BOSTON Public Schools
Focus on Children

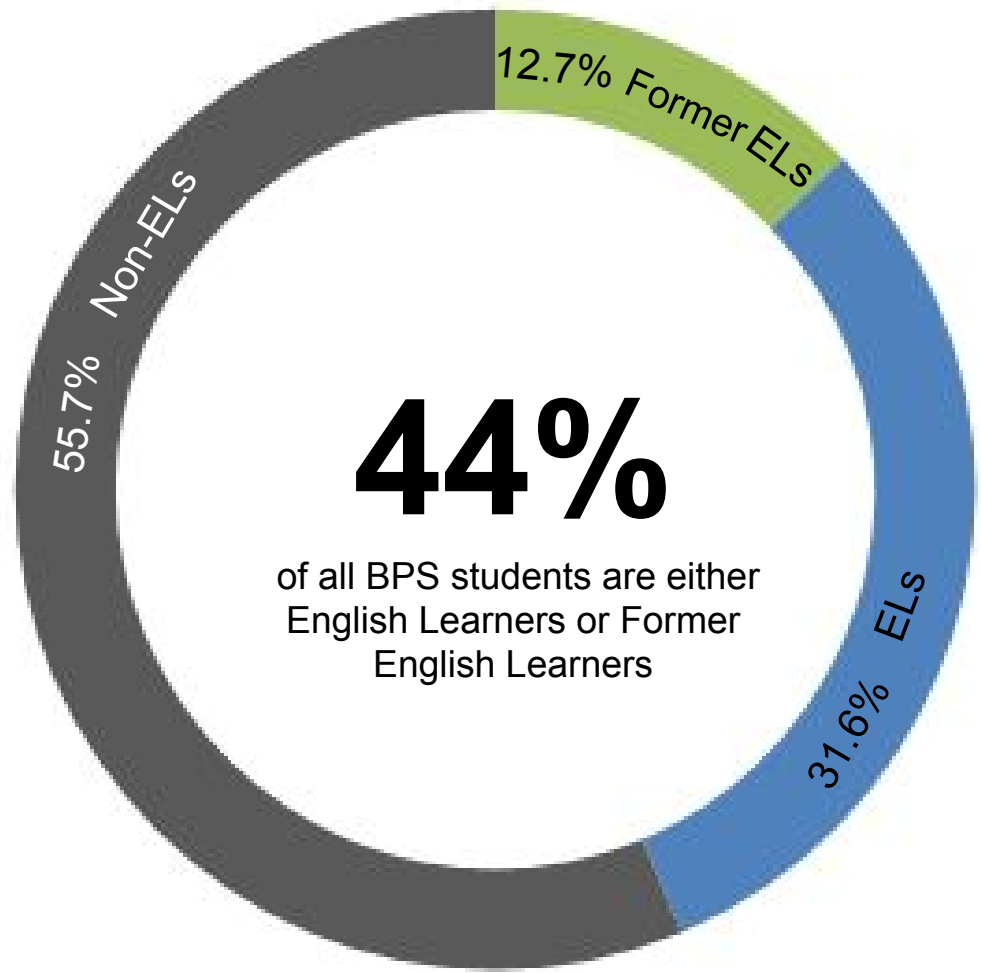Office of English Language Learners (OELL)

Office of English Language Learners Update on LOOK Bill
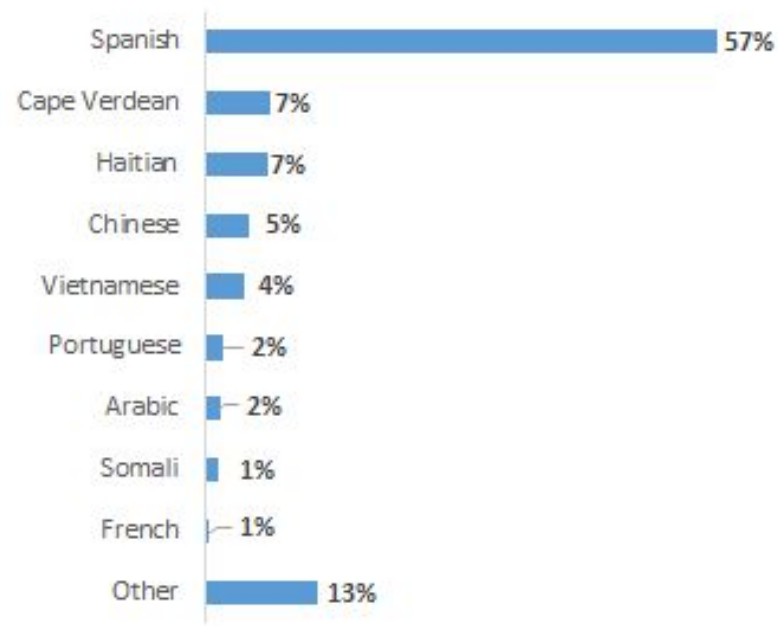
Priya Tahiliani

Assistant Superintendent for the Office of English Language Learners
February 8, 2018

English Learners in the Boston Public Schools

44%

of all BPS students are either English Learners or Former English Learners

12.7% Former ELs

55.7% Non-ELs

31.6% ELs

BPS English Learners are speakers of over 70 different languages.

Language	Percentage
Spanish	57%
Cape Verdean	7%
Haitian	7%
Chinese	5%
Vietnamese	4%
Portuguese	2%
Arabic	2%
Somali	1%
French	1%
Other	13%

Data includes BPS K0-12 students as of February 7, 2018 Aspen SIS enrollment records (includes in-district Horace Mann charters; excludes student outplacements). Former ELs include students in the 4-year monitoring period and beyond.

Forecast of ELs in BPS

If current trends continue, the **foreign-born population of the City of Boston** will continue to **increase**:

- **More than 1 in 4 (27.7%)** of Boston's residents are **foreign-born**.
- Boston's foreign-born population **increased** by 18% from 2000 (151,836) to 2013 (178,805), and this growth accounts for much of Boston's overall population growth.
- Boston's proportion of foreign-born residents ranks highly compared to other major U.S. cities (comparable to Houston and San Diego).
- In 2013, **36% of Boston's residents speak a language other than English** at home (13% in 1980).

Source: Data and map from Boston Redevelopment Authority, http://www.bostonredevelopmentauthority.org/getattachment/f6692a39-c76d-480f-aedc-58fff95cdda0

BOSTON NEIGHBORHOODS:
Top 10 Countries of Birth for Foreign-Born Population

Structural Framework for OELL Programs

EL Instructional Programs

Ensure instructionally sound programs, including supplemental services, aligned to ELD Principles, CCSS and WIDA.

EL Professional Learning

Build capacity of teachers, Language Acquisition Team Facilitators, school leaders, and central office staff tailored to meet the needs of ELs, Long-Term ELs, SLIFE, ELSWD, and DL learners.

Equity & Accountability

Support schools with and ensure that district policies meet the civil rights of ELs in accordance with local, state, and federal requirements.

EL Parent Engagement

Create collaborative processes between EL parents, community partners and schools to promote the success of EL children and families through the creation of a District Advisory Committee.

Newcomers Assessment

Provide language proficiency assessments to identify English Learners and whether they need native language supports.

Translation & Interpretation

Ensure communications are translated and interpreted to ensure all parents have meaningful access to their student's education and district policies.

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.

BPS Core Values: Coherence
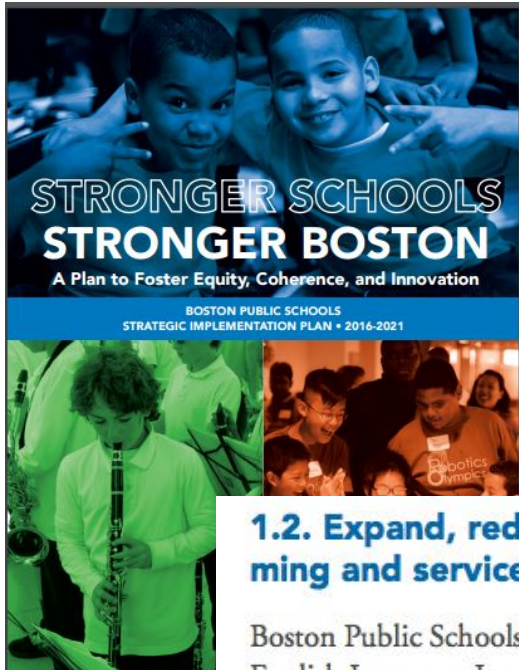
CREATE & MAINTAIN SAFE, HEALTHY, & SUSTAINING LEARNING ENVIRONMENTS

DESIGN LEARNING EXPERIENCES FOR ACCESS & AGENCY

FACILITATE COGNITIVELY-DEMANDING TASKS & INSTRUCTION

ASSESS FOR LEARNING

STRONGER SCHOOLS STRONGER BOSTON
A Plan to Foster Equity, Coherence, and Innovation
BOSTON PUBLIC SCHOOLS
STRATEGIC IMPLEMENTATION PLAN • 2016-2021

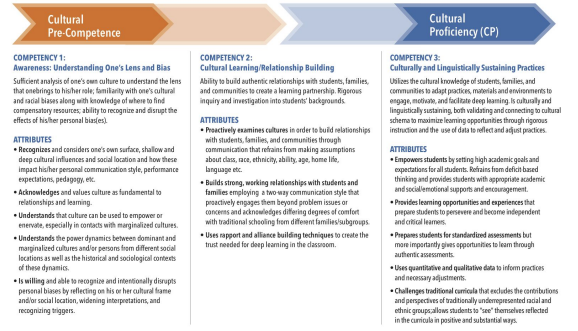BPS ESSENTIALS FOR INSTRUCTIONAL EQUITY

1.2. Expand, redesign, and enrich ELL programming and services.

Boston Public Schools seeks to improve its ability to support English Language Learners in acquiring English and succeeding academically while also maintaining the asset of stu native language. By building the capacity of the Office Language Learners (OELL) and releasing a suite of rese tools and resources to support students, teachers, scho and families, we will increase the number of opportuni ELLs to access inclusive and authentic learning opport ensure that they progress at least one English Language ment (ELD) level per year.

Culturally and Linguistically Sustaining Practices (C.L.S.P.) Continuum

Colin Rose, Ed.D., Assistant Superintendent

Definition: Culturally and Linguistically Sustaining Practices use the cultural knowledge, prior experiences, frames of reference and performance styles of diverse students to make learning encounters more relevant and effective in promoting academic achievements; it teaches to and through the strengths of students. It is culturally validating and affirming. – G. Gay

Cultural Pre-Competence → Cultural Proficiency (CP)

COMPETENCY 1:
Awareness: Understanding One's Lens and Bias
Sufficient analysis of one's own culture to understand the lens that one brings to his/her role; familiarity with one's cultural and racial biases along with knowledge of where to find compensatory resources; ability to recognize and disrupt the effects of his/her personal bias(es).

ATTRIBUTES
• Recognizes and considers one's own surface, shallow and deep cultural influences and social location and how these impact his/her personal communication style, performance expectations, pedagogy, etc.
• Acknowledges and values culture as fundamental to relationships and learning.
• Understands that culture can be used to empower or enervate, especially in contacts with marginalized cultures.
• Understands the power dynamics between dominant and marginalized cultures and/or persons from different social locations as well as the historical and sociological contexts of these dynamics.
• Is willing and able to recognize and intentionally disrupts personal biases by reflecting on his or her cultural frame and/or social location, widening interpretations, and recognizing triggers.

COMPETENCY 2:
Cultural Learning/Relationship Building
Ability to build authentic relationships with students, families, and communities to create a learning partnership. Rigorous inquiry and investigation into students' backgrounds.

ATTRIBUTES
• Proactively examines cultures in order to build relationships with students, families, and communities through communication that refrains from making assumptions about class, race, ethnicity, ability, age, home life, language etc.
• Builds strong, working relationships with students and families employing a two-way communication style that proactively engages them beyond problem issues or concerns and acknowledges differing degrees of comfort with traditional schooling from different families/subgroups.
• Uses rapport and alliance building techniques to create the trust needed for deep learning in the classroom.

COMPETENCY 3:
Culturally and Linguistically Sustaining Practices
Utilizes the cultural knowledge of students, families, and communities to adapt practices, materials and environments to engage, motivate, and facilitate deep learning. Is culturally and linguistically sustaining, both validating and connecting to cultural schema to maximize learning opportunities through rigorous instruction and the use of data to reflect and adjust practices.

ATTRIBUTES
• Empowers students by setting high academic goals and expectations for all students. Refrains from deficit based thinking and provides students with appropriate academic and social/emotional supports and encouragement.
• Provides learning opportunities and experiences that prepare students to persevere and become independent and critical learners.
• Prepares students for standardized assessments but more importantly gives opportunities to learn through authentic assessments.
• Uses quantitative and qualitative data to inform practices and necessary adjustments.
• Challenges traditional curricula that excludes the contributions and perspectives of traditionally underrepresented racial and ethnic groups; allows students to "see" themselves reflected in the curricula in positive and substantial ways.

Benefits of Language Supports

Numerous research studies and meta-analyses have demonstrated the benefits that native language supports and dual language programs provide to English Learners students in comparison to monolingual English instruction.

- "In addition, working in a group with same-language peers allows for discussion in the native language, which can assist with **deeper processing of information** and may allow for better clarification of confusing issues (Klingner et al., 2012 Klingner J. K., Boardman A. G., Eppolito A. M."

- By learning academic **content in their primary language** while developing English proficiency, students will be able to understand content-area instruction and **ultimately transfer skills and knowledge from their primary language to English.** (Cummins, J. (2000) *Language, Power and Pedgogy: Bilingual Children in the Crossfire.*)
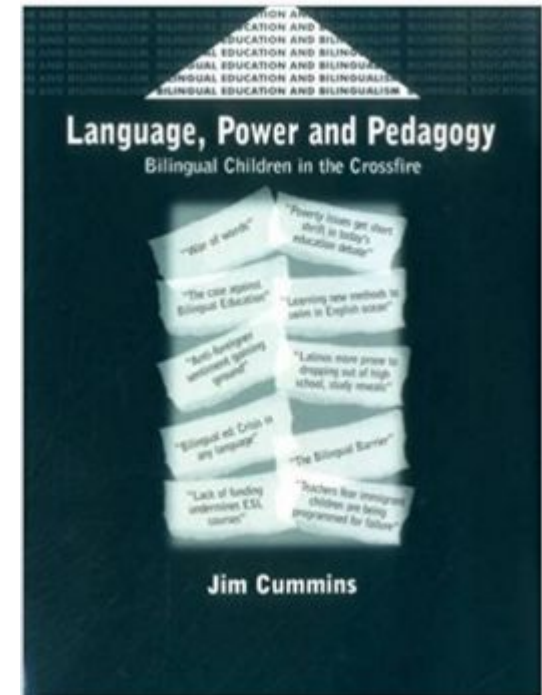
LOOK Bill: Objectives, Components, and Effects

The goal of the LOOK Bill is to encourage the development of English Learner (EL) programs that support bilingualism and biliteracy. It does this by:

Giving districts flexibility to choose EL programming that best fits the needs of their population

Removes "one size fits all" default model of SEI program	Provides opportunities for two way immersion and dual language programs	Incorporates community input from mandatory EL Parent Advisory Councils

Ensuring that EL programs are accountable for data driven, high quality instruction

| Sets up rigorous expectations for teacher qualifications; holds districts accountable for properly certified educators	Folds EL program evaluation into DESE's existing 6-year Coordinated Program Review

Elevating statewide standards of EL education and biliteracy

Creates the State Seal of Biliteracy, which recognize students with proficiency in English and 1 or more other languages	Adds Pre-K students to the list of those who may be categorized as English learners.

Reimagining EL Programs
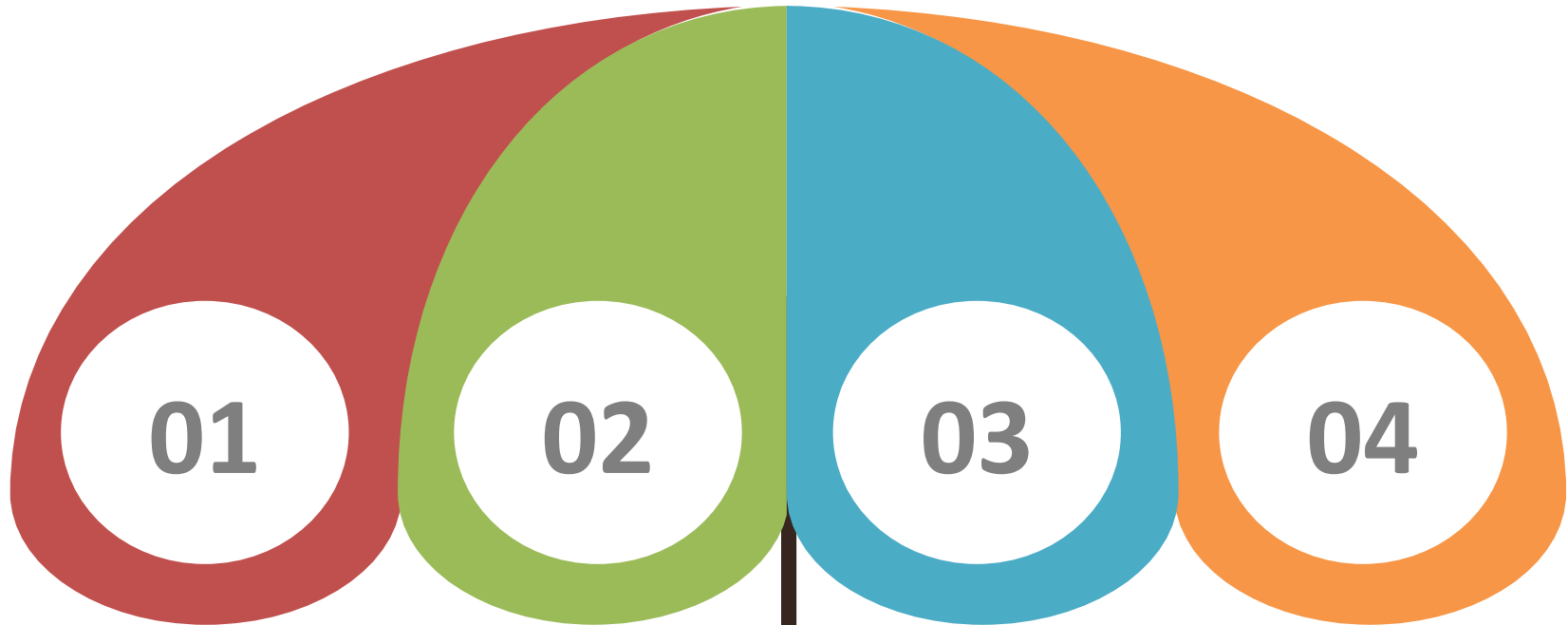
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Program Structure

- Intensive program for newcomers
- Expand seal of biliteracy
- TBE 2.0
- Dual Language

Staffing

- Bilingual
- Bicultural
- Co-teachers

Materials

- Bring in materials from own culture
- CLSP
- Bilingual

Technology

- Multimedia
- Multimodal
- Technology platforms

Partnering with Stakeholders

This pivotal work cannot be done in isolation and requires input and feedback from various stakeholders.
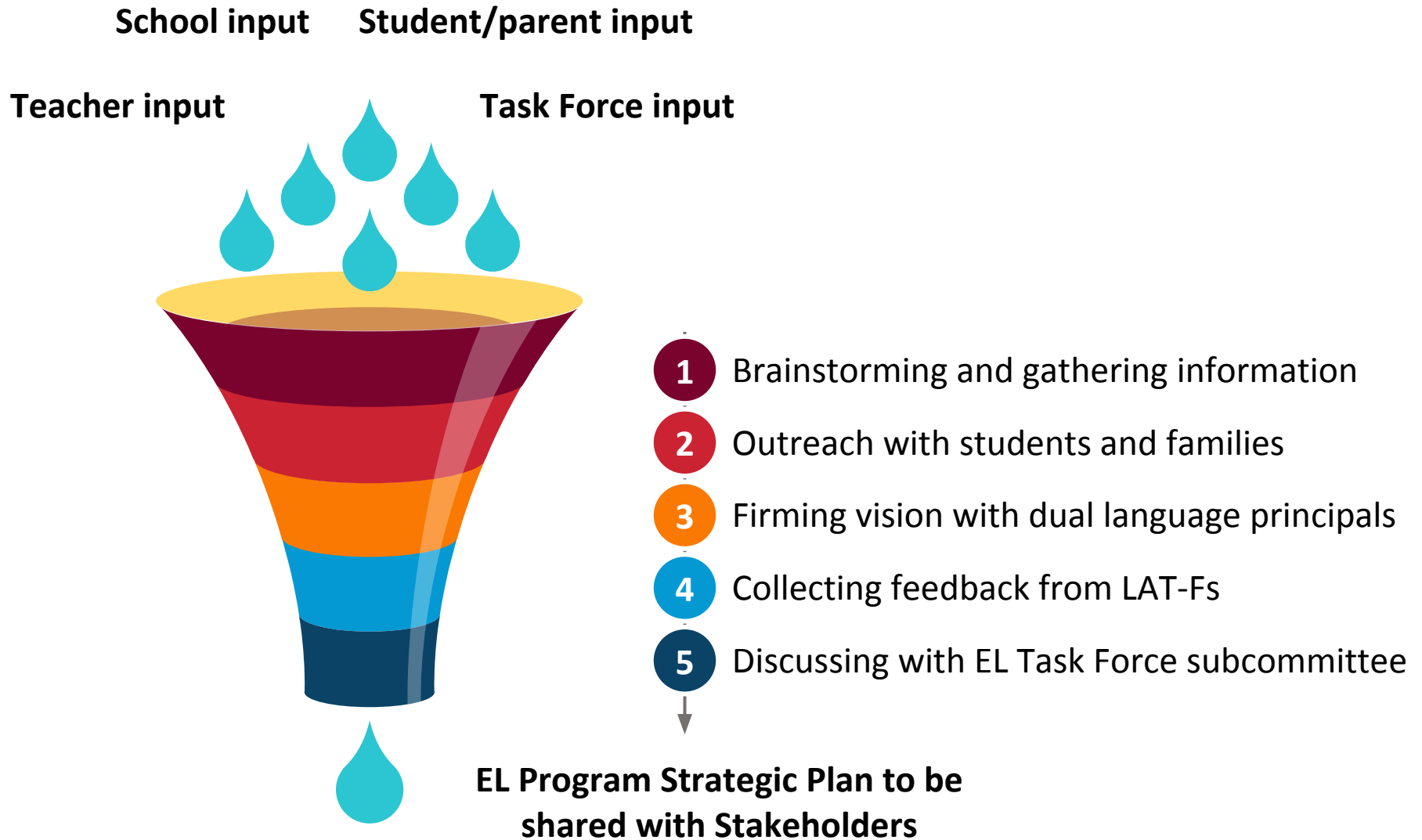
Students and Families

Teachers

Schools

External Partners

Creating a Strategic Plan

School input **Student/parent input**

Teacher input **Task Force input**

1 Brainstorming and gathering information

2 Outreach with students and families

3 Firming vision with dual language principals

4 Collecting feedback from LAT-Fs

5 Discussing with EL Task Force subcommittee

EL Program Strategic Plan to be shared with Stakeholders

Implementation Process

Engaging stakeholders is crucial in ensuring the success of any new EL programs and the process to engage all relevant stakeholders will take time.

As we partner with stakeholders, we will concurrently implement the following for SY18-19:

- Integration of **native language** supports

- Expansion up of Spanish/HC **dual language** programs

- Launching **new dual language programs** for next year being created right now