

May 21, 2021



Boston Public Schools
**Response to the
Questions on the
Roadmap**

Office of English Learners

Use of Native Language

A brief statement of the philosophy about and vision for the use of native language

- Clarification of how the philosophy on native language fits in relation to the other “Anchoring Principles” listed on slide 6 of the “Roadmap” presentation

1. Mass DESE and BPS have adopted the WIDA Standards as part of the guiding work for working with ELs. The [WIDA Guiding Principles for Language Development \(2013\)](#) highlight the assets of multilingual learners, including:

Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life; leveraging these assets and challenging biases help develop multilingual learners' independence and encourage their agency in learning (Little, Dam, & Legenhausen, 2017; Moll, Amanti, Neff, & González, 1992; Nieto & Bode, 2018; Perley, 2011).

2. The anchoring principles align with the WIDA Guiding principles on the use of native language and the District's [continuum on becoming an anti-racist and multilingualism institution](#).

3. **The amount and use of native language for instruction is dependent on program goals and type (e.g. Dual Language 50/50 program with content areas taught in partner language vs. SEI program where goal is English language acquisition)**

CLA Instructional Framework

- A full definition of the Content and Language Achievement (CLA) instructional framework that explains clearly what it includes
- A brief, cited summary of the evidence base for the CLA model and how it has performed in practice, including evidence for the benefits of heterogeneous environments, for which ELD levels of students
- Examples of other districts/settings in which the CLA model has been implemented, with outcomes by ELD level

The CLA Instructional Framework reflects BPS' Language Development Approach in action. It embodies quality instruction guided by 6 research-based Principles for Multilingual Learning.

The CLA Instructional Framework is not unique to BPS, but schools and districts implementing the research-based approaches have proven results for English and Multilingual Learners in both academic and language proficiency gains.

The CLA Instructional Framework will promote quality instruction and academic language development for all BPS students.

Other program components

- A description with more detail about the **Transitional Bilingual Education (TBE)** model you are considering

- A description with more detail about the **Accelerating Academic Language and Literacy model for LTELs**, including the use of native language in this model

- A description of the role of native language in the **Newcomer Academy Model**

OEL is proposing a late-exit/maintenance model of TBE called **Developmental Bilingual Programming** for current K-6 SEI programs. DBE supports ELs to become fluent and literate in English and their native language.

- [Program Proposal for DBE](#) (Dec 2018)
- [EL Task Force Presentation on Program Options](#) (Dec 2018)
- [Program Planning Template](#) for Developmental Bilingual
- [LATE TBE Act Update](#) (Feb 2019) - includes slides on DBE

LTELS: 42% of our current Grade 6-12 ELs are identified as LTELS.

- **We are reviewing the data to look at what are the causes for these students that is hindering their capacity to exit out of EL status.**

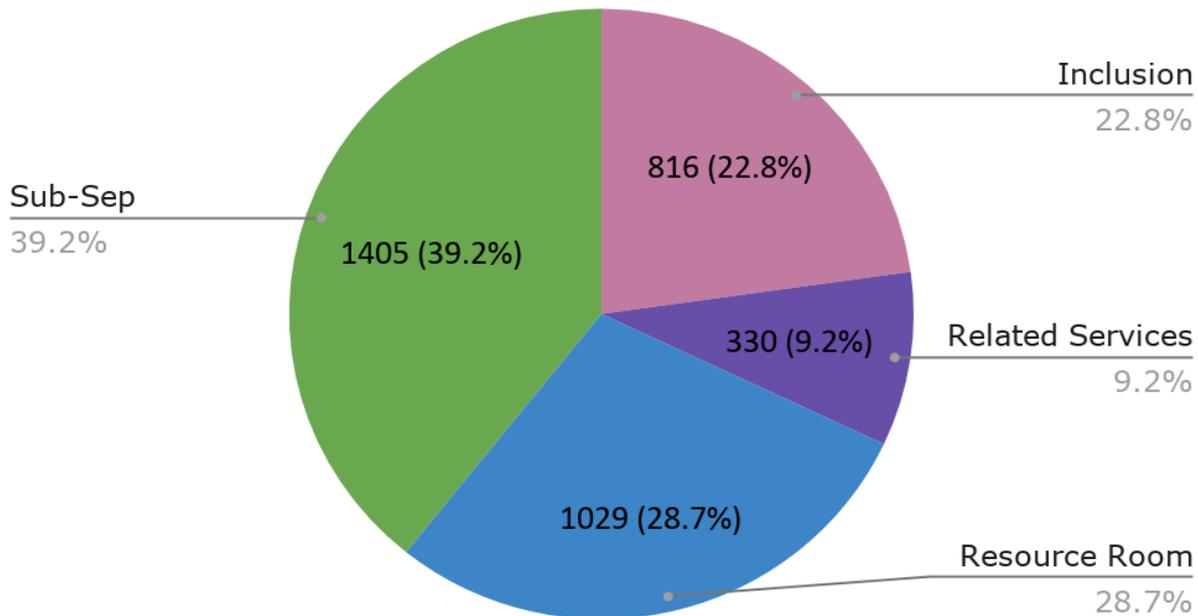
Newcomer: as shared in previous meetings, the vision is to replicate the work of Boston International at additional high schools and extending to grades 7-12

- **Saturday schools**
- **Summer language programs**
- **Tutoring/Mentoring programs for newcomer students**
- **Wrap around support for families.**

English Learners with Disabilities (ELSWD) Current total: 3,580

The proposed program plan for the ~4,000 ELs who have disabilities, and how the Office of Special Education will collaborate

ELSWD by Special Ed Service Model



Every student who can be included will be included!

The proposed program plan for the ~4,000 ELs who have disabilities, and how the Office of Special Education will collaborate?

Office of Special Education Collaboration

- ❑ Strengthen OEL / OSE partnership to build an array of inclusion programs based on disability and language level of need
- ❑ Thoughtful distribution of programs to reduce frequent school transfers
- ❑ Create access opportunities to Developmental Bilingual Education for dually identified B-SWD in LRE2
- ❑ Increase native language access to grade level, standards-aligned, content for all B-SWD
- ❑ Ensure robust Tier 1, Tier 2 and Tier 3 instruction in Special Education settings
- ❑ MTSS enhancements with consistent implementation
- ❑ Commit to recruit highly qualified, bilingual staff
- ❑ Intensify Literacy Instruction (L1&L2)
- ❑ Amplify targeted and coordinated PD for all staff servicing B-SWD
- ❑ Improve IEPs for B-SWD (EL Friendly IEPs)

Certification

Details about what the CLA certification will include, the process for certification, and how it will be developed

- Estimates of how many current teachers would need to go through CLA certification, and information about how the district would incentivize and compensate teachers to become certified

- Compare and contrast differences between CLA and SEI certification

- A plan for the training and reassignment of teachers over the 5-year timeline displayed on slide 18, with projected numbers

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All schools will be supported to implement the Content and Language Achievement model (CLA) as the base program in all classrooms, and for all students.

As all teachers embrace their role to become teachers of language across the content areas, the [Key Principles for Multilingual Learning](#) asks that they develop students' conceptual, analytic, and language competence. Whether in a bilingual or general setting, leveraging native language supports will be an integral part of the CLA model through the use of translanguaging, peer use of native language, and/or bilingual teachers and paraprofessionals. Schools will be supported to design appropriate plans to transition to the CLA model to enhance instruction for all students.

In addition, all teachers will be expected and supported to gain the BPS Content and Language Achievement Certificate through carefully designed and implemented professional learning institutes. If teachers already have a Bilingual Education Endorsement, they will be invited to participate in the professional learning opportunities to enrich their capacities and collaborate with colleagues.

Estimated Number of Teachers who need CLA Certificate: including SEI and ESL teachers (at 3,000+)

Incentive and Compensation:

- Academic ladder credits (for salary advancements)
- Professional Development Points (PDPs) for attending and participating professional learning institutes
- PD models with whole school implementation including job embedded coaching

Difference between SEI:

- Personalized Professional Learning Opportunities in collaboration with a contracted partner and the Office of English Learners tailored to the BPS needs including a series of learning opportunities from a institute to job embedded coaching vs a endorsement required by the state (SEI endorsement)

What would need to happen:

- Meet with BTU for impact bargaining

Staffing data as of April 2021

Category	Total Teacher	SEI Endorsed	BEE Endorsed	ESL Licensed
Alt	25	15	0	9
DL	99	76	27	54
ESL	492	464	7	474
Gen	1544	1436	1	513
SEI	323	296	1	194
SLIFE	57	51	10	45
Specials	567	183	1	65
Sped	1489	1350	15	635
Voc	57	33	0	0
Grand Total	4653	3904	62	1989

Professional Development/

- An estimate of the number of bilingual educators and other staff that will be needed, by language
- A plan for recruiting, hiring, and certifying bilingual educators and other staff, with projections for TBE programs, dual language programs, first language supports in CLA classrooms, and any other native language supports that may be planned
- Information that will allow us to understand the status of any preliminary / ongoing discussions with the Office of Human Resources and the Boston Teachers Union related to recruitment, retention, and assignment of staff with the necessary language skills



Boston Public Schools

LOOK Act : Recruitment and Cultivation Pipeline Workgroup Presentation to EL Task force Subcommittee

Office of English Learners

Office of Recruitment, Cultivation, and Diversity

Office of Human Capital

April 28, 2021

https://docs.google.com/presentation/d/1qfDhJEdpwHwNFbGzJln_I2mJqIGRxxv8z2XsQ3Twedh/slide-djg77a594d7ac_0_163

Student Assignment

Any changes to or re-assessment of student assignment, in particular whether those students now in multilingual SEI or regular education programs who would benefit from SEI single language or TBE 2.0 might be reassigned

1. Haitian and Vietnamese Dual Language programs required changes in the registration and assignment process for the programs to be implemented.
 - Haitian program: allowed for ELD 1-5 to be considered for TLH section of the program. Currently for other DL programs only ELD 1-3 see the language seats.
 - Mather: Allowed parents to see SEI -ELD 1-3 and VDL ELD 1-5 for the school.

1. SEI to DBE K-6 only
 - a. Home Based and the EL Overlay are 2 key policy decisions that will need to be reviewed to offer families in low incidence languages the opportunity to be reassigned to language programs
 - b. Will open up option for parents who want bilingual programs for ELD 1-5
 - c. The transition plan will have to be completed school by school including SEI multilingual schools
 - i. Sy21/22 is the assessment year for programs to determine which option will work best for them and their community.
 - ii. For student in Multilingual programs, parents will have choice
 1. Build out bilingual programming options in the current school
 2. Choose another program that offers language specific
 3. Choose Gen Ed- English focus

Budget

Given that this proposal requires the hiring of teachers, the development of curriculum, and the commitment to long term development of dual language programs. . .

- Is there an assessment of the cost of this proposal for each of the next 5 years, for the next 10 years?

- Is there an assessment of what each of the pieces of the proposal will cost?

- Is there a commitment from BPS administration, BSC and City for the long-term funding of this transformative initiative?

- What will the priorities be if the full amount of funding is not available?

	Year 1	Year 2	Year 3	Year 4	Year 5	Total Cost
Transadaption of K-6 Curriculum	Haitian Creole Cabo Verdean Vietnamese	Spanish Arabic Chinese	Somali	TBD	TBD	\$280,000/lan guage Total= \$1,960,000
Development of Heritage/Lang uage /Ethnic Studies Curriculum (7-12)	Cabo Verdean Vietnamese	Haitian Creole Chinese	Somal Arabic	TBD	TBD	\$20,000/ grade/ llanguage Total =\$840,000
Professional Development District Wide	Creating an EL PD Management System WIDA 2020 +CLA role out Cohort 1 Training	Implemen EL PD Managem ent System WIDA 2020 + CLA role out Cohort 2 Training	WIDA 2020 + CLA role out Cohort 3 Training	WIDA 2020 + CLA role out Cohort 4 (new schools)	WIDA 2020 + CLA role out Cohort 4 (new schools)	\$1.5 million
School Investments for bilingual Classroom Materials	Mattahhut Umana Mather Burke Quincy	Cohort 1 schools (10)	Cohort 2 schools(10)			2,000/year/ classroom r/school

Implementation Opportunities and Constraints

- - Anticipated implementation challenges and some thoughts about how these challenges will be faced, including but not limited to impacts on the plan if the School Committee passes its proposed Goals and Guardrails in its present form that only focuses on the improvement of ELLs in learning English

Opportunities

- **Parents and community that are eager for change**
- **DESE World Language adopted ACTFL standards and requires all Massachusetts graduates to be proficient in another language**
- **Investment dollars are available to ensure that BPS sets a good foundation for this work in the next 3 years.**

Constraints

- **Stability to get the work started**
- **District policies (Home-Base Assignment) that requires focused review**
- **Divergent opinions on the “how” of doing this work**