

Developing Systems for Multilingual Learner Success

WABE Annual Conference 2026

April 24, 2026

Kristin Percy Calaff & Virginia Morales, OSPI



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Vision

Mission

Values

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

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.

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



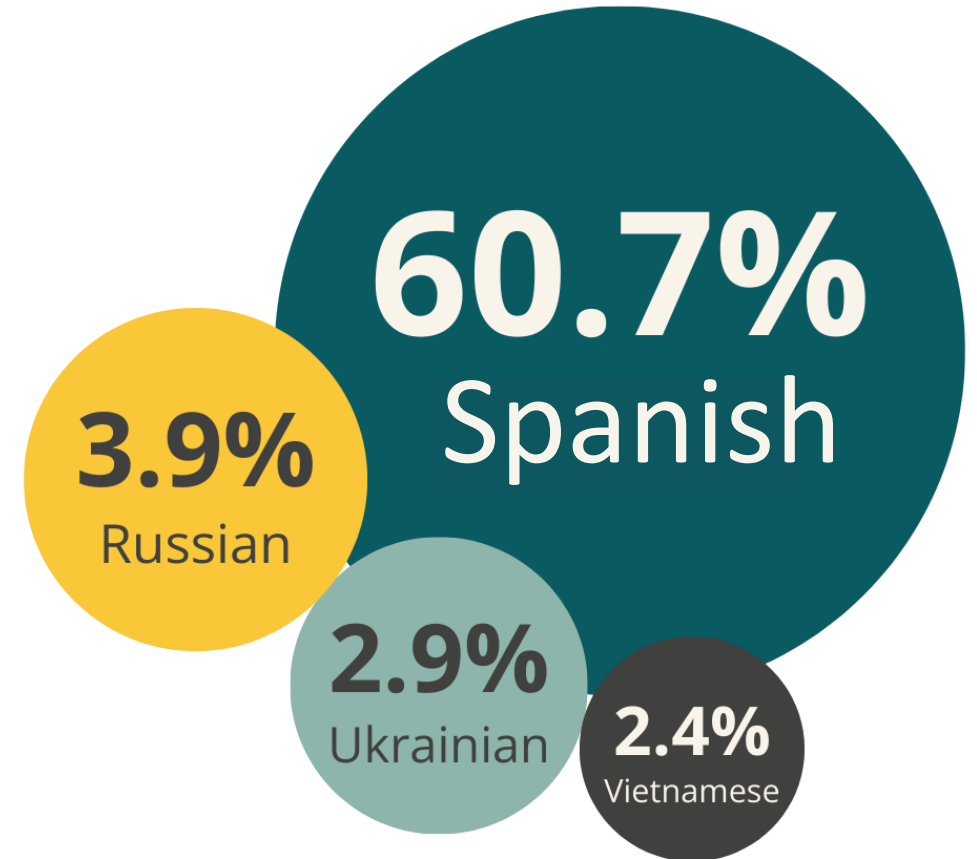
Washington Office of Superintendent of
PUBLIC INSTRUCTION

Multilingual Learners in WA State

- Over 155,000 multilingual learners in Washington
- 15% of all students
- 266 languages

Top 10 Languages:

- Spanish
- Russian
- Ukrainian
- Vietnamese
- Dari
- Arabic
- Somali
- Marshallese
- Mandarin
- Pashto



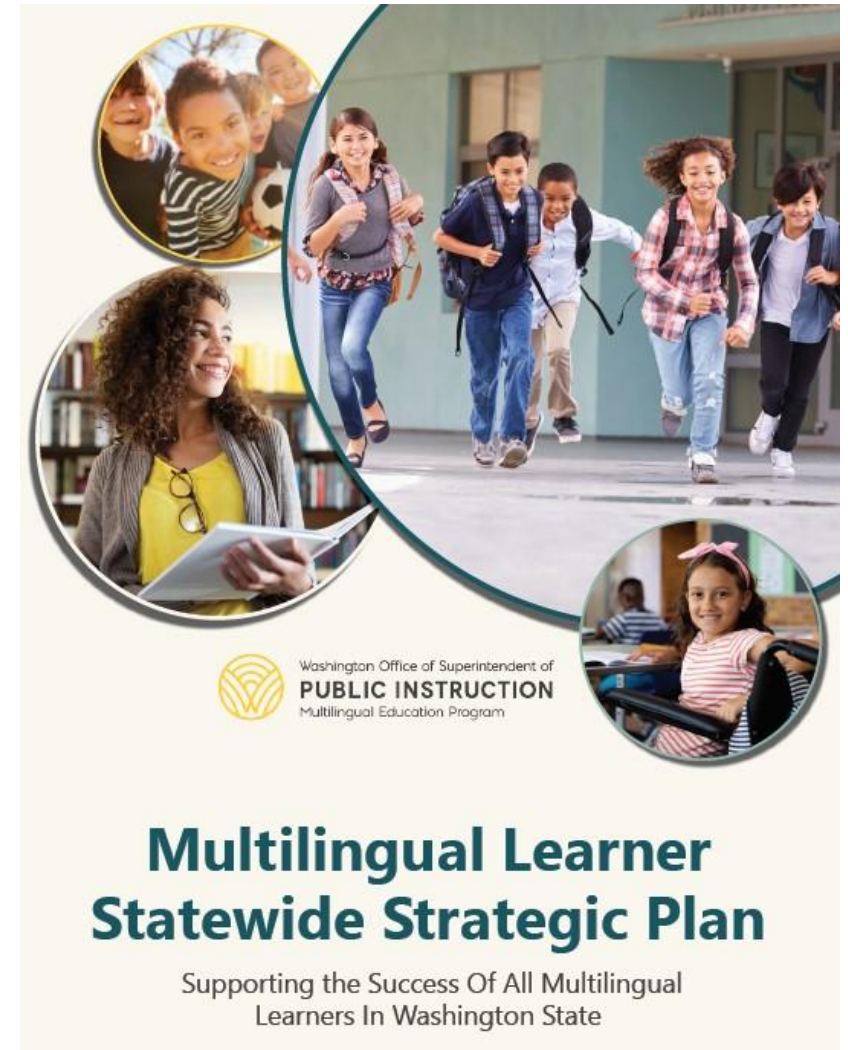
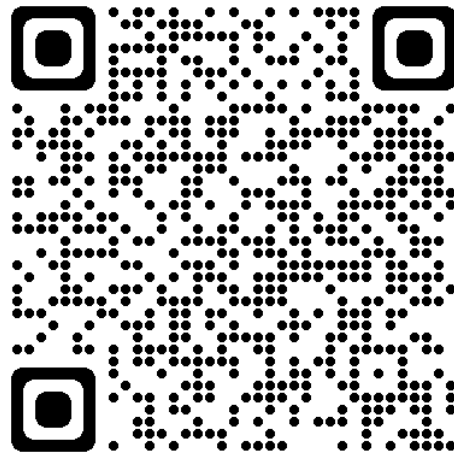
Multilingual Learner Statewide Strategic Plan

Core Principles:

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

[ML Strategic Plan](#)

[ML Action Plan Toolkit](#)





Promoting Asset-Based Mindsets

Promote Asset-Based Mindsets

Goal 1: Demonstrate a belief that all multilingual learners can learn and excel in school by fostering a shared responsibility for multilingual learners' success.

Goal 2: Ensure safe and supportive learning environments for multilingual learners by integrating multilingual learners' cultures and languages.



Reframe Long-Term English Learners to Experienced Multilinguals

AN AFFIRMING SHIFT



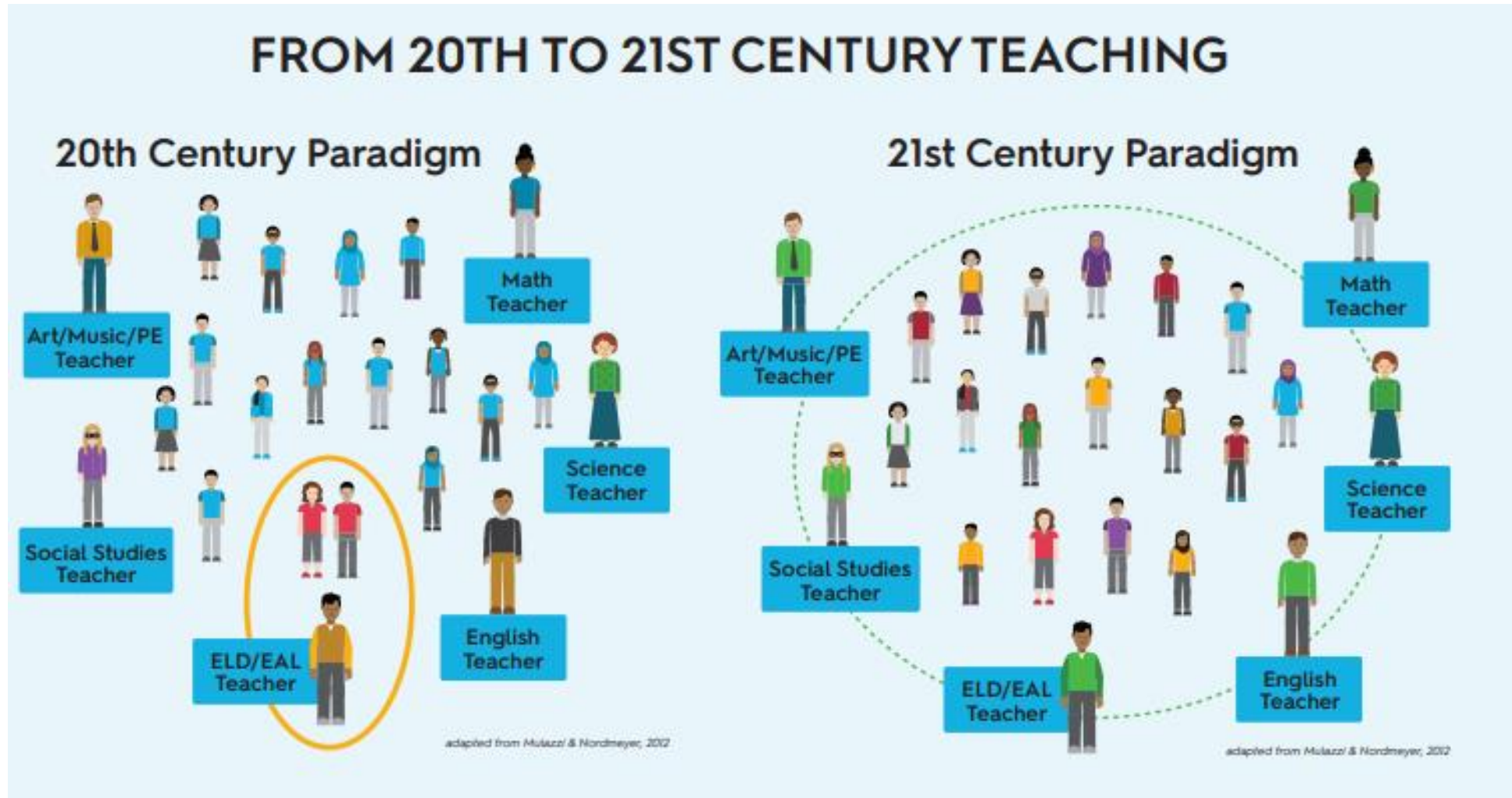
Take Collective Responsibility

“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](#)



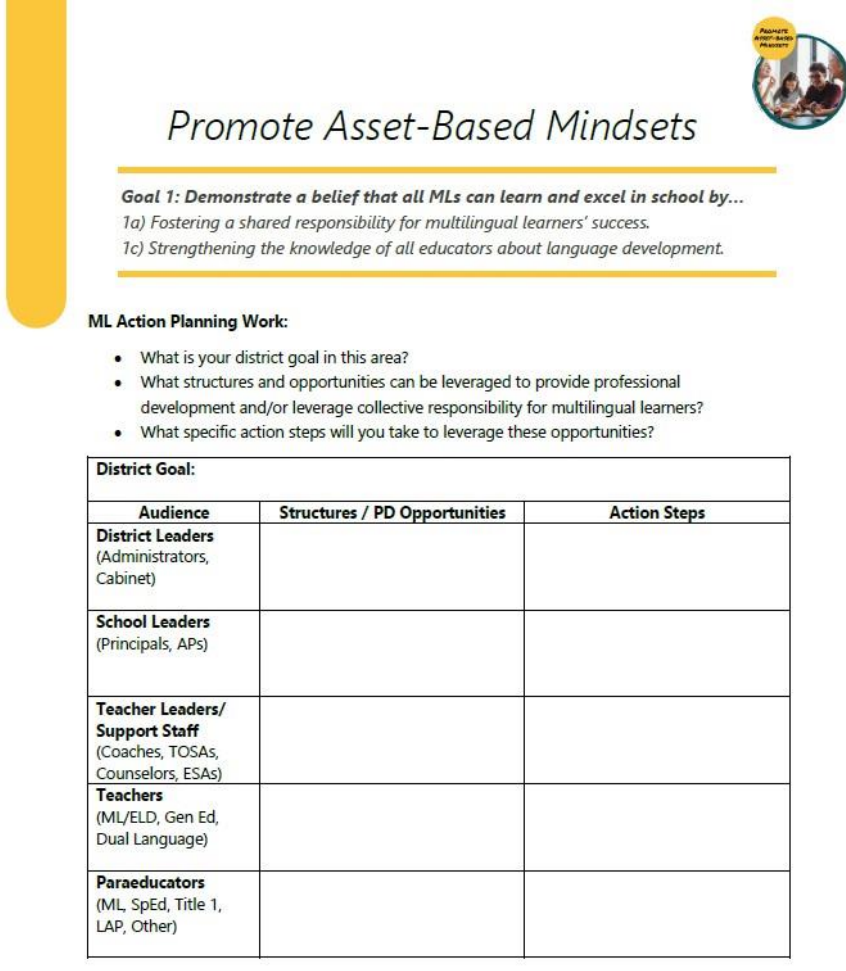
Shift to 21st Century Teaching



Plan for Goal 1

Create plans to increase collective responsibility and ML knowledge.

- What structures and opportunities can be leveraged for professional learning?
- How can you increase collective responsibility for MLs?



Promote Asset-Based Mindsets

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

- 1a) Fostering a shared responsibility for multilingual learners' success.*
- 1c) Strengthening the knowledge of all educators about language development.*

ML Action Planning Work:

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

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

Use Culturally Responsive Practices

Culturally responsive practice is...“the validation and affirmation of the home cultural and linguistic behaviors of students through selected instructional practices for the purposes of building and bridging the student to increased success in the cultural and linguistic demands of academia (school) and mainstream society.”

-Hollie, 2011, p. 2

VALIDATE

AFFIRM

BUILD

BRIDGE



Build on Student's Cultural and Linguistic Assets

- Connecting to background matters.
- Representation matters.
- Reading is cultural.



Building on Students' Cultural
and Linguistic Assets

Connect to Students' Experiences

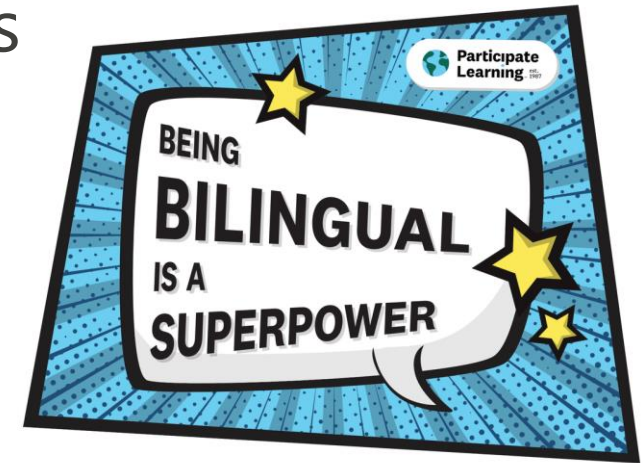
Beginning of a Unit		
Assets	Considerations for Teachers	Considerations for Students
Linguistic	<p>What formal and informal literacy experiences and abilities do students already bring, both in English and their other languages? How can you leverage those abilities to transfer and support learning in your classroom?</p> <p>What is the most prominent Key Language Use of the unit? How can you build on what students can already do to Argue, Explain, Narrate, and Inform?</p> <p>What are the language expectations/goals for all students?</p> <p>Where are the opportunities to leverage and incorporate translanguaging?</p>	<p>What languages do you prefer to use for speaking or writing to explore this topic?</p> <p>Have you read or heard about this topic (in any language)?</p>
Experiential	<p>What are the opportunities to bridge students' previous/personal experiences to the content?</p> <p>What are the touchpoints to other units?</p>	<p>What connections do you or your family have to this topic?</p> <p>Have you learned about this topic? What do you remember?</p>
Cultural	<p>What opportunities exist to bridge students' cultures and identities to the content?</p> <p>Who in the school or wider community may be able to provide multiple perspectives about this topic?</p>	<p>What are some of your home/community connections to this topic?</p> <p>How might this topic impact your community beyond school?</p>
Social/ Emotional	<p>What questions do students have about the topic?</p> <p>What opportunities exist to connect students' interests and strengths to the content?</p>	<p>Why do you think people should care about this topic?</p> <p>What perspectives related to this topic would you value?</p>

WIDA Standards Implementation Guide



Promote Multilingualism

- Encourage students and families to use their home language
- Promote the Seal of Biliteracy, starting in elementary school
- Provide information on opportunities to support home language literacy such as dual and heritage language programs
- Share information with families on bilingual careers





Promote the Seal of Biliteracy



The WA State Seal of Biliteracy helps students...

- Earn proficiency-based credits towards graduation
- Meet college entrance requirements

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

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

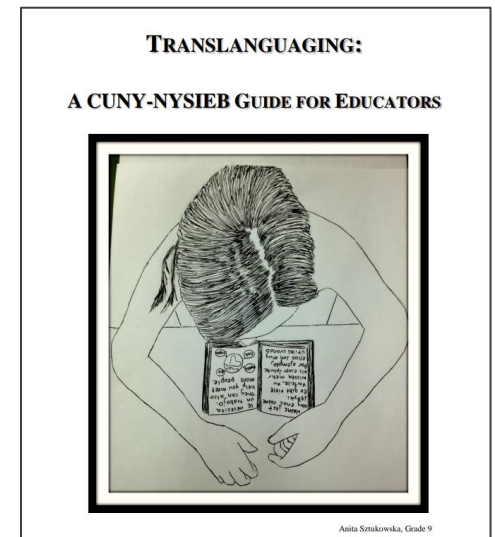
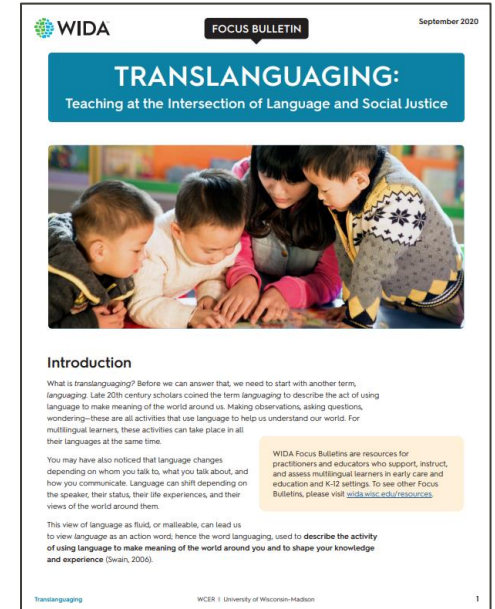
Use Translanguaging Practices

Translanguaging is the use of students' full linguistic repertoire. It can be promoted by:

- Posting signage in multiple languages
- Including greetings from students during announcements
- Promoting a phrase of the week/month in another language
- Labeling objects or content posters in the classroom
- Reviewing learning targets in multiple languages
- Encouraging student use of home languages in activities and projects

Resources:

- [WIDA Focus Bulletin-Translanguaging](#)
- [CUNY Translanguaging Guides](#)



Start a Heritage Language Program

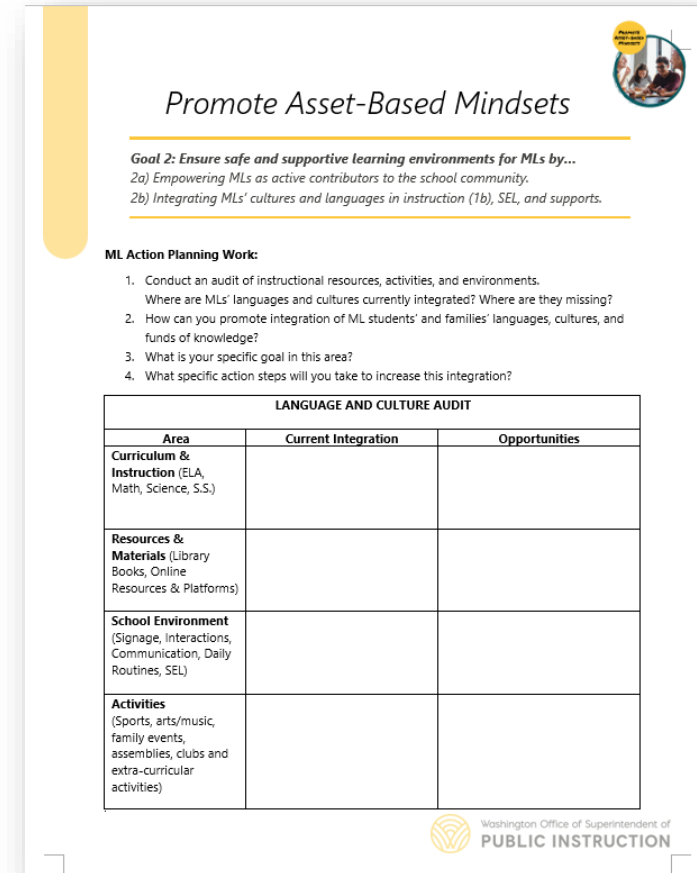
Heritage Language Arts	Heritage Language Enrichment	Before/After School Heritage
<p>Time: one class period during the school day</p>	<p>Time: 30-45 minute block 2-5 times per week during the school day</p>	<p>Time: 60 minute session before or after school 1-2 times per week</p>
<p>Instruction: Language arts in the heritage language</p> <p>(similar to dual language but with less time in the program language)</p>	<p>Instruction: Language, literacy, and culture with a focus on language development</p> <p>(similar to a secondary heritage class that may meet during a “specialist” or intervention time)</p>	<p>Instruction: Language, literacy, and culture with a focus on language development</p> <p>(similar to an afterschool club that meets weekly or 1-2 times a week)</p>
<p>Staffing & Materials: Requires ample literacy materials and a fully certificated teacher</p>	<p>Staffing & Materials: Requires some language & literacy materials and a certificated or classified educator with support</p>	<p>Staffing & Materials: Requires some language & literacy materials and a certificated or classified educator with support</p>



Plan for Goal 2

Use the “Language and Culture Audit” to reflect on current integration of culturally responsive practices in your school’s:

- Curriculum and Instruction
- Resources and Materials
- School Environments
- Student Activities



Promote Asset-Based Mindsets

Goal 2: Ensure safe and supportive learning environments for MLs by...
2a) Empowering MLs as active contributors to the school community.
2b) Integrating MLs' cultures and languages in instruction (1b), SEL, and supports.

ML Action Planning Work:


1. Conduct an audit of instructional resources, activities, and environments.
Where are MLs' languages and cultures currently integrated? Where are they missing?
2. How can you promote integration of ML students' and families' languages, cultures, and funds of knowledge?
3. What is your specific goal in this area?
4. What specific action steps will you take to increase this integration?

LANGUAGE AND CULTURE AUDIT		
Area	Current Integration	Opportunities
Curriculum & Instruction (ELA, Math, Science, S.S.)		
Resources & Materials (Library Books, Online Resources & Platforms)		
School Environment (Signage, Interactions, Communication, Daily Routines, SEL)		
Activities (Sports, arts/music, family events, assemblies, clubs and extra-curricular activities)		

Washington Office of Superintendent of PUBLIC INSTRUCTION



What key actions can your school take to **promote asset-based mindsets**?

Core Principle	Goals & Strategies	Key Actions
<p>Promote Asset-Based Mindsets</p> 	<ul style="list-style-type: none"><input type="checkbox"/> Goal 1: Demonstrate a belief that all multilingual learners can learn and excel in school by fostering a shared responsibility for multilingual learners' success. <input type="checkbox"/> Goal 2: Ensure safe and supportive learning environments for multilingual learners by integrating multilingual learners' cultures and languages.	



Strengthening Instructional Practices

Strengthen Instructional Practices

Goal 4: Provide high-quality instruction and assessment for all multilingual learners by developing academic language and literacy skills.

Goal 5: Implement inclusionary practices for all multilingual learners by increasing collaboration, co-planning, and co-teaching.

Goal 6: Increase high school graduation rates of current and former multilingual learners by developing course pathways and supports that provide access to grade-level appropriate content.



Implement 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.



Plan for Goal 4

Reflect on the quality of instruction and assessment in your schools.

- What are areas of strength?
- What are areas for growth?
- How can you strengthen these practices through professional learning and support?

Strengthen Instructional Practices



Goal 4: Provide high-quality instruction and assessment for all multilingual learners by...
 a) Providing ELD and accessible content instruction through research-based program models.
 b) Integrating content, language, and literacy using the state ELD standards.
 c) Using instruction and assessment practices that develop academic language and literacy skills.
 d) Using a Multi-tiered System of Supports to provide tiered interventions designed for MLs.

ML Action Planning Work:

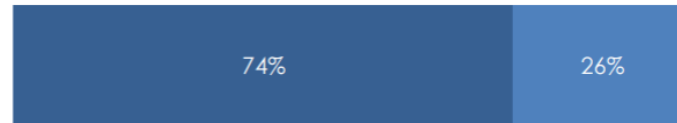
Rate the extent to which educators in your school(s) who work with MLs do the following:

	1 Rarely	2 Sometimes	3 Often	4 Regularly
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.				

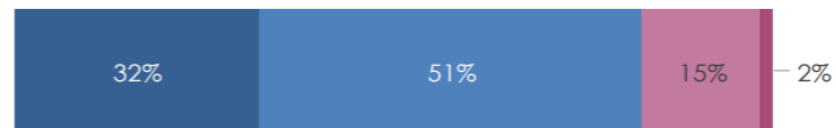
How Should Schools Group Multilingual Learners for Instruction?*

Survey Questions:

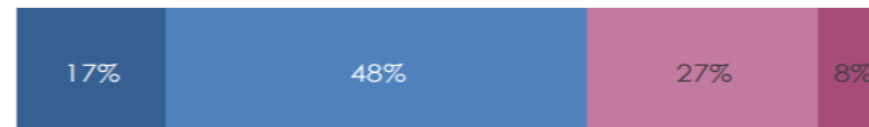
- ELs should have opportunities to develop English Language skills and content knowledge simultaneously.



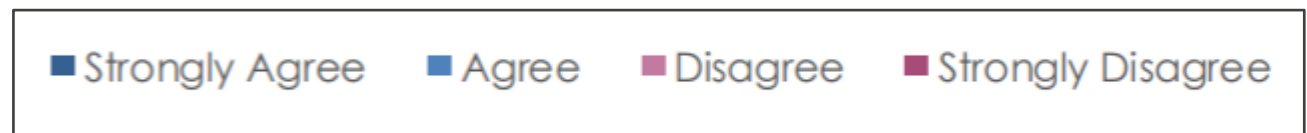
- Courses comprised of mostly/only ELs provide better instructional support for ELs than general education classes.



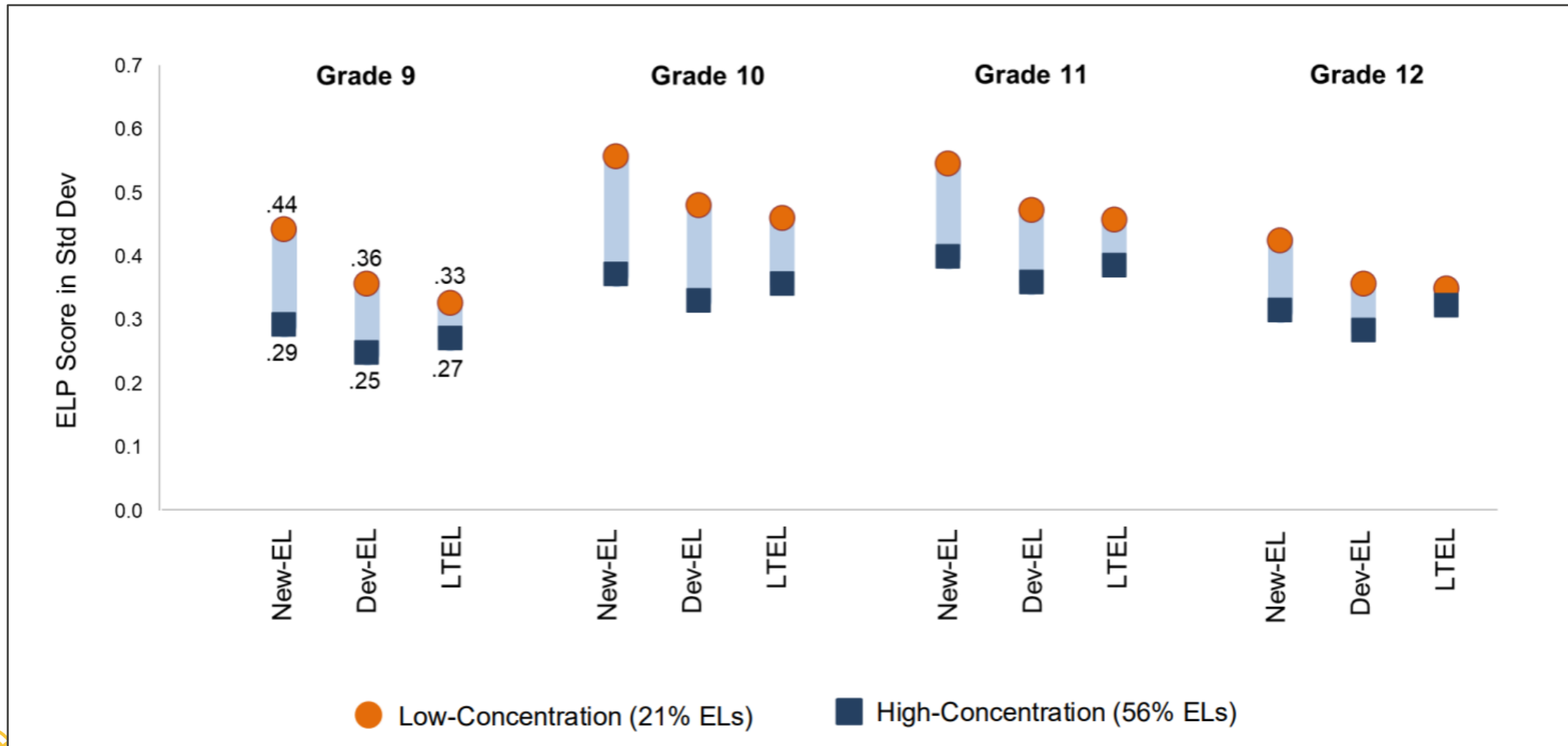
- It is important for ELs to have a certified ESL teacher even if that means being in courses comprised of mostly/only ELs.



* Based on study by Center for the Success of English Learners, Institute of Education Sciences, Grant R305C200016



How Does Course Concentration Shape Outcomes for English Learners?



Conclusion

How Does Course Concentration Shape Outcomes for English Learners?

- English Proficiency: ELs in courses with a low-concentration of ELs have higher rates of English Proficiency.
- Graduation Rates: ELs in courses with a low-concentration of ELs have higher graduation rates.
- College Enrollment: ELs in courses with a low-concentration of ELs have higher college enrollment rates.

Reflect on Current Practices

ML teachers /
paras pull out
ML students
for ELD
instruction

ML teachers /
paras support
ML students
in the
classroom

ML teachers
provide
co-teaching
support in
classrooms

Classroom
teachers
integrate ELD
in classroom
instruction




Plan for Goal 5

Using the continuum, reflect on where your school is in terms of inclusionary practices for MLs.

What is your service model at...

- Elementary?
- Middle School?
- High School?



Strengthen Instructional Practices

Goal 5: Implement inclusionary practices for all multilingual learners by...

a) Increasing collaboration, co-planning, and co-teaching of ELD specialists and content teachers.
 b) Building the capacity of educators to use strategies such as SIOP, GLAD, and UDL.
 c) Developing the understanding of administrators to support meaningful inclusion.

ML Action Planning Work:

Reflect on your current Supportive Mainstream practices:

ML teachers / paras pull out ML students for ELD instruction

ML teachers / paras support ML students in the classroom


ML teachers provide co-teaching support in classrooms

Classroom teachers integrate ELD in classroom instruction

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

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

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



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Develop Course Plans for Newcomers

Schools should plan course sequences to allow newcomers to graduate on time.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Beginning ELD	Intermediate ELD	Advanced ELD (may generate ELA credit)	Elective (Arts/CTE/WL)
9 th Grade ELA (or Sheltered ELA)	10 th Grade ELA	11 th Grade ELA	12 th Grade ELA
HS Math (or EL Math)	HS Math	HS Math	Advanced HS Math
Biology (or EL Science - Physics)	Chemistry/Biology	Physics/A.P. Science/ 3 rd year	Advanced Science (or Elective)
EL History (or PE)	World History	US History	Government/Other S.S.
Elective or PE	PE/Health	Elective	Elective

Sheltered content classes can be set up with a “toggle” course code to generate core content credit or elective credit, based on mastery of standards.

Develop Course Plans for Experienced MLs

Schools should plan course sequences to allow ML students to graduate on time prepared for college and careers.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
ELA 9 (Embedded ELD)	ELA 10 (Embedded ELD)	ELA 11/ AP English (Embedded ELD)	ELA 12/ Dual Credit (Embedded ELD)
Heritage Language**	Heritage Language**	Art/ PPR	Elective
Art	World History	US History	Government/ Econ
Health/PE	PE	CTE pathway year 1	CTE pathway year 2
HS Math	HS Math	3 rd Year Math	Advanced Math
Bio/Physics	Bio/Chem	Physics/AP Science/ 3 rd Year	Elective

Accelerate, Don't Remediate

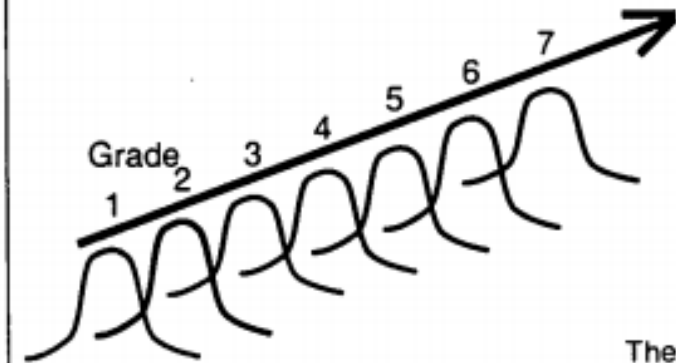
Learning plans or course schedules for MLs should:

- Provide opportunities to accelerate learning
- Build on student interests and strengths
- Include language development and content learning simultaneously, not sequentially
- Plan for on-time graduation

Figure 5

AN IMPORTANT UNDERSTANDING

Typical English Speakers (50th percentile or NCE) make one year of achievement gain during each school year (10 months gain in a 10 month school year) FOR EACH YEAR OF SCHOOL.



Therefore:
English language learners must typically gain MORE THAN ONE YEAR'S ACHIEVEMENT (e.g., 15 months gain) in each of SEVERAL CONSECUTIVE SCHOOL YEARS to ever close the initial 30 NCE achievement gap with English speakers WHEN TESTED IN ENGLISH (L2).

© Copyright Wayne P. Thomas. 1997

Implement Mastery-based Crediting

Mastery-based crediting can:

- Reduce impact of records that are missing or cannot be verified.
- Reduce barriers to graduation for newly arrived *and* highly mobile students.
- Support accelerated learning.

School boards will need to adopt policies and districts will need to create procedures for mastery-based crediting. Sample policies are available from [WSSDA](#) (See 2000 Series).



Photo by Allison Shelley for EDUimages

Plan for Goal 6

- How are you currently serving MLs at the secondary level?
- What courses or pathways do you have to support graduation?

Strengthen Instructional Practices



Goal 6: Increase high school graduation rates of current and former multilingual learners by...

- a) Developing course pathways and supports that provide access to grade-level appropriate content.
- b) Ensuring access for multilingual learners to all electives, activities, and high-level courses.
- c) Delivering responsive instruction and supports for long-term English learners (LTELs).
- d) Establishing services that meet the needs of newcomers and students with limited or interrupted formal education (SLIFE).

ML Action Planning Work:

What are your graduation rates for multilingual English learners? (See [WA State Report Card](#))

Year	Eligible English Learners	Former (Exited) English Learners	Non-English Learners


Describe your current courses and pathways for multilingual learners.

	Newcomers/ SLIFE (0-2 years in program)	Intermediate MLs (2-5 years in program)	Long-Term English Learners (6+ years in program)
Middle School			
High School			

What key actions will you take to increase graduation rates for current and former MLs?



What key actions can your school take to **strengthen instructional practices?**

Core Principle	Goals & Strategies	Key Actions
<p data-bbox="147 415 606 515">Strengthen Instructional Practices</p> 	<ul style="list-style-type: none"><li data-bbox="665 415 1640 629">❑ Goal 4: Provide high-quality instruction and assessment for all multilingual learners by developing academic language and literacy skills.<li data-bbox="665 672 1640 829">❑ Goal 5: Implement inclusionary practices for all multilingual learners by increasing collaboration, co-planning, and co-teaching.<li data-bbox="665 872 1640 1143">❑ Goal 6: Increase high school graduation rates of current and former multilingual learners by developing course pathways and supports that provide access to grade-level appropriate content.	



Providing Support for Educators

Provide Support for Educators

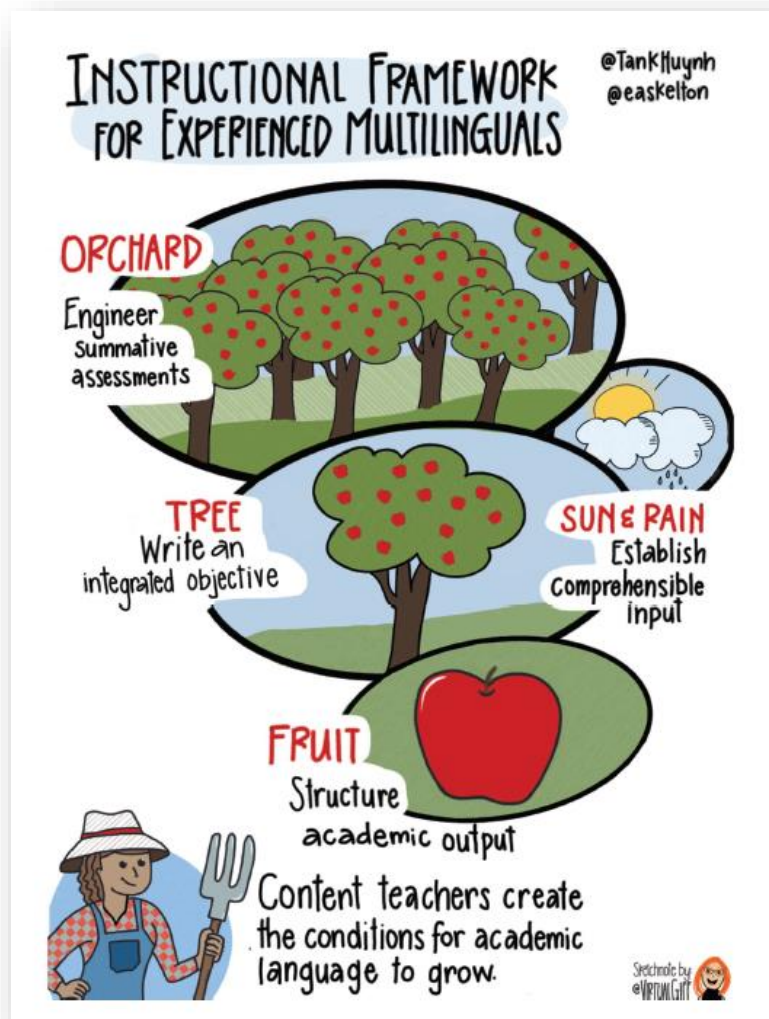
Goal 7: Provide professional learning on strategies to support multilingual learners including WIDA ELD Standards, instructional strategies, progress monitoring and assessment, and culturally responsive practices.



Use the Instructional Framework for Experienced Multilinguals

- Engineer summative assessment
- Write an integrated objective
- Establish comprehensible input
- Structure academic output

-Tan Huynh & Beth Skelton



Engineer the Summative Assessment



Performance Task

Write an essay to answer this question: Should the government have stricter rules for making school lunches healthier? Why or why not?

Scaffolds

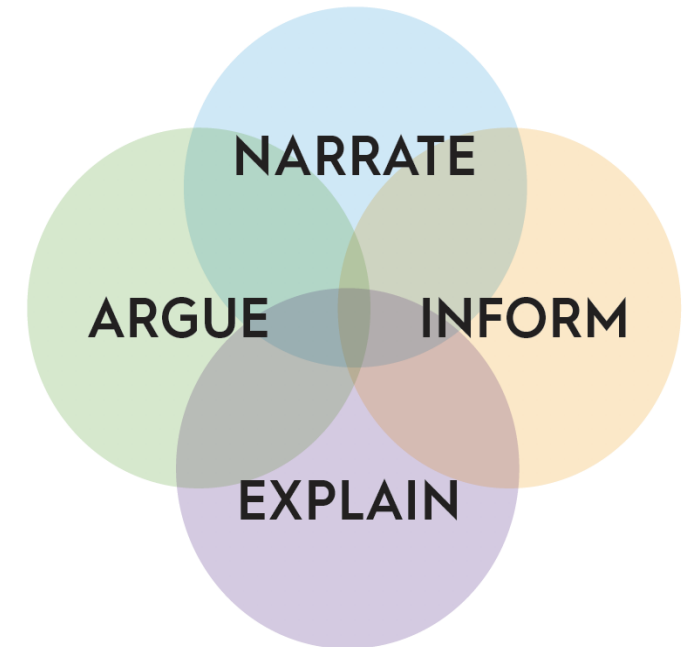
1. Use “Stronger and Clearer” oral language activity to develop ideas and reasoning
2. Provide sentence stems to support essay structure



Write an Integrated Objective

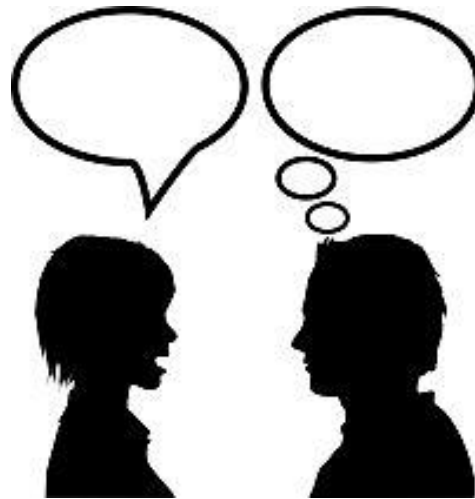
Which verbs would you use to describe what students will do?
How do they relate to the WIDA Key Language Uses?

Category	I Inform	N Narrate	E Explain	A Argue
Definition	Communicate factual information about a concept or a phenomenon or a topic	Share experiences through stories and histories, real or imagined	Give account for how or why things work	Support one's claim using evidence and reasoning
Additional verbs for exit tickets	Classify Compare Contrast Define Describe Estimate Identify Label List Outline Paraphrase Report Synthesize	Recall Recount Retell Sequence Summarize	Analyze Apply Conclude Connect Deduce Examine Exemplify Infer Interpret Investigate Predict Present Reflect	Agree Appraise Comment Defend Demonstrate Disagree Discuss Evaluate Form an opinion Justify Make a claim Persuade Prove Recommend Suggest



Structure Academic Output

- Jeff Zwiers' [Academic Conversations](#) includes a variety of structures for increasing oral language to support learning
- Tan Huynh's ["Experienced" Multilinguals](#) includes posters to put in your staff room with ideas for grouping, scaffolding, and supporting MLs



Stronger & Clearer

BUILDING IDEAS



1. Each student shares idea with successive partners.
2. Students **borrow** and use the language, ideas, and evidence of others each time they talk.
3. Response becomes **stronger** (and longer) with better supporting evidence and examples.
4. Response becomes **clearer** with more precise terms and linked, organized, complete sentences.



Consider Schoolwide Strategies

Schools that select a few schoolwide strategies are often able to shift practices faster and more effectively. How can your school implement these 3 strategies?

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



What key actions can your school take to **provide support for educators?**



Core Principle	Goals & Strategies	Key Actions
<p data-bbox="168 439 637 554">Provide Support for Educators</p> 	<ul style="list-style-type: none"> <li data-bbox="672 514 1740 791"> <input type="checkbox"/> Goal 7: Provide professional learning on strategies to support multilingual learners including WIDA ELD Standards, instructional strategies, progress monitoring and assessment, and culturally responsive practices. 	








Engaging Students and Families in MTSS

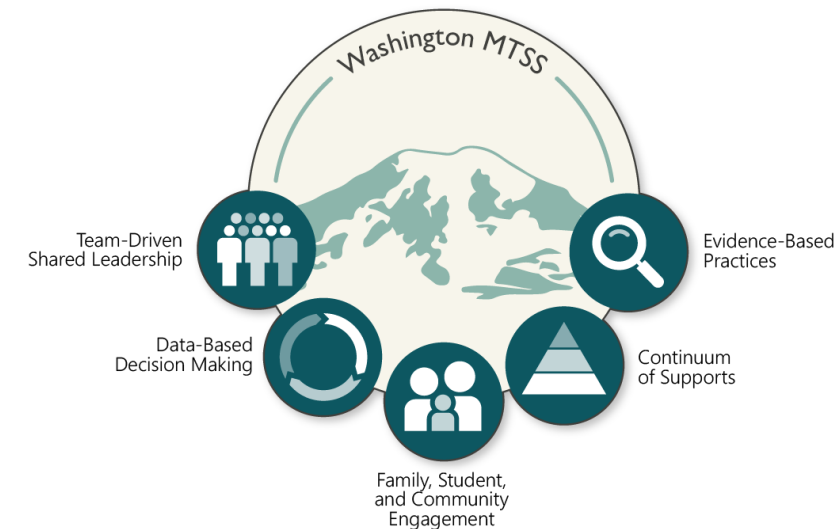
Engage Students and Families

Goal 10: Engage and communicate effectively with multilingual learners and their families by partnering in decision-making and supporting students' academic progress.



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 MLs in all tiers of academic need
-  **Family, student & community engagement** including multilingual families and students



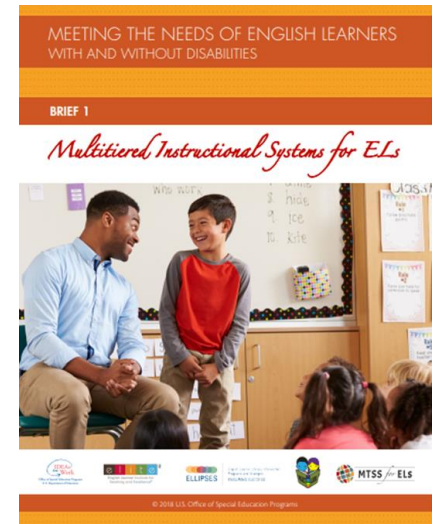


Focus on Shared Leadership

What changes need to be made to **core instruction** when a disproportionate number of MLs are not meeting grade-level standards?

Do **assessments** capture students' oral language skills in English and their native language?

How can **culturally responsive practices** that value students' linguistic and cultural identities be integrated into all instruction?



Multitiered Instruction Systems for ELs



Evidence-Based Tier 2 Practices for ELs



Use Data for Decision-Making

WIDA ACCESS Analysis Tool

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

Identify which WIDA domains were strengths (assets) and which indicated areas for growth (instructional focuses) for the past 3 school years.

School Year	Domain	K	1	2	3	4	5	6	7	8	9	10	11	12
	Asset Domains													
	Instructional Focus Domains													
	Asset Domains													
	Instructional Focus Domains													
	Asset Domains													
	Instructional Focus Domains													

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

District Frequency Report — 2024

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	12	6%	48	26%	52	28%	24	13%	31	17%	34	18%	24	13%	32	17%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	12	6%	24	13%	46	25%	28	15%	17	9%	37	20%	45	24%	30	16%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	40	22%	79	43%	43	23%	100	54%	54	29%	71	38%	36	19%	67	36%
4 – Expanding Knows and uses social English and some technical academic language	24	13%	33	18%	15	8%	32	17%	58	31%	37	20%	29	16%	48	26%
5 – Bridging Knows and uses social and academic language working with grade level material	15	8%	0	0%	17	9%	0	0%	19	10%	4	2%	28	15%	5	3%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	82	44%	0	0%	12	6%	0	0%	5	3%	1	1%	23	12%	2	1%
Highest Score	514		432		472		413									
Lowest Score	271		148		273		188									
Total Tested	185															

A – Oral Language = 50% Listening + 50% Speaking
 B – Literacy = 50% Reading + 50% Writing
 C – Comprehension = 70% Reading + 30% Listening
 D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Reflect and Set Goals

WIDA ACCESS Analysis Tool

The Data – Domains: Reading, Writing, Speaking, Listening
 Identify which WIDA domains were strengths (assets) and which indicated areas for growth (instructional focuses) for the past 3 school years.

School Year	Domain	K	1	2	3	4	5	6	7	8	9	10	11	12
	Asset Domains													
	Instructional Focus Domains													
	Asset Domains													
	Instructional Focus Domains													
	Asset Domains										L			
	Instructional Focus Domains										S R			

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

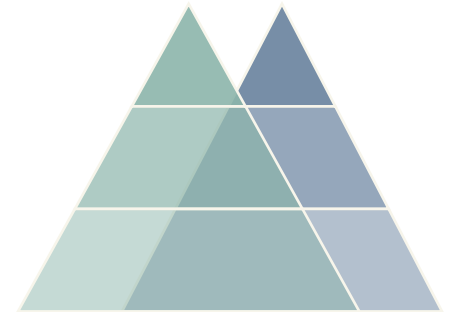
The WIDA Access data for this 8th grade cohort indicates the students have stronger listening skills. The instruction focus for the next school year will be on building Speaking and Reading proficiency.

Determined by data on the previous slide's frequency report



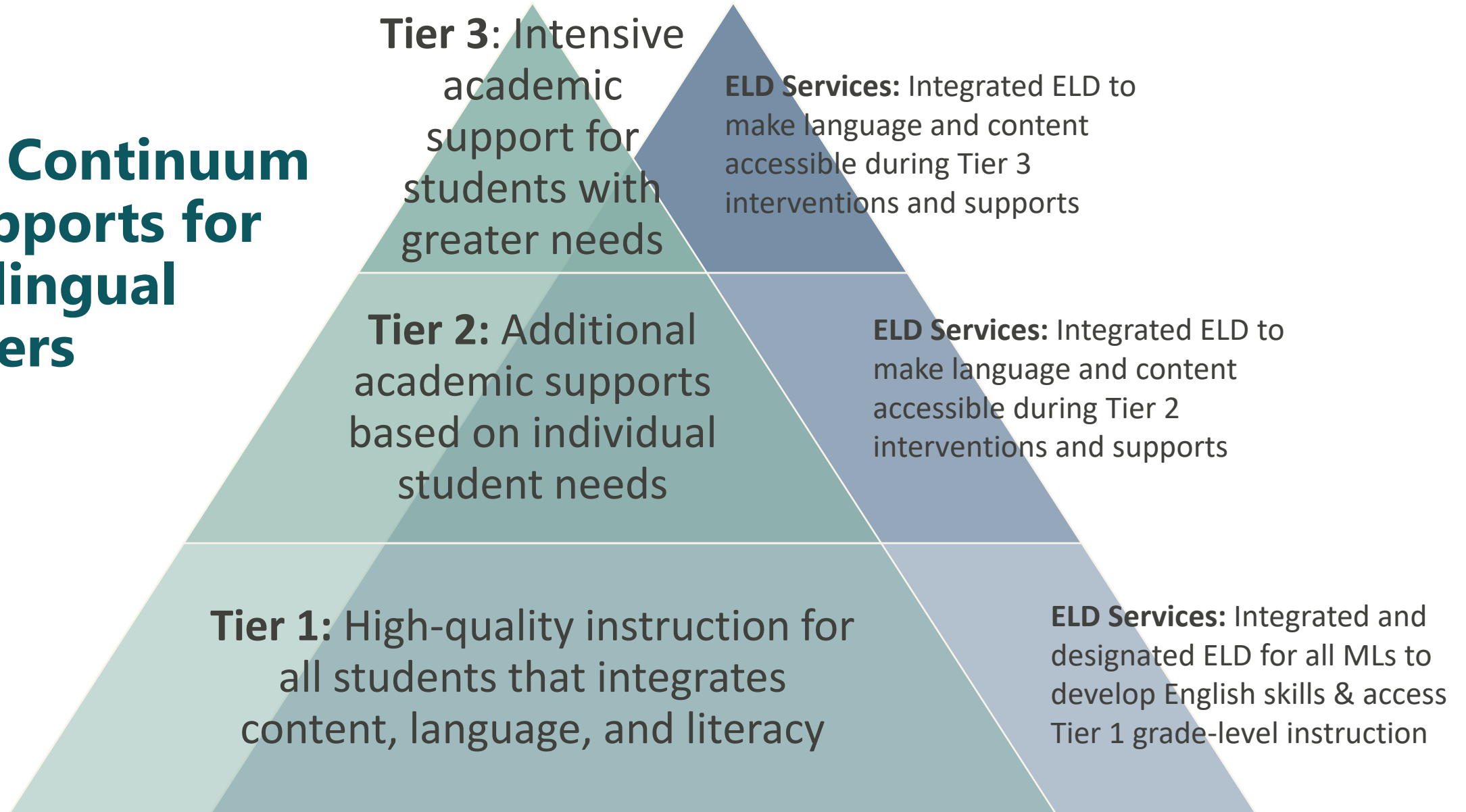
Integrate ML Services in All Tiers

- Integrated ELD services need to be provided at ALL TIERS to support...
 - English language development
 - Access to academic content instruction in each tier
- 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
 - Other disabilities or special needs





Use a Continuum of Supports for Multilingual Learners





Engage Families Effectively

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



Plan for Goal 10

Rate how well your district is currently communicating and building partnerships with ML families.

- What are areas of strength?
- What are areas for growth?
- What steps can you take to develop or strengthen partnership with ML families?




Engage Students and Families

Goal 10: Engage and communicate effectively with multilingual learners and their families by...
*a) Using linguistically and culturally appropriate approaches to communication.
 b) Partnering in decision-making and supporting students' academic progress.
 c) Employing multilingual family liaisons to develop authentic relationships and support outreach.
 d) Providing accessible, translated resources and written communication.*

ML Action Planning Work:
 Reflect on how your school or district is currently communicating and building partnerships with multilingual families. What are areas of strength? What are areas for growth?


	Beginning (1)	Developing (2)	Strengthening (3)
We create a welcoming environment for all multilingual (ML) families.			
We develop staff capacity to engage with multilingual families.			
We support staff in learning about families' cultures, languages, and goals.			
We engage in two-way communication with multilingual families.			
We engage in meaningful written and verbal communication in families' languages.			
We provide PD and support to staff and ML families on school partnerships.			
We provide ML families with relevant information to support student learning.			
We create programs for staff, ML families, and students to discuss student progress.			

What steps can you take to develop or strengthen communication and partnership with ML families?


Washington Office of Superintendent of
PUBLIC INSTRUCTION

What key action can your school take to **engage students and families?**



Core Principle	Goals & Strategies	Key Actions
<p data-bbox="173 415 631 518">Engage Students and Families</p> 	<p data-bbox="677 476 1717 705"> <input type="checkbox"/> Goal 10: Engage and communicate effectively with MLs and their families by partnering in decision-making and supporting students' academic progress. </p>	

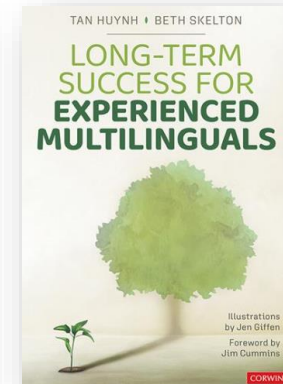
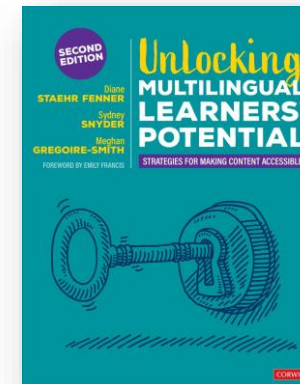
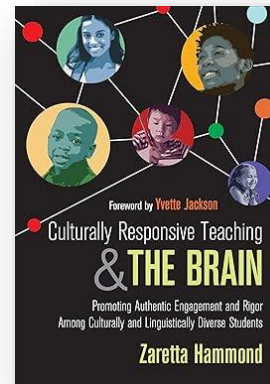
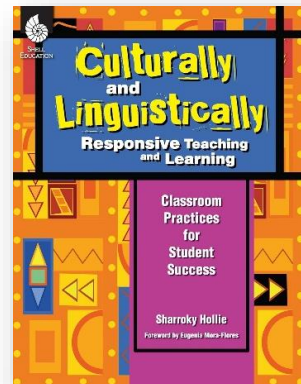
Professional Learning Resources

Culturally Responsive Practices

- Culturally and Linguistically Responsive Teaching and Learning (Hollie)
- Culturally Responsive Teaching and the Brain (Hammond)

Supporting ML Instruction

- Unlocking Multilingual Learners' Potential (Fenner, et al.)
- Long-Term Success for Experienced Multilinguals (Huyhn & Skelton)



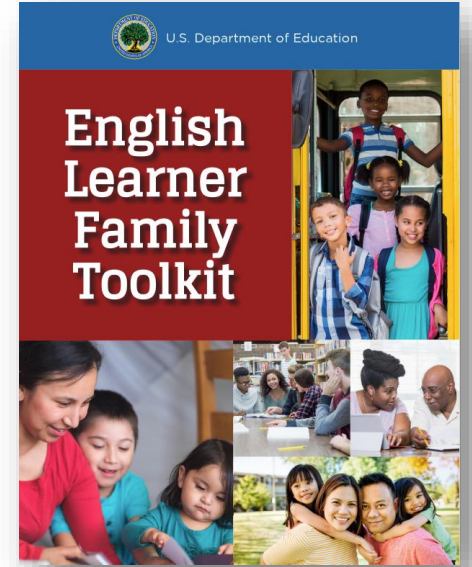
WIDA Self-Paced Courses

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>

Available from Sept. 1, 2025, to Aug. 31, 2026.

Family Engagement Resources

- Guidance and Tools
 - [Family Engagement & Communication](#)
 - [Family Feedback Surveys](#)
 - [Funds of Knowledge Toolkit](#)
 - [Home Visits Toolkit](#)
 - [U.S. Dept. of Ed. Family Toolkit](#)
- Community Organizations
 - [Office of the Education Ombuds](#)
 - [DSHS Office of Refugee and Immigrant Assistance](#)
 - [Washington State Refugee Resettlement Organizations](#)





Washington Office of Superintendent of
PUBLIC INSTRUCTION

Connect with us!

VISIT OUR WEBSITE:



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



Virginia Morales
Assistant Director, Multilingual Education
virginia.morales@k12.wa.us