Multilingual Education Information Session

January 4, 2024

In the chat: Share something new you want to start in 2024!

Please rename yourself with your full name and school district.

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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 Chelan, Puyallup, Squaxin Island, Swinomish, and Coast Salish Tribes and honor with gratitude the land itself and these tribes.

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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.
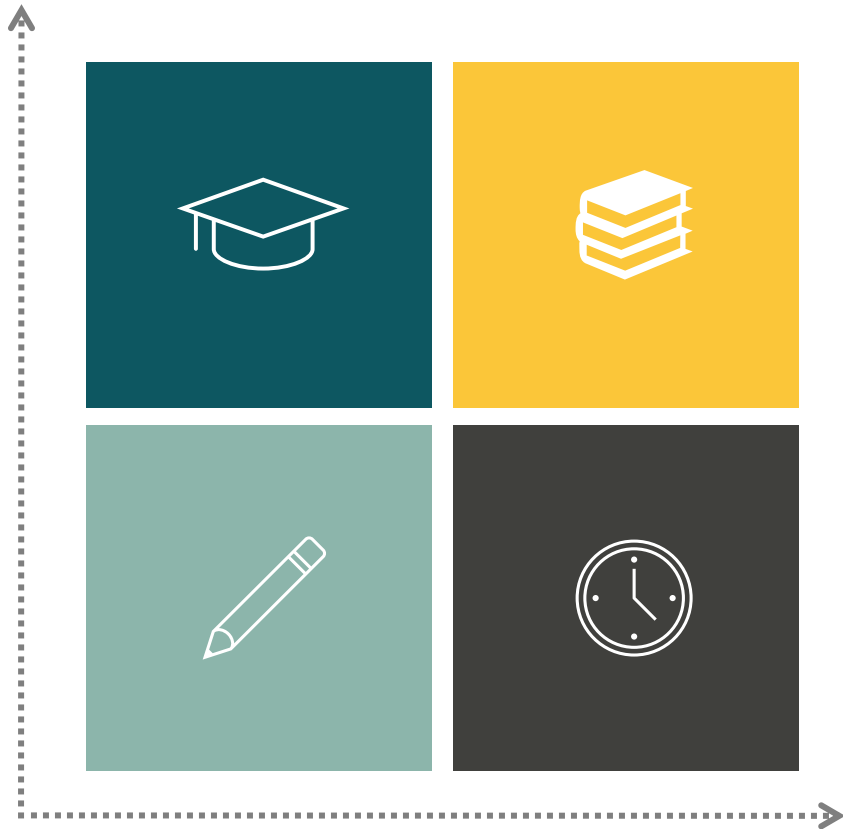
Values

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

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Today's Agenda

- **Early Literacy Screening Requirements**
- **Early Literacy for MLs**
- **WIDA ACCESS Updates**
- **Resources & Opportunities**

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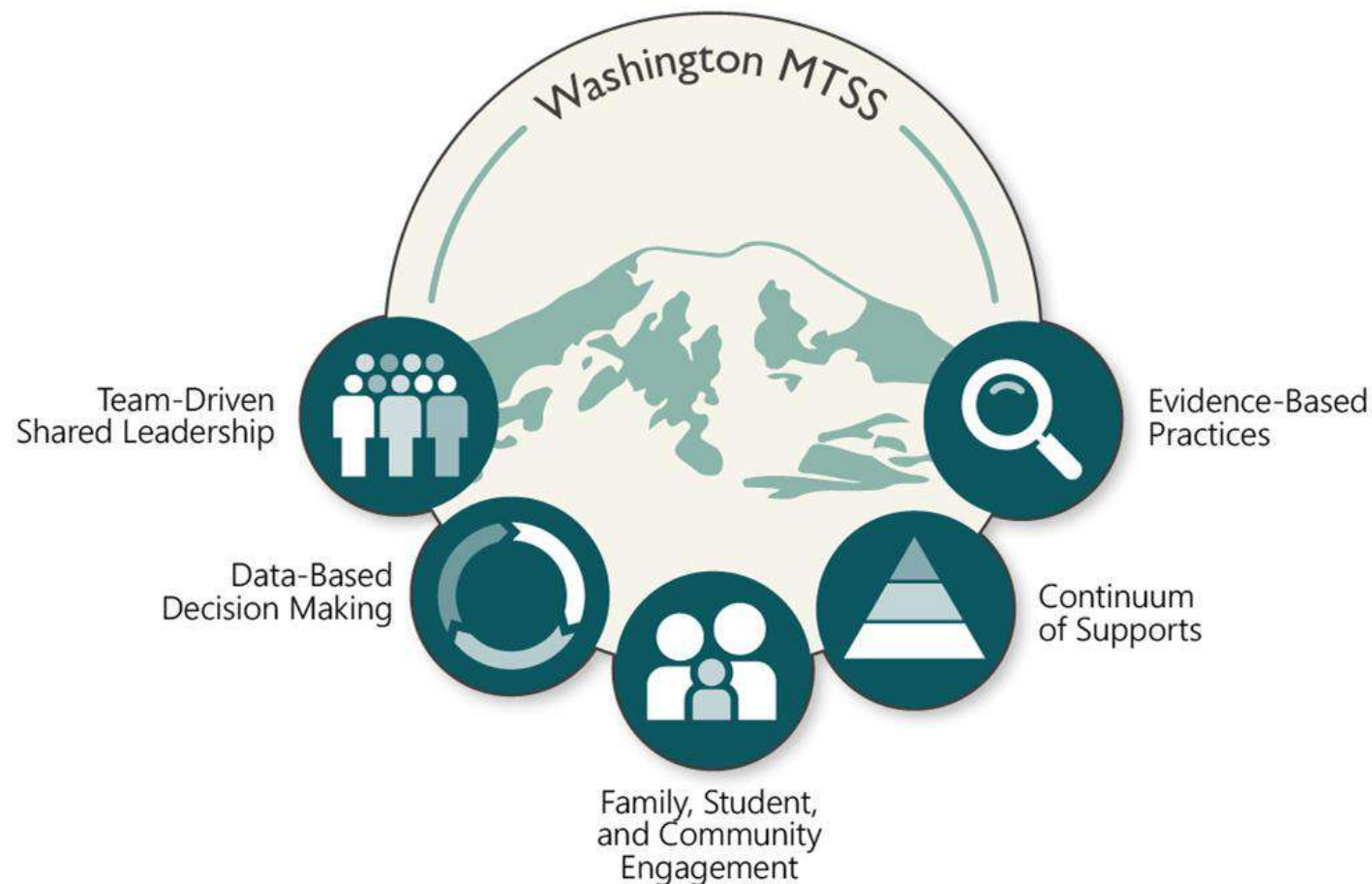**PUBLIC INSTRUCTION**

Early Literacy Screening Requirements

Multi-Tiered System of Supports

The Washington MTSS Framework is an evidence-based organizational approach for districts and schools to create equitable, consistent, and flexible systems and supports that empower educators, students, families, and communities to ensure benefit for every student.

Learn More:
https://www.k12.wa.us/mtss

Washington MTSS

Team-Driven Shared Leadership

Evidence-Based Practices

Data-Based Decision Making

Continuum of Supports

Family, Student, and Community Engagement
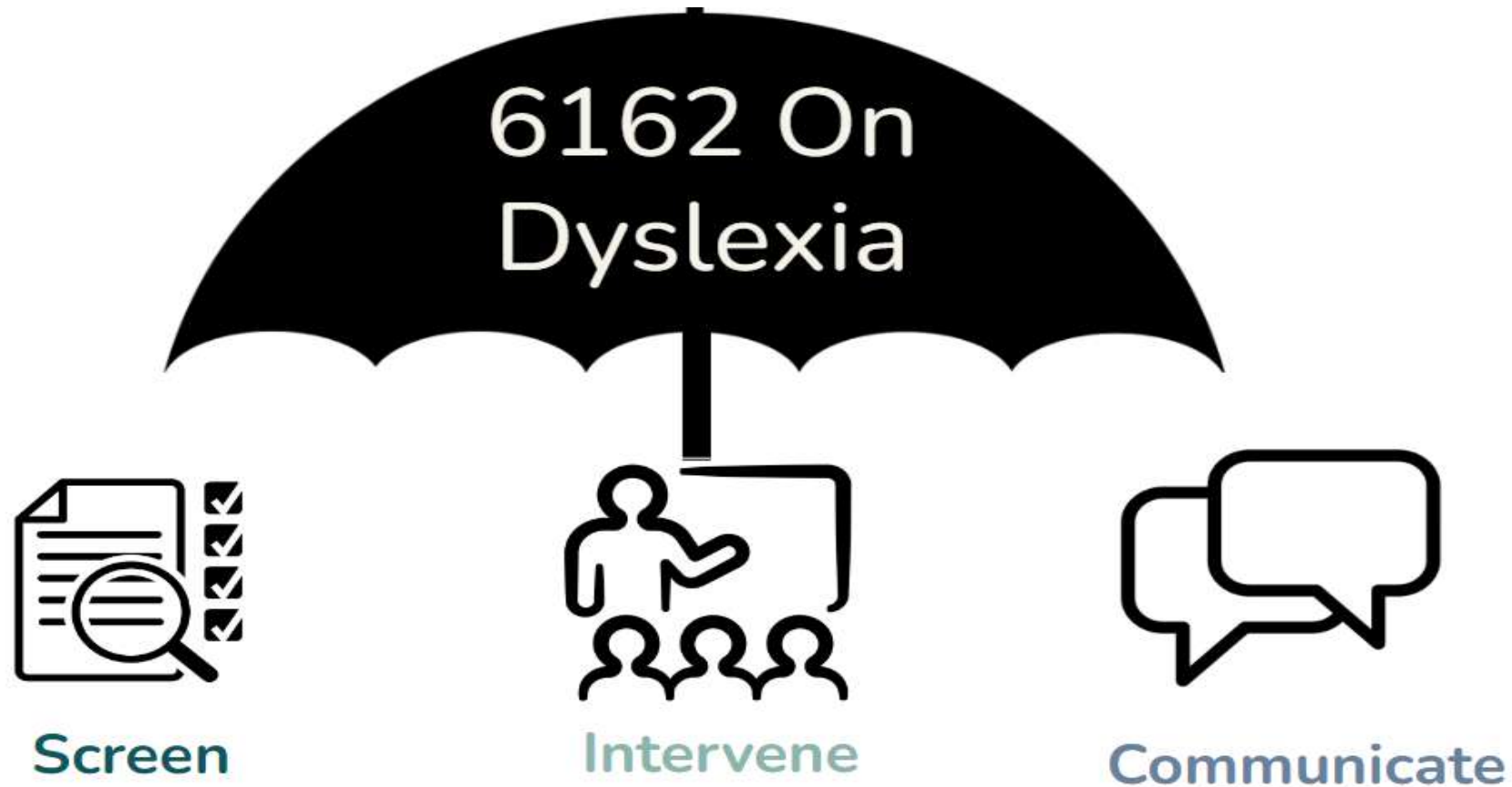
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Overview of Requirements

Screen

Recommended Screening Timeline			
	Fall **(Beginning of Year)**	**Winter** **(Middle of Year)**	**Spring** **(End of Year)**
Kindergarten	WaKIDS Family History	Literacy screener • phonological awareness • phonemic awareness • letter-sound knowledge Rapid automatized naming (RAN)	Literacy screener • phonological awareness • phonemic awareness • letter-sound knowledge
Grade 1	Literacy screener • phonological awareness • phonemic awareness • letter-sound knowledge Family History if unknown	Literacy screener • phonological awareness • phonemic awareness • letter-sound knowledge RAN	Literacy screener • phonological awareness • phonemic awareness • letter-sound knowledge
Grade 2	Literacy screener • phonological awareness • phonemic awareness • letter-sound knowledge	Literacy screener • phonological awareness • phonemic awareness • letter-sound knowledge	Literacy screener • phonological awareness • phonemic awareness • letter-sound knowledge

All K–2 students

2-3 times per year
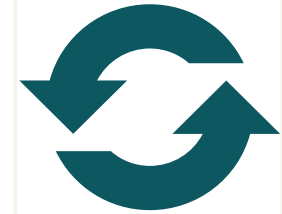
Phonological awareness, phonemic awareness, letter-sound knowledge, RAN, and family history

Dyslexia Guidance: Implementing MTSS for Literacy

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Updated Screening Crosswalk

Assessment Vendor	Assessed Skills	Contact
Gander by Pro-Ed	• RAN/RAS	Gander Contact
aimswebPlus by Pearson	• RAN/RAS* • Phonemic Awareness • Phonological Awareness • Letter-Sound Knowledge	Contact: sarah.kruse@pearson.com
i-Ready Diagnostic and i-Ready Literacy Tasks by Curriculum Associates	• RAN/RAS* • Phonemic Awareness • Phonological Awareness • Letter-Sound Knowledge	Contact: jburchard@cainc.com
Star by Renaissance	• Phonemic Awareness • Phonological Awareness • Letter-Sound Knowledge + Spanish Early Literacy Screener for Star meets the screening criteria.	Contact: wasales@renaissance.com
FastBridge by Renaissance	• Phonemic Awareness • Phonological Awareness • Letter-Sound Knowledge	Contact: wasales@renaissance.com
DIBELS Data System (DDS) with DIBELS 8th Edition by Amplify	• Phonemic Awareness • Phonological Awareness • Letter-Sound Knowledge + Amplify's Spanish Early Literacy Screener (mCLASS Lectura) meets the screening criteria.	Contact: aoneil@amplify.com

Assessment Vendor	Assessed Skills	Contact
mCLASS with DIBELS 8th Edition by Amplify	• Phonemic Awareness • Phonological Awareness • Letter-Sound Knowledge + Amplify's Spanish Early Literacy Screener (mCLASS Lectura) meets the screening criteria.	Contact: aoneil@amplify.com
Acadience® Reading K-6, by Voyager Sopris Learning	• Phonemic Awareness • Phonological Awareness • Letter-Sound Knowledge	Contact: laurie.carmon@voyagersopris.com
Istation (Imagination Station, ISIP)	• Phonemic Awareness • Phonological Awareness • Letter-Sound Knowledge + Spanish Early Literacy Screener for Istation meets the screening criteria.	Contact: srangel@istation.com
MAP Reading Fluency by NWEA	• Phonemic Awareness • Phonological Awareness • Letter-Sound Knowledge	Contact: jami.breslin@nwea.org
Amira by Houghton Mifflin Harcourt	• Phonemic Awareness • Phonological Awareness • Letter-Sound Knowledge	Contact: Janet.Bales@hmhco.com
PALS by Illuminate	• Product has been retired and is no longer available for purchase.	Contact: sales@renaissance.com

* Additional assessment vendors that have met screening criteria for the RAN
+Assessment vendors that have met screening criteria for early literacy screening in Spanish.

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Screening in Dual Language Programs

Meeting the State Requirement	Considerations
REQUIRED: 1x per year in one language Assess in the other language if needed to determine "at risk"	What is the language of instruction for literacy (50/50, 90/10)? What is the student's dominant language?
RECOMMENDED: 3x per year in at least one language Assess in the other 1x or more	How are you using assessment results from screening and other measures to look at students' literacy progress across both languages?

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Assessing Risk

WIDA Overall Score (Screener or ACCESS)	Considerations	Possible Risk Level
0-2.0	Newcomers exempt for first 4 months. May screen in home language for more info. Grade-level norms not applicable.	Multilingual Learner – Risk Unknown
2.1-3.9	Student should be screened (unless first 4 months – team can decide). May screen in home language (if needed). Look at progress over time.	Team should determine risk level based on: • Time in US schools • Oral language level* • Rate of progress
4.0-6.0	Student should be screened. May screen in home language (if helpful). Grade-level norms may apply but also consider progress over time.	Student should be coded as: • At risk • Not at risk

* If student scores 4+ in speaking and listening and lower in reading/writing, this may indicate risk and/or need for intervention.

Communicating with Families of MLs

When should you communicate about screening with families of multilingual learners?

- **Multilingual Learner, Risk Unknown** – Providing information about student results may be helpful but there is no need to communicate "weaknesses associated with dyslexia" if language is clearly affecting results

- **At Risk** – If the student has a WIDA level of 4+ or the team has determined, based on time in US schools, oral language level, and rate of progress, that the student may be at risk, the family should be notified of possible risk (see sample letter in the Implementation Guide)
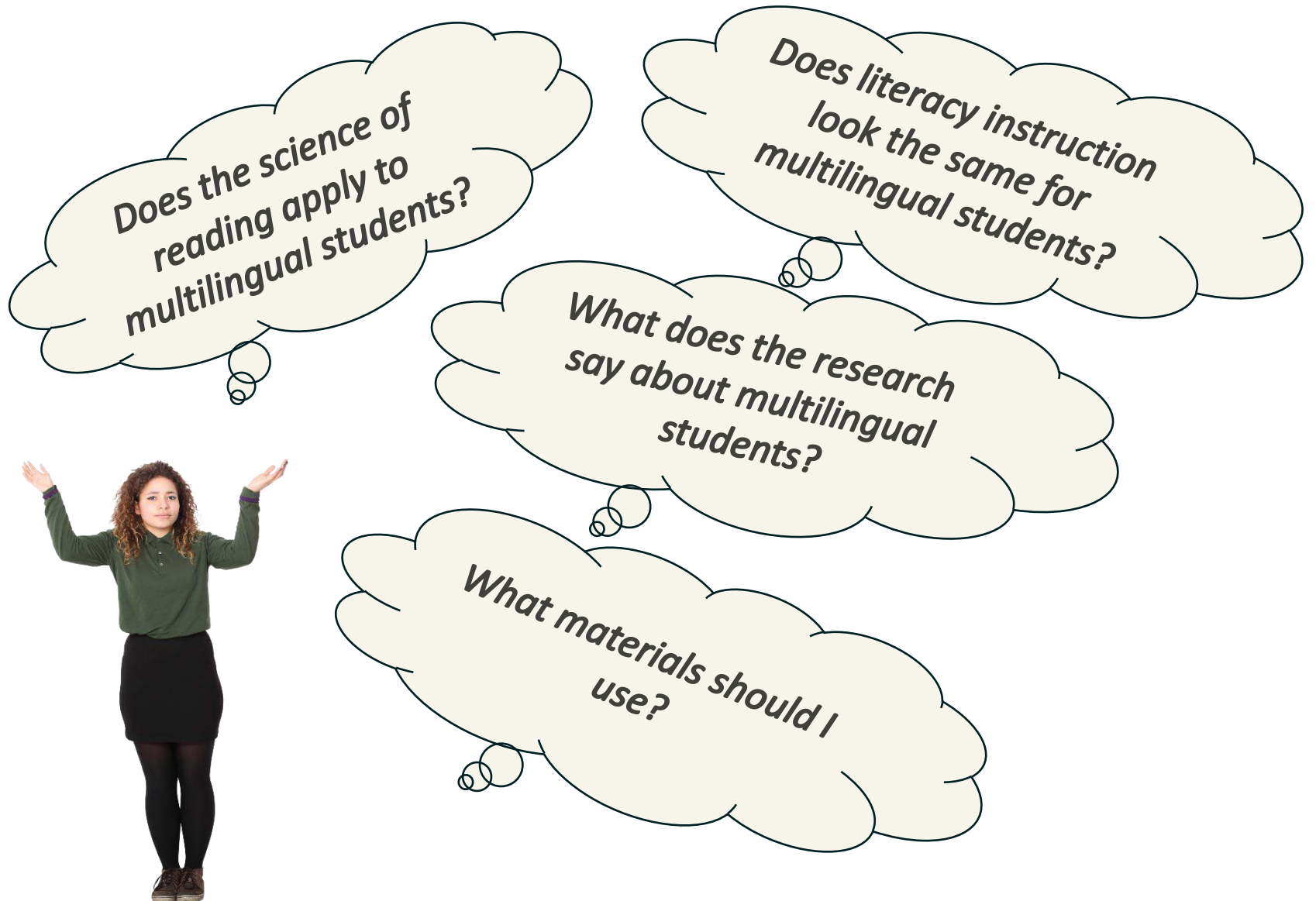
Early Literacy for Multilingual Learners

Five Key Areas for Reading Instruction

National Reading Panel Summary

- Phonological Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Does the science of reading apply to multilingual students?

Does literacy instruction look the same for multilingual students?

What does the research say about multilingual students?

What materials should I use?

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Reading League Summit Statement
Understanding the Difference: The Science of Reading and Implementation for English Learners/Emergent Bilinguals

"*Our collective objective is to unite as a community of experts who understand the science of reading as a comprehensive body of knowledge. This knowledge should be embraced and applied to inform instruction, complemented by understanding and addressing the social, linguistic, and cultural factors that impact students. Furthermore, it is important to identify practices that are implemented in schools under the name of the science of reading that do not align with the scientific evidence of how English learner/emergent bilingual students (ELs/EBs) learn to read.*"

The Reading League Summit, Joint Statement

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Literacy Program Design

High-quality, evidence-based language and literacy instruction in all tiers that addresses the four language domains (listening, speaking, reading, and writing)

Assessment

Linguistically aligned and culturally relevant assessment practices and regular review of student data that captures the full range of a student's linguistic abilities in both English and their native language

Structured Literacy Design for Multilingual Learners

Instructional Practices

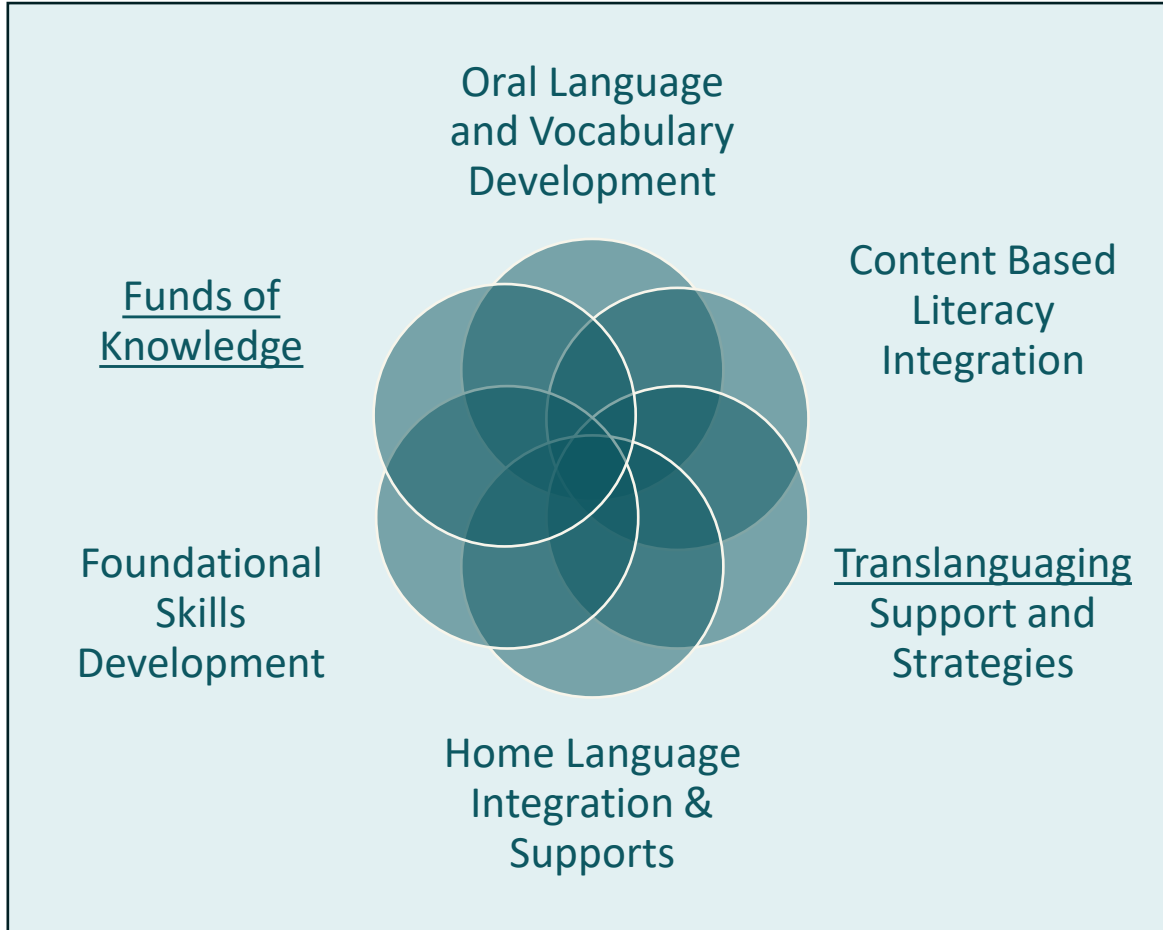Culturally and linguistically responsive teaching practices and principles, including language supports in students' first language when possible.

Professional Development

Professional development and strategic coaching for teachers on native-language development and second-language acquisition

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Critical Components for Literacy Instruction for MLs

Oral Language and Vocabulary Development

Content Based Literacy Integration

Funds of Knowledge

Translanguaging Support and Strategies

Foundational Skills Development

Home Language Integration & Supports

Continuous focus on comprehension & meaning-making through language and content rich materials

Explicit focus on oral language, communication, and affirmation of home language and bilingualism

Use of culturally responsive pedagogy and engaging practices tied to students' funds of knowledge

Safe and affirming asset-based relationships and classroom/school cultures

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Essential Elements of Literacy Instruction For MLs

Comprehension & Meaning Making

Oral Language & Vocabulary	Concepts of Print	Content Rich Environment	Background Knowledge	Writing for a variety of purposes
Metalinguistic Development	Alphabetic and letter knowledge	Thematic instruction	Funds of Knowledge	Integration of Content and Writing Instruction
Phonemic & Phonological Awareness	Phonics & Decoding	Integration of Literacy and Content Instruction	Translanguaging	
Cross Language Connections	Print Immersion			

Designated & Integrated ELD

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Comprehensive Literacy Instruction for English Language Learners

A comprehensive approach to literacy instruction involves:

- Six precursors to literacy,

- Twelve essential elements of literacy instruction,

- Six essential contexts of literacy development, and

- Additional elements of literacy development specifically for bilingual and dual language program contexts.

Comprehensive Literacy Model

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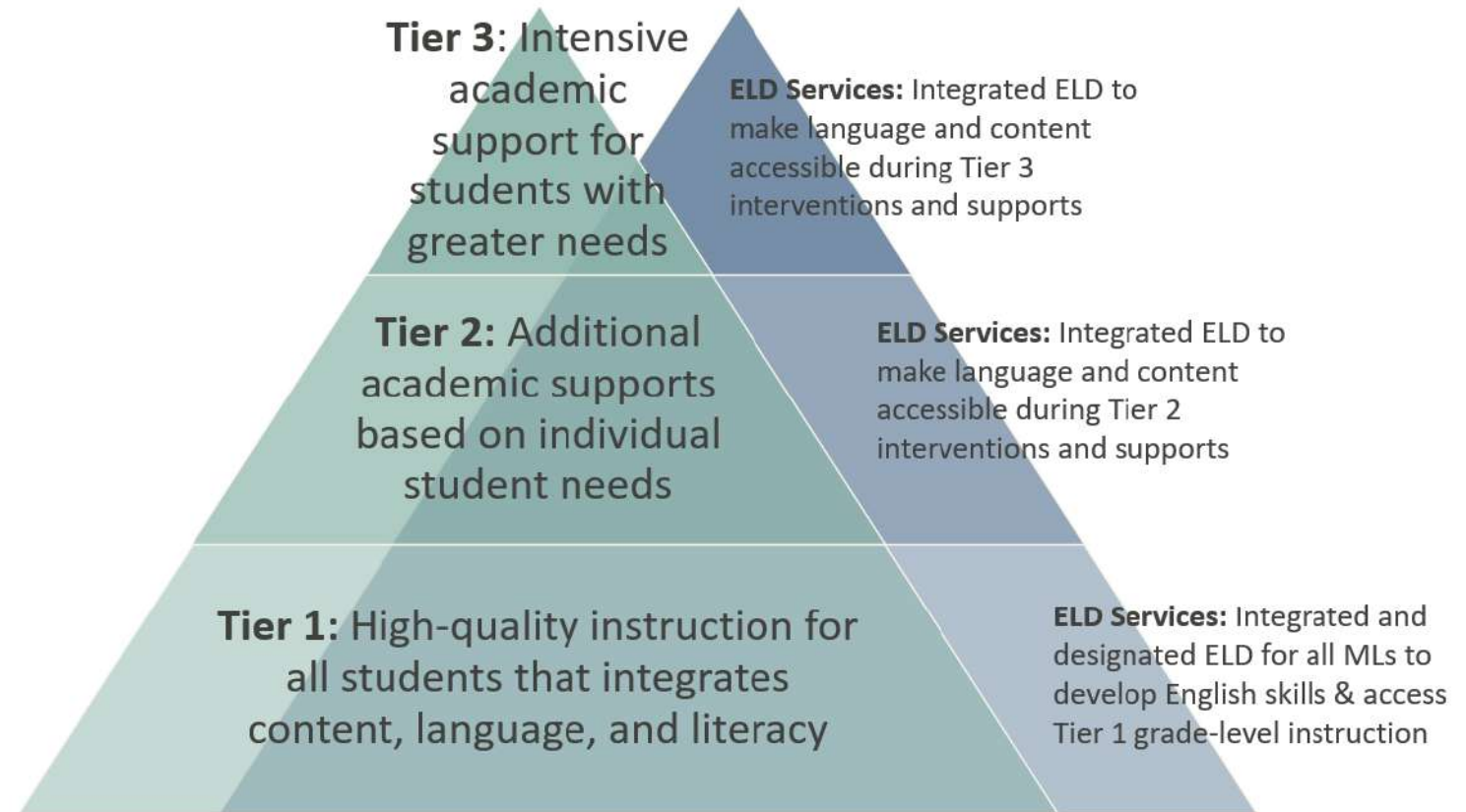**PUBLIC INSTRUCTION**

Continuum of Supports for Multilingual Learners

Multilingual learners may need Tier 1, Tier 2, and/or Tier 3 supports, depending on students':

- Current academic skills
- Previous schooling in their first language
- Possible weaknesses associated with dyslexia
- Other disabilities or special needs

Integrated ELD services need to be provided at ALL TIERS to support:

- English language development
- Access to academic content instruction in each tier

Tier 3: Intensive academic support for students with greater needs

ELD Services: Integrated ELD to make language and content accessible during Tier 3 interventions and supports

Tier 2: Additional academic supports based on individual student needs

ELD Services: Integrated ELD to make language and content accessible during Tier 2 interventions and supports

Tier 1: High-quality instruction for all students that integrates content, language, and literacy

ELD Services: Integrated and designated ELD for all MLs to develop English skills & access Tier 1 grade-level instruction

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Supporting Initial Literacy in SLIFE Programs

Focused literacy instruction supports accelerated literacy development Font by:

- Remaining flexible and providing individualized pathways

- Building literacy on oral language *and* oracy practices

- Leveraging linguistic resources from the student's full range of language and experience (primary language, any former instructional languages, and community languages or languages of work)

- Helping students build on their motivation, executive function skills, and strategic thinking

- Accelerating print immersion with games and accessibility tools

- Providing regular opportunities for writing

- Supporting literacy practices students need outside of class (functional literacy) and to build community (communicating with friends)

FIGURE 2
The Active View of Reading Model
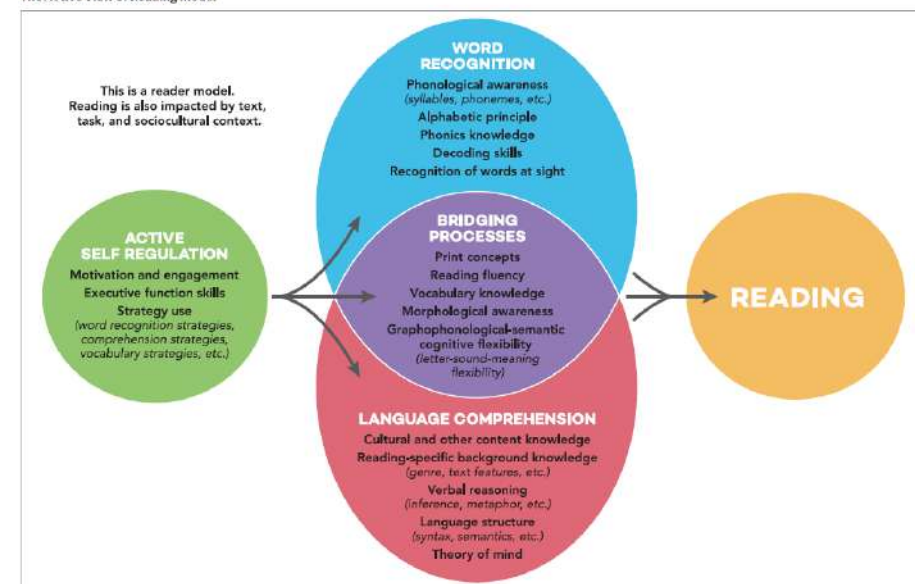
Duke, N. K., & Cartwright, K. B. (2021). The science of reading progresses: Communicating advances beyond the simple view of reading. *Reading Research Quarterly, 56*(S1). https://doi.org/10.1002/rrq.411

WIDA ACCESS Updates

Important Dates for 2024 WIDA Testing

- **January 4 or 5**: Student Management will open in WIDA-AMS.
- **January 19 or 22:** Initial materials arrive.
- **January 19:** Additional Materials Order window opens.
- **January 29:** Test window opens.
- **February 24:** Newly enrolled student deadline.
- **March 29:** Materials must be returned to DRC

Ordering Additional Materials

- **Who**: District Assessment Coordinators
- **When:** January 19 to March 15
  - Two or three times total.
- **Where:** At the District Level ONLY
- **How:** Use WIDA-AMS.
- **Why:** Order additional materials if the initial materials were insufficient to cover the testing students who need to test.

Ordering Labels

- Student-specific labels can ONLY be provided in the initial order.
- DACs or DAC designees can request school/district-specific labels through email: ELPAssessments@k12.wa.us

District Name: District Code:

School Name: School Code:

District Coordinator Name: District Coordinator Email:

Shipping Address:

Number of label sheets needed (come in sheets of 10):

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Resources & Opportunities

OSPI Multilingual Education Website Updates

TBIP Guidance Page

- ML Statewide Strategic Plan

- Updated Policies & Practices Guide

- District/School Resources & USDE Toolkits

Dual Language Page

- OSPI Videos

- DL Guidance & Framework

- Professional Learning Links

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Multilingual Education Webinars & Newsletters

Multilingual Information Session Topics (subject to change):
1st Thursdays, 9:00am & 3:00pm

- Sept. 7 – Newcomers
- Oct. 5 – Pre-Referral Process
- Nov. 2 – Family Engagement
- Dec. 7 – WIDA ACCESS
- Jan. 4 – Early Literacy for MLs

- Feb. 1 – Inclusionary Practices
- Mar. 7 – Braided Funding
- Apr. 4 – Long-Term ELs
- May 2 – Program Evaluation
- June 6 – Using Assessment

Sign up on pdEnroller for clock hours!

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Language Learning Regional Networks

Program Supervisor: Virginia Morales
- ESD 189 | Mon., Jan. 8, 10:30 AM-12:00 PM
- ESD 121 | Tues., Jan. 9 , 10:00 AM-12:00 PM

Program Supervisor: Katie Sperling
- ESD 101 | Mon., Jan. 8, 8:30-10:00 AM
- ESD 171 | Mon., Jan. 8, 12:30–2:00 PM
- Small/Rural LLRN | Mon., Jan. 8, 3:30–4:30 PM

Program Supervisor: Shannon Martin
- ESD 113 | Thurs., Jan. 11, 10:00 AM - 11:30 AM
- ESD 114 *Staff* | Thurs., Jan. 11, 3:00-4:00 PM
- ESD 114 *Admin* | Thurs., Jan. 11, 4:00–5:00 PM

Program Supervisor: Lindsey Maehlum
- ESD 123 | Tues., Jan. 23, 8:30-10:00 AM
- ESD 105 | Wed., Jan. 24, 8:30-10:00 AM

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Dual, Tribal, & Heritage Grant Update

Limited additional seed funds for dual, Tribal, and heritage language programs are available.

If you would like to be considered for new or additional funding, please complete **this survey** by **January 19th**.

DL/HL Professional Learning

2023-24 Dual & Heritage Language Professional Learning

- Dual Language Webinar Series Jan. 9 | 3-4 PM

- Dual Language "Lunch with Leaders" PLC Jan. 16 | 12-1 PM

- Dual Language Book Study – ***Coming Soon!***

- HL & Less-Commonly Taught Languages (LCTL) Educator PLC Jan. 23 | 3-4 PM

- Heritage Language Webinar Series Feb. 7 | 3-4 PM

- Heritage Language Leaders Lunch PLC - Zoom Jan. 10 | 12-1 PM

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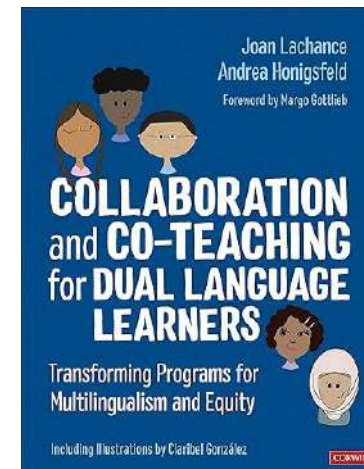
WABE 2024 Annual Conference Proposals

2024 WABE Annual Conference Breakout Submission Site is Open!

Please consider submitting a session for the annual conference! District submissions and samples of classroom strategies are always appreciated!

Information regarding the submission process:

- All sessions will be presented in-person at the conference.

- Accepted presentations will receive one complimentary registration to the 2024 Annual Conference.

- Questions: Please contact Sean Fleming, WABE Conference Planner.

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WIDA 2024 Annual Conference Proposals

Share your expertise as a presenter at the conference that is by teachers, for teachers! The 2024 WIDA Annual Conference will take place October 15-18, 2024 in Pittsburgh, Pennsylvania under the theme *Bridging Cultures, Empowering Multilingual Voices*. The knowledge and insight of educators and experts in the field are essential to the quality of the WIDA Annual Conference.

Pro tip: Before you push submit on your proposal, review Five Ways to Build a Winning Proposal. Next, visit the Present webpage to learn about becoming a presenter, proposal submission information, the presenter timeline and get answers to frequently asked questions.

The deadline to submit concurrent session and workshop proposals is **January 24, 2024**.

Bridging cultures EMPOWERING multilingual voices

WIDA
UNIVERSITY OF WISCONSIN-MADISON
Annual Conference
October 15-18, 2024 · Pittsburgh, PA

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Check-in Time

Please feel free to join a Breakout Room for Q&A:

- **Early Literacy** (Katie, Rebecca, & Carey)

- **WIDA ACCESS** (Virginia & Leslie)

- **Dual Language** (Ema & Teresa)

- **Anything Else!** (Kristin)

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