

School Improvement Technical Assistance Network Webinar 3.1: Multilingual

October 2026

Teaching, Learning, and School Improvement,
Multilingual,
and
School Improvement



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Agenda



School Improvement Technical
Assistance Network Updates



Main Topic: Multilingual
Education



Time for Questions



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Vision

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

Mission

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

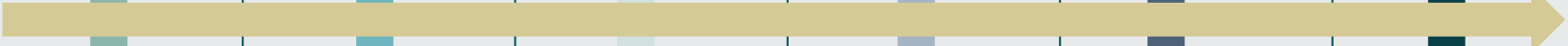
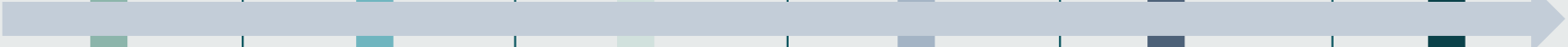
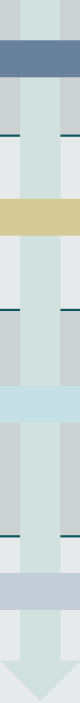
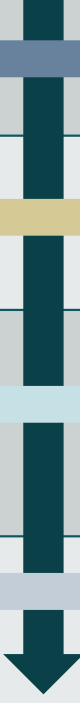
Values

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



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School Improvement Framework

	Anti-Racist and Anti-Bias Practices	Equitable Supports	Development of strong leadership at all levels	Use of data inquiry and school improvement processes	Improvement of core instructional practices	Implementation within a multi-tiered system of supports
Clarity of Purpose						
Technical Competence						
Capacity Building						
Human Interaction Skills						
						

Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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School Improvement Technical Assistance Network Updates

School Improvement Technical Assistance Network Updates



Outreach 2027

- **Outreach East - April 13-14, 2027**
- **Outreach West - April 20-21, 2027**



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School Improvement Technical Assistance Network Updates



Webinar

- **School Improvement Technical Assistance Network Webinar: Learning Standards - December 14, 2026**



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School Improvement Technical Assistance Network Updates



Office Hours

- **Thursday, 10/15/2026 11:00AM**

Future Dates & Times:

- 11/19/2026 11:00AM
- 12/17/2026 11:00AM
- 01/21/2027 11:00AM
- 02/18/2027 11:00AM
- 03/18/2027 11:00AM
- 04/15/2027 11:00AM
- 05/20/2027 11:00AM
- 06/17/2027 11:00AM



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School Improvement Technical Assistance Network Updates



Grants

- **October 23, 2026:** Pre-application/Request for Substantially Approvable Status (SAS) due – submit right away and no later than this date
- **October 31, 2026:** Application deadline. This is a hard deadline. Applications not submitted by this date will not be processed and allocated funding will no longer be available.



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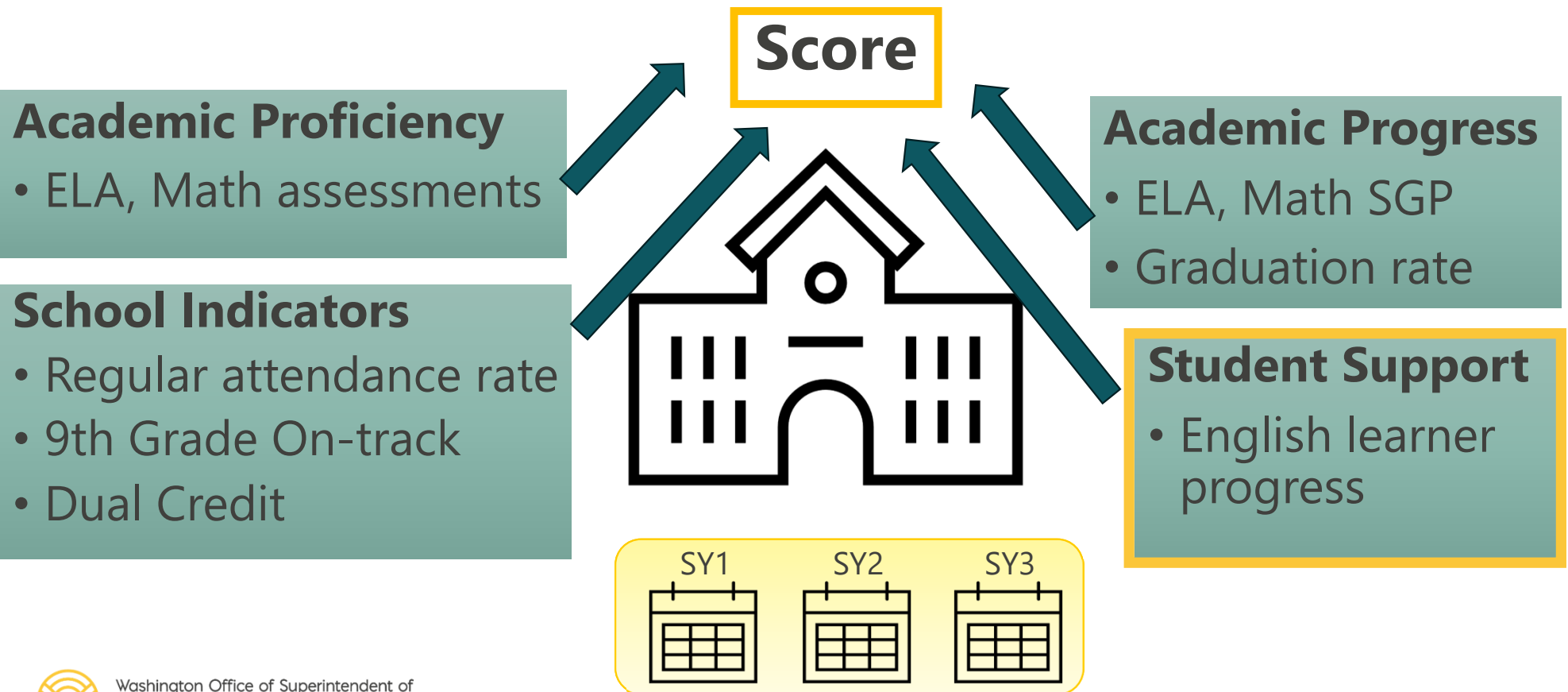
Multilingual Education

October 2026



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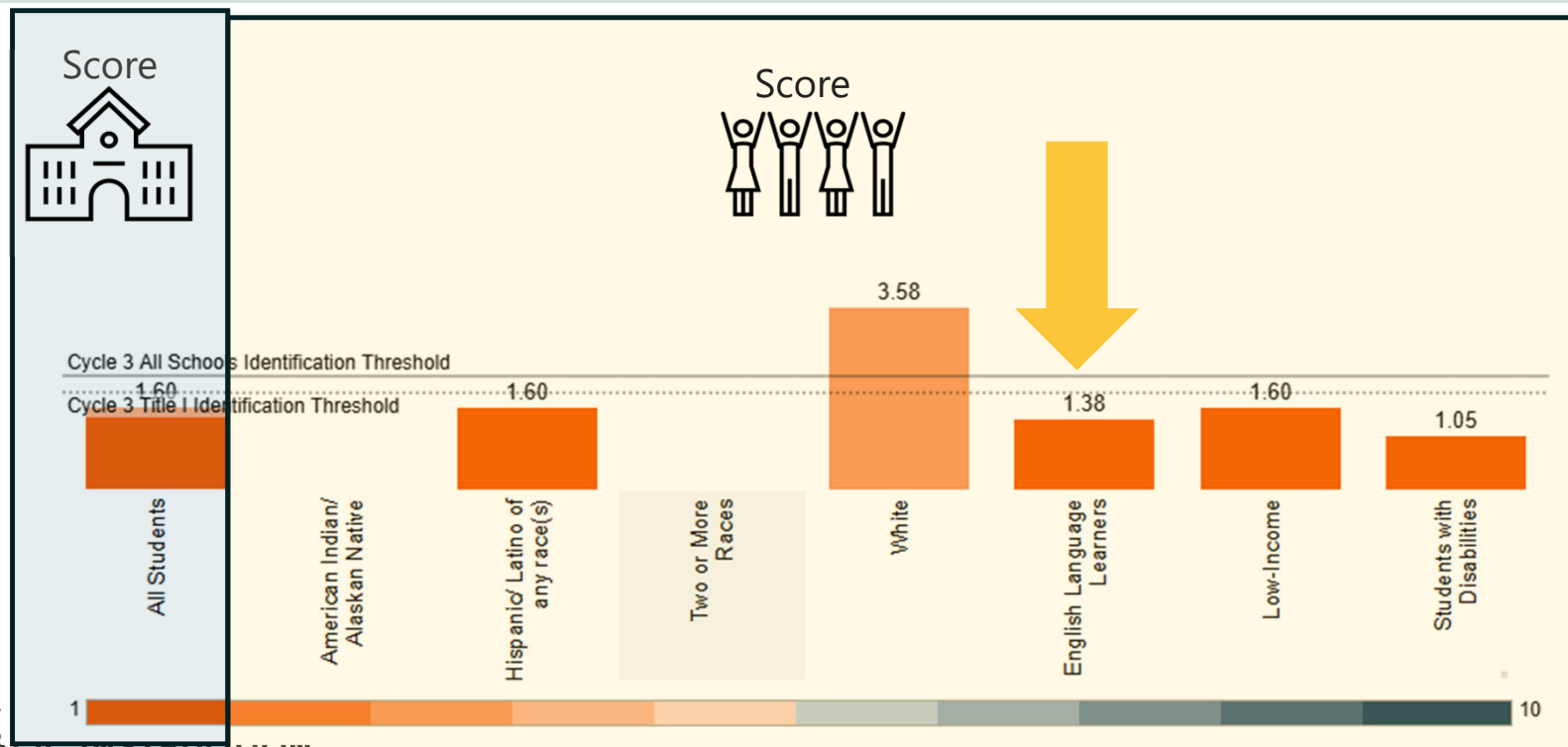
WSIF Overview



WSIF Summary

Checking for **education inequities** at a school:

- Compare student group scores with the identification threshold



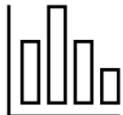
Washir

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WSIF Details



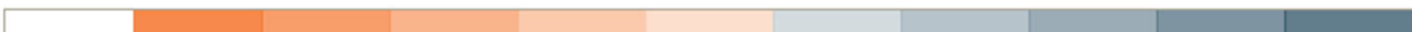
	All Students	American Indian/ Alaskan Native	Hispanic/ Latino of any race(s)	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
ELA Levels 3 & 4 Rate	27.4%		26.6%		37.7%	8.0%	26.4%	13.1%
Math Levels 3 & 4 Rate	12.4%		11.5%		26.0%	2.2%	11.7%	11.7%
ELA Median SGP	44		44		53	42	44	38
Math Median SGP	36		36		39	35	36	33
EL Progress Rate*	12.5%							
Graduation Rate**								
Regular Attendance Rate	65.7%		65.8%		63.5%	66.3%	64.1%	64.6%
Ninth Grade On Track Rate								
Dual Credit Rate								



1.38

English Language
Learners

0



10

WSIF MLL Numbers: Year over Year

Table 2. Number of Schools with ELL WSIF Scores ≤ 2.25

Note: A decrease in the number of schools is desirable since that means that fewer schools have scores below the WSIF identification threshold.

WSIF Tier	Δ SY23 and SY25
Tier 1, Targeted 1-2	No Change
Tier 2, Targeted 3+	Decrease
Tier 2, Targeted ELP	Increase
Tier 3 Compounded	Decrease
Tier 3 Comprehensive	Increase
Tier 3 Plus	Increase
Total Schools	Increase



Introduction: Multilingual Education

Virginia Morales
Assistant Director



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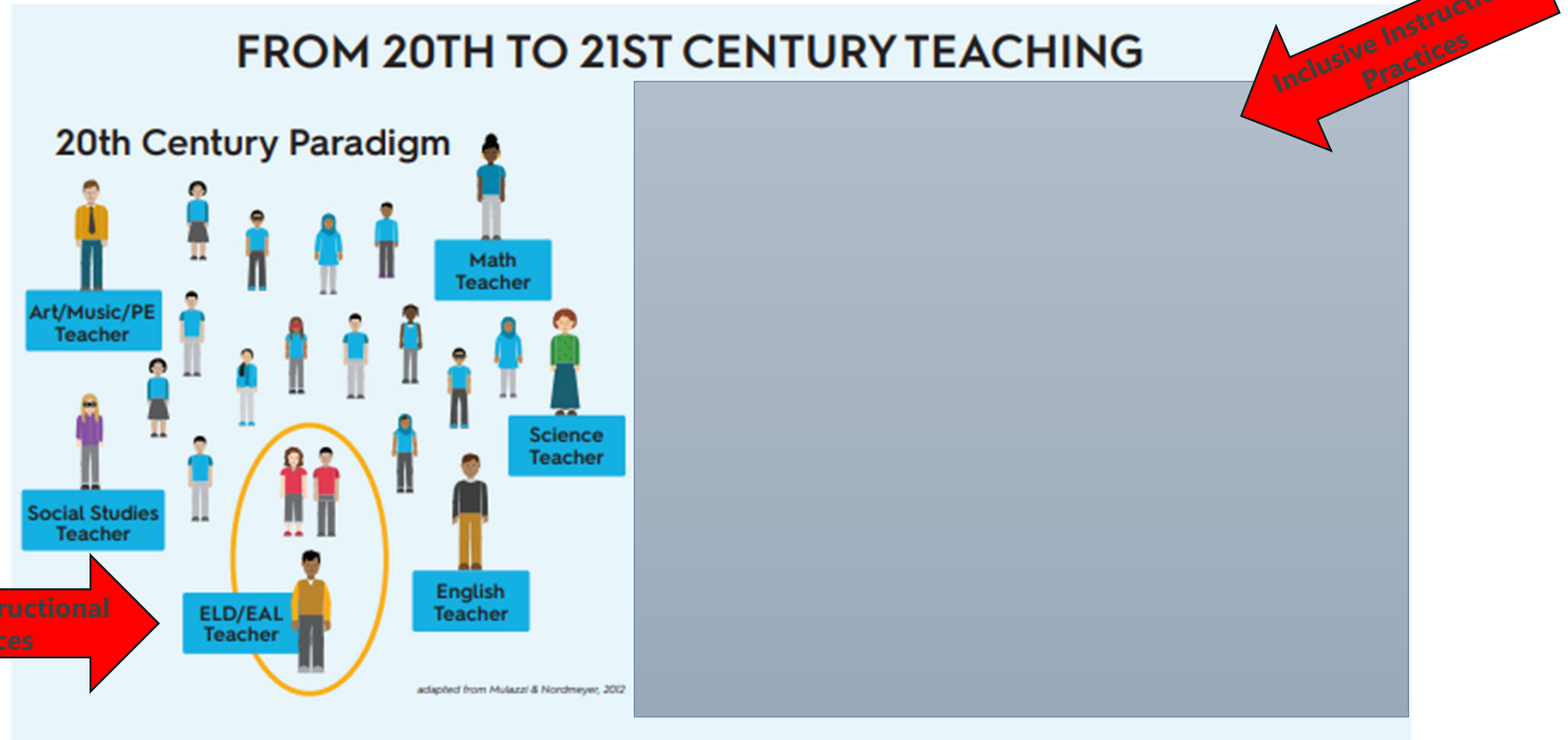
Team-driven shared leadership

Collective Responsibility for Multilingual
Learners



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Shift to 21st Century Teaching



Shared Team Leadership MTSS for Multilingual Learners



Team-driven shared leadership including ML teachers and specialists



Data-based decision making using disaggregated academic and language data



Evidence-based practices including ELD and accessible content



Continuum of supports for beginning MLs, intermediate MLs and LTELs



Family, student & community engagement including multilingual families and students



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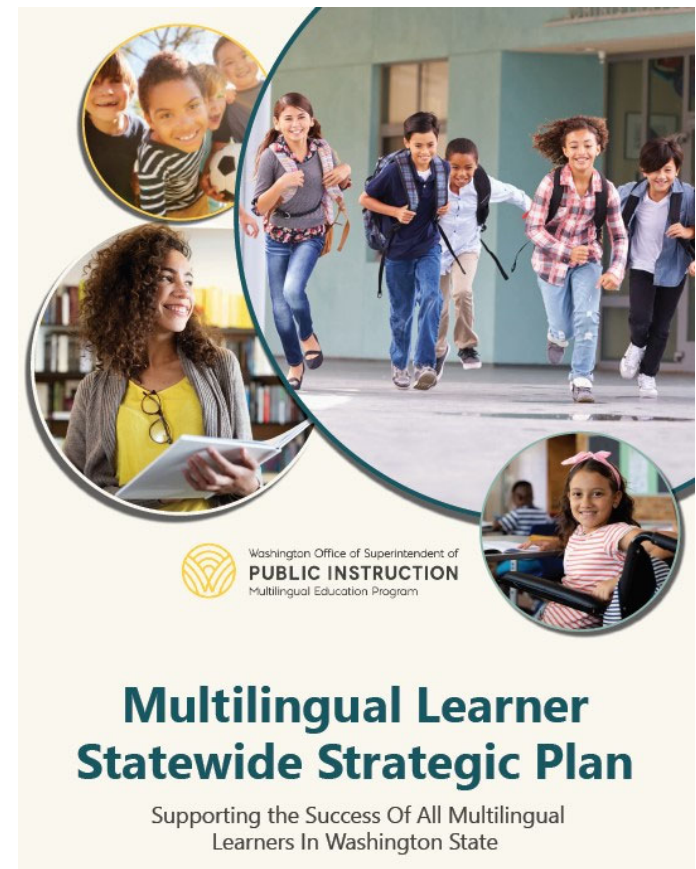
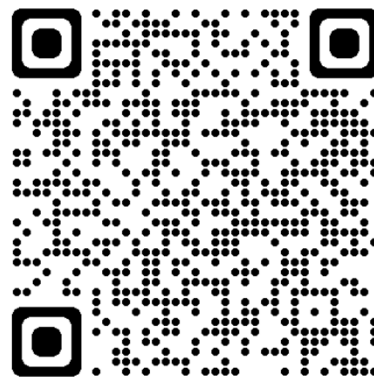
Multilingual Learner Statewide Strategic Plan

Core Principles:

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

[ML Strategic Plan](#)

[ML Action Plan Toolkit](#)



Promote Asset-Based Mindsets

Goal 1: Demonstrate a belief that all multilingual learners can learn and excel in school by ...

- a) Fostering a *shared responsibility* for multilingual learners' success.
- b) Leveraging multilingual learners' *linguistic and cultural assets* in instruction.
- c) *Strengthening the knowledge* of all educators about language development.



Collective 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.”

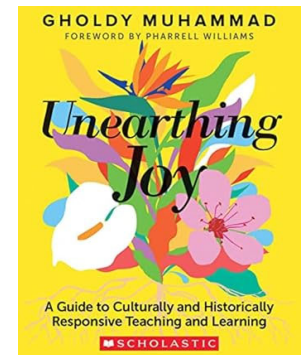
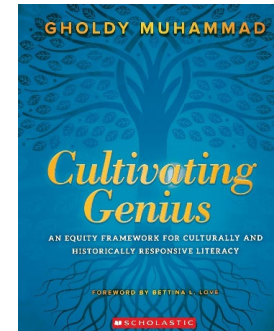
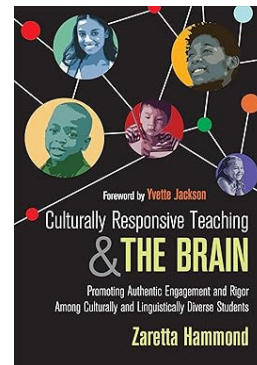
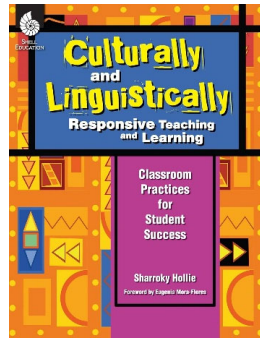
-Altagracia Delgado, [The Collective Responsibility of Equity for Multilingual Learners](#)



Professional Learning Resources

Culturally Responsive Practices

- Culturally and Linguistically Responsive Teaching and Learning (Hollie)
- Culturally Responsive Teaching and the Brain (Hammond)
- Cultivating Genius (Muhammad)
- Unearthing Joy (Muhammad)



Data-based Decision Making

Using the WIDA ACCESS Analysis Tool for Monitoring and Planning

Turning WIDA Access Data into Action



- Identify specific language domains
- Examine language development over time
- Identify groups of multilingual learners who may be experiencing different outcomes-see patterns across students and grade levels
- Connect language proficiency data to instructional design and practices
- Use WIDA Access data alongside other evidences
- Identify professional learning needs
- Inform program improvements and continuous improvement planning
- Ask deeper questions about equity and access
- Monitor multilingual student services

Step 1: Access WIDA Frequency Reports

Use DRC Insights/WIDA AMS

- My Application
- Report Delivery
- Test Results
- "Reporting Services" in blue box
- Published Reports

Available Reports:

- Summative District Student Response File
- District Summative Frequency Reports
- School Summative Frequency Reports
- Summative School Roster Report



ACCESS for ELLs[®]

English Language Proficiency Test

District: WIDA Use Only - Sample District

Grade: 01

Cluster: 1

Step 2: [WIDA ACCESS Analysis Tool](#) | [Video](#)

WIDA ACCESS Analysis Tool

The Data – Domains: Reading, Writing, Speaking, Listening

Grade Level	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12
21-22 - Asset Domains													
21-22 - Instructional Focus Domains													
22-23 - Asset Domains													
22-23 - Instructional Focus Domains													
23-24 - Asset Domains													
23-24 - Instructional Focus Domains													

What do the WIDA
ACCESS data say about
the needs of your
Multilingual Learners?



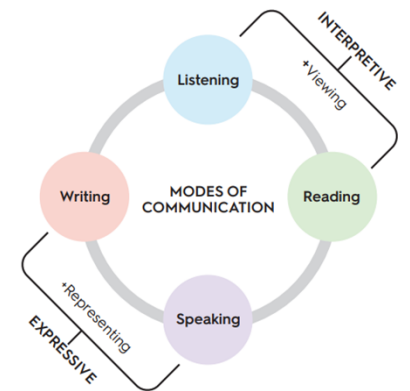
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Data Analysis - Spring 2022, 2023 and 2024

Working as a school or district team:

Look at each grade level frequency report for each year.

- **Asset Domain** - Determine the domain that has the most proficiency.
- **Instructional Focus Domain** - Determine the domain that has the least proficiency.





District:
Grade: 08
Cluster: 6-8

[illegible]

Step 3: Reflection and Goal Setting

WIDA ACCESS Analysis Tool

The Data – Domains: Reading, Writing, Speaking, Listening

Grade Level	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12
21-22 - Asset Domains													
21-22 - Instructional Focus Domains													
22-23 - Asset Domains													
22-23 - Instructional Focus Domains													
23-24 - Asset Domains									L				
23-24 - Instructional Focus Domains									S, R				

What do the WIDA ACCESS data say about the needs of your Multilingual Learners?

The WIDA Access data for this 8th grade cohort indicates the students have stronger listening skills. The instruction focus for the next school year will be on building Speaking and Reading proficiency.

Determined by data on the previous slide's frequency report

Step 3: Reflection and Goal Setting

- What trends do you see within or across grade levels?
- What trends do you see within or across domains?
- What implications does this have for instructional focus areas and/or professional learning?

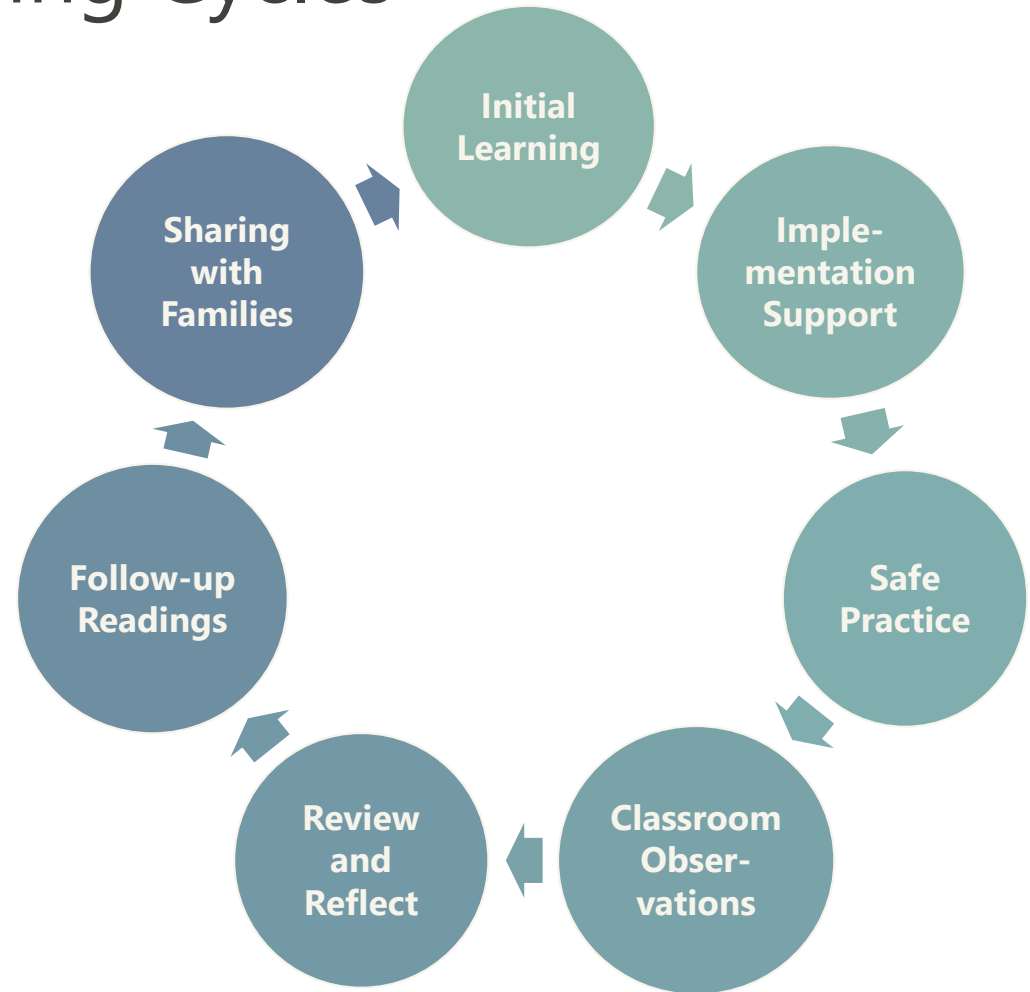
Goal Setting

List your district/school's goals for Multilingual Learners based on your School Improvement Plan or District Strategic Plan.	
Identify the specific strategies you will use to support MLs for each of these goals.	<i>Possible Strategies: WIDA Standards Framework aligned units, GLAD, SIOP, UDL</i>



Step 4: Professional Learning Cycles

- **Initial Learning:** Educators learn a new instructional strategy.
- **Implementation Support:** A coach or colleague models or assists with implementing the strategy in the classroom.
- **Safe Practice:** Teacher teams plan and practice using the strategy in their lessons.
- **Classroom Observations:** Ensures consistent use across classrooms and provides accountability.
- **Review and Reflect:** Educators review and reflect on use of the new strategy during staff meeting or PLC.
- **Follow-up Readings:** Provides reminders or examples of how to use the strategy.
- **Sharing with Families:** Helps students and families use the strategy both in the classroom and at home.



Professional Development Cycle Plan

PD Activity	Dates	Description of Professional Development Activity
Initial Learning		
Implementation Support		
Safe Practice		
Classroom Walkthroughs		
Review & Reflect		
Professional Reading		
Sharing		

What data will you use to track progress towards meeting continuous improvement goals for MLs?	<i>Consider the domains selected for improvement. What data do you have? What data do you need?</i>
When will you monitor the implementation of new professional learning?	<i>Classroom walkthroughs, follow-up coaching, self-reporting of strategy use, student feedback, PLC observations</i>



Break 5 Minutes



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Evidence-Based Practices/ Continuum of supports

Effective Instruction for Multilingual Learners



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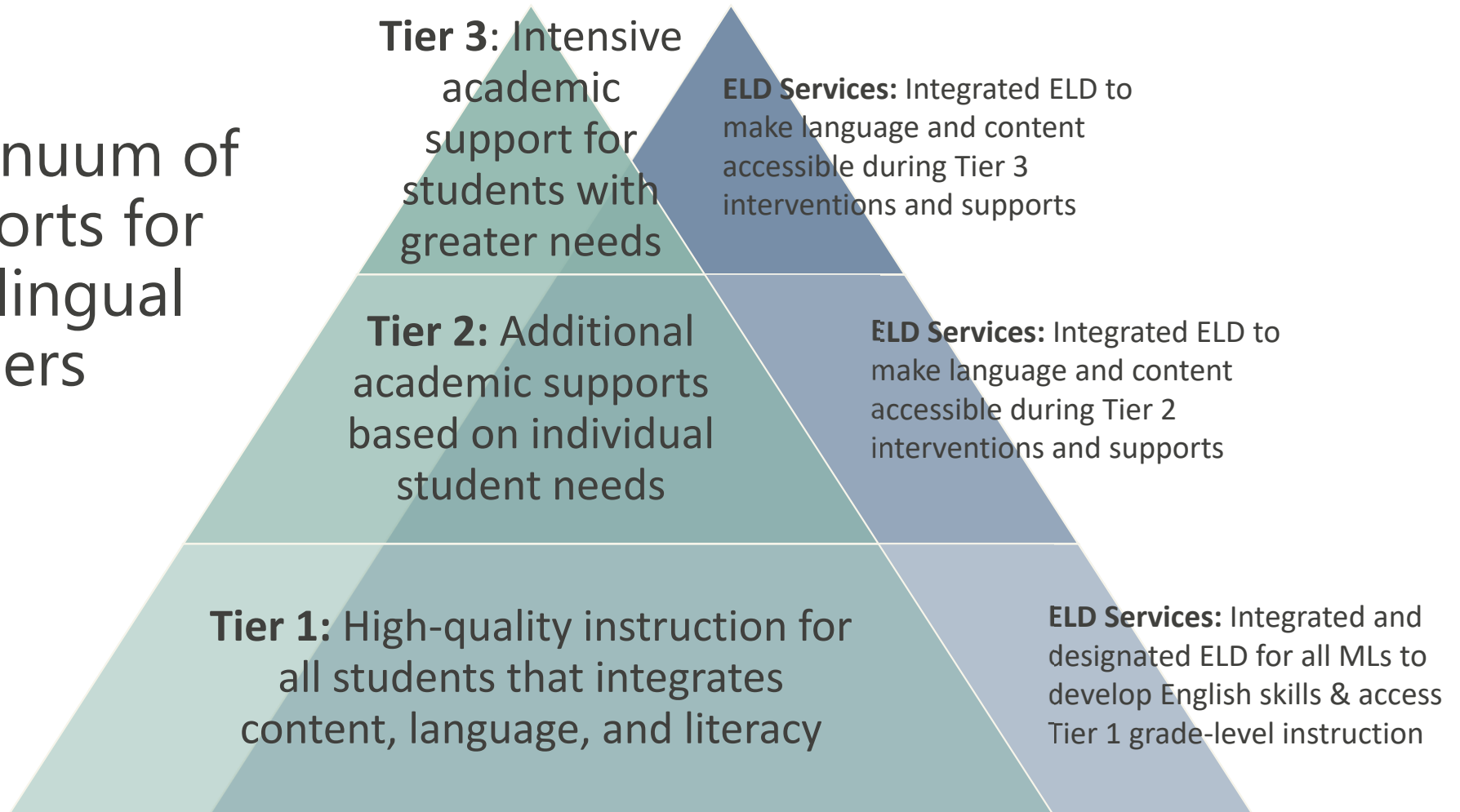
High-Quality Instruction & Assessment

1. Develop *vocabulary* during content instruction.
2. Develop *oral and written academic language* during content instruction.
3. Provide *visual and verbal aids* (e.g. short videos, visuals, graphic organizers, bilingual glossaries) for content learning.
4. Provide purposeful and diverse opportunities for *student interaction* and peer assistance during content learning.
5. Leverage the assets of students like *home language, prior knowledge, and cultures* to promote content learning.
6. Use *formative assessment* during content instruction to continuously inform instruction and monitor progress.
7. Provide academic support to MLs with similar needs in *homogenous groups* to advance content and language learning.
8. Enact lessons that *integrate* the development of disciplinary *content, language, and literacy* practices.
9. Design instruction aligned to *content and WIDA ELD standards*.
10. Provide *academic supports* (mentoring, tutoring, before/after school sessions, clubs) to MLs with additional needs.





Continuum of Supports for Multilingual Learners



Evidence Based Schoolwide Instruction/Interventions

Schools that select a few schoolwide strategies are often able to shift practices faster and more effectively.

Learning Targets that integrate content and language using WIDA ELD Standards

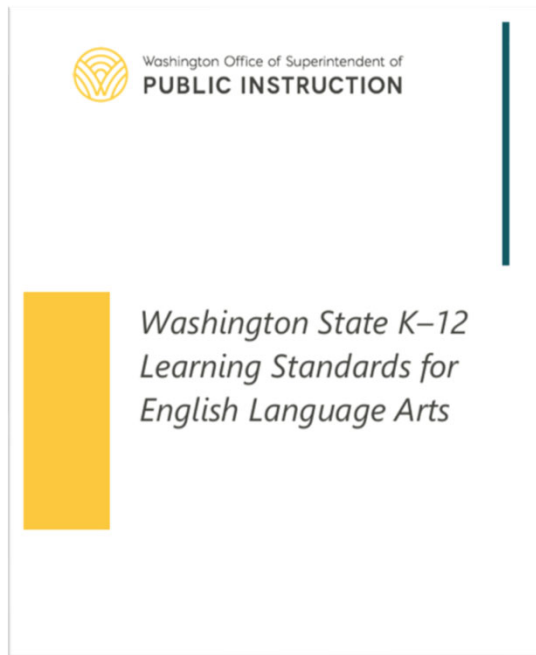
Comprehensible Input strategies that support accessible content

Scaffolding Output strategies that support improved speaking and writing

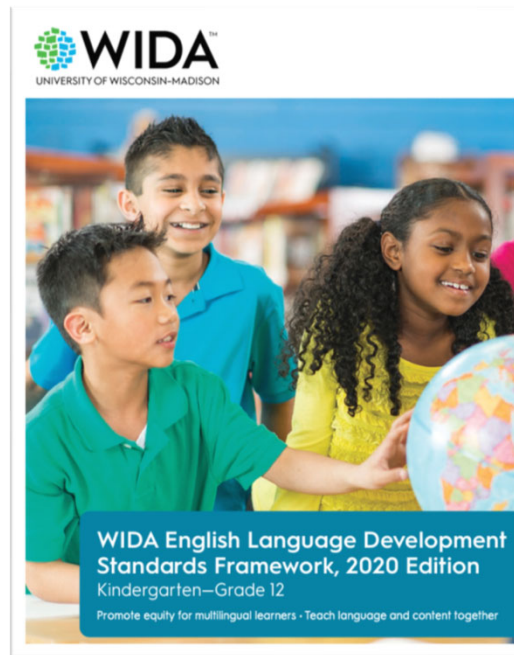


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Integrated Learning Targets



WA Learning Standards



WIDA ELD Standards

Integrated learning targets combine content learning goal with a language learning goal so that multilingual learners develop academic knowledge and language skills at the same time.

"when students understand what they are supposed to learn, the chances are much higher that they will actually learn it"
(Knight, 2012, p. 32)

Elementary Example (4th/5th grade)

Content Standard: CCSS.Math.Content.5.NF.B.6: Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.



Language Standard: ELD-MA.4-5.Explain.Expressive: Construct mathematical explanations that...state reasoning used to generate solution using declarative statements.

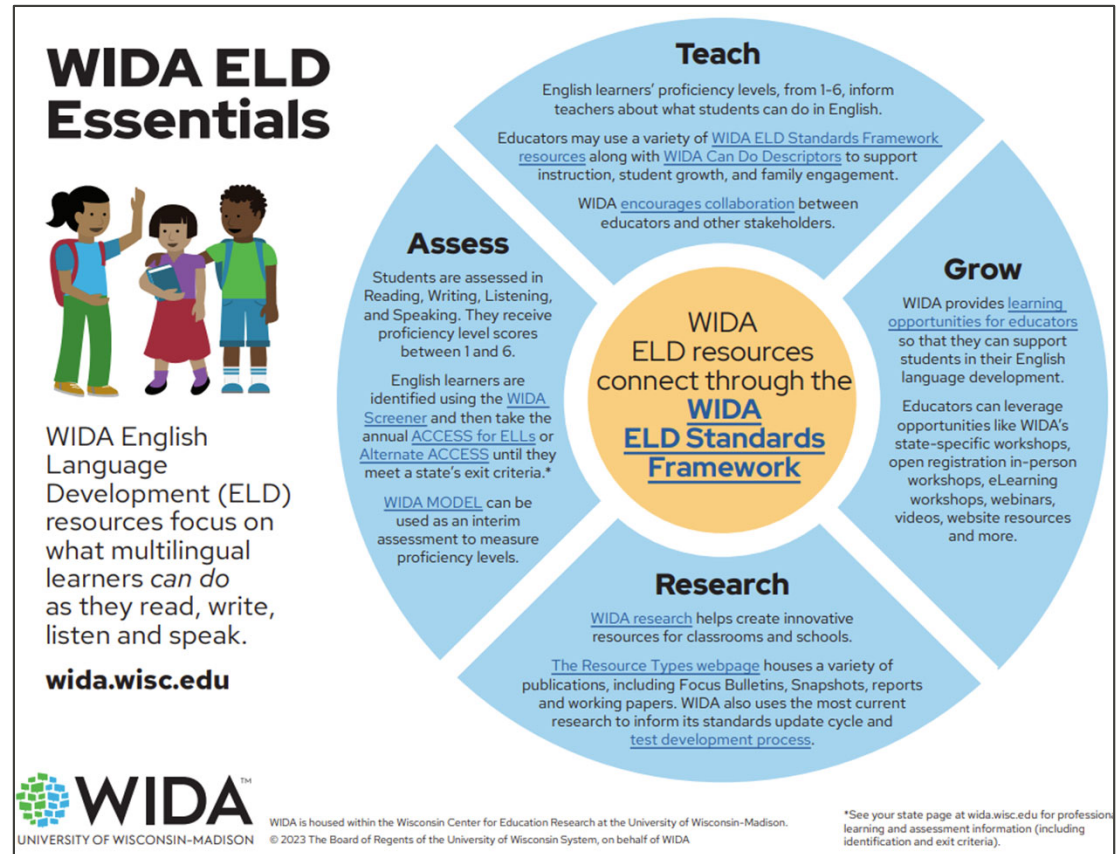


Integrated Learning Target: Students will solve real-world multiplication problems involving fractions and mixed numbers using visual models or equations and construct mathematical explanations that state the reasoning used to generate their solutions.



WIDA ELD Essentials

- WIDA ELD Standards Framework
- Language Charts to guide instruction
- Collaborative practices among educators and stakeholders
- Assessment tools like the WIDA Screener and ACCESS for ELLs
- And professional learning resources to build capacity in language development

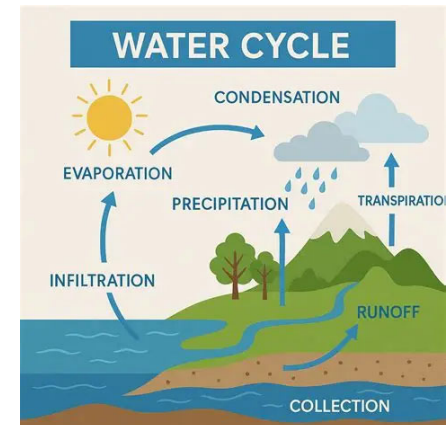


Comprehensible Input

Comprehensible input is instruction that makes grade-level content understandable to students through the intentional use of supports, such as visuals, demonstrations, modeling, gestures, real-life examples, home language resources, and clear language.

What It Looks Like

- Visuals, diagrams, and graphic organizers
- Modeling and think-alouds
- Gestures, demonstrations, and hands-on experiences
- Strategic use of students' home languages
- Clear and deliberate speech
- Sentence frames and key vocabulary supports
- Multiple opportunities to hear, see, and interact with new concepts

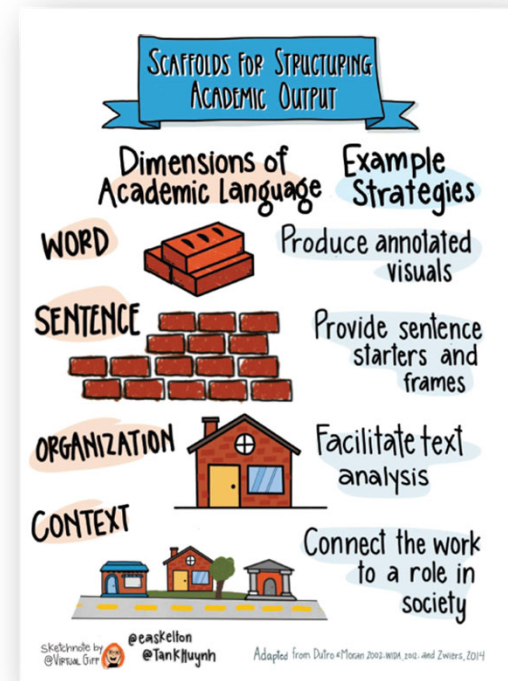


Scaffolding Academic Output

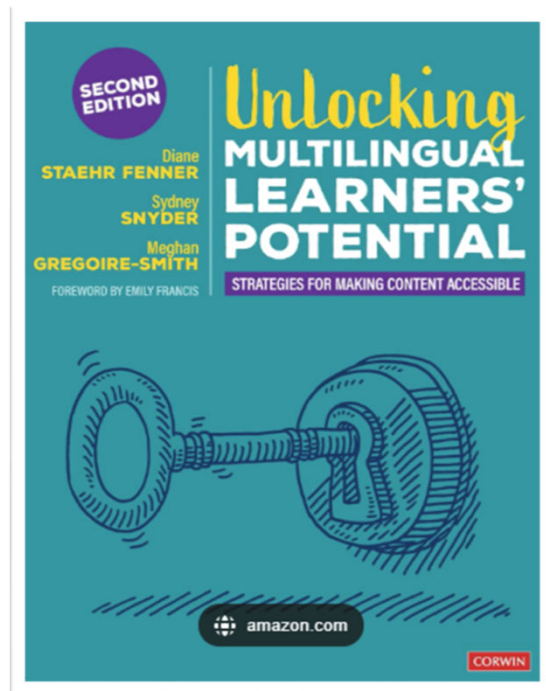
Academic output is how students demonstrate their understanding of content through speaking, writing, creating, explaining, arguing, or presenting using academic language.

What It Looks Like

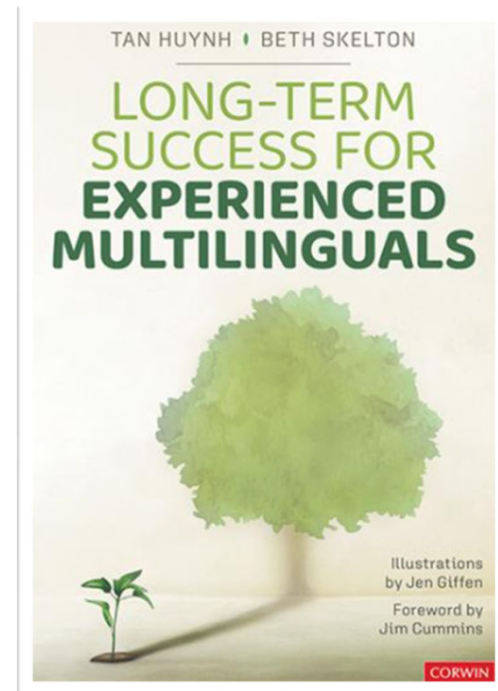
- Explain their thinking to a partner
- Participate in academic discussions
- Write explanations, arguments, or summaries
- Present findings to the class
- Create models and describe how they work
- Justify solutions to mathematical problems
- Use evidence to support claims



Evidence Based Instruction/Interventions



Diane Staehr Fenner



Tan Huynh



Family Engagement

Families of multilingual learners want and need to be engaged with their children's schools. Ideas for engagement include:

- Use of translation and interpretation services, apps, and language lines to communicate with families
- Face-to-face communication opportunities
- Family events on:
 - Academic and socio-emotional supports
 - Seal of Biliteracy and language credits
 - College preparation and support
- Opportunities for family feedback and input on school decision-making



Photo by Allison Shelley for EDUimages



Family Engagement Resources

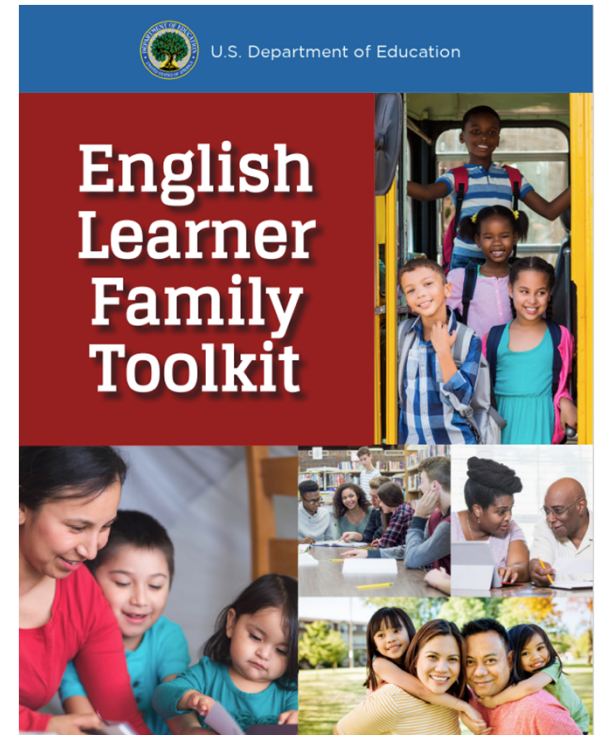


OSPI

- OSPI Guidance and Tools
 - [Parent & Family Engagement](#)
 - [Funds of Knowledge Toolkit](#)
 - [Home Visits Toolkit](#)



- U.S. Department of Education Tools
 - [English Learner Toolkit](#)
 - [Newcomer Toolkit](#)
 - [Family Toolkit](#)



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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.

Multilingual Education Reference Sheet for SY 2026-27

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/enroller Link](#)

Weekly EGMS Office Hours: Dedicated time to support questions related to grants and funding. Tuesdays 10-11am & Thursdays 1-2pm [Teams Meeting 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/enroller Link](#)

Partners in ML Learning Network: A collaborative space for educators to learn and share strategies and materials. 2nd Tuesdays 3:30-4:30pm | [ML Partners Network pdf/enroller 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](#)



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.

Dual Language Education Reference Sheet for SY 2026-27

Dual Language Education website: The [Dual Language Education and Resources website](#) is a central hub for resources, networks, and guidance on dual and heritage language programs including the [Dual Language Program Guide](#).

Weekly EGMS/DL Office Hours: Dedicated time to support questions related to dual language grants and programs. Tuesdays 10-11am & Thursdays 1-2pm [Teams Link](#)

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

Dual Language PLC: A statewide PLC for administrators and teacher-leaders developing and supporting dual language programs. 1st Tuesdays 12:00-1:00pm | [DL PLC pdf/enroller](#)

Heritage Language PLC: A statewide PLC for teachers and leaders of heritage language programs. 4th Tuesdays (5x per year) 3:30-4:30 pm | [Heritage PLC pdf/enroller](#)

Dual Language Collaboration Networks: Regional networks (Northwest, Southwest, and Central/Eastside) of educators and leaders that meet in-person and virtually to collaborate on dual language. Contact your assigned DL Program Supervisor for more information.

Dual Language School Visits: Monthly opportunities to visit dual and heritage language programs across the state. Contact Teresa.Mendoza-Casby@k12.wa.us to register.



2026-27 Information Sessions

- **Days:** 1st Thursdays
- **Time:** 9:00-10:00 am & 3:00-4:00 pm
- Sept. 3 – Enrollment & Identification
- Oct. 1 – Title III Native Literacy
- **Nov. 5 – ELD Strategies**
- Dec. 3 – MTSS
- Jan. 7 – Content & WIDA Standards
- Feb. 4 – Braiding Funding
- Mar. 4 – Family Engagement
- Apr. 1 – Dual & Heritage Language
- May 6 – Grant Applications & Program Planning
- June 3 – Use of WIDA Data



Register for Clock Hours on [pdEnroller](#)



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Statewide **ML Directors'** Network 2026-2027



Audience: District Multilingual/Federal Program Directors

Purpose: Deep Dive into the Program Review Checklist

Dates:

September 17, 2026 - ML Director Convening Review

October 15, 2026

January 21, 2027

April 15, 2027

November 19, 2026

February 18, 2027

May 20, 2027

December 17, 2026

March 28, 2027

Time: 9:00 – 10:30 am

Register on [pdEnroller](#)



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WIDA Self-Paced Courses



2026-2027 Offerings	
<u>Developing Language for Learning in Mathematics</u>	<u>Reading Comprehension Across Content Areas with Multilingual Learners</u>
<u>Desarrollando el Español: las expectativas del lenguaje</u> (Developing Spanish: Language Expectations)	<u>Reframing Education for Long-term English Learners</u>
<u>Engaging Multilingual Learners in Science: Making Sense of Phenomena</u>	<u>Supporting Multilingual Learners with Disabilities in Language and Communication</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>
<u>Newcomers: Promoting Success through Strengthening Practice</u>	

Access to 2026-2027 offerings begins on Sept. 1, 2026.

WIDA On-Demand Videos

- All WIDA On-Demand Videos are in the Professional Learning Section of the WIDA Secure Portal.
- Clock hours are not available from OSPI for watching on-demand videos
- Each video has a video guide with reflection questions.

Available Now	Coming Soon
Introduction to the Marco DALE	Exploring WIDA ACCESS for Kindergarten (11/9/26)
Introduction to the WIDA English Language Development Standards Framework	Exploring WIDA ACCESS Online 1–12 (11/9/26)
Understanding WIDA Alternate ACCESS Score Reports 2026	Understanding WIDA Alternate ACCESS Score Reports 2027 (4/12/27)
WIDA ACCESS Score Reports for Instruction 2026	WIDA ACCESS Score Reports for Instruction 2027 (4/12/27)
WIDA Standards Frameworks for Bilingual Educators	

WIDA Professional Learning

Title	Dates
<u>Writing with Multilingual Learners in the Elementary Grades</u>	Workshop: 10/26-27 Location: Seattle
<u>Writing with Multilingual Learners in the Elementary Grades</u>	Workshop: 10/29-30 Location: Richland (Tri-Cities)
Actionable Approaches for Centering Newcomers	Webinars: 1/26 & 2/2, 3:30-5pm PT
Expanding Reading Instruction with Multilingual Learners	Webinars: 4/21 & 4/28, 3:30-5pm PT
When Language and Disability Meet: Planning Instruction to Support Multilingual Learners Who Are Dually Identified	Webinar options: • 5/3 & 5/10 • 5/4 & 5/11 • 5/5 & 5/12 • 5/6 & 5/13





Washington Office of Superintendent of
PUBLIC INSTRUCTION

Multilingual Education Team



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



Katie Sperling
ML & DL Program Supervisor
ESD 101 & 171
katie.sperling@k12.wa.us



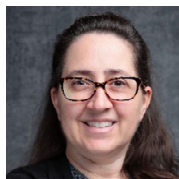
Shannon Martin
ML Program Supervisor
ESD 113, 114, & 121 (Pierce)
shannon.martin@k12.wa.us



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



Anna Fraser
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

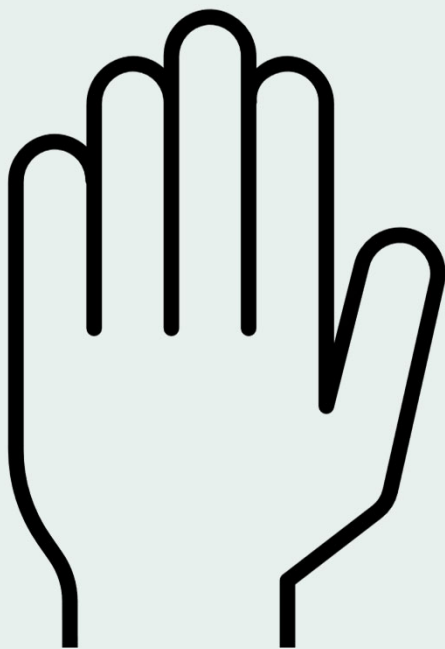


Dr. Patricia Venegas-Weber
Dual Language
Program Supervisor
ESD 113, 114, & 121 (Pierce)
patricia.venegas-weber@k12.wa.us



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

Questions



Washington Office of Superintendent of
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Contacts and Questions

Still Have Questions?

- Office Hours
 - Monthly Office Hours—Bring questions. Get answers.
 - Date & Time: 10/15/2026 11:00AM

School Improvement Team Contact Information

- **Liza Hartlyn**
 - Director of Continuous Improvement
 - (360) 870-4832
- **Tony May**
 - Continuous Improvement Program Supervisor
 - (360) 725-6231
- **Mary Neal**
 - Continuous Improvement Lead Program Supervisor
 - (360) 764-0198
- **Erica Olivera**
 - Program Specialist III, School Improvement
 - (360) 725-6054
- **Korey Peterson**
 - Continuous Improvement Program Supervisor
 - (564) 999-0064
- **Roger A. Rich, Jr.**
 - Continuous Improvement Lead Program Supervisor
 - (564) 233-1565



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