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
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.

Washington Office of Superintendent of PUBLIC INSTRUCTION
Welcome!

Today we will talk about...

• Supporting Multilingual/English Learners During School Closures

• Update On ELPA21 Scores

• Professional Development and Learning Resources
Supporting Multilingual/English Learners During School Closures
LETTER FROM THE DIRECTOR OF MIGRANT AND BILINGUAL EDUCATION

Dear administrators, educators, and support staff:

These past few weeks have brought about changes that were previously unimaginable. The sudden closure of our educational facilities due to the novel coronavirus (COVID-19) pandemic has brought about many trials and struggles. For our families and students, it means the loss of structure, connection, and valuable instructional time. For our administrators, educators, and support staff, it means a sudden shift in the way teaching and learning happens. For all of us, the closure of our school facilities presents us with an opportunity to connect to students in new and innovative ways to continue providing them with high-quality English language development services and meaningful access to content instruction.

This publication is intended to provide guidance and strategies for providing continuous learning to your multilingual/English learners. You will also find professional development and learning resources included in the appendices. These resources include technology-based options and others that are not technology dependent. Developing alternative plans for continuous learning is a monumental challenge for local systems with limited resources and it is our hope that this guidance will assist your efforts.

We will update this resource as additional information, questions, and input become available. We have set up a survey for partners to submit feedback, suggestions, and questions about the publication.

As you are connecting remotely with students, keep in mind that your guidance, structure, stability, and support are just as important in the virtual world as they are in the classroom. Be open to trying new strategies and allow yourself to learn from mistakes and have fun!

As always, the OSPI Bilingual Education team is here to provide feedback and answer questions as needed. We are in this together.

With appreciation,

Veronica M. Gallardo
Director, Migrant and Bilingual Education
Office of Superintendent of Public Instruction

May 8, 2020
Purpose

• Companion to Continuous Learning 2020

• Provides Recommendations, Strategies, and Resources to Meet Civil Rights Obligations

• Help Answer Some of the Most Frequently Asked Questions Regarding Serving Multilingual/English Learners During School Closures
The guidance and resource document, *Supporting Multilingual/English Learners During School Closures* can be found [here](#).
Structure of Document

The Guidance Document is Divided into 11 Categories

- Overview of Best Practices for Continuous Learning for All Multilingual/English Learners
- Multilingual/English Learner Continuous Learning Implementation Guide
- Multilingual/English Learner Continuous Learning Plan
- Appendix A: System Readiness Planning for Continuous Learning
- Appendix B: Family Partnerships & Communication
- Appendix C: Student Engagement & Social-Emotional Supports
- Appendix D: Meaningful Access to Content Instruction & Universal Design for Learning
- Appendix E: English Language Development through Continuous Learning
- Appendix F: Supporting Young English Learners
- Appendix G: Secondary Education and Graduation
- Appendix H: Online Educational & Professional Learning Resources
Best Practices

Continuous learning should reflect the following tenets of best practices:

• All students feel a sense of belonging and value as full members of the school community
• All students have access to equitable and high-quality, meaningful instruction
• Instruction is culturally responsive, and student- and family-centered
Continuous Learning Plan

- Student Information
- Teacher Name
- Parent/Guardian Contact
- ELD Learning Goals/Domains
- Description of Services
- Description of Content Supports
Family Partnerships & Communication

A few things to keep in mind...

• Family Needs

• Family and Student Cultures

• Language Differences

• Strengths
Social-Emotional Supports

• Begin Lessons/Interactions with a Check-In

• Have Students Journal about their Feelings and Experiences

• Incorporate Self-Calming and Anxiety Reducing Strategies (e.g., painting, singing, listening to music, drawing, exercising)

• Read [A Trauma-Informed Approach to Teaching Through Coronavirus](#) for more information.
Up-to-Date Guidance & Resources

ELPA21 Score Report Update
Amy Ingram, OSPI Bilingual Program Supervisor
Professional Learning
Amy Ingram, OSPI Bilingual Education Program Supervisor
Upcoming Professional Learning Opportunities

• **WABE Fall Institute** | Oct. 15 – 17, 2020 | Wenatchee Convention Center | [https://wabewa.org/](https://wabewa.org/)

• **ATDLE Annual Conference (Dual Language)** | Oct. 15 – 17, 2020 | Riverside, CA | [https://atdle.org/](https://atdle.org/)

• **WAESOL Annual Conference** | Oct. 23 – 24, 2020 | Renton | [https://waesol.org/](https://waesol.org/)
Upcoming Professional Learning Opportunities


• **La Cosecha Dual Language Conference** | Nov. 4 – 7, 2020 | Santa Fe, NM | [https://www.lacosechaconference.org/#](https://www.lacosechaconference.org/#)

Online Professional Learning

• **Language Learners 101: Supporting Best Practices:**
  https://www.youtube.com/watch?v=ipqtfnuSNDs with Veronica M. Gallardo.

• **Language Learners 201: Designing Research-based Programs:**
  https://www.youtube.com/watch?v=0mSDyjWyeNE with Veronica M. Gallardo.

• **EL Home Visits:**
Online Professional Learning


Online Professional Learning

• What do Educators and Parents Need to Know about Children’s Language Development?
  https://www.nap.edu/resource/24677/toolkit/childrens-language-development.html
  with Fred Genesee, PhD.

• Children’s Language Development:
  https://www.nap.edu/resource/24677/toolkit/childrens-language-development.html
  with Fred Genesee, PhD.

• Early Care and Education Promising Practices (for English Learners):
  https://www.nap.edu/resource/24677/toolkit/ece-promising-practices.html
  with Linda Espinosa, PhD.
Online Professional Learning

• Strategies that Support Dual Language Learners (English Learners) and English Development:
  https://www.nap.edu/resource/24677/toolkit/ece-promising-practices.html with Linda Espinosa, PhD.

• PK-5 Grade - Oral Language Proficiency:
  https://www.nap.edu/resource/24677/toolkit/pre-K5-promising-practices.html with Diane August, PhD.

• PK-5 Grade - Promising Practices: Types of English Language Programs:
  https://www.nap.edu/resource/24677/toolkit/pre-K5-promising-practices.html with Diane August, PhD.
Online Professional Learning

• PK-5 Grade - Promising Practices: Types of English Language Programs: https://www.nap.edu/resource/24677/toolkit/pre-K5-promising-practices.html with Diane August, PhD.

• Dual Language Learners and English Learners with Disabilities: https://www.nap.edu/resource/24677/toolkit/dlls-and-els-with-disabilities.html with Fred Genesee, PhD.
Professional Learning & Resources for Serving Title III-Eligible Native American Students

Title III-Eligible Native American students receive supplemental language and literacy supports to achieve grade-level learning standards.

Resources:

• OSPI Guidance for Identifying and Serving Title III-Eligible Native American Students
• Office of Native Education Student Learning Resources
• *Since Time Immemorial* Curriculum
• *Since Time Immemorial* Professional Learning Guide
• *Since Time Immemorial* Lesson Planning Template
Online Resources for Continuous Student Learning


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<th>Resource</th>
<th>Type</th>
<th>Pre K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
<th>Educator</th>
<th>Family</th>
<th>Student</th>
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<td>Basho and Friends – YouTube channel (YouTube)</td>
<td>musical content to help students explore languages and experience diverse cultures</td>
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<td>BBC Learning English</td>
<td>free courses, audio, video, and text</td>
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<td>Ello - English Listening Lesson Library Online</td>
<td>over 300 videos for targeted listening</td>
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<td>International Children's Library</td>
<td>free e books in a variety of languages.</td>
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<td>Read Conmigo</td>
<td>free children’s books in English and Spanish. Registration required.</td>
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The OER Commons

Washington’s Open Educational Resources Hub

https://www.oercommons.org/hubs/washington
K-12 Remote Learning

Student-facing, K-12 Open Education Resources - Full Courses Available

https://www.oercommons.org/hubs/k12
<table>
<thead>
<tr>
<th>Staff</th>
<th>Contact Information</th>
<th>Who do I contact?</th>
</tr>
</thead>
</table>
| Veronica Maria Gallardo     | Director, Migrant & Bilingual Education  
veronica.gallardo@k12.wa.us  
360-725-6145                                           |  • Migrant & Bilingual Education  
• Asian American Pacific Islander Data Disaggregation (AAPI) Grant  
• Services to ELs  
• Consolidated Program Review (CPR)  
• Policy  
• Bilingual Education Advisory Committee (BEAC) |
| Amy Ingram                  | Bilingual Education Program Supervisor  
amy.ingram@k12.wa.us  
360-764-6201                                                 |  • Services to ELs  
• Consolidated Program Review (CPR)  
• Program Analytics  
• Grant Applications  
• Dual Language Education support |
| Shannon Martin              | Bilingual Education Program Supervisor  
Shannon.martin@k12.wa.us  
360-725-4476                                                   |  • Services to ELs  
• Consolidated Program Review (CPR)  
• Services to Title III Native American students |
| Patty Finnegan, PhD         | Special Projects Program Supervisor  
patty.finnegan@k12.wa.us  
360-725-4468                                                      |  • Dual Language Initiative, grants, professional learning network and support  
• ELs who qualify for Special Education services  
• Legislative proposals and amendments  
• Stakeholder work groups |
| Jolynn Engellant            | Administrative Assistant  
jolynn.engellant@k12.wa.us  
360-725-6145                                                     |  • Migrant and Bilingual Program Support  
• Bilingual Education Advisory Committee (BEAC) Liaison  
• CPR Logistical Support  
• Program announcements and notifications  
• Meeting Information |
| Tiffany Ford                | Administrative Assistant  
tiffany.ford@k12.wa.us  
360-725-6144                                                      |  • Migrant and Bilingual Program Support  
• CPR Logistical Support  
• Program announcements and notifications |