

Multilingual Education Information Session

April 2, 2026

In the chat: What will you do for spring break?

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.

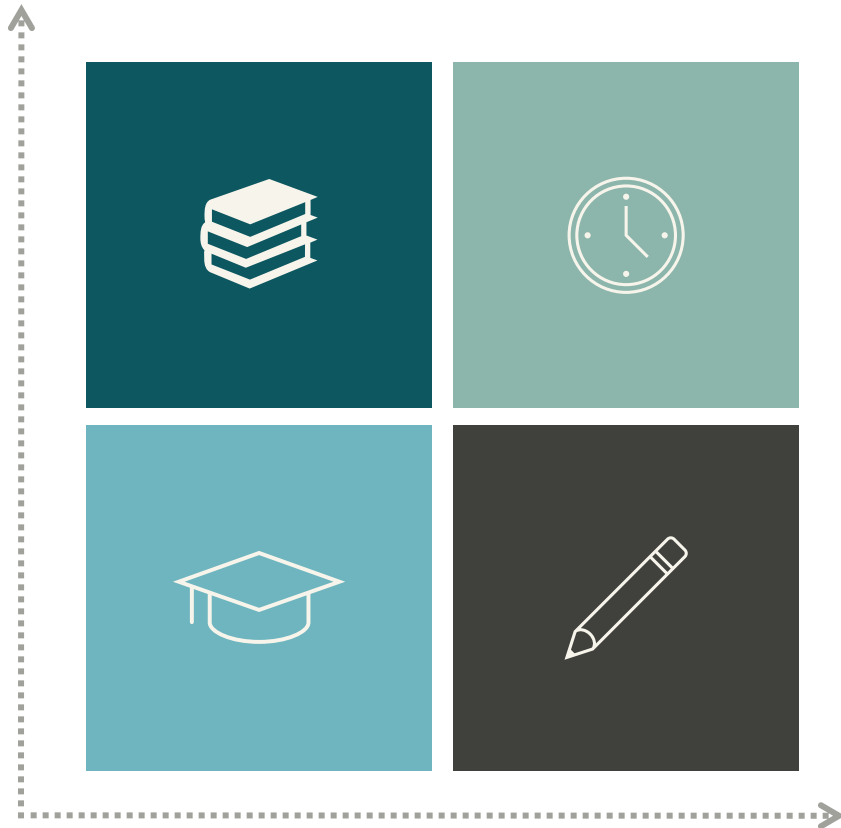
Values

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



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Agenda



Family Engagement

Family Surveys

Grants & WIDA Assessment

**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 and Puyallup Tribes and honor with gratitude the land itself and these Tribes.



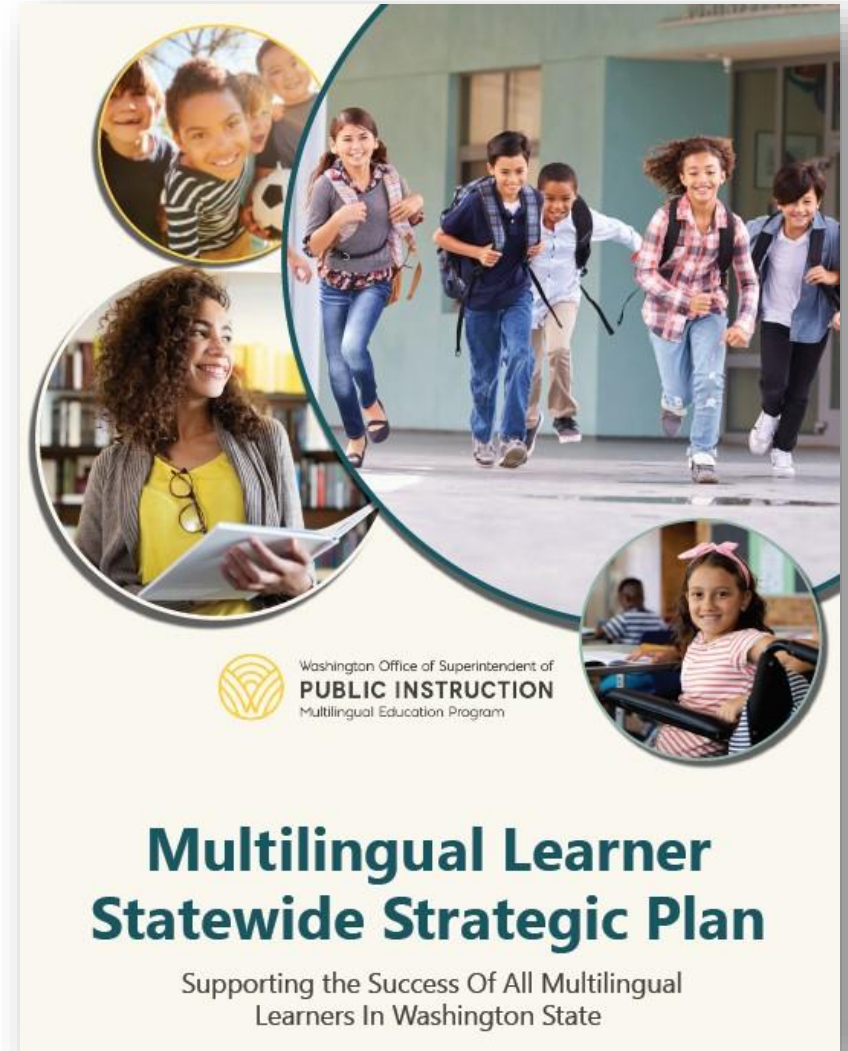
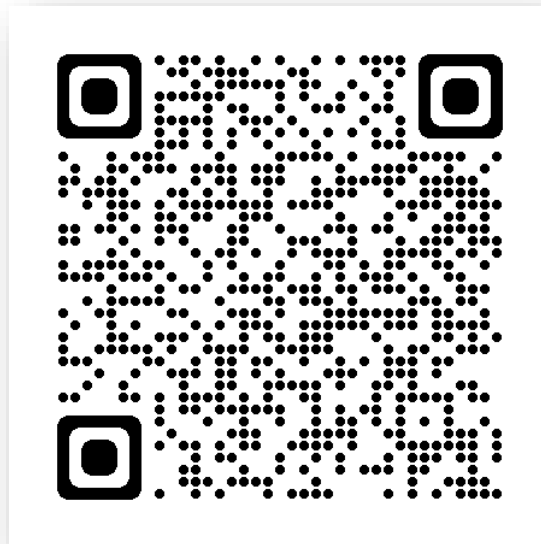
Multilingual Learner Statewide Strategic Plan

Core Principles:

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

[ML Statewide Plan](#)

[ML Action Plan Toolkit](#)





Family Engagement

ML Statewide Strategic Plan Connection

Core Principle: Engage Students and Families

Goal 11: Elevate the voices of multilingual learners and their families by...

- a) Partnering to establish high expectations, strategies, and goals for MLs in district and school improvement plans.
- b) Providing accessible opportunities to give feedback on multilingual learner policies, programs, and practices.



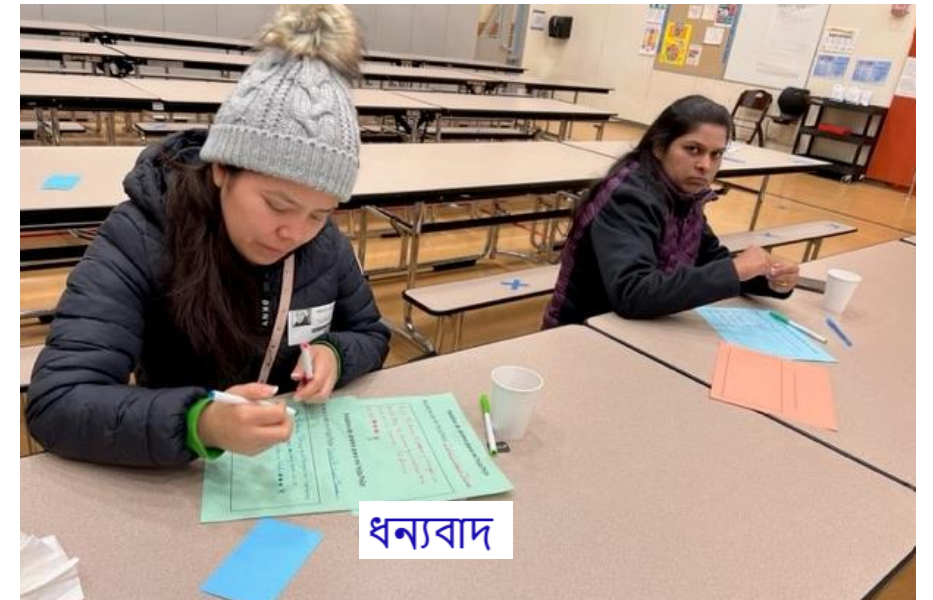
From **engaging** to **empowering** MLL families using WIDA Guiding Principles

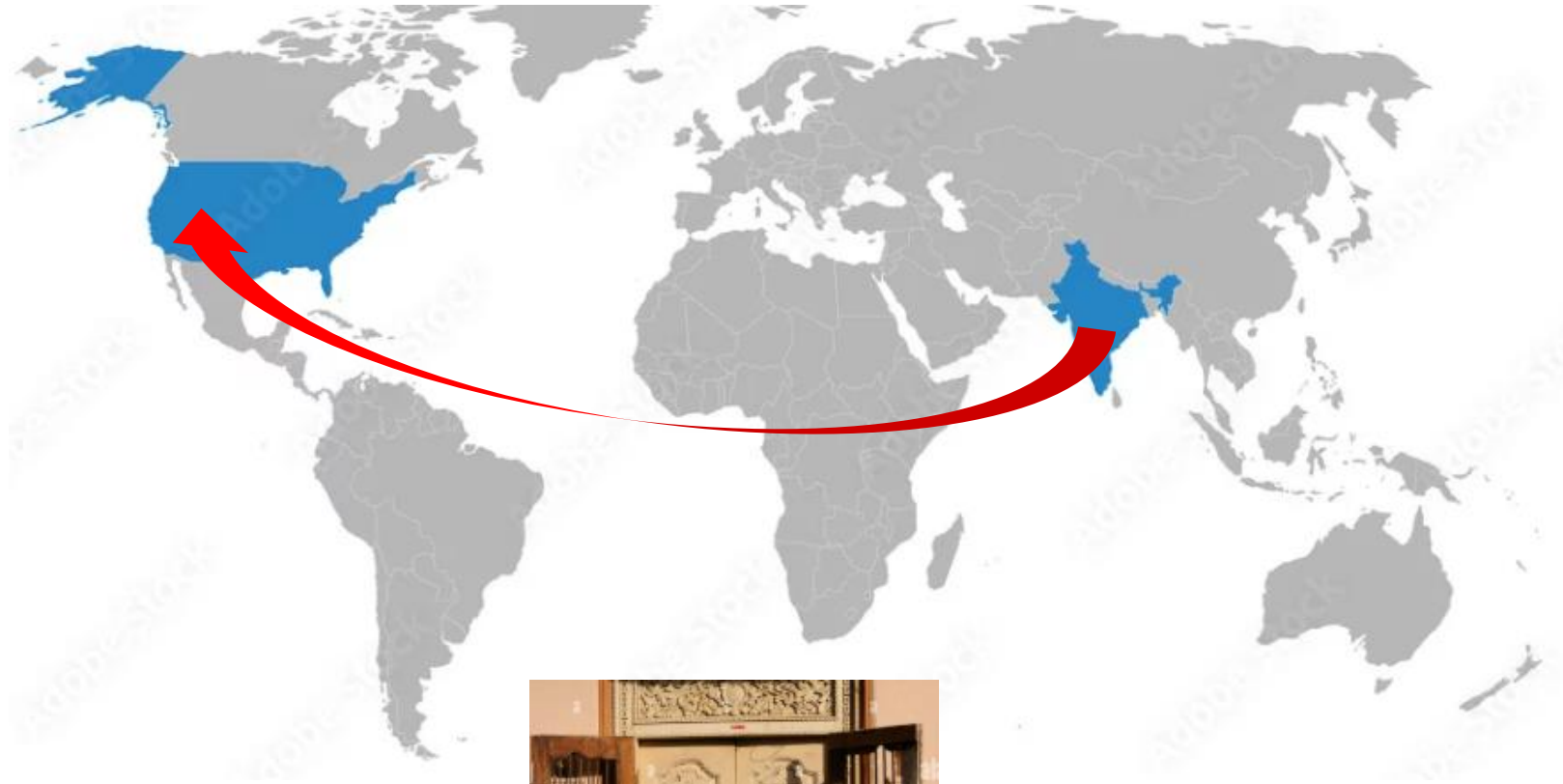
Pushpanjali Sengupta

MLL Facilitator

Bellevue School District

senguptaa@bsd405.org



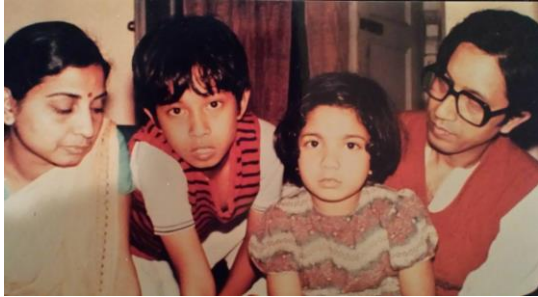


MLL



Cultural and Linguistic strengths

কুলজিনামা



Broaden who belongs

Broaden our understanding



Objectives:

Understand how WIDA Guiding Principles and KLUs support family engagement

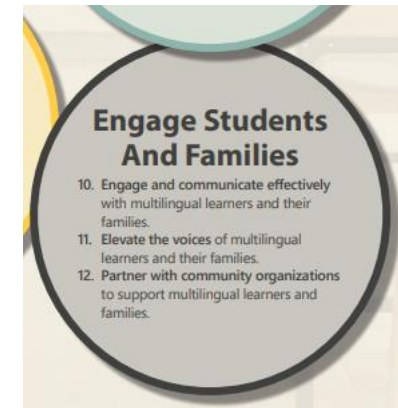
Explore practical tools and templates to strengthen partnerships with MLL families

Plan next steps for elevating family voice and leadership

What is your why?



Family engagement and empowerment



- Research has shown that family engagement significantly contributes to improved student outcomes
- Creates more equitable and safe schools
- Greater cultural and language integration to meet the needs of our students
- Students are better prepared for a successful adult life (SEL)

Not an option or extra.....it is
ESSENTIAL

WIDA Big Ideas



In the context of WIDA....



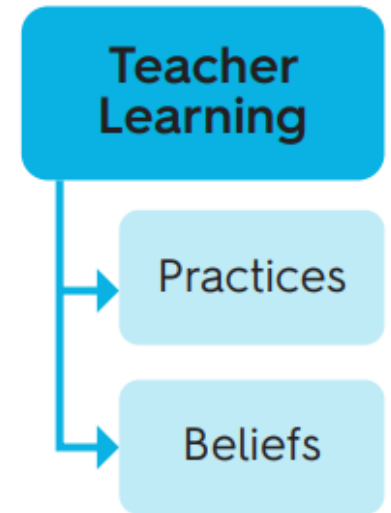
Family engagement refers to creating partnerships with families to foster the academic, social, and linguistic development of learners.

Empowering families means helping them understand their role in their child's education and providing them with tools to support learning at home. It also creates space to elevate the voices of families.

Greater impact through comprehensive
and integrated approach

Benefits for school staff

- Works on improving sociocultural competence of staff members
- Improved instructional practices
- Shifting mindsets from deficit to additive for our students
- Taking a learner stance
- Improved collaboration among staff members



Awareness
Engaging in ongoing reflection on the unique identities and experiences of the multilingual families in your context; having a critical understanding of historical and current systems-level issues



Advocacy
Promoting multilingual learners' and families' right to access language, learning, and other opportunities



Building Trust
Developing and sustaining trusting relationships with multilingual learners and their families and communities



Collaboration
Working with multilingual learners, families, communities, and educators in ongoing reciprocal collaboration

Breaking Barriers
Addressing systemic issues, impacting multilingual families and communities; developing or nurturing responsive systems and practices



Connect to Learning
Connecting with multilingual families' and learners' goals and dreams for language development and learning; incorporating common interests, experiences, and cultural and language practices into learning

ABCs of Family Engagement

WIDA Guiding Principles

- Can Do Philosophy OF WIDA
- Honoring and amplifying the importance of home languages and cultures
- Advocating for families
- Leveraging diverse backgrounds of families
- Bringing different perspectives

Not doing for families but with the families

1. Students' languages and cultures are valuable resources	Create Can Dos for themselves
2. Multilingualism is an asset	Language profile or language journey
3. Students' academic language is essential for success	Sharing stories in home language
4. Family knowledge and involvement are critical	Empathy interviews
5. Language development is interconnected with content learning	Classroom visits
6. Equity drives educational practices	Advisory groups
7. Assessment informs instruction	Explaining assessments
8. Instruction is responsive to students' needs	Invite families to co-create learning goals
9. Educators collaborate across roles	After school culture clubs
10. Supporting multilingual learners is a shared responsibility	Mentors for other families

Key Language Usage

Four ways students use language to learn

Tell stories → Narrate

Give information → Inform

Explain thinking → Explain

Share opinion → Argue

Extending learning to home

Let us discuss some simple ways your child can practice school language at home




Create space for family voice in school buildings

Hopes and Dreams

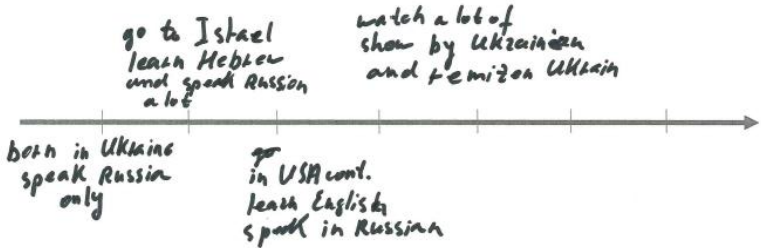
Language Timeline

Guiding Principle #1

Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life; leveraging these assets and challenging biases help develop multilingual learners' independence and encourage their agency in learning.



(Little, Dan, & Legenhausen, 2017; Moll, Amantí, Neft & González, 1992; Nieto & Bode, 2018; Perley, 2011)



Additive nature of WIDA philosophy

Can Dos created by
parents for themselves

Can Dos created by
parents for their child

Artists,
engineers,
teachers,
story tellers

Sergiu Serelea

Romanian.

Interesele mele :

Sportul
Filmele

Eu pot:

Mama : Corina
Tata : Sergiu
Copil : Aaron
Bunica : Maria, Ala
Bunel : Iura

Eu sunt mai bine cun fac notițe și priose exemple

محمد انس عابدین

URDU اردو

میرے بچے خلاء سبارے
کے وہ بڑے دیکھنے کے دلچسپ
رکھتے ہیں۔

والد - محمد منور عابدین
والدہ - سعدیہ اشرفی
بھائی - محمد بلال عابدین
زیاد محمد عابدین

میرے بچے کو پیار سے سمجھایا جاتا ہے
وہ جلدی سیکھتے ہیں۔ اور زیادہ سیکھنے
کی خواہش کرتے ہیں

Guiding Principle #2

Multilingual learners' development of multiple languages enhances their knowledge and cultural bases, their intellectual capacities, and their flexibility in language use.

(Arellano, Liu, Stoker, & Siana, 2018; Escamilla, Hopewell, Buhilofsky, Sparrow, Soltero-González, Ruiz-Figueroa, & Escamilla, 2013; Genesee, n.d.; Potowski, 2007)

Learning through meaningful activities

Guiding Principle #3

Multilingual learners' language development and learning occur over time through meaningful engagement in activities that are valued in their homes, schools, and communities.



(Engeström, 2009; Larsen-Freeman, 2016; van Lier, 2006; Wen, 2008)

We will create our community literacy mapping

What are some important places in your community?

What do you do there?

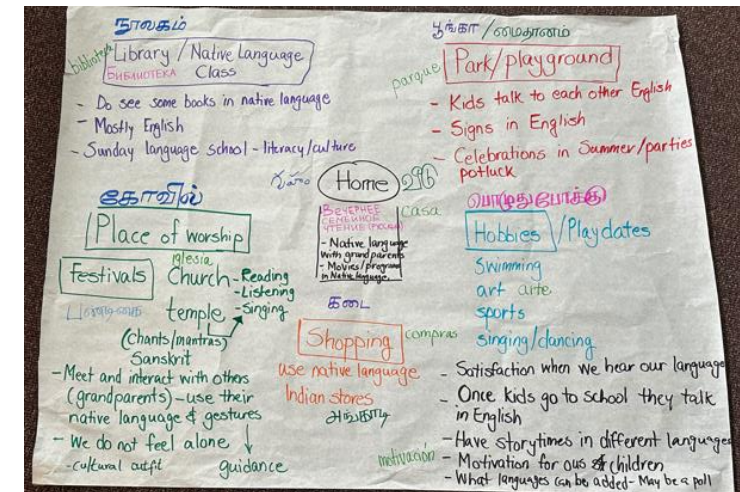
What can you see or hear there?

How do you use literacy there?

Which languages do you use?



<https://usingtheirwords.org/tag/neighborhood/>



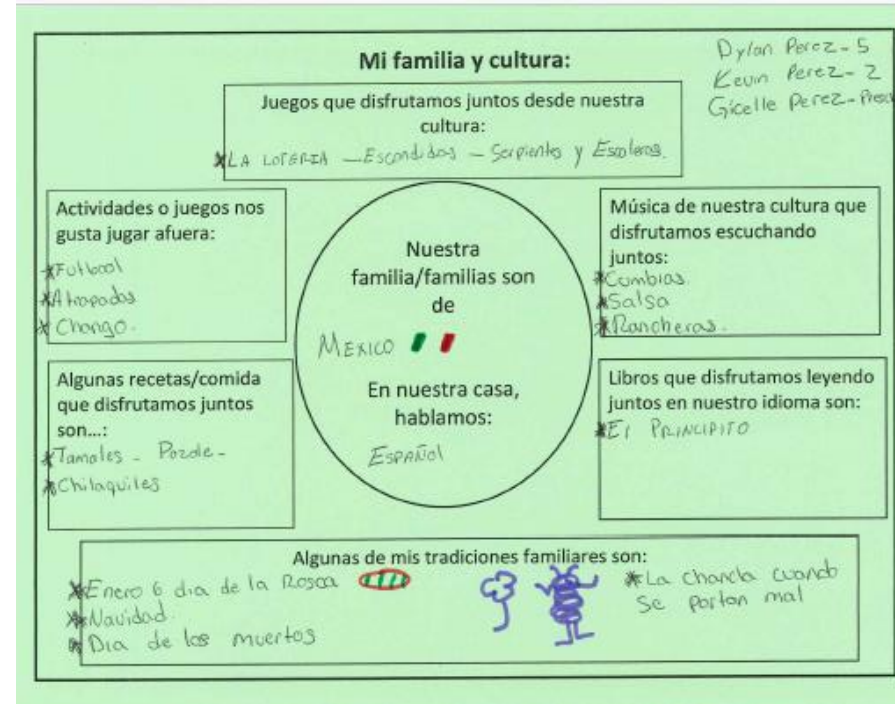
Language and Cultural connection

Language and Culture/ Lenguaje y cultura

Language and culture are linked. Families' language goals will be, in many cases, connected to their cultural goals.

El lenguaje y la cultura están vinculados. Las metas lingüísticas de las familias estarán, en muchos casos, relacionadas con sus metas culturales.

- Partner to learn about language goals and cultural goals
- Colaborar con las familias para aprender sobre los objetivos lingüísticos y culturales
- Develop ideas of how to use your home language to create resources for your child
- Desarrollar ideas de cómo usar los idiomas del hogar para crear recursos para su hijo/a



Language and Culture Card

Guiding Principle #5

Multilingual learners use and develop language when opportunities for learning take into account their individual experiences, characteristics, abilities, and levels of language proficiency.



©Bibero, 2002; Swan, Kincaid, & Stearns, 2015; TESOL International Association, 2016; Ygobay, 1978

School
assemblies

Partner with district and school staff

Instant Language Assistant (ILA)



Marta Trilles Ramos

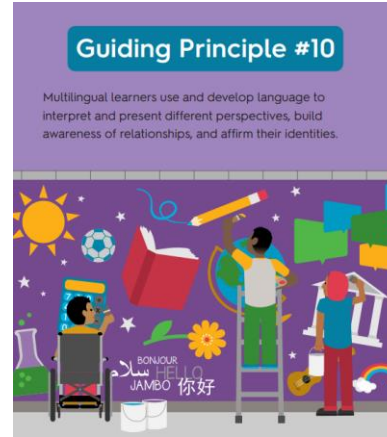
Coordinator, MLL Language Access



Instant Language Assistance

pues este tema me gusta mucho x q pude entender mejor en mi idioma, y gracias por preocuparse en los idiomas-

Well. It is huge! I could understand better in my language. Thanks for caring about languages.



Community partnership with the library



Partner with school librarian to learn about summer resources

Trabajar con el bibliotecario de la escuela para aprender sobre los recursos de verano

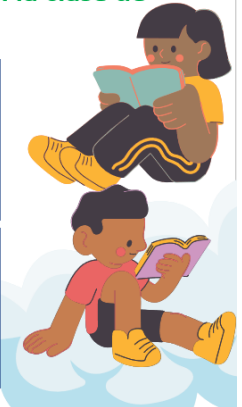


Some learning goals in library class:

Algunos objetivos de aprendizaje en la clase de biblioteca:

- How to find credible information
- How to find books and resources
- How to collaborate with others
- Build community
- Find joy in books and reading

- ¿Cómo buscar información credible?
- ¿Cómo buscar libros y recursos?
- ¿Cómo colaborar con los demás?
- ¿Crear comunidad?
- ¿Encontrar alegría en los libros y la lectura?

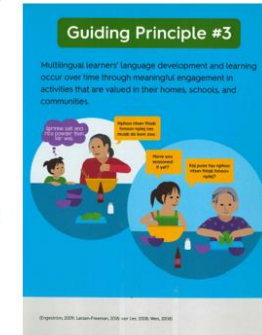


Hope for next year Esperanzas para el próximo año

Tribute

Thinking about next year, how would you like to see your language and culture show up in the classroom for your child?

Pensando en el próximo año, ¿cómo le gustaría ver su idioma y cultura en el salón de clases para su hijo?



★ To Our Families ★

of all the Multilingual Students

We want to recognize and appreciate you for being:

Your child's best **Teacher**

Your child's best **Advocate**

A **Language Specialist** and a **Linguist**

A **Culture Expert**

An **Equity Specialist**

Thank you for your exemplary, valuable contribution and presence during this school year.

Stevenson MLL Team 2022-23

Sanna Smith

Sydonie Magelssen

Pushpanjali Sengupta

Feedback from families

I appreciate you did to us its very nice for our children to know their culture and languages I know its a little bit hard for them b/c we speak at home our languages Amharic some times they are confused the way they speak but I think they get it through this is a nice opportunity you gave us they are lucky to get in this school keep it up. the good work! thank you so much.

How to hold a reading event at Stevenson, where people will read in their home language for others. I think it is important to represent the language through literature, and to make a language visible.

Hacer una fiesta de Bailables Tradicionales de El Pais,

Have a dance party traditional el Pais.

- Superstar Wednesdays
- Empathy interviews
- Curriculum adoption

Authentic feedback comes from relationships not just surveys

Conference


- Include Story Books from the Caribbean, South ~~Africa~~ Africa and South America
- Help highlight West India's Culture and traditions.
- Help highlight West Indian Contributions to the world.
- Celebrate different Foods from various cultures

Don't wait for the 'right' moment

- Start early and make it consistent
- Use research-based ideas to build up collaboration
- Don't 'talk' to families, rather learn from them and build meaningful two-way communication.
- Ask for feedback
- Provide language integration
- Avoid watering down topics and focus on student learning and achievement

Guiding Principle #2

Multilingual learners' development of multiple languages enhances their knowledge and cultural bases, their intellectual capacities, and their flexibility in language use.



(Arellano, Liu, Stoker, & Slama, 2018; Escamilla, Hopewell, Butvilofsky, Sparrow, Soltero-González, Ruiz-Figueroa, & Escamilla, 2013; Genesee, n.d.; Potowski, 2007)

Shifting Mindsets to Grow Awareness

Shifting Mindsets to Grow Awareness

Engaging in self-reflection and building awareness about our knowledge, beliefs, and practices can lead to mindset shifts that positively impact engagement with families and communities of multilingual learners.

Directions: The following table shows previous and growth mindsets and examples of how a shift in mindset might impact your practice. Look at the table and jot down notes about your own changing mindsets. You may want to focus on one or two areas that resonate most for you and your context. Or perhaps, drawing from your personal experiences and context, you want to consider an additional mindset shift. There is space provided at the end of the document to do so.

Previous Mindset	Growth Mindset
Teacher-Centered Approach "It's my multilingual learners' and families' job to adapt linguistically and culturally if they want to be successful in my setting/classroom."	Family- and Community-Centered Approach "It's my job to learn all I can about my multilingual learners and families' language and cultural practices to incorporate their practices into my classroom and create opportunities for my students to develop their own identities, interests, and be fully engaged in their language development and learning."

Instead of focusing only on a particular curriculum guide and set of materials, incorporate multilingual learners' ideas, interests, family histories and stories, linguistic practices, and cultural practices during planning for, and implementation of, learning.

My Changing Mindset

Previous Mindset	Growth Mindset

My Changing Mindset

Adapted with permission from Nguyen, D., & Commins, N. (2020). Teaching for equity: The CLEAR paradigm (WCER Working Paper No. 2020-4) (p. 6). University of Wisconsin-Madison, Wisconsin Center for Education Research. <https://wcer.wisc.edu/publications/abstract/wcer-working-paper-no-2020-4>

Standards in Action: Amplifying Family Voice



Introduction

Families are our students' first teachers and lifelong advocates. When schools invite families to share their experiences, ideas, and hopes, we build stronger, more inclusive, and student-centered learning communities. There are many ways to intentionally create a collaborative environment that welcomes student and family voice.

Here are some ways you can amplify family voice:

- Collect your community
- Build an inviting environment
- Organize purpose-driven meetings
- Share and celebrate family voice

Amplifying Family Voice in Action



Teacher: Pushpanjali Sengupta

Context: K-5th Grade Multilingual Learner Facilitator

Pushpanjali's Amplifying Family Voice Practice

Each month, Pushpanjali hosts meetings for families, students, and school staff to discuss various topics. These meetings are focused not only on what is being taught in her class and how families can best support their students but also on seeking feedback on school initiatives and building community through shared experiences. Continue reading to learn about Pushpanjali's practices and recommendations for connecting with families and caregivers.

- Find educators in the building who have existing relationships with families
- Build trust before diving deep
- Use the WIDA Guiding Principles to organize topics of meetings
- Follow up after each meeting with notes and photos
- Make family contributions visible
- Share family voices with educators

[Amplifying Family Voice](#)

Reflection

No translations for
staff



- Transactional to authentic partnership
- Assumptions about our MLL families
- Existing opportunities in our school/ district
- Which Guiding Principle connects to current practices with family engagement

Not focused on self-interested topics but built on mutual respect, shared goals, and genuine trust

Empowerment is shifting leadership
decision-making to families

Questions?

спасибо 谢谢
GRACIAS

THANK YOU

ありがとうございました MERCI

DANKE धन्यवाद

شُكراً **OBRIGADO**

Parent and Family Engagement Implementation Guide and Survey

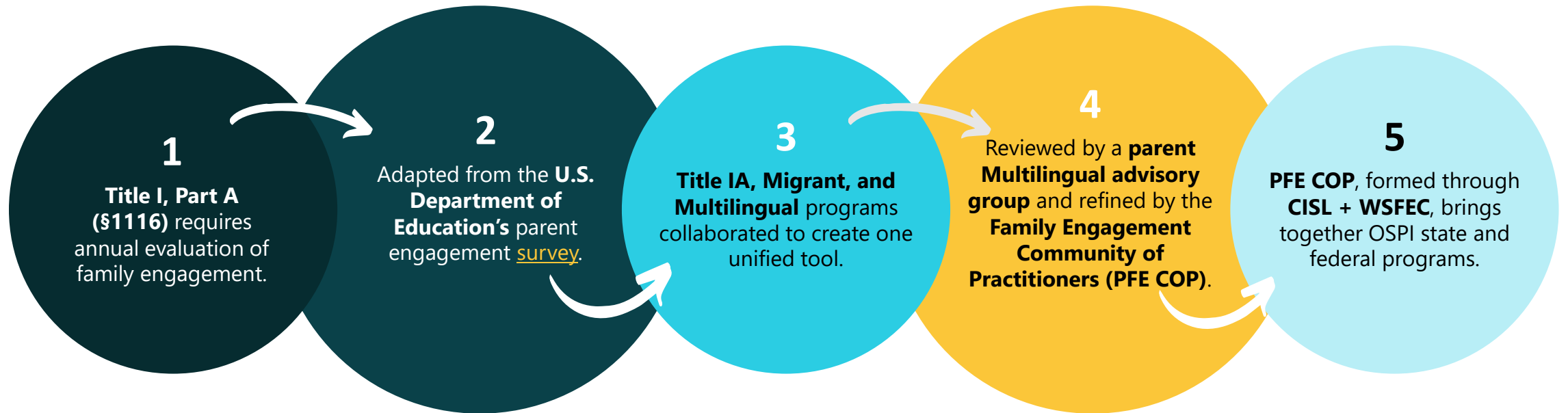
Penelope Mena, Title I, Part A Program Supervisor Lead



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Parent and Family Engagement Survey

Background



Survey Evolution: *Old vs. New*

Before	After
<ul style="list-style-type: none">• 7+ pages, long intro• Formal, compliance-heavy• Jargon (e.g., “school improvement teams”)• Long purpose statement• Many detailed scales• Lengthy demographics	<ul style="list-style-type: none">• 4 pages, shorter, cleaner, covers core areas• Plain, family-friendly• Clear terms + simple explanations• Direct questions, short headers• Fewer, simpler choices• Streamlined categories



Why This Survey?

- 1** One survey satisfies multiple **federal program evaluation requirements**
**not included Special Education, they have their own.*
- 2** Developed with **program supervisors** and **families**
- 3** Helps districts **reduce redundancy** and **strengthen family partnerships**
- 4** **Saves time for educators and leaders**
Reduces the burden of creating, distributing, and analyzing multiple surveys.
- 5** **Improves data quality and usability**
One consistent tool produces comparable, actionable results across programs and years.



Final Survey

Now in Progress:
Translation into the **top 10 languages statewide.**
Spanish translation completed.

A unified, family-centered tool designed to support meaningful engagement and reduce burden for districts.

Parent & Family Engagement Survey

District and School Implementation Guide

Purpose of This Guide

This guide helps schools, districts, and local educational agencies (LEAs) use the Parent and Family Engagement Survey to gather meaningful, actionable feedback from families. It is designed to:

- Identify required baseline items for federal programs.
- Indicate which questions must be added to meet specific program expectations.
- Highlight areas that can be adapted based on local needs.
- Ensure consistent districtwide implementation and use to guide improvement.

Co-developed with program partners, this tool supports multiple programs including:

- Learning Assistance Program (LAP)
- Title I, Part A
- Title III (Multilingual)
- Title I, Part C (Migrant)
- Title IV, Part A
- Native Education
- McKinney-Vento/Homeless
- Foster Care
- Continuous Improvement
- Student Engagement and Special Programs

(Note: Special Education has its own required statewide parent survey.) Sample questions from the [Southwest Educational Development Laboratory \(SEDL\) Title I Toolkit](#) were included to measure the effectiveness of family engagement efforts.

Building the Survey

There are three sets of survey questions that can be used to build a school, district, or LEA survey.

Baseline Survey Questions (Appendix A)

These baseline questions represent the minimum federal expectations for family engagement practice and compliance under Title I, Part A, and other state and federal programs. These core items help schools understand family experiences with communication, welcoming environments, decision-making, access, and partnership — core elements needed for continuous improvement.

Program-Specific Survey Questions (Appendix B)

These program-specific survey questions provide supplemental items that explore family experiences more deeply and meet the additional requirements for special programs for multilingual learners and Native students. Districts, schools, and LEAs may include these questions when they want a fuller picture across areas such as student supports, learning partnerships, language access, and cultural belonging.

Optional Survey Questions (Appendix C)

The optional survey questions let districts and schools add or customize survey items based on local context, program needs, or data gaps. These questions help elevate specific student groups, identify barriers, and gather actionable feedback while keeping the survey responsive to community needs and aligned with required baseline items.

The table below identifies which sections are part of the baseline survey (core items for all schools) and which may be added as part of a comprehensive or extended survey.

Appendix	Section	Question Numbers	Program Requirement
A	Welcoming Environment & Communication	Q1–Q7	Required for all programs
A	Learning Support & Family Partnership	Q8–Q12	Required for all programs
A	Decision-Making	Q13–Q17	Required for all programs
A	Volunteering	Q18–Q19	Required for all programs
A	Community Collaboration	Q20–Q21	Required for all programs
A	Other Thoughts & Suggestions	Q22	Not required but always valuable
B	Student Support	Q23–Q28	Follow-up questions required only if the school serves multilingual learners and/or Native students
B	Family Engagement Supports	Q29–Q30	Required only for districts/LEAs with Title I, Part A allocation of \$500,000+
B	School Improvement	Q31–Q32	Required only for schools identified for improvement through WSF and Title I, Part A Section 1003
B	About You	Q33–Q34	Not required but valuable and should remain anonymous
C	Foster Care	Q35	Not required but valuable for schools/districts serving students in foster care
C	Attendance	Q36–Q37	Not required but valuable if attendance is a concern
C	School Leadership & Governance	Q38–Q40	Not required but may be valuable

Administering the Survey


Effective survey administration supports access, equity, and meaningful participation.

- **Plan timing intentionally.** Administer the survey during conferences or planned activities when families are already engaged and avoid high-stress periods to support meaningful participation.
- **Communicate clearly.** Explain the survey's purpose, how responses will be used, and how long it takes to complete. Share information widely through multiple communication channels.
- **Keep language simple.** Maintain family-friendly, easy-to-translate wording in communication and survey items to ensure broad understanding.
- **Reinforce confidentiality.** Assure families that responses are anonymous and used only to improve school practices, helping build trust and encourage honest feedback.



Funding & Grants

Supplement vs. Supplant

- Title III (~\$125) → 
- TBIP (~\$1700) →
- Basic Ed (~\$10,000) →

No supplemental funds can be used for anything to which a general education student would otherwise be entitled.

Use of Funding:

Basic Education – Includes ML services provided by teacher of record

TBIP – Supplemental services for MLs such as extra staffing, materials, and professional learning

Title III – Supplemental to the core ELD program including extended day/year, professional learning, family engagement and AI/AN language & literacy services



Allowable Staffing from TBIP

ELL-Endorsed Teacher of Record

- Must be primarily funded by Basic Ed
- Up to 50% from TBIP for ELD and sheltered content classes with reduced class size
- Not for elementary gen ed classes

ML Co-Teacher, ML Specialist, Para

- Can be fully funded by TBIP or split funded
- Teacher or specialist must be ELL-endorsed
- Braid with Title I or LAP to support language & literacy across student groups

ML Coach or TOSA

- Can be fully funded by TBIP or split funded with Title III, Title I, LAP, etc.
- Must be ELL-endorsed if TBIP funded
- Clear job description to ensure ML focus



Grant Updates

TBIP Grant Application – Will be greatly reduced for 2026-27 with only 5 questions and 3 tables to complete!

Title III Grant Application – Also greatly reduced!

Dual & Heritage Language Grant –

- Share the Dual Language Program Implementation Survey
- Spend down funds by June 30
- Complete the End-of-Year Report by June 30



Grant Support



Grants:

- FP 219 -TBIP
- FP 232 -Title III in ESEA CGA
- FP 231-Title III Consortium
- FP 228- Immigrant Grant
- 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 April 2026



- Congratulations on concluding WIDA ACCESS testing! Thank you for ALL your hard work during these eight weeks of test administration!
- Key Tasks for April 2026:
 - **Materials:** Materials were due on March 27. Any missing materials must be documented in the Accountability Form on WIDA AMS and an ARMS Test Materials Variance Form must be submitted.
 - **Data Validation:** Pre-Reporting Data Validation opens April 22 – 30. Use this opportunity to review data for demographic and accommodations updates, and to correct any duplicate or split profiles.
 - **Domain Exemptions:** Domain exemptions are due in WAMS on EDS by April 24.



Upcoming 2026 Dates



- **April 22 – 30:** Pre-Reporting Data Validation.
 - **April 24:** Deadline to Pre-Identify Domain Exemptions in WIDA AMS.
 - **May 1:** Screening opens for TK and incoming kindergarten.
 - **May 18:** Scores posted in WIDA AMS.
 - **June 9-10:** Printed reports delivered to districts.
 - **June 11-25:** Post-Reporting Data Validation.
 - **June 30:** Close of test administration for 2025-2026.
 - **July 1:** Start of test administration for 2026-2027.
-
- Annual feedback survey on ELP annual assessments due Friday, April 3. Access the [link here](#).

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](#)





Professional Learning Opportunities

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:
 - Two-Day Conference \$525
 - Pre-Conference Workshops \$250



New WIDA Professional Learning

Planning with the WIDA ELD Standards Framework

April 21 & 28, 2026
3:30 – 5:00 pm

[Register](#)

When Language and Disability Meet: Planning Instruction to Support Dually- Identified Students

Monday Cohort
May 4 & 11, 2026
3:30 – 5:00 pm

[Register](#)

When Language and Disability Meet: Planning Instruction to Support Dually- Identified Students

Wednesday Cohort
May 6 & 13, 2026
3:30 – 5:00 pm

[Register](#)



Math-Focused Professional Learning

Mathematical Meaning-Making

Wednesday Cohort

May 20 & 27, 2026
3:30-4:45 pm

[Register](#)

Mathematical Meaning-Making

Thursday Cohort

May 21 & 28, 2026
3:30-4:45 pm

[Register](#)



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

New Date: April 30, 2026

November 20, 2025

February 19, 2026

May 21, 2026

Time: 9:00 – 10:30 am

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



Washington Office of Superintendent of
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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.

- **April 23** – Yakima School District [FULL - Waitlist](#)
- **May 14** – Shoreline School District [FULL – Waitlist](#)



2025-26 Dual & Heritage Language Professional Learning



Dual & Heritage Language PLC

Day: 2nd Tuesdays (*except April)

Time: 12:00-1:00 pm

Dates: Mar. 10, Apr. 21*, May 12

Register on [pdEnroller](#)

Dual & Heritage Language Drop-in Office Hours

Time: 12:00-1:00 pm

Days: 1st & 3rd Tuesdays

[Join here- Zoom Link](#)

Secondary Dual Language Book Study

Day: 4th Tuesdays

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

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

Reading:

March 24- Chapters 4-13

[PdEnroller](#)



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 Planning & Grant Applications**
- June 4– Program Evaluation & Review: Data Informed Decision-Making

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

Breakout Rooms

1. Family Engagement –Virginia & Guests
2. WIDA Assessments – Sharon
3. Funding/Grants – Kristin, Shannon & Kad
4. Dual Language – Teresa, Patricia & Katie





Washington Office of Superintendent of
PUBLIC INSTRUCTION



Multilingual Education Team

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