Boston Public Schools

Office of English Learners — BOSTON PUBLIC SCHOOLS

Roadmap for Quality Instruction for Multilingual Learning

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OEL VISION
Our vision is to provide a culturally and linguistically responsive education with the supports needed to ensure equitable access to opportunities that promote language acquisition, bilingualism, biliteracy and lifelong learning.
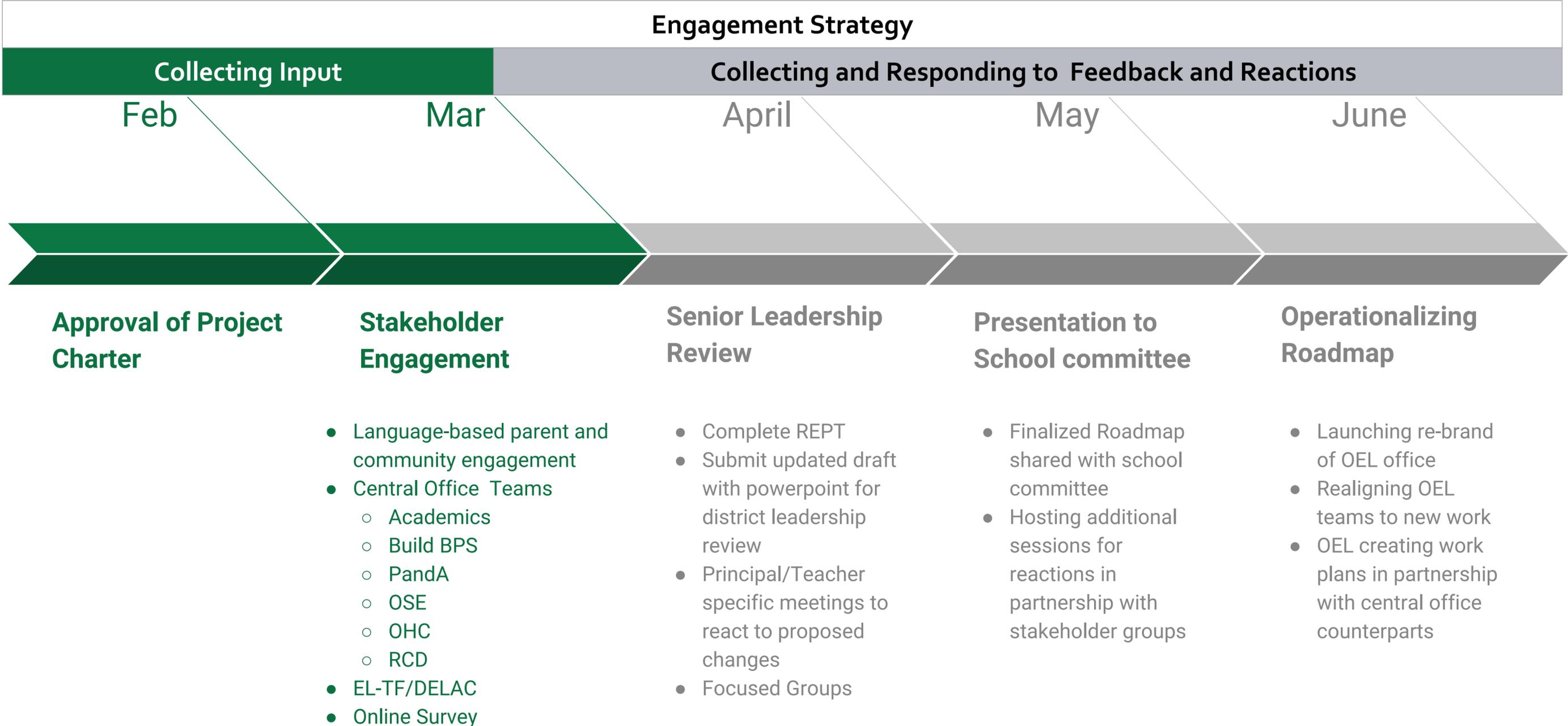
Agenda

1. Welcome and Introductions
2. Overview of the DRAFT *Roadmap for Quality Instruction for Multilingual Learning*
3. Small Group Discussions
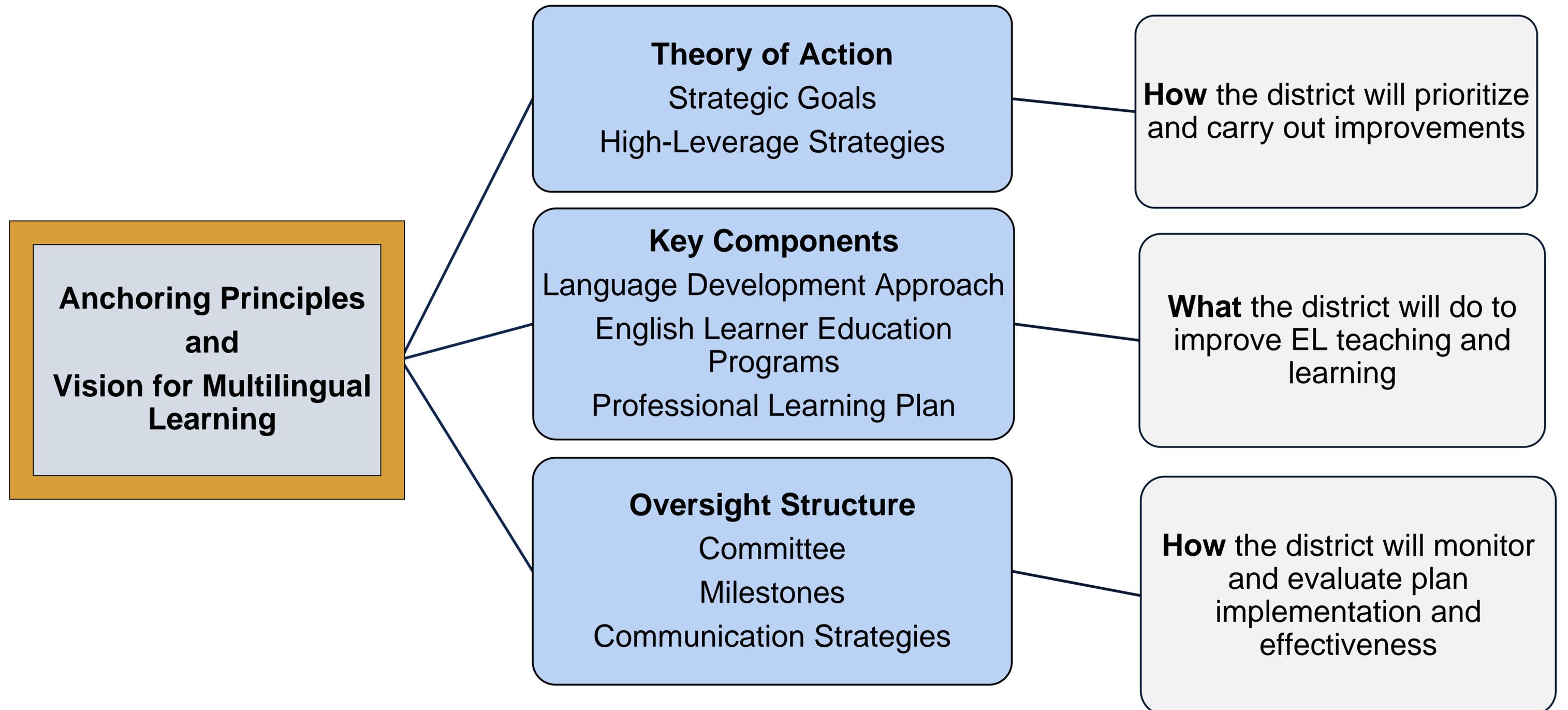4. Reactions and Feedback

NORMS

- Be present and engaged
- Be open to thinking differently
- Lean into discomfort
- This is an iterative process to collect input and feedback. Expect changes.
- Expect that not everyone will see/agree as you do
- Stay engaged.

Overview of Re-imagine OEL and Roadmap Development Timeline : 2021

Engagement Strategy

Collecting Input		Collecting and Responding to Feedback and Reactions		
Feb	Mar	April	May	June

Approval of Project Charter

Stakeholder Engagement

Senior Leadership Review

Presentation to School committee

Operationalizing Roadmap

- Language-based parent and community engagement
- Central Office Teams
  - Academics
  - Build BPS
  - PandA
  - OSE
  - OHC
  - RCD
- EL-TF/DELAC
- Online Survey

- Complete REPT
- Submit updated draft with powerpoint for district leadership review
- Principal/Teacher specific meetings to react to proposed changes
- Focused Groups

- Finalized Roadmap shared with school committee
- Hosting additional sessions for reactions in partnership with stakeholder groups

- Launching re-brand of OEL office
- Realigning OEL teams to new work
- OEL creating work plans in partnership with central office counterparts

Roadmap for Quality Education for Multilingual Learning

Anchoring Principles and Vision for Multilingual Learning

Theory of Action

Strategic Goals

High-Leverage Strategies

How the district will prioritize and carry out improvements

Key Components

Language Development Approach

English Learner Education Programs

Professional Learning Plan

What the district will do to improve EL teaching and learning

Oversight Structure

Committee

Milestones

Communication Strategies

How the district will monitor and evaluate plan implementation and effectiveness

Anchoring Principles

Multilingualism is a key lever to becoming anti-racist

Students' cultures and language are powerful assets

English Learners are not a monolithic group

All teachers are teachers of language

"Reciprocal Accountability" is necessary

Stakeholder support is essential

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Developing the Theory of Action

The Office of English Learners staff engaged in a collaborative analysis of current practices and policies in order to draw out areas of need, as well as potential strategic actions that could accelerate improvements in BPS.

The protocol was designed to have leaders across the district evaluate the status of BPS's practices and policies in alignment to seven essential elements of a high-quality systemic plan, anchored in research. Findings were used to develop a Theory of Action that will drive BPS's *Roadmap for Quality Instruction for Multilingual Learning*.

DRAFT Theory of Action

If we…

- ❑ **Improve the quality of instruction for all English Learners**
- ❑ **Enhance English Language Education Program offerings and invest in staffing**
- ❑ **Provide ongoing professional learning for all educators and leaders to build their capacity to serve English Learners**
- ❑ **Create strong partnerships with families and caregivers**
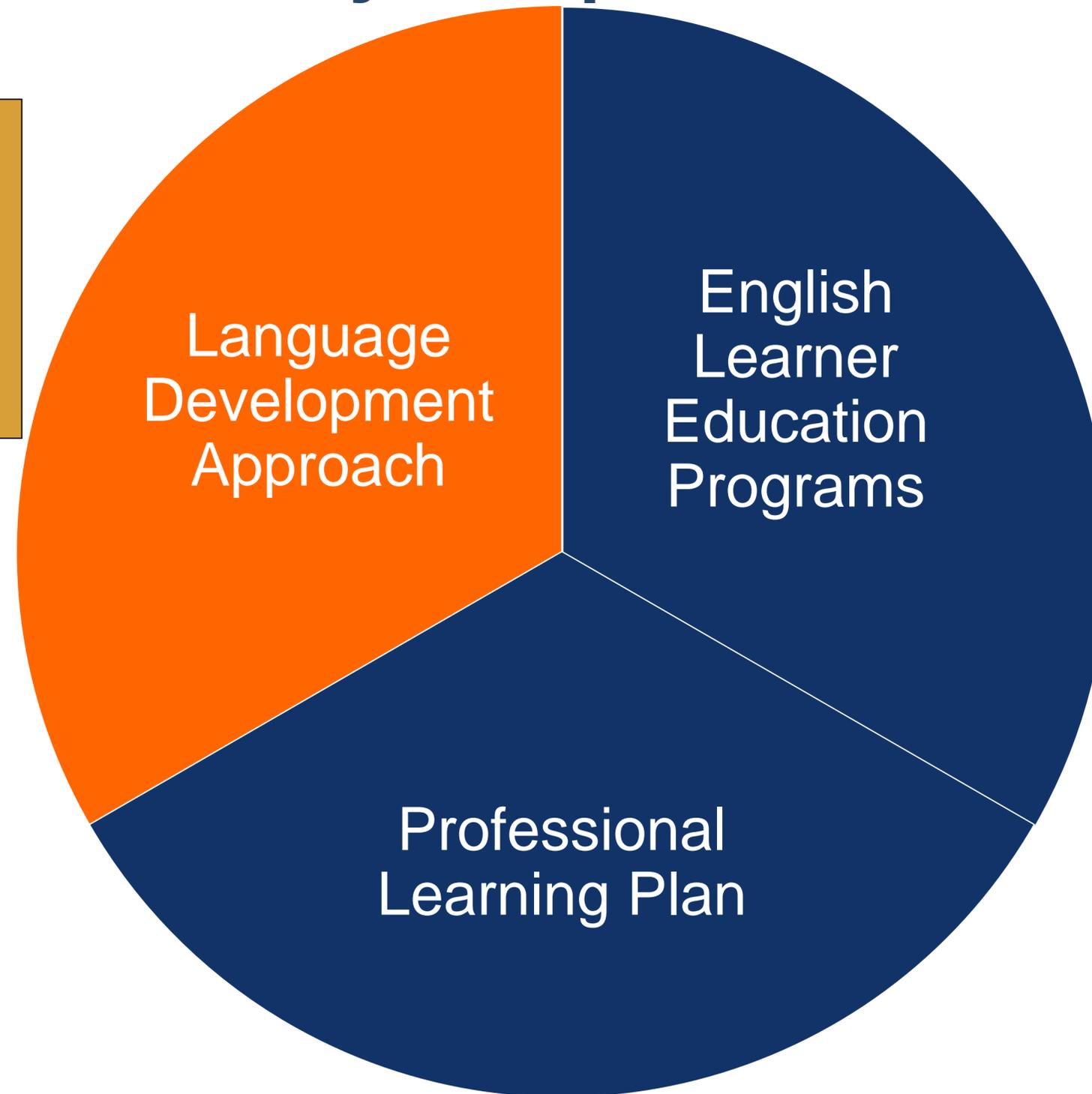- ❑ **Focus on culturally and linguistically sustaining practices**
- ❑ **Enhance data and assessment use**

Then we will…

1. Expand the number of ELE programs and increase the number of students participating in ELE (with home language support) and multilingual learning programs
2. Increase the number of English Learners who meet state proficiency requirements, including ELSWD
3. Increase the reclassification and graduation rates of English Learners and ELSWD
4. Decrease the number of LTELS
5. Increase the number of students who graduate with the Seal of Biliteracy
6. Strengthen relationships with families and caregivers
7. Build all educators' capacity to be anti-racist, culturally competent, and teachers of English Learners
8. Increase shared accountability for English Learner success across central office and school sites

Roadmap for Quality Education for Multilingual Learning
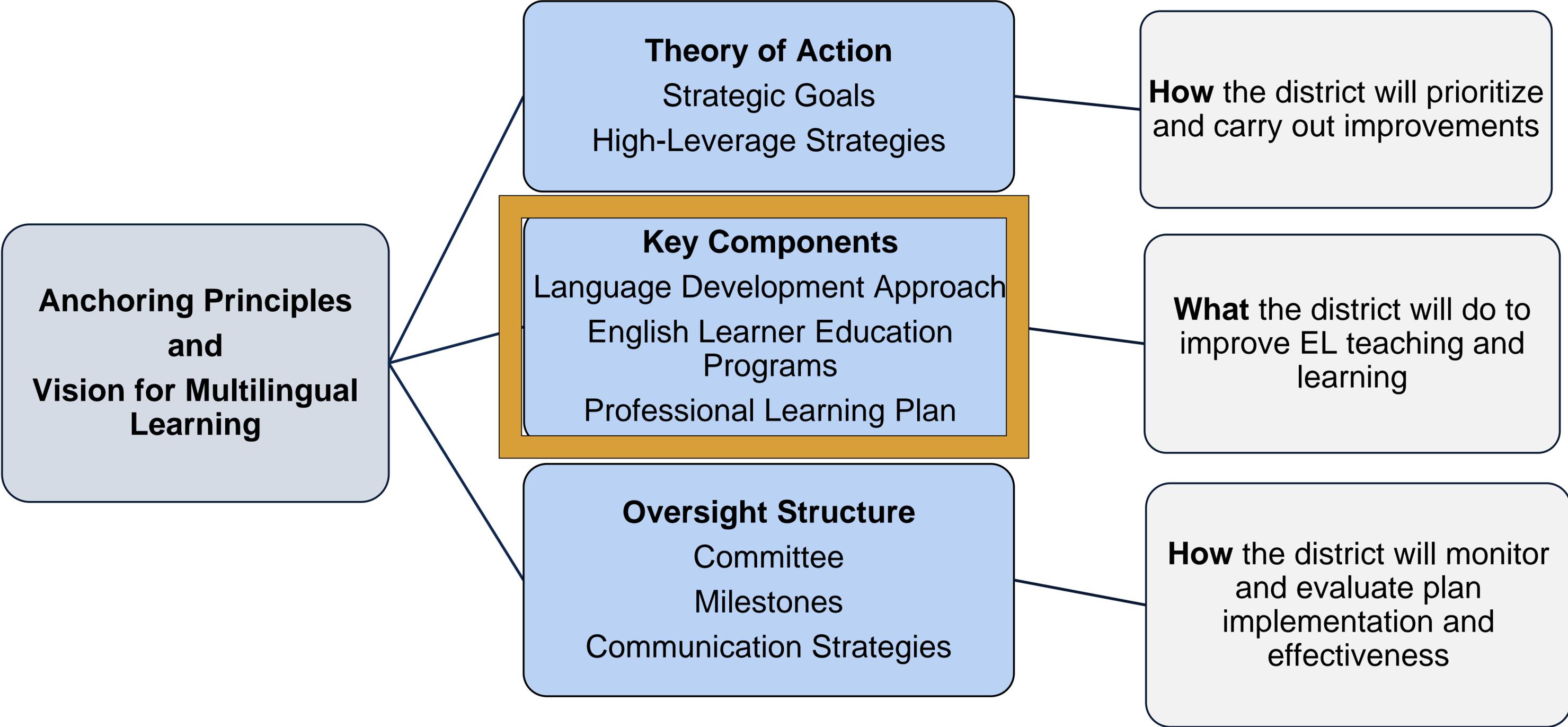
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Key Components

The articulation of how you will develop language, literacy, and learning in all classrooms

The instructional programs offered to support English Learners

Language Development Approach

English Learner Education Programs

Professional Learning Plan

How all educators will be supported to shift practice

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Why a Language Development Approach?

It makes explicit the ways in which learning for English Learners will be designed and enacted throughout the organization.

It connects the language,(bi) literacy and learning practices in all subjects and all instructional models that are critical to effective instruction and student learning.

It will help you design and provide English/Multilingual Learners more powerful learning experiences.

It will help you communicate how you expect practitioners to design and enact language,(bi) literacy and learning practices in all subject matters for diverse English/Multilingual Learners.

It will state how you will develop language, literacy and learning in all content areas, and how you will address English/Multilingual Learners' needs as they progress.

How language development is conceptualized influences how learning experiences are designed and enacted.

Language Development Approach

Scaffolding

Academic Writing

Academic Language Development through Content

Academic Discussions

Language Development through ESL

Academic & ELD Standards

Culturally and Linguistically Sustaining Practices

Instructional Shifts

Instructional Shifts

Instructional Shifts

Instructional Shifts

Instructional Shifts

Instructional Shifts

Instructional Shifts

Quality Instruction for ELs

Key Principles for Multilingual Learning

Instructional Shifts

Instructional Shifts

Instructional Framework

Highlighted components are two (2) core instructional shifts for BPS that will impact all English Learners

Key Components

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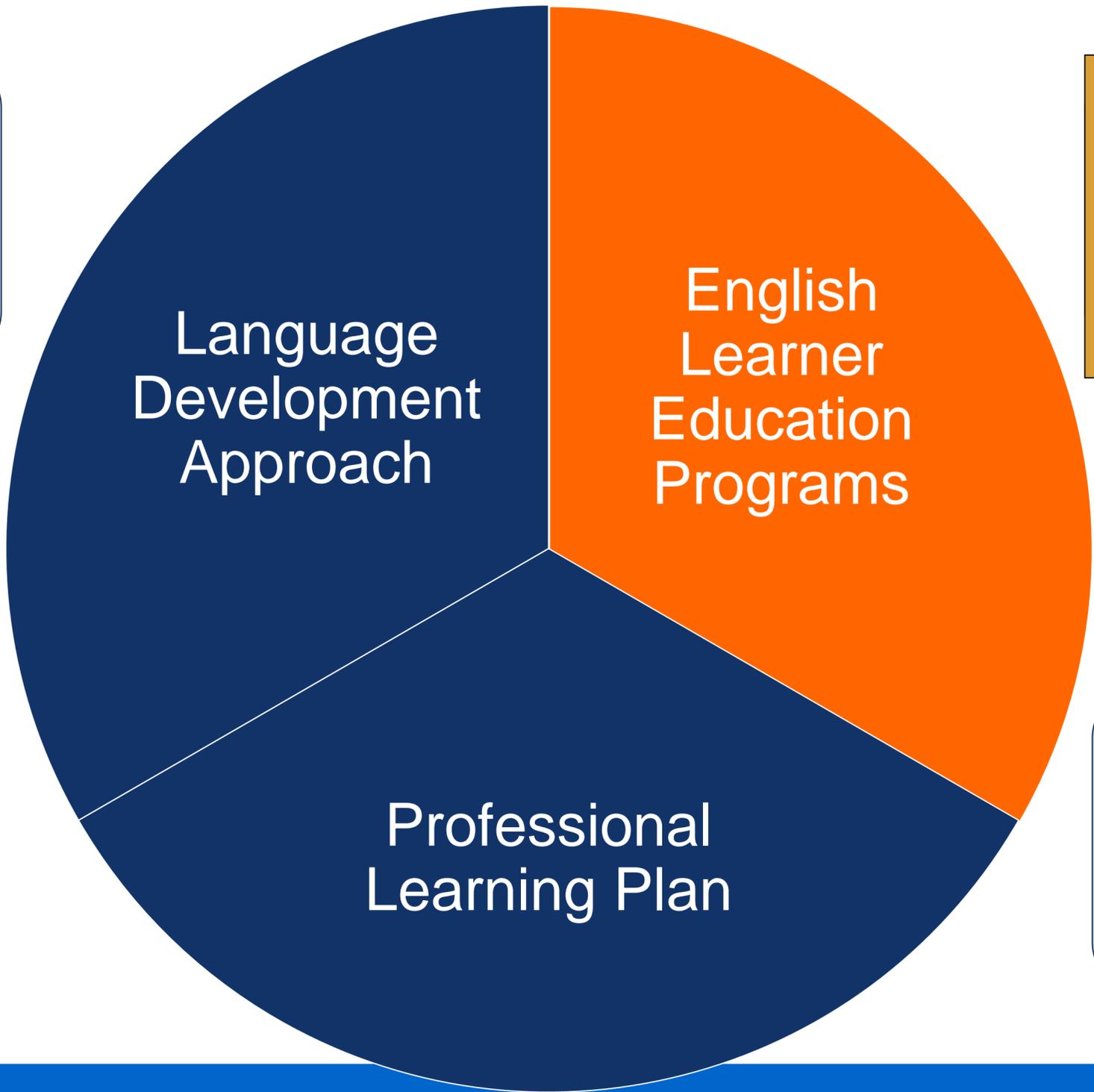
How all educators will be supported to shift practice

Where we are   Where we are going

ESL *in General Education* — **ENGLISH AS A SECOND LANGUAGE** for ELs in General Education and EL Students with Disabilities

ELA *Embed* — **ESL EMBEDDED in ENGLISH LANGUAGE ARTS**

SEI *Multilingual* — **SHELTERED ENGLISH IMMERSION**

- Building coherence across BPS for English Language Development

CLA — **Content and Language Achievement Model (All ELs)**

SLIFE *HILT for* — **HIGH INTENSITY LITERACY TRAINING for STUDENTS WITH LIMITED OR INTERRUPTED FORMAL EDUCATION**

Increasing support for at risk English Learners
- Strengthening the Newcomer Academy approach
- Strategically supporting Long-term English Learners

HILT for SLIFE — HIGH INTENSITY LITERACY TRAINING for **STUDENTS WITH LIMITED OR INTERRUPTED FORMAL EDUCATION**

CLA LTELs — *Accelerating Academic Language and Literacy for* **Long Term English Learners**
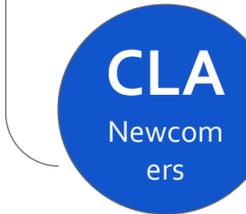
CLA Newcomers — *Accelerating Academic Language and Literacy* **through Newcomers Academy**

SEI *Language Specific* — **SHELTERED ENGLISH IMMERSION**

Expanding multilingual opportunities by:
- **Transition SEI Language Specific through TBE 2.0**
- Increasing the number of DL programs
- Introducing DL programs in new languages
- Expanding existing programs through Middle and High School

DL — **DUAL LANGUAGE TWO-WAY IMMERSION**

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Moving from Current ELE to New ELE Options

BPS offers 6 instructional models wherein English Learners can receive their language and content instruction.

- the 6 would collapse to 4
- 2 addition models would be added for LTEL and Newcomer students

OEL continues to advocate and monitor
- Which schools houses these programs
- How students are assigned to these programs
- How families understand the benefits of these programs

Category	Considerations	Policy Impact
Internal Systems Change	- Student coding - Program and projection guidance - Weighted Student Formula	- Registration and Assignment - EL Overlay
Professional Learning	- Current district priorities that need to integrate work - Onboarding of new and current staff and school leadership - Managing for staff turnover and learning loss	- School based PD time - Data Inquiry Cycles - Coaching Methodology - Student Monitoring
Materials/ Resources	Time to identify and purchase appropriate CLSP materials for instructional shift	- New curriculum adoption - Developing cross-maps to align
Staffing	- Increasing Bilingual staff in line with programmatic change timeline - School based cohort adoption of instructional shifts	- Collective Bargaining Agreements - Redefining EL related job responsibilities

Content and Language Achievement Model

- Base program for all students in all classrooms
- Enhances grade-level, standards-based instruction with scaffolds (Tier I)
- Provides home language support
- Supports English Language Development through Content Instruction and ELD in ESL

Heritage Language and Ethnic Studies *in Secondary and Elementary*

| **Dual Language Model**

Two-way Immersion
• Whole school model
• Strand model | **Newcomer Academy Model**

for students with less than 2 years of U.S. schooling | **High Intensity Literacy Teaching (HILT) Model**

for Students with Limited or Inturrupted Education (SLIFE) | **Accelerating Academic Language & Literacy Model**

for Long-term English Learners | **SEI->TBE** | **World Languages** *in Secondary and Elementary* |

Dually Identified Students

Increasing Home Language and Multilingual Pathways
Expanding Heritage Language, Ethnic Studies, and World Language Models K-12

5-year Timeline for Shifting to New ELE Program Models

| ELE Program Shifts	Year 1 (2021-2022)	Year 2 (2022-2023)	Year 3 (2023-2024)	Year 4 (2024-2025)	Year 5 (2025-2026)
SEI Language Specific -> Transitional Bilingual Education	Phase I: Awareness building, school-level transition planning, and professional learning	Phase II: All SEI Language Specific Programs transition to Transitional Bilingual Education Programs*		SEI Language Specific phased out	
Dual Language Two-Way Immersion Expansion	Phase I: Awareness building, school-level transition planning, and professional learning Phase II: Begin DL Programs for Haitian Creole, Vietnamese, and Spanish at select sites		Phase III: Expand Dual Language programs for all multilingual students		
Content and Language Achievement (CLA) Model (base program)	Phase I: Awareness building, enrollment/coding systems shifts, and professional learning	Phase II: Fully transition all ESL in General Education, SEI Multilingual, and ESL Embedded in ELA programs to the Content and Language Achievement Model			
CLA + Accelerating Academic Language Literacy for LTELs	Phase I: Awareness building, staffing identification, and professional learning	Phase II: Implement the CLA + Accelerating Academic Language and Literacy Model for LTELs			
CLA + Newcomer Academy	Phase I: Awareness building, staffing identification, and professional learning	Phase II: Implement the CLA + Newcomer Academy Model			
CLA + HILT for SLIFE	Phase I: Awareness building, staffing identification, and professional learning	Phase II: Implement the CLA + Newcomer Academy Model			
Heritage Language, World Language, and Ethnic Studies	Phase I Elementary: Awareness building, staffing identification, and professional learning	Phase II Elementary: Expand Heritage Language, Ethnic Studies and World Language Models K-5			
	Secondary: Expand Heritage Language, Ethnic Studies and World Language Models 6-12				

SELECTION CRITERIA FOR TRANSITIONING INTO NEW MODEL

	Content and Language Achievement Model	Transitional Bilingual Education 2.0
Type of school	● Offers ESL in General Education or SEI Multilingual	● Offers formal SEI language specific program
School Leadership	● Completion of CLA certificate program ● Committed to success of program	● Completion of CLA certificate program ● Committed to success of program
Staffing	● All instructional staff need to have SEI Endorsement or ESL license, and increase bilingual staff hiring over time	● Hiring of bilingual/biliterate staff a requirement for impacted grades
Student Demographic	● open to all language groups	● clustering of a specific language group

Professional Learning Plan

Professional learning must be comprehensive and collective in order to lead to impact. A core set of five features of high-quality professional learning include:

1. a content focus
2. active learning
3. coherence
4. sufficient duration
5. collective participation

Desimone (2009)
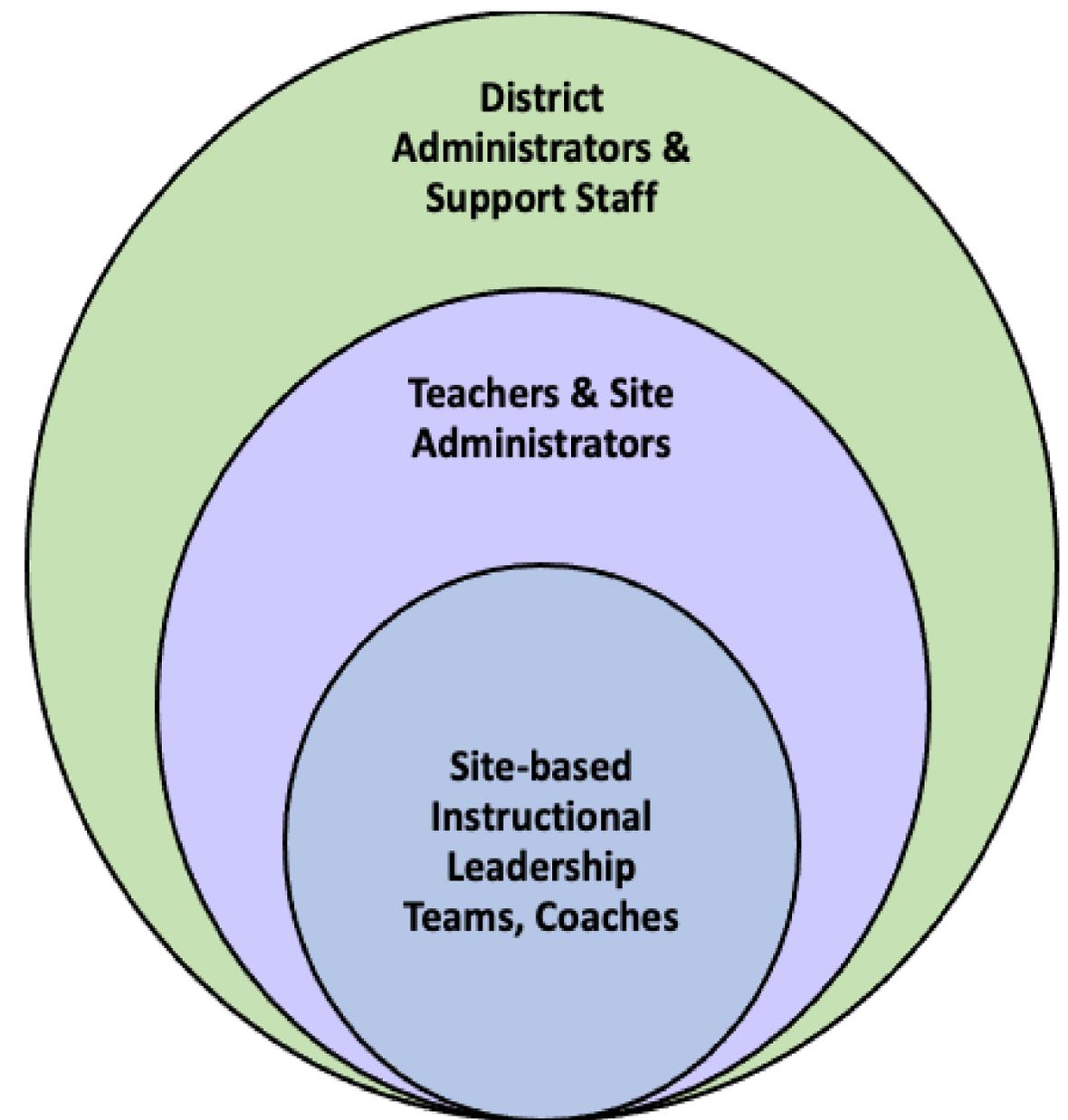
Small Group

- What components of the plan do you feel strongly in support of?

- What needs further clarification?

- What comments and/or questions do you have to enhance the draft plan, and further support English Learners and Multilingual Learners in BPS?

About WestEd

WestEd is a nonprofit research, development, and service agency that works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults.

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