAFF

~ 700 Certificated and Admin
~ 550 Classified

*Equity and inclusion make our school community stronger!
Actively working to recruit and retain BIPOC staff and those who speak languages other than English.*



OUR SCHOOLS AT A GLANCE

ONE Early Learning Center
NINE K-5 Elementary Schools
TWO 6-8 Middle Schools
TWO 9-12 High Schools
ONE K-8 Community School
ONE K-8 Home Education Exchange
TWO Transition Programs

16
SCHOOLS



Syre to Briarcrest? 5.6 miles!

Edwin Pratt to Meridian Park? 0.3 miles!

SHORE TO SHORE AND LINE TO LINE

2 Cities (Shoreline and Lake Forest Park)
16 Square Miles

In the spring of 1944, when the Shoreline School District was officially formed, a contest was held to give the new district a proper name. Fifth grader Marilyn Buckner submitted the winning suggestion. She said that since the district would stretch from Puget Sound to Lake Washington, and from the Seattle city limits to the King-Snohomish County line, that is "shore to shore and line to line," the new district should be called "Shoreline."

Who are our Multilingual Learners?

Total Multilingual Population:
1,064

Elementary K-5
606

Secondary 6-12
458

Newcomers:
633

Experienced MLs (5+ years):
219



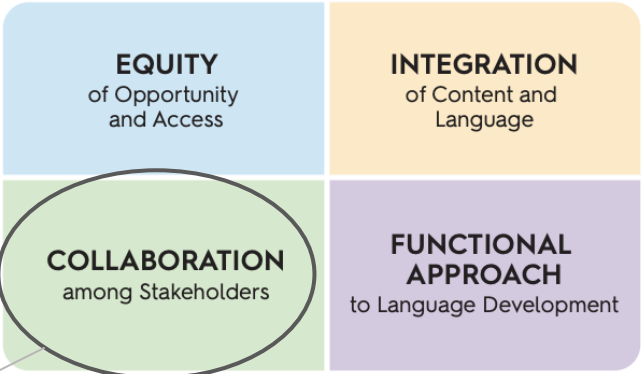
District Director



OSPI



ML Teacher + Building
Team + Principal



WIDA Big Ideas



ML Teacher + ML
TOSA





Multilingual Learner Building Plan

I

MAKE A COPY AND SAVE TO BUILDING PLAN FOLDER

School:	School Year:
MLL Teacher:	Planning Team Members:

ELD Services

Describe the **planning process** and **instructional methods** used for English Language Development (designated and integrated ELD) services provided for beginning (0-2 years in program), intermediate (2-5 years in program) and long-term multilingual learners (5+ years in program).

Planning Process:

Instructional Methods:

Accessible Content

Describe the **planning process** and **instructional methods** used to provide meaningful access to content for beginning (0-2 years in program), intermediate (2-5 years in program) and long-term multilingual learners (5+ years in program).

Planning Process:

Instructional Methods:

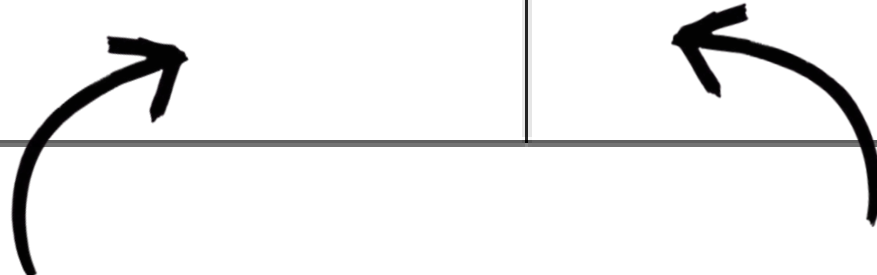
Designated

How + What

Why +
Rationale for
Services

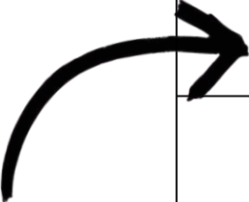
Integrated

Assessment & Monitoring of Student Progress	
Name the assessment tools that are used to monitor eligible and <u>exited</u> multilingual learners' academic and linguistic progress and describe any processes for administration of progress monitoring.	
Academic Assessments	Language Assessments



Summative + Progress Monitoring:
Classroom/Building
District-Wide
State

Attending +
Leading



Professional Learning		
All staff serving multilingual learners need ongoing professional learning on language acquisition and instructional strategies to support language learners. List planned professional learning activities that will support staff who work with multilingual learners.		
Activity	Participants	Focus (Instructional strategies for multilingual learners, ELP assessments, WIDA standards, etc.)
Monitoring Implementation from Professional Learning		
Describe how professional learning is monitored to verify that new learning is implemented and has a positive impact on the achievement of multilingual learners.		

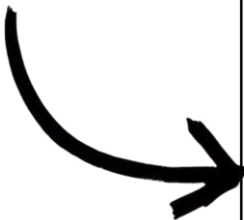
In Partnership
with Family
Advocates and
Title One Staff



Family Communication and Engagement	
Families are critical partners in supporting multilingual learners. Describe how families are engaged in their children's learning and in ongoing continuous improvement of the transitional bilingual instruction program.	
How are families informed about student progress and assessments?	
How do staff learn more about families' funds of knowledge?	
How does the school ensure that families have access to translation and interpretation services for effective communication?	

Sample from one of our schools:

Links to Building-
Specific Tools and
Spreadsheets



ELD Services	
Describe the planning process and instructional methods used for English Language Development (designated and integrated ELD) services provided for beginning (0–2 years in program), intermediate (2–5 years in program) and long-term multilingual learners (5+ years in program).	
Planning Process: MLL Teacher, classroom teacher, LAP teacher analyze WIDA language proficiency levels, iReady data, DIBLES data, and classroom data to determine specific language needs and capabilities of all MLL students at all levels. Students' names will be placed on WIDA Language Charts and shared with team members. This is also used as a progress monitoring tool for all MLL students at all levels. Informal and formal collaboration and planning may happen daily (beginner), weekly (intermediate), or monthly (long-term). This can be done as a grade level or with individual teachers. BKS MLL Master List	Instructional Methods: All levels: Instructional methods can include: MLL teachers will co-teach/model GLAD or designated ELD strategies in the classroom and will discuss the benefits of these strategies for language development. GLAD units and/or strategies will be taught as a push-in support. All levels: Small group designated instruction will be provided in class as part of co-teaching. All levels: Chants, partner supports, table talk numbers, turn and talk with sentence stems are used in the classrooms. Entering/Emerging: students will receive additional Tier 2 instruction for BICS and vocabulary development. Entering/Emerging: students are given time to do Imagine Learning daily in their classroom. Emerging-Developing: Tier 2 small groups will be formed for specific student needs using these curriculums: Avenues, Frames for Fluency, Early Reading Inventory, Imagine Learning English, Text Talk,

Sample continued:

Accessible Content	
Describe the planning process and instructional methods used to provide meaningful access to content for beginning (0-2 years in program), intermediate (2-5 years in program) and long-term multilingual learners (5+ years in program).	
Planning Process: Classroom teacher/grade levels and MLL teacher choose a unit of study to work on during the Push-in GLAD lessons and/or pull out support. Co-planning with teachers/ grade levels may happen every 6-8 weeks to discuss upcoming units, determine strategies and supports, and determine new goals for MLL students. The WIDA continuum is used to focus planning for specific language domains. Informal and formal collaboration and planning may happen daily (beginner), weekly (intermediate), or monthly (long-term). This can be done as a grade level or with individual teachers. Planning may take place at a data meeting, but is mostly before/after school.	Instructional Methods: All levels: Instructional methods can include: MLL teachers will co-teach/model GLAD or designated ELD strategies in the classroom and will discuss the benefits of these strategies for language development. GLAD units and/or strategies will be taught as a push-in support. All levels: Small group designated instruction will be provided in class as part of the GLAD lesson co-teaching. All levels: Chants, partner supports, table talk numbers, turn and talk with sentence stems, and many other speaking strategies are used in the classroom, in small groups, and encouraged in all settings in the building Entering/Emerging: students will receive additional Tier 2 instruction for BICS and vocabulary development Entering/Emerging: students are given time to do Imagine Learning daily in their classroom. Emerging-Developing: Tier 2 small groups will be formed for specific student needs using these curriculums: Avenues, Frames for Fluency, Early Reading Inventory, Imagine Learning English, Text Talk, Wonders ELD groups, or reinforcing grade-level content.

Differentiation
by levels of
proficiency



Sample from one of our schools:

Assessment & 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.	
Academic Assessments	Language Assessments
<i>Exited and current MLL students at all levels:</i> iReady – Reading and Math DIBELS LAP data Classroom based assessments Exit tickets	<i>All levels:</i> WIDA – annual and screener <i>All levels, as needed:</i> ADEPT <i>All levels:</i> Classroom based assessments (GLAD, journals) <i>Entering–Emerging:</i> Imagine Learning data <i>Entering – Emerging:</i> Avenues & Frames for fluency speaking/listening assessments <i>All levels:</i> Exit tickets / GLAD assessment (jeopardy, Graffiti wall, team tasks) <i>All levels:</i> WIDA Language Charts with observation and teacher created progress monitoring tools <i>Entering–Developing students:</i> MLL Teacher will use SeeSaw to record, analyze, and share student learning



ellen.kaje@ssd412.org
stacy.davison@ssd412.org

Shoreline MLL Building Plan Template



WIDA Assessment Updates

Key Tasks for November 2025



- **Training Users for WIDA ACCESS:** Begin planning the training of users for the WIDA ACCESS. It is recommended that training start in December. Required trainings include:
 - OSPI: [Test Security Best Practices](#)
 - OSPI: [Test Security Staff Assurance Report](#)
 - WIDA: Training courses for any test administered and/or scored.
- **Planning for Scheduling:** Begin planning for scheduling the WIDA ACCESS in January 26 – March 20, 2026. The following documents can support planning for scheduling:
 - [WIDA ACCESS District and School Test Coordinator Manual | WIDA Secure Portal](#)
 - [WIDA ACCESS Test Administrator Manual | WIDA Secure Portal](#)
 - [ACCESS Online Test Schedule Examples | WIDA Secure Portal](#)



Key Tasks for November 2025



- **Accommodations:** There is a new Pre-Identification process in WAMS that is outlined in [this resource](#). It includes documenting the following accommodations decisions:
 - *Accommodated Test Forms (WIDA Alternate ACCESS and WIDA ACCESS Paper):* Deadline December 5, 2025.
 - *Domain Exemptions:* Deadline April 24, 2026.
- **Repeat Information:** As IEP teams meet, the following resources can be shared to make decisions for accommodations and accommodated test forms for the 25-26 SY test administration cycle:
 - [Guidelines for Statewide Accountability Assessments](#)
 - [Guidelines on Tools, Supports and Accommodations for State Assessments – GTSA](#)
 - [Resources | WIDA](#)



Site Observation Opportunity



- **Opportunity to apply for a site visit during WIDA ACCESS for Kindergarten test administration.**
 - **What:** WIDA and CAL would observe and audio-record test administration.
 - **When:** Between December 1 – February 20 (Washington test window is January 26 – March 20).
 - **Why:** WIDA will use the recordings and student performance data to support ACCESS Standard Setting in July 2026.
 - **Compensation:** All sites that participate will receive \$100 per participating student.
 - **Deadline to Apply:** November 14, 2025.
 - **More Information:** [Building a WIDA Assessment page.](#)



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](#)
 - New resources now available.
- [WIDA Secure Portal](#)

ELP Assessment Office Hour

- Mondays at noon
- [Key Topic Schedule for 2025-2026](#)

ELP Assessment Office Weekly Newsletter

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





Seal of Biliteracy & Language Access

Washington State Seal of Biliteracy



The Seal of Biliteracy supports...

- Students' languages to be valued and respected
- Students to earn additional proficiency-based credits towards graduation
- Students to meet college entrance requirements

To earn the Seal of Biliteracy, students must...

Intermediate Seal 	Advanced Seal 
Test at Intermediate-Mid level in a language other than English (LOTE)	Test at Advanced-Low level in a LOTE OR Test at Intermediate-Mid in 2 LOTEs
Earn 4 credits in that language & in ELA	Earn 4 credits in each language & in ELA
Meet all graduation requirements	Meet all graduation requirements

Seal of Biliteracy CEDARS Reporting Updates

- All **reporting** requirements will currently remain the same.
 - Districts will still report all Seals with either "Proficient – 42" or "Earned – 41".
- Districts should prioritize Seniors for any changes.
 - Graduating students earning an Advanced Seal need to be **recognized** on their diploma and/or through an award ceremony.
- Discussions are on-going with student information.
 - OSPI will follow up with any changes to the reporting process.



Language Access Plans

All districts are required to...

1. Develop a language access policy, procedures, and plan
 - Language access needs and resources allocated
 - Standards for providing language access services
 - Monitoring of the effectiveness of the program
2. Use interpreters effectively and report interpreter use
3. Identify a Language Access Liaison or Coordinator



Language Access Toolkit

- Self-Assessment
- Guidance on Language Access Plans
- Best Practices for Interpretation and Translation
- Interpretation Services Evaluation Templates
- Family Information on Language Rights
- Language Access Coordinator Roles
- Bilingual Glossary of Terms
- Language Access Data Analysis



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The image displays two documents from the Language Access Toolkit. The top document is a 'Language Access Feedback Form' with sections for participant information, a meeting evaluation table, and a satisfaction scale. The bottom document is a multilingual signage board with 12 panels, each featuring a greeting in a different language (Hello, Hola, 안녕하세요, こんにちは, xin chào, привет, مرحبا, 你好) and a statement of service availability in that language. The languages include English, Spanish, Russian, Vietnamese, Somali, Chinese, Arabic, Ukrainian, Korean, and Tagalog. The Washington Office of Superintendent of Public Instruction logo is visible in the bottom right corner of the signage board.

[Language Access Website](#)

Interpretation and Translation

All interpreters and translators, including staff acting in this capacity, must...

- Be proficient in the target languages
- Have knowledge of specialized terms or concepts in both languages, and
- Be trained in the role of an interpreter or translator, the ethics of interpreting and translating, and the need to maintain confidentiality.

Interpretation is an **ORAL** language assistance service.



Translation is a **WRITTEN** language assistance service.



[WA Interpreter Training Course](#)



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Grants, Data, and Opportunities

Grant Support

Grants:

- FP 219 -TBIP
- FP 232 -Title III in ESEA CGA
- FP 231-Title III Consortium
- FP 748 – Tribal Language Grant
- FP 978 – Dual and Heritage Language Grant



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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Possible Eligible Not Reported Update

The PENR is currently not functioning correctly.

Issue: A bug in CEDARS affecting **Element J23** is preventing **File J records** from loading.

Impact: Some students appear on the “**Possible Eligible Not Reported**” list.

Status: OSPI’s CEDARS team is aware and working on a fix.

Timeline: Resolution expected within the next few weeks.

Contact: Reach out to your **program supervisor** with any questions or concerns.

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 is a navigation bar with 'Student', 'Reports', and 'Admin' tabs. Under 'Reports', there are links for '-Student Lists-', '-Assessments-', '-Data Cleanup-', and '-LEP Tables-'. The 'Data Cleanup -- TBIP' section is active, showing a list of categories: '> Possible Eligible Not Reported', '> Possible Needs Withdraw', '> Enrolled Less Than 5 Days', and '> English Proficient and Enrolled in Program'. A blue information box on the right contains text about bugs in the Analysis tool. At the bottom right, the text 'Possible Eligible Not Reported' is displayed in orange.

WASHINGTON STATE
OSPI Office of Superintendent
of Public Instruction

Limited English Proficiency
TBIP View

Student Reports Admin

-Student Lists- -Assessments- -Data Cleanup- -LEP Tables-

TBIP

Data Cleanup -- TBIP

- > Possible Eligible Not Reported
- > Possible Needs Withdraw
- > Enrolled Less Than 5 Days
- > English Proficient and Enrolled in Program

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 before. We are investigating these issues with them.

Possible Eligible Not Reported



WIDA Self-Paced Courses

2025-2026 Offerings	
<u>Developing Language for Learning in Mathematics</u>	<u>Newcomers: Promoting Success through Strengthening Practice</u>
<u>Desarrollando el Español: las expectativas del lenguaje</u> (Developing Spanish: Language Expectations)	<u>Reading Comprehension Across Content Areas with Multilingual Learners</u>
<u>Engaging Multilingual Learners in Science: Making Sense of Phenomena</u>	<u>Reframing Education for Long-term English Learners</u>
<u>Exploring the WIDA PreK-3 Essential Actions</u>	<u>Teaching Multilingual Learners Social Studies through Multiple Perspectives</u>
<u>Let's Play! Multilingual Children's Joyful Learning in PreK-3</u>	<u>The WIDA Standards Framework: A Collaborative Approach</u>
<u>Making Language Visible in the Classroom</u>	<u>WIDA Español: Evaluaciones del desarrollo del lenguaje a nivel de salón</u> (Classroom Assessment for Language Development)

Access to 2025-2026 offerings began on Sept. 1, 2025.



Statewide **ML Directors'** Network 2025-2026



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 18, 2025

October 16, 2025

November 20, 2025

Dec. 11, 2025 (NEW DATE!) March 19, 2026

January 15, 2026

April 16, 2026

February 19, 2026

May 21, 2026

Time: 9:00 – 10:30 am

Register here: [25/26 Multilingual Directors' Network](#)



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Statewide **ML Teachers'** Network 2025-2026



Audience: K-12 Teachers

Purpose: The ML Teacher Network is a welcoming space for educators across Washington State to come together, share ideas, and grow in their practice. We will learn the latest research, explore effective instructional strategies, and discover high-quality materials and tools to better serve our multilingual learners.

Dates:

September (Independent Work)	December 9, 2025	March 10, 2026
October 14, 2025	January 13, 2026	April 14, 2026
November 18, 2025	February 10, 2026	May 12, 2026

Time: 3:30 – 4:30 pm with optional breakout session 4:30 – 5:00 pm

Register on pdEnroller: [25/26 Multilingual Teacher Network](#)



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🌟 2025–2026 Dual Language School Visits 🌟

Join Us for the 2025–2026 Dual Language School Visits!

Observe Dual and Heritage Language programs in action. Connect with educators and leaders. Learn and share best practices.

📌 **Space is limited — Max 8** participants per district.
📄 **Registration required** for each attendee.

- **November 19 - Vancouver School District** [Click here to register!](#)
- **December 12 – Lake Washington School District** [Click here to register!](#)
- January 29 – Puyallup School District
- February 26 – East Valley School District (Yakima)
- March 19 – Burlington School District
- April 23-Yakima School District
- May 14 – Shoreline School District



2025-26 Dual & Heritage Language Professional Learning



Dual & Heritage Language PLC

Day: 2nd (or 3rd*) Tuesdays

Time: 12:00-1:00 pm

Dates: Oct. 14, Nov. 18*, Dec. 9, Jan. 13, Feb. 10, Mar. 10, Apr. 21*, May 12

Register on [pdEnroller](#)

Dual & Heritage Language Drop-in Office Hours

Time: 12:00-1:00 pm

Days: All Other Tuesdays (Sept. 9 through June 9)

Please Note: No DL Office hours on Oct. 28 during the WIDA Conference!

News for Dual Language

OSPI Dual Language Newsletter

- First Monday of every month
- Please **share** with DL staff: principals, teachers, coaches
- Subscribe to our newsletter by [clicking here.](#)





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Multilingual Education Program

DUAL LANGUAGE

EDUCATION NEWSLETTER



February 2025

- [Dual Language News and Updates](#)
- [Dual Language Strategies & Resources](#)
- [Dual & Heritage Language Monthly Professional Learning Communities](#)
- [Dual Language School Visits](#)
- [WIDA Updates & Resources](#)
- [Dual Language Education Professional Learning](#)

Welcome to our brand-new monthly

Dual Language Newsletter!

We are thrilled to connect with Dual Language educators across the state and build a vibrant community committed to advancing bilingual education. Together, we aim to share best practices, celebrate successes, and provide valuable professional learning opportunities for all.

Dual Language Leaders: Please **share** this newsletter with your Dual Language Teachers and staff!

2025-26 Information Sessions

1st Thursdays, 9:00am & 3:00pm



- Sept. 4 – State & Federal Guidance, Identification & Notifications
- Oct. 2 – Title III AI/AN Services
- Nov. 6 – Shared Leadership & Accountability
- Dec. 4 – MTSS for MLs
- Jan. 8 – WIDA Standards Implementation
- Feb. 5 – Building Capacity of Content Teachers
- Mar. 5 – Secondary ML Programming
- Apr. 2 – Multilingual Family Engagement
- May 7- Program Evaluation & Review: Data Informed Decision-Making
- June 4– Program Planning & Grant Applications

Sign up in [pdEnroller](#) for clock hours.



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Breakout Rooms

1. Shared Responsibility/Accountability– Kristin & Stacy
2. Grants & Data – Shannon & Katie
3. Seal of Biliteracy & Language Access – Veronica
4. Dual Language – Teresa & Patricia





Washington Office of Superintendent of
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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
katie.sperling@k12.wa.us



Shannon Martin
ML Program Supervisor
ESD 113, 114, & 121 (Pierce)
shannon.martin@k12.wa.us



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



Anna Bibik
Administrative Assistant
Multilingual Education
anna.bibik@k12.wa.us



Dr. Kristin Percy Calaff
Director of Multilingual Education
kristin.percycalaff@k12.wa.us



Virginia Morales
Assistant Director of Multilingual
Education, ESD 121 (King) & 189
virginia.morales@k12.wa.us



Teresa Mendoza-Casby
Dual Language
Program Supervisor
ESD 105, 112, & 123
teresa.mendoza-casby@k12.wa.us



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



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



Dr. Veronica Trapani-Huebner
World Languages & Language
Access Program Supervisor
veronica.trapani@k12.wa.us