



Purpose and Work Streams 2016-17

Office of Multilingual and Global Education

Purpose

Purpose	Department Manager
The mission of the Office of Multilingual and Global Education (OMGE) is to provide equitable access to high-quality multilingual, multicultural, and global education. We offer leadership throughout the district in the areas of planning, development, and implementation of ESL, bilingual, and world language programs. OMGE's work includes policy development, creating bilingual curriculum and assessments, ensuring compliance with state and federal legal requirements, and communicating with families and community members. Additionally, we provide consultation and support to district staff in the areas of instructional planning, research-based service delivery models, and translations of resources and documents. Our goal is for all students to have the opportunity to reach their full academic potential.	Silvia Romero-Johnson

Major Work Streams

Title	Description	Lead
Central Office Support - Participation in Cross-Functional Team	Participation in cross-functional teams across central office.	Silvia Romero-Johnson
Office Management Systems and Customer Service and Responsiveness	Establish procedures to automate internal processes. Establish procedures for communicating with school-based staff, parents and the community. Respond to SIP requests or OMGE Requests for Support.	Silvia Romero-Johnson
Translation/Interpretation	Central Office requests in Spanish and Hmong, including curriculum requests in Spanish. Manages other requests (oral interpretation, Student Services, conferences) as they are submitted for school needs when not covered by a building BRS. Professional development for school-based BRS.	Jennifer Klutterman
Fulfillment of SIP requests from SIP Site and OMGE Site	Assign staff to fulfill requests related to ELLs, DLI and WL for SIP implementation.	Silvia Romero-Johnson
ESL Program Compliance, Monitoring and Reporting	End of the Year report for Bilingual-Bicultural (staffing, licensure, reclassified students, students by language group), Plan of Service for Bilingual-Bicultural, Title III End of the Year report	Silvia Romero-Johnson
Support for Summer School Programming for ELLs	Collaborating with Extended Learning, Human Resources, and Curriculum Instruction to support successful planning and delivery of summer school opportunities for ELLs in MMSD. Leading creating of bilingual curriculum for bilingual summer school.	Teresa Carranza
Bilingual/ESL/BRS/BRT Recruitment & Hiring	Explore partnerships with other countries (PR and Mexico); and additional IHE partnerships	Silvia Romero-Johnson
Global Education Achievement & Seal of Biliteracy Program Management & Support	To recognize students' college, career and community readiness through the development of advanced language proficiency in languages other than English and through global competence.	Rocio Patterson-Rivera
Instructional Resource & Materials Review, Purchasing and Distribution	Survey staff to assess instructional resource needs, facilitate required approvals and secure/distribute resources for learning.	Gabi Bell
Hmong Student, Family, Community & School Staff Outreach & Engagement	To provide outreach, engagement & support services to Hmong students, families, community & school staff. To provide learning opportunities & professional development, educational resources, consultation & support on Hmong initiatives, programming & Hmong Heritage language development. To provide Hmong students with leadership development, cultural identity awareness, college, career & community readiness. Hmong Program Guiding Coalition.	Maixia Thao
Advisory Group Facilitation	Cross-functional, guiding coalition, BRS advisory council, Parent Advisory team	Silvia Romero-Johnson
K-8 DLI PD and K-5 Intensive School Support	Co-develop content for PD days and Lab days at schools with DBE-DLI	Gabi Bell
World Language Program Development	Define and align secondary DLI/world language pathway. Level I world language course alignment.	Rocio Patterson-Rivera

SIOP Teacher Training & Coaching	Continuation of support to participants from Cohort 1; development and implementation of Cohort 2	Ruthann Lewis
High School ESL Course Alignment	Focus on alignment of sheltered ESL English language arts courses continues	Ruthann Lewis
Onsite ESL Program & Tuition Reimbursement Program	Provide reimbursement to staff for ESL and bilingual licensure. Collaborate with HR about how the Grow Your Own program will address needs for bilingual staff.	Silvia Romero-Johnson
Pathways Support	Guidance for scheduling model for ESL, DLI, and WL	Teresa Carranza, Rocio Patterson-Rivera
K-8 Report card support and PD	Four committees will be supported by OMGE staff (Gabi Bell- BOE, Teresa Carranza (Communications & AL, ELL, SPED) Jen Klutterman (Translation)	Teresa Carranza
ELL Monitoring Systems: STAT, Diagnostic Visits	Schedule diagnostic visits based on STAT system indicators	Silvia Romero-Johnson
GLAD Infrastructure, Implementation and Research Analysis- Effective Gap Closer?	1) Conduct QRT 2 site meetings with GLAD Coaches, site principals, IRTs, to develop QRT 2 plan 2) Survey participants and analyze quarter two data (teacher and student) 3) Share data internally with OMGE and T&L teams	Teresa Carranza



Office of Multilingual and Global Education

Priority Projects 2016-17

COMP Priority Project	Strategic Framework Priority Area	Strategic Framework Priority Area Next Step	Project Lead	Q1 Key Implementation Steps	Q2 Key Implementation Steps	Q3 Key Implementation Steps	Q4 Key Implementation Steps	Metrics for Monitoring Completion and Success
Hmong Bilingual Program Planning	I: Coherent Instruction	Expand access to a continuum of high-quality services and programs for English Language Learners, Students with Disabilities and Advanced Learners.	Silvia Romero-Johnson	1) Establishment of a Guiding Coalition, and School-based Planning Team 2) Schedule school visits in Milwaukee, St. Paul and Minneapolis 3) Develop informational materials in collaboration with Communications Department	1) Continue with guiding coalition and school-based planning team meetings. 2) Organize and carry out informational sessions for parents and the community. 3) Determine transportation needs for feeder schools. 4) Support school in submitting teacher vacancy job description.	1) Continue with guiding coalition and school-based planning team meetings. 2) Organize and carry out parent informational meetings.	1) Continue with guiding coalition and school-based planning team meetings. 2) Organize and carry out parent informational meetings. 3) Ensure all parents confirm commitment to program	1) Satisfaction surveys from participation in teams (parents, staff, administrators) 2) Transportation plan is finalized and communicated to stakeholders 3) Parent commitment forms are all received and school is ready to roster students in classrooms prior to summer.
Hmong Bilingual Curriculum Development	I: Coherent Instruction	Expand access to a continuum of high-quality services and programs for English Language Learners, Students with Disabilities and Advanced Learners.	Gabi Bell	1) Develop Biliteracy interface Hmong-English 2) Establish Teacher Curriculum Work Team 3) Calendar meetings	1) Build Frame for H-E biliteracy scopes- aligned to ACTFL, WIDA, CCSS 2) Develop H-E Biliteracy Assessment Framework 3) Identify sub-teacher/curricular work team- Social studies with CGI. 4) Begin SS sub group work- Scope	1) Develop Biliteracy units- semester one 2) Develop Hmong SS Units- semester One	1) Develop Biliteracy units- semester two 2) Develop Hmong SS Units- semester two 3) Establish PD plan for implementation- to deliver summer 2017	1) Calendar of Meetings, 2) Membership logs of teacher teams 3) Biliteracy Scope and Units, and Assessment Framework (H-E product) 4) SS Scope and units - in Hmong Product 5) Implementation PD plan with dates and content
Spanish 50:50 DLI Model Implementation K-1	I: Coherent Instruction	Expand access to a continuum of high-quality services and programs for English Language Learners, Students with Disabilities and Advanced Learners.	Teresa Carranza	1) Request instructional plan and provide guidance to principals regarding scheduling, and co-teaching in the 50-50 model. Given the constraint of no subs, 2) Provide feedback to principals regarding instructional plan. 2) Conduct 5K DLI/DBE teachers needs analysis to determine professional learning needs and most requested mode and time to receive support. 3) Based on needs analysis, share second semester Saturday PD Options for K-1 50-50 teachers 4) Share ZOOM PD Options for all DLI/DBE teachers. CAVEAT- without subs, all of this implementation support is optional	1) Provide planning support opportunities for principals regarding instructional plan as 50-50 moves into Grade 1 (scheduling, staff pairings, etc.) 2) Continue providing learning opportunities for Grade K-1 DLI 50-50 teachers. 3) Continue providing Saturday PD Options for K-1 50-50 teachers. CAVEAT- without subs, all of this implementation support is optional	1) Provide planning support opportunities for principals regarding instructional plan as 50-50 moves into Grade 1 (scheduling, staff pairings, etc.) and review final plan 2) Continue providing learning opportunities for Grade K-1 DLI 50-50 teachers. 3) Continue providing Saturday PD Options for all DLI/DBE teachers. CAVEAT- without subs, all of this implementation support is optional	1) Continue planning support opportunities for principals regarding instructional plan as 50-50 moves into Grade 1 (scheduling, staff pairings, etc.) and review final plan 2) Continue providing learning opportunities for Grade K-1 DLI 50-50 teachers. 3) Continue providing Saturday PD Options for all DLI/DBE teachers. CAVEAT- without subs, all of this implementation support is optional	1) Needs analysis data 2) PD Options (all forms) 3) Teacher participation data 4) Survey Data 5) Instructional design plans for each DLI/DBE site
DLI Program Infrastructure: Transportation, Admissions and Lottery Procedures, Support for Schools and Principals, Implementation at Jefferson and Falk, Communication and Assessment Plan	I: Coherent Instruction	Increase access to fine arts and world language programs at all grade levels.	Teresa Carranza	1) Create Project Charters and calendar meetings to begin work for a) Falk Program Development and Implementation, b) Jefferson Program Development and Implementation, c) DLI-Transportation, d) Admission & Lottery, e) DLI/DBE School and Principal Support f) K-12 DLI Assessment Framework, g) DLI Communication Plan	1) Draft Plans available for feedback by mid quarter for all charters a) Falk Program Development and Implementation, b) Jefferson Program Development and Implementation, c) DLI-Transportation, d) Admission & Lottery, e) DLI/DBE School and Principal Support f) K-12 DLI Assessment Framework, g) DLI Communication Plan	1) Falk Program Development and Implementation in extensive outreach and application phase. Jefferson Program Development and Implementation in final phase, 2) 2017-18 DLI-Transportation students identified- Lindbergh, Glendale, Cherokee, Jefferson 3) Monitor and support admission & Lottery in process, e) DLI/DBE School and Principal Support continued f) K-12 DLI Assessment Framework communicated to schools, g) Monitor and support DLI Communication Plan in process	1) Falk Program Development and Implementation in extensive outreach and application phase. Jefferson Program Development and Implementation in final phase, 2) 2017-18 DLI-Transportation students identified- Lindbergh, Glendale, Cherokee, Jefferson 3) Monitor and support admission & Lottery in process, e) DLI/DBE School and Principal Support continued f) K-12 DLI Assessment Framework communicated to schools, g) Monitor and support DLI Communication Plan in process	1) 17-18 Admissions and Lottery Procedures document finalized; 2) 17-18 Transportation Plans finalized; 3) Satisfaction survey from principals; 4) Communications Plans finalized; 5) Communications Plan implementation satisfaction survey

World Language Plan	I: Coherent Instruction	Increase access to fine arts and world language programs at all grade levels.	Rocio Patterson-Rivera	1) Provide guidance to WL teachers on the importance of WL alignment level I 2) Conduct informational meetings on the Course Planning step for French and Spanish 3) Schedule follow up appointments to check on progress 4) Develop materials and gather resources	1) Conduct informational meetings on the course syllabi development step for French and Spanish 2) Schedule follow up appointments to check on progress 3) Provide regular feedback on course syllabi alignment 4) Develop materials and gather resources 5) Provide updates to OMGE rep for MS Model work	1) Conduct informational meetings on the course final common assessment for French & Spanish 2) Schedule follow up appointments to check on progress 3) Provide regular feedback on course final common assessment 4) Develop materials & gather resources 5) Provide updates to OMGE rep for MS Model work	1) Conduct informational meetings on the ASL, Chinese, Latin, Japanese course alignment 2) Schedule follow up appointments to monitor progress 3) Provide due dates for summer work 4) Develop materials and gather resources 5) Provide updates to OMGE rep for MS Model work	1) Final document that demonstrates the completion of course planning for French and Spanish 2) Final document that demonstrates the completion of French & Spanish syllabi 3) Final document that demonstrates the completion of the final common assessment 4) Submission of the French and Spanish new course alignment final product to C&I 5) Document with due dates and tasks for all WL participants 6) Folder with resources 7) Provide updates to OMGE rep for MS Model work
ELL Plan Evaluation Protocol Development	I: Coherent Instruction	Expand access to a continuum of high-quality services and programs for English Language Learners, Students with Disabilities and Advanced Learners.	Silvia Romero-Johnson	Develop RFP for a consultant to help us develop the evaluation model, submit to BOE for approval.	Facilitate work with consultants to develop evaluation framework.	Collaborate with RAD on recommendations received by consultants.	Establish parameters for three-year evaluation.	Obtain product from consultants.
Participation in School Instructional Design (to ensure ELL Instructional Design is embedded)	I: Coherent Instruction	Increase access to fine arts and world language programs at all grade levels.	Silvia Romero-Johnson	Develop guidance for allocation, teacher expectations, and scheduling.	Collaborate with T&L to integrate OMGE guidance recommendations into overall guidance documents	Collaborate with T&L to hold workbooks and approvals of plans for next year	Finalize plans for next year.	1) Satisfaction survey results from all participants 2) Completion of checklist of expectations by school