

# Multilingual Education Information Session

February 5, 2026

In the chat: What's one thing you "love"?

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

## 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.

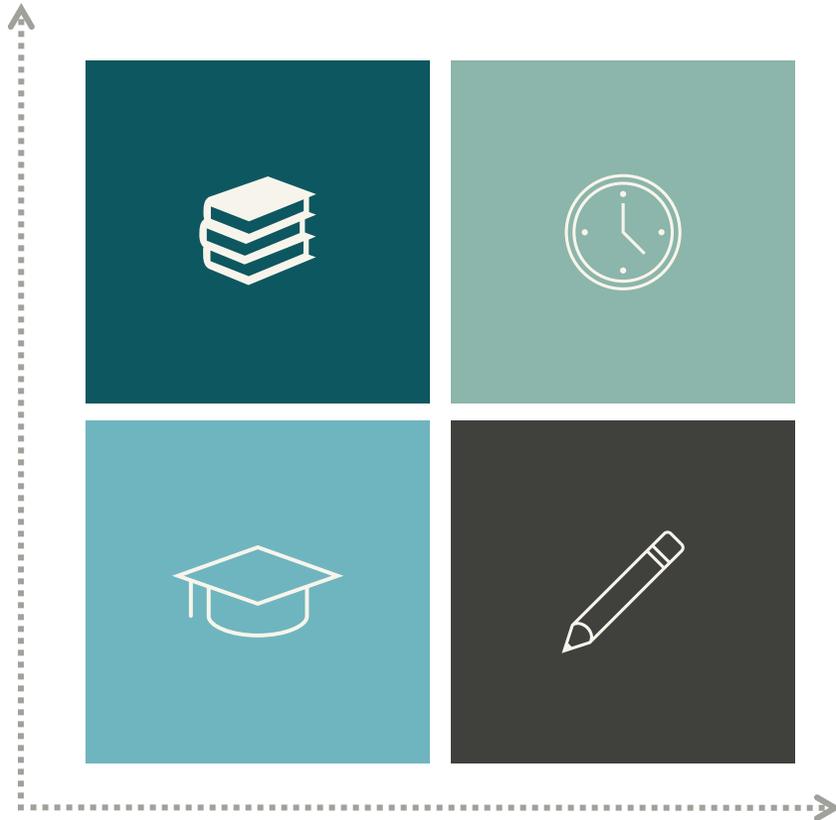
## Values

- 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



**Building Capacity of Content Teachers**

**Grants & Data**

**WIDA Assessment Updates**

**Professional Learning 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 Tribes and honor with gratitude the land itself and these Tribes.*



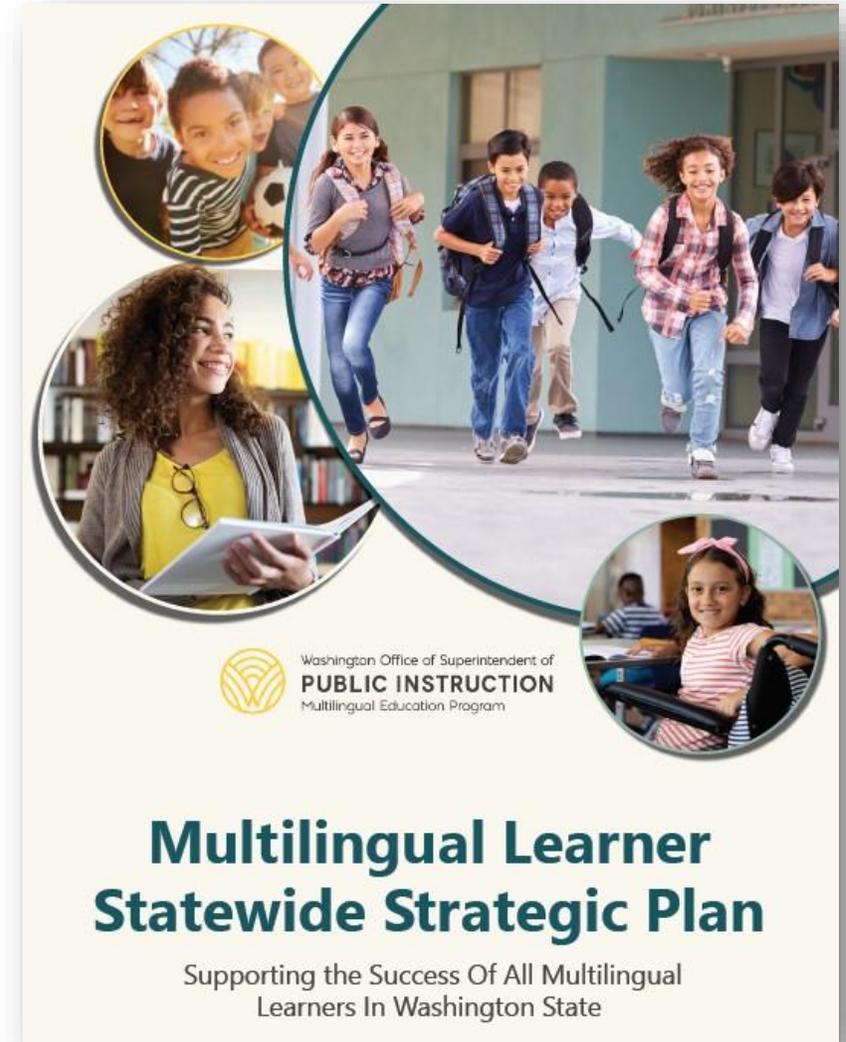
# Multilingual Learner Statewide Strategic Plan

## *Core Principles:*

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

[ML Statewide Plan](#)

[ML Action Plan Toolkit](#)





# Building the Capacity of Content Teachers to Provide Inclusive Services

# ML Statewide Strategic Plan Connection

## 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.



# Building Capacity of Content Teachers



Chelsea Dziedzic, Principal



Charlie Mercer, Multilingual Teacher



Lowell Elementary, Seattle Public Schools



# Lowell Demographics (2/3/26)

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- Pre-K through 5<sup>th</sup> grade
- 395 enrolled
- 125 multilingual learners served (32%)
  - 27 languages represented
  - *Top: Spanish, Chinese, Portuguese, Amharic, French, Tigrinya*
- 102 students with IEPs (26%)
- 74 students experiencing homelessness (19%)
- 75% students of color furthest from educational justice
- 2024/25 Mobility: 127 new students, 99 moved away mid-year

**Historical Enrollment**



# Lowell's Unique Attendance Boundary

- *South Lake Union*
- *Belltown/Denny Triangle*
- *Pioneer Square*
- *Waterfront/Pike Place*
- *International District*
- *First Hill*
- *West Capitol Hill*
- *Mary's Place, YWCA*



# Staffing

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## General

16 classroom teachers (K-5)  
3.2 FTE Specialists (PE, General Music, Art, Instrumental Music)  
0.5 FTE Librarian  
1.0 FTE Principal  
1.0 FTE Assistant Principal

## Multilingual

3.2 FTE Multilingual Certs  
4.6 FTE Multilingual IAs (*Spanish, Portuguese, Cantonese, Mandarin, Amharic, Tigrinya, French*)

## SEL

2.0 FTE Nurses  
1.0 FTE Social Worker  
1.0 Family Support Worker  
0.8 FTE School Counselor

## Academic Support

1.0 FTE Math Interventionist  
2.4 FTE Reading Interventionists  
5.0 TIPS (Tutors Impacting Public Schools) Tutors  
1.0 *Early Literacy Instructional Coach (K-3)*

## Special Education

9 Special Education Certs  
23 Special Education IAs  
15 ESAs

# Principal as Instructional Leader

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- Sets a clear, consistent vision for high-quality instruction
- Prioritizes teaching and learning in meetings, walkthroughs, and feedback
- Models curiosity, reflection, and continuous improvement
- Creates psychological safety for instructional risk-taking





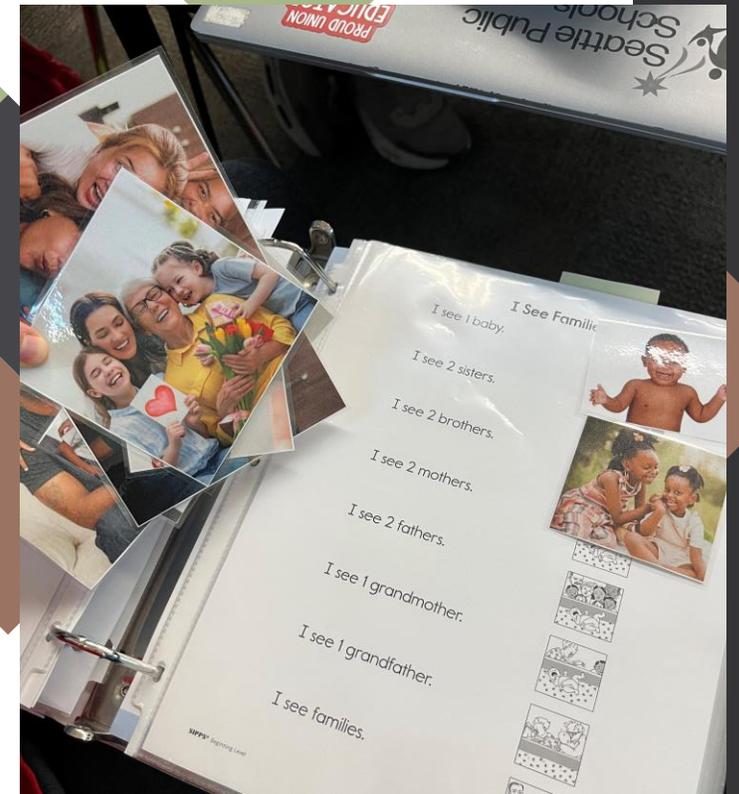
# Instructional Leadership Empowers the MLL Teachers

- Principal establishes instruction as the core priority
- MLL expertise is recognized, trusted, and elevated
- MLL teachers feel supported to lead, coach, and innovate
- Psychological safety enables instructional risk-taking



# The MLL Teacher Becomes an Instructional Multiplier

- Positioned as a collaborative partner, not a support add-on
- Co-plans and models language-rich instruction in classrooms
- Shares practical strategies that benefit all learners
- Builds teacher capacity through job-embedded support

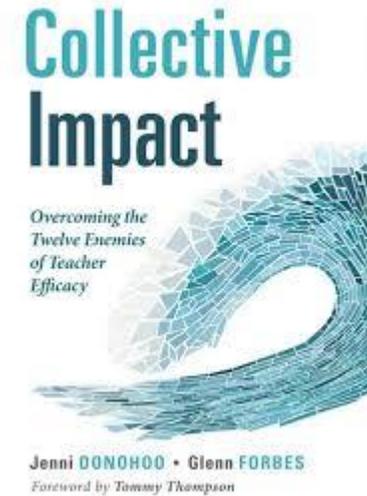
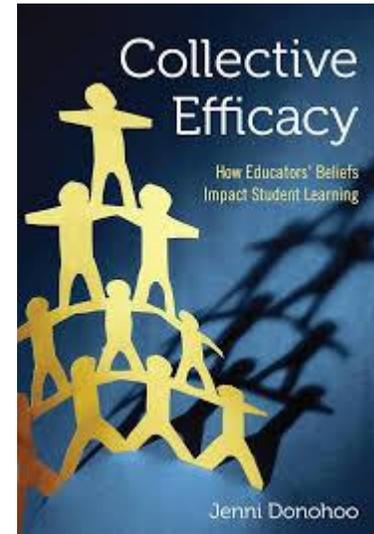


# Collective Efficacy

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**Collective efficacy refers to the belief that through their collective action, educators can make a difference in student learning. School teams with a strong sense of collective efficacy believe that by collaborating with their colleagues, they can help improve student achievement.** These educators show a greater persistence in their practice and a willingness to try new teaching approaches, they set more challenging goals for themselves and their students, and they attend more closely to the needs of students who require more assistance.

**A sense of collective efficacy is one of the most powerful ideas that we can foster in school communities.**



According to Hattie's Visible Learning research, the effect size of collective efficacy is 1.57, which ranks second highest in his meta-analyses slightly behind teacher estimates of achievement.

# Lowell Collective Efficacy Belief Statements

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- All students can learn and find success at school, no matter their starting point.
  - *Labeling often lowers expectations and limits possibilities.*
- Together as a staff, we face daily challenges, and we can drive meaningful change.
- Our collective actions directly and positively impact student learning.
- We value each other's expertise, collaborate to grow, and stay open to learning.
- We embrace innovation, knowing we don't need all the answers to take action.

# Distinct Collaboration Stories

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- 3<sup>rd</sup> Grade Team: Highly veteran and experienced
- Trust and relationship building
- Established structures and routines
- GLAD



- 4<sup>th</sup> Grade Team: New to profession teachers
- Eager to learn, immediate start to collaboration
- Mentor/mentee relationship
- Figuring things out together



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# Gratitude Before Goodbye

Chelsea Dziedzic

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Charlie Mercer

[ckmercer@seattleschools.org](mailto:ckmercer@seattleschools.org)

**Upcoming Lowell  
Demo Site Visits**

March 16 (Full)

April 30

June 1



# Grants and Data

# Form Package 264

# Supporting Multilingual Programs

Coleen Putaansuu

Title II, Part A Lead Program Supervisor

[coleen.putaansuu@k12.wa.us](mailto:coleen.putaansuu@k12.wa.us)

360-725-6362



# Supporting Multilingual Programs - FP 264

**FP 264 is designed to ensure that educators have the skills and knowledge to deliver a high-quality education to multilingual students, as well as increase school administrators' capacity to provide effective leadership, supports, and retention strategies for those educators.**

- **Current SY25-26 funding was \$180K (ouch).**
- **Upcoming SY26-27 funding will be ~\$1M (woot woot)!**



## Eligible Roles:

- Paraeducators
- Principals (includes asst. and vice principals)
- Teachers

## Reimbursement for:

- Tuition\*
- Test fees (WEST-E, ACTFL / ALTA / Avant)
- Test prep materials
- E-Cert fees

## Endorsements:

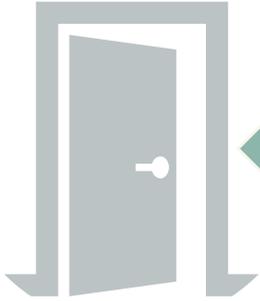
- ELL
- Bilingual Ed.
- First Peoples' language (must be in consultation with tribe)
- Content endorsements for bilingual education endorsement holders

## Info needed:

- Educator Name
- Prep Program Name (must have applied or be enrolled)
- Start/End Date
- Actual (not estimated) Cost



# Key Dates



Opens  
May 1, 2026



Closes  
May 15, 2026



Budget Start Date  
July 1, 2026



Deadline to  
Obligate Funds Aug.  
31, 2027



Final Claims  
Nov. 15, 2027



# Eligibility

At the next Information Session, we hope to share the lists of which LEAs are eligible to apply, and their rank order for funding.

While not finalized:

- Eligibility typically focuses on whether an LEA has spent down their funding.
- Ranking typically focuses on factors such as the number of students receiving ELD services, and the number of teachers who hold an ELL and/or bilingual endorsement.

# LCTL Grant (FP 601)

## **Less Commonly Taught & Tested Languages Grant**

- Reimbursement for OSPI-approved Seal of Biliteracy/Competency-based Credit language proficiency assessments over \$100
- Assessments can include OPI/WPT (LTI), ALTA, and SuperLanguage (Avant).
- Districts will report student results, including assessment, language, and credits earned



# Title III & Afghan Grant Carryover

## **Afghan Grant (FP 359)**

- An additional \$1.1 million in carryover is available.
- 13 current districts will receive carryover.
- Allocations are being loaded based on student counts.

## **Title III Carryover (FP 231 & 232)**

- Title III carryover is being calculated.
- All current Title III-funded districts and consortia will receive an additional allocation based on student counts.



# Title III Update

- The federal education budget bill has been signed!
- Title III will continue to be funded at similar levels.
- Carryover will be available.
- Plan for similar funding for the 2026-27 school year.



AP Photo/J. Scott Applewhite



# Grant Support



## Grants:

- FP 219 -TBIP
- FP 232 -Title III in ESEA CGA
- FP 231-Title III Consortium
- FP 264 – Title II Grant
- FP 359 – Afghan Grant
- FP 601 – LCTL Testing Grant
- FP 978 – DL/HL 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>





# WIDA Assessment Updates

# Key Tasks for January - February 2026



- Happy WIDA ACCESS Testing! Thank you for ALL your hard work during these eight weeks of test administration!
- Key Tasks for January – February 2026:
  - Train Users for WIDA ACCESS
  - Plan for Scheduling the WIDA ACCESS
  - Plan for Accommodations
  - Student Management tasks
  - Materials Management tasks
  - Test Administration Management

# Upcoming 2026 Dates



- **January 26 – March 20:** ELP Annual Assessments Test Administration Window.
- **February 20:** Cut-Off Date for Newly-Enrolled Students to Test on the WIDA Screener and WIDA ACCESS Assessment.
- **March 13:** Additional Materials Window Closes.
- **March 20:** Student Management Closes.

# ELP Assessment Support

## • Contact

- *Inbox:* [ELPAssessments@k12.wa.us](mailto:ELPAssessments@k12.wa.us)
- *ELPA Coordinator:* Sharon Coward
- *Phone:* 564-669-4777
- *Email:* [Sharon.Coward@k12.wa.us](mailto: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](#)





# Professional Learning Opportunities

# WCEPS Workshop



## Empowering Newcomers for Academic Success

This workshop equips educators with practical strategies to support newcomers in academic classrooms. Participants will:

- Explore elements of effective scaffolding
- Learn to make grade-level content accessible
- Develop tailored language supports
- Leverage students' strengths, interests and preferences

**March 30, 2026**

Tukwila, WA

9:00 am – 3:00 pm US PT

**June 25 & July 2, 2026**

**(virtual)**

9:00am -12:30pm US CT



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# WABE Annual Conference

## Important Information:

- Conference Dates: April 23-25, 2026, in Yakima, WA
- Keynote Speakers: Dr. Ann Ishimaru, Dr. Adeyemi Stenbridge, & Valentina Gonzalez
- Registration (until 2/13):
  - Two-Day Conference \$425
  - Pre-Conference Workshops \$200



# 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 (Classroom Assessment for Language Development)</u>



# 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

December 11, 2025

March 19, 2026

October 16, 2025

January 15, 2026

April 16, 2026

November 20, 2025

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	<b>February 10, 2026</b>	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](#)

# 🌟 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.

- **February 26** – East Valley School District (Yakima) [Register!](#)
- **March 3** – Lake Washington (Rescheduled from December)
- **March 19** – Burlington School District [Register!](#)
- **April 23** – Yakima School District [Register!](#)
- **May 14** – Shoreline School District [Register!](#)



# 2025-26 Dual & Heritage Language Professional Learning



## Dual & Heritage Language PLC

**Day:** 2<sup>nd</sup> Tuesdays (\*except April)

**Time:** 12:00-1:00 pm

**Dates:** 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:** 1<sup>st</sup> & 3<sup>rd</sup> Tuesdays

[Join here- Zoom Link](#)

## NEW! Secondary Dual Language Book Study

**Day:** 4<sup>th</sup> Tuesdays

**Time:** 12:00-1:00 pm [Zoom Link](#)

**Dates:** Feb. 24, Mar. 24, Apr. 28, May 26

Reading:

Feb 24- Chapter 3

[PdEnroller](#)

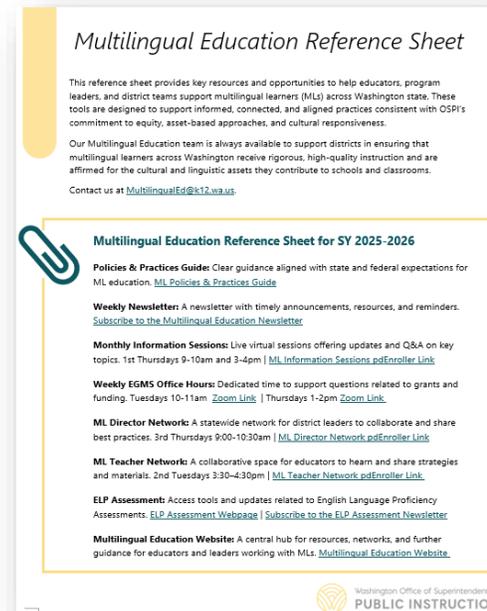


# One-Page Reference Sheets

Includes links to resources, PD, office hours, and key webpages

Available on the OSPI Multilingual Education [Website](#)

- [ML Reference Sheet](#)
- [DL Reference Sheet](#)



*Multilingual Education Reference Sheet*

This reference sheet provides key resources and opportunities to help educators, program leaders, and district teams support multilingual learners (MLs) across Washington state. These tools are designed to support informed, connected, and aligned practices consistent with OSPI's commitment to equity, asset-based approaches, and cultural responsiveness.

Our Multilingual Education team is always available to support districts in ensuring that multilingual learners across Washington receive rigorous, high-quality instruction and are affirmed for the cultural and linguistic assets they contribute to schools and classrooms.

Contact us at [MultilingualEd@k12.wa.us](mailto:MultilingualEd@k12.wa.us).

**Multilingual Education Reference Sheet for SY 2025-2026**

**Policies & Practices Guide:** Clear guidance aligned with state and federal expectations for ML education. [ML Policies & Practices Guide](#)

**Weekly Newsletter:** A newsletter with timely announcements, resources, and reminders. [Subscribe to the Multilingual Education Newsletter](#)

**Monthly Information Sessions:** Live virtual sessions offering updates and Q&A on key topics. 1st Thursdays 9-10am and 3-4pm | [ML Information Sessions pdf](#) [Enroll Link](#)

**Weekly EGMS Office Hours:** Dedicated time to support questions related to grants and funding. Tuesdays 10-11am [Zoom Link](#) | Thursdays 1-2pm [Zoom Link](#)

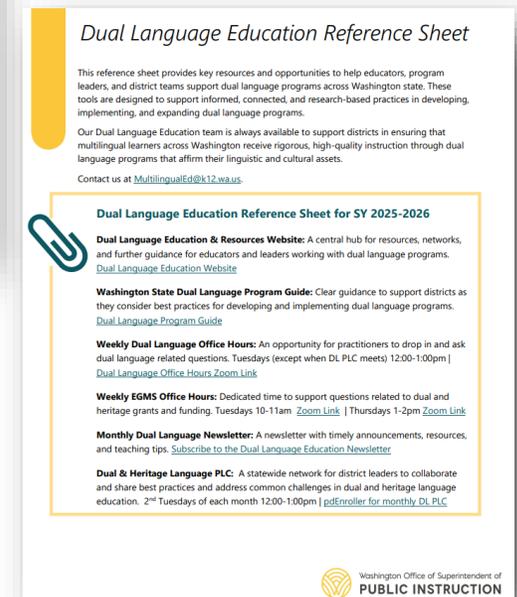
**ML Director Network:** A statewide network for district leaders to collaborate and share best practices. 3rd Thursdays 9:00-10:30am | [ML Director Network pdf](#) [Enroll Link](#)

**ML Teacher Network:** A collaborative space for educators to learn and share strategies and materials. 2nd Tuesdays 3:30-4:30pm | [ML Teacher Network pdf](#) [Enroll Link](#)

**ELP Assessment:** Access tools and updates related to English Language Proficiency Assessments. [ELP Assessment Webpage](#) | [Subscribe to the ELP Assessment Newsletter](#)

**Multilingual Education Website:** A central hub for resources, networks, and further guidance for educators and leaders working with MLs. [Multilingual Education Website](#)

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*Dual Language Education Reference Sheet*

This reference sheet provides key resources and opportunities to help educators, program leaders, and district teams support dual language programs across Washington state. These tools are designed to support informed, connected, and research-based practices in developing, implementing, and expanding dual language programs.

Our Dual Language Education team is always available to support districts in ensuring that multilingual learners across Washington receive rigorous, high-quality instruction through dual language programs that affirm their linguistic and cultural assets.

Contact us at [MultilingualEd@k12.wa.us](mailto:MultilingualEd@k12.wa.us).

**Dual Language Education Reference Sheet for SY 2025-2026**

**Dual Language Education & Resources Website:** A central hub for resources, networks, and further guidance for educators and leaders working with dual language programs. [Dual Language Education Website](#)

**Washington State Dual Language Program Guide:** Clear guidance to support districts as they consider best practices for developing and implementing dual language programs. [Dual Language Program Guide](#)

**Weekly Dual Language Office Hours:** An opportunity for practitioners to drop in and ask dual language related questions. Tuesdays (except when DL PLC meets) 12:00-1:00pm | [Dual Language Office Hours Zoom Link](#)

**Weekly EGMS Office Hours:** Dedicated time to support questions related to dual and heritage grants and funding. Tuesdays 10-11am [Zoom Link](#) | Thursdays 1-2pm [Zoom Link](#)

**Monthly Dual Language Newsletter:** A newsletter with timely announcements, resources, and teaching tips. [Subscribe to the Dual Language Education Newsletter](#)

**Dual & Heritage Language PLC:** A statewide network for district leaders to collaborate and share best practices and address common challenges in dual and heritage language education. 2<sup>nd</sup> Tuesdays of each month 12:00-1:00pm | [pdf](#) [Enroll for monthly DL PLC](#)

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# 2025-26 Information Sessions

1<sup>st</sup> 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.

# Breakout Rooms

1. Inclusive Practices – Chelsea, Charlie & Kristin
2. WIDA Assessments – Sharon
3. Grants & Data – Shannon & Kad
4. Dual Language – Teresa, Patricia & Katie





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# Multilingual Education Team

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