

## Multilingual Learners (ML)

The term ML is applied to students whose primary language is a language other than English. These students may have a current proficiency level in English that qualifies them for additional language support through the Washington State Transitional Bilingual Instructional Program (TBIP). The goal of the program is to assist students in developing their English language proficiency and grade-level content knowledge at the same time.

## Philosophy/Vision

The Snoqualmie Valley School District provides ML students with powerful learning experiences that stress complex, engaging activities and direct teaching of the English language. Language development is accelerated so students can meet high standards in ALL academic areas.

To support English Language Development, the Snoqualmie Valley School District utilizes a content-based, Supportive Mainstream instructional model. This is an approach for teaching English learners (MLs) using specific strategies to make academic subjects comprehensible and accessible while promoting the students' English language development. This English Language support is received by all ML students in their classroom, through individual or small group instruction, as needed. Some specific instructional models that are implemented in Snoqualmie Valley schools are SIOP and Project GLAD. Additionally, the Washington State English Language Development Standards (ELDs) provide learning targets for teachers as they help ML students learn English.

## How do students qualify for ML services?

Students must meet eligibility requirements to qualify for ML services. Students qualify for ML services until they reach a high level of English skills, not only in speaking and listening, but also in reading and writing. Eligibility is determined by the English Language Proficiency Assessment (WIDA).

## Family Support:

You are an important part of your child's education. The Snoqualmie Valley School District (SVSD) works to provide support to staff in the areas of communication, translation and cultural competency. This work supports efforts in every school to engage all students and families.

The SVSD provides limited English proficient parents with information in their own language so that they can make informed decisions about their children's education. This includes providing interpretation and translation services for vital meetings and communications. For translation information please visit our website:  
<https://www.svsd410.org/Page/1855>

# Multilingual Learners



## Snoqualmie Valley School District

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## Elementary ML Program:

A content-based Supportive Mainstream instructional model is used in our elementary schools. In this model, students spend their day in a regular classroom. Classroom teachers facilitate whole group, small group, and individual support using Sheltered Instruction strategies, such as Project GLAD (Guided Language Acquisition Design) to support their ML students. In addition, ML specialists provide on-going support through co-teacher, co-planning, instructional coaching, consulting, collaborative assessment, and professional development to support the implementation of Sheltered Instruction strategies .

Although the primary responsibility for language instruction resides with the classroom teacher, our ML Specialists work within the school's Multi-Tiered System of Supports (MTSS) teams to provide and/or facilitate **language interventions** for those students most in need. As the basis for service, ML teachers and paraprofessionals push into the classroom to help students develop academic language, and/or provide other interventions as needed for students to be successful in their class. In addition, students may receive short-term intervention specific to language development through a small group, pullout instructional model.



## Instructional Approaches

- **ACCESSIBLE CONTENT**  
Teachers use instructional strategies to make grade-level standards and content accessible to all students, regardless of their proficiency.
- **LANGUAGE DEVELOPMENT**  
Teachers review progress and provide targeted instruction to support students' individual language needs.
- **PEER INTERACTION**  
Teachers plan and implement structures for frequent peer interaction to develop students' oral language and literacy skills.
- **LANGUAGE CONNECTIONS**  
Teachers engage students in intentional opportunities to make connections between English and other languages.

## Secondary ML Program:

A content-based Supportive Mainstream instructional model is used in our secondary schools. In this model, students spend their day in regular classrooms. Classroom teachers facilitate whole group, small group and individual support using Sheltered Instruction strategies, such as Project GLAD (Guided Language Acquisition Design) and AVID to support their EL students. In addition, a certificated teacher teaches an English Language Development class for beginning students and academic support classes for intermediate and long-term English learners. This class works to build student proficiency in academic language, helping students access the core curriculum throughout the rest of their day. These classes focus on oral language development, explicit instruction in the structure of the English language, and academic language development through reading, writing, speaking, and listening. They may also support the student in their core classroom work. Some secondary school MLL students also receive after-school support for additional language instruction.

In addition, ML specialists provide on-going support through co-teacher, co-planning, instructional coaching, consulting, collaborative assessment, and professional development to support the implementation of Sheltered Instruction strategies.