



Boston Public Schools

English Learner Task Force Meeting

January 20, 2022

Agenda

- OEL Updates
 - Reclassification (ELD 3)
 - OEL Department
 - Upcoming Events
- OEL Vision & Strategic Plan Priorities
- Overview of Bilingual Programs
 - TBE, Dual Language & World Language
- Bilingual Programs: Priorities
- Engaging Students, Families, Communities and Schools
- Resources

OEL Updates

OEL provides schools with additional guidance and professional development pertaining to this process.

[BPS Superintendent's Circular EL-05 \(September 2021\)](#)

[DESE Guidance \(January 2019\)](#)

End of Year Reclassification Decisions

- DESE sets the minimum criteria EL students must meet in order to exit from EL services and be reclassified as a *Former EL* student.
 - 2022 ACCESS: 4.2 overall composite level with 3.9 literacy level
 - ACCESS results are released at the end of the school year.
 - DESE advises school-based teams should consider additional data in reclassification decisions.
 - Former EL students are required to be monitored regularly for 4 years following their reclassification.
- OEL engaged in a multi-year analysis and found patterns of lack of determinations for eligible students and determinations made based on operational needs.
 - Therefore, OEL first automatically reclassifies eligible students.
 - Then, if school-based teams determine with additional data that a student is not academically ready to exit, OEL updates the student's status to reflect their ELD level as an English Learner.

OEL Department Updates

- **Compliance reports:** Title I annual report submitted with findings: ELs are over-represented in students eligible for Title I (37%) compared to total EL enrollment (31%). 8 DOJ reports submitted for January 15th deadline.
- **ACCESS:** ACCESS Testing Window has been extended through March 4, 2022. See updated [DESE guidance](#).
- **Teacher Diversity, Licensure & Endorsement:** During the Budget Collaborative process a continued uplifting of bilingual staff is raised for current and continued hiring practices. OEL's 2 RETELL courses are full. Exploring adding an Admin RETELL course and a teacher course at Madison school. Coordinating a strategy with Recruitment, Cultivation and Diversity plan for increasing Bilingual Ed Endorsement with dual licensure options in ESL or Special Ed.
- **META meeting update:** Discussed repurposing of for \$1MM Title I funds swept back. SLIFE classrooms and support for ELs at Madison Park with ServSafe Vocational Certificate.
- **ELsWD update:** We will provide stipend opportunities for LATF and COSE to provide guidance to schools for ELSWD and any appropriate modifications to their ESL services. Ivonne Barrero will be leading and supporting this effort. We do not have an anticipated start for the OSE/OEL ELSWD Supervisor positions.
- **Recent families:** Planning with local and state agencies for Afghan families' arrival and increased support for Haitian refugees.
- **Vacancies:** Updated EL Family Specialist hiring process to extend recruitment with [flier](#). Seeking to fulfill admin assistant and other immediate OEL roles. NACC project manager position posted.

Upcoming Events

Vietnamese Dual Language Celebrations:

Please join us at the **Vietnamese Dual Language (VDL) Annual Celebration Event on January 24 @ 6 pm**. The event will be streamed live on Facebook and YouTube. Participants will learn about the BPS Vietnamese Dual Language program and will enjoy performances from Vietnamese Dual Language students. Please see the flyer, in [Vietnamese](#) and in [English](#), and if you have any questions, please feel free to contact Phuongdai Nguyen at pnguyen6@bostonpublicschools.org.

Haitian Heritage Celebrations:

In collaboration with the BTU Haitian Educators group, the Office of English Learners is pleased to invite you to our first virtual event to celebrate Haitian heritage this school year. We want as many families, students, and educators to come and join us at Reading For Fun, a literacy workshop on **Thursday, February 17th, 2022, from 6:00 PM - 7:30 PM**. Please share this [flyer](#) widely with families at your schools. For more information, please get in touch with Body Homicile at bhomicile@bostonpublicschools.org.

BPS OEL Vision

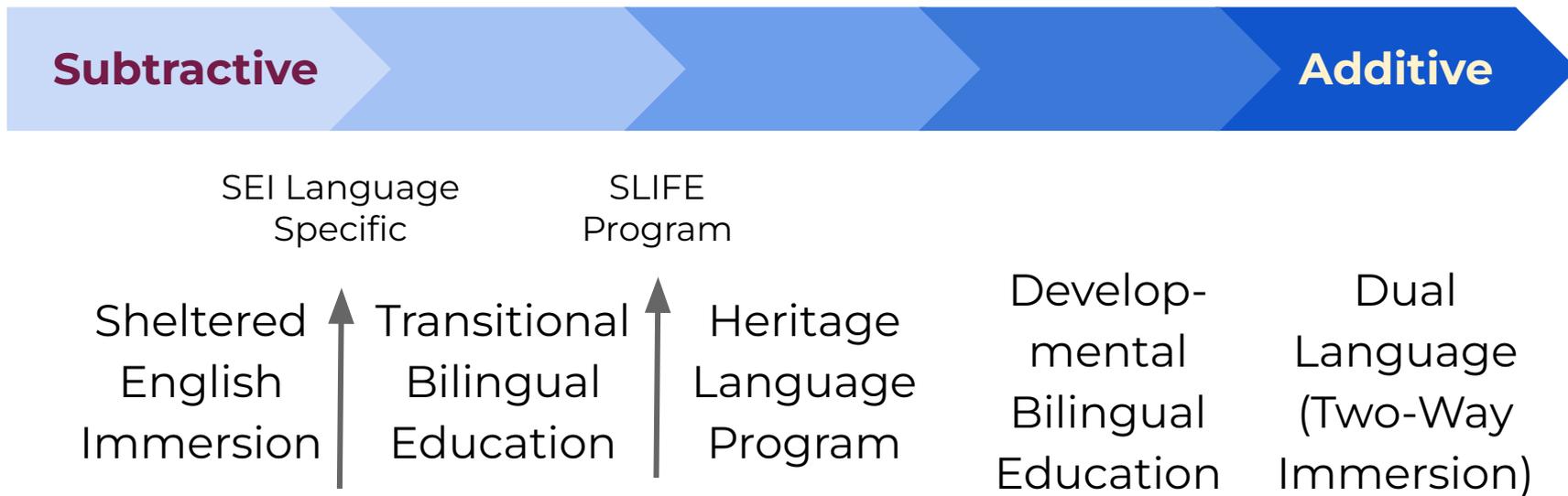
All multilingual learners feel a sense of belonging, safety, welcome and joy for learning. They have access to native language instruction and support from qualified educators who reflect the linguistic and cultural diversity of the students; are socially and emotionally healthy; have pride in their identity, culture, and language; perform at grade level in content and in 21st century skills, especially complex communication and collaboration, critical thinking, technology literacy, and self-direction and agency; have skills and options to pursue post-secondary opportunities and are prepared to be active agents for social change. Schools assess, monitor and develop individualized action plans for multilingual learners and most especially for multilingual learners with disabilities

All multilingual students honor and have the opportunity to be academically proficient in their home language and English. All BPS students are expected to be multilingual learners and to be proficient in at least two languages in order to graduate with the MA State Seal of Biliteracy.

BPS Strategic Plan Priorities

- **Strategic Priority 1:** Increase Access to Native Language Instruction
 - Strategic Priority 1a: Provide access to educators who reflect the linguistic, racial and ethnic diversity of our students
 - Strategic Priority 1b: Engage families and school communities to learn about various native language instructional models and to provide feedback about models that work best for their community.
 - Strategic Priority 1c: Develop and leverage a strong teaching and learning infrastructure to ensure schools have the support they need to implement pathways for native language instruction
- **Strategic Priority 2:** Ensure multiple pathways to the MA State Seal of Biliteracy
- **Strategic Priority 3:** Monitor, track, and action plan for the achievement of multilingual learners especially those with disabilities.

Language Programming Models



Boston Public Schools' Vision and Path Forward is Towards Increasing Additive Language Programming and Access to the MA State Seal of Biliteracy

Bilingual Programming and DOJ Successor Agreement

Paragraph 54/55 (ESL and SEI Services)

- ESL services (minutes, instruction type, grouping, teacher licensure) and qualified content teacher (SEI or BEE) are reported for each student.
- The reporting of services for ELs in DL programs is included in a separate tab in the data report from schools with SEI/English Only models.
- A description of each school's Dual Language Allocation Model is also submitted as an appendix.

Paragraph 53/59 (Staff Qualifications)

- BEE status is included for DL teachers of the partner language in the reporting.

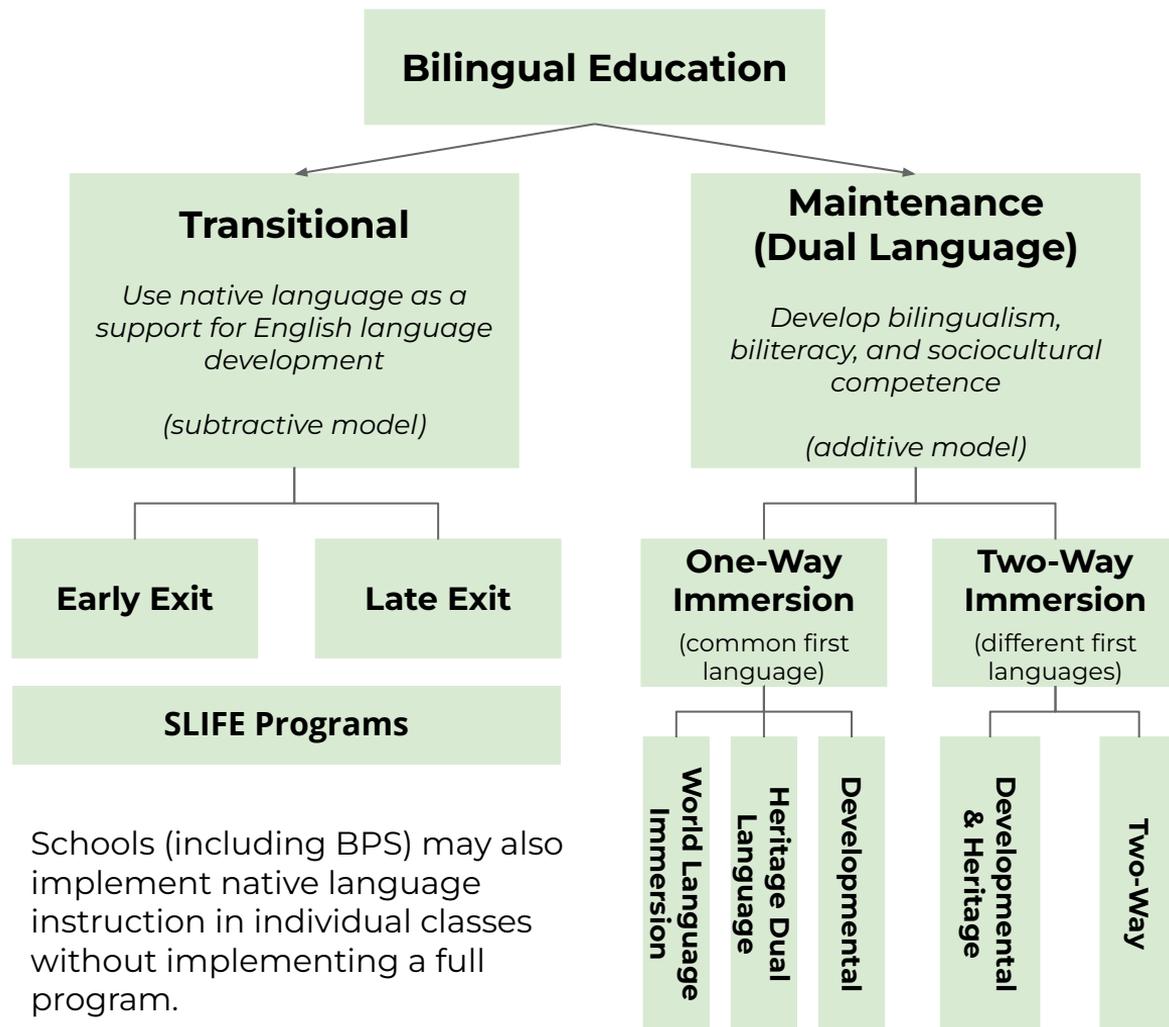
Bilingual Education Programs

Bilingual education refers to education in which students are taught academic content in two languages.



This type of education has existed in the US since the early 1800s, but its prevalence and programs have shifted significantly throughout the years.

Bilingual Program Models Overview

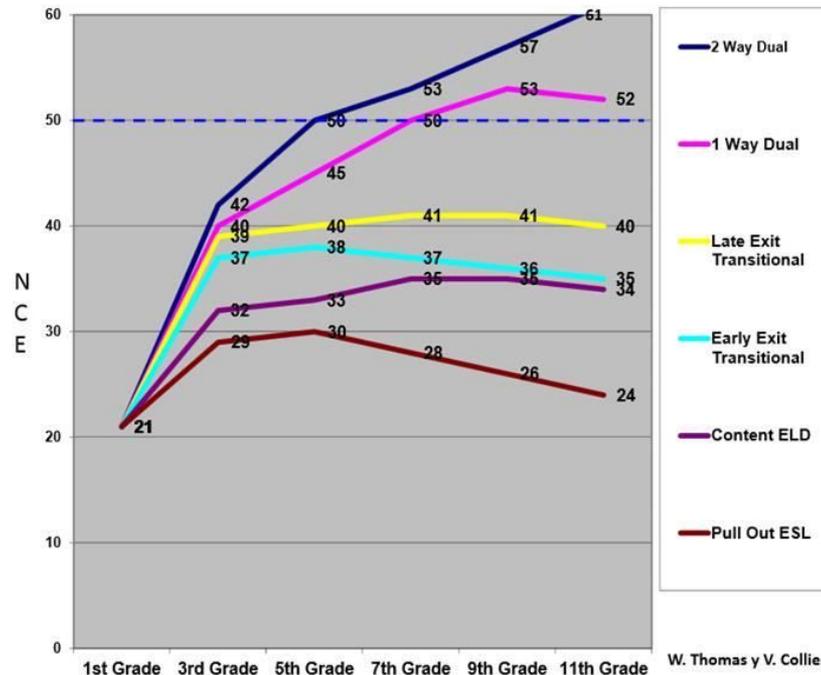


Schools (including BPS) may also implement native language instruction in individual classes without implementing a full program.

Benefits of Bilingual Education

Research from Thomas and Collier shows that the most successful program model for ELs' long-term achievement is through two-way dual language programming.

English Learners' Long-Term Achievement by Program Model



Bilingual Program: Transitional Bilingual Education

Transitional bilingual education programs (TBE) leverage students' native languages to help with English language development and ensure students meet academic expectations, but the **goal is to eventually transition into English-only instruction.**

- Initial instruction is offered in native language and decreases gradually as more English is introduced.
 - a. **Early Exit** - Transition happens in 1–3 school years
 - b. **Late Exit** - Transition happens in 4-5 school years
- Some educators and researchers consider TBE programs to be subtractive and assimilationist (Gandara & Escamilla, 2018).
- Most TBE programs are implemented at elementary level, but they can also be applied in middle and high school. They should not be implemented as students' entire academic career.

Bilingual Program: Dual Language

Maintenance or dual language education (DL) is a form of education in which students are **taught literacy and content in two languages**. The goal is to:

- Develop bilingualism and biliteracy
- Ensure high levels of academic achievement
- Grow sociocultural competence

Programs should be implemented K-5, with K-12 option encouraged.

A minimum of 50% to a maximum of 90% of daily instruction should be in the partner language for all students.

One-Way Immersion

All students speak the same native language (includes simultaneous bilinguals)

Two-Way Immersion

Even mix of native speakers of both languages (includes simultaneous bilinguals)

Current Bilingual Programs in BPS

Dual Language (TWI)

Spanish/English

- Umana (K1-8)
- Greenwood (K1-8)
- Hernández (K1-8)
- Hurley K-8 (K1-8)
- Muñiz (9-12)

ASL/English

- Horace Mann School for the Deaf and Hard of Hearing (K-12)

Haitian Creole/English

- Mattahunt (K1-Grade 4)

Vietnamese/English

- Mather (K1-Grade 2)

Other NL Instruction

- Cabo Verdean Language and Culture Course at Burke High School

SLIFE

Spanish

- Curley
- Umana
- Hennigan
- Mildred Ave
- Blackstone
- BCLA/ McCormack
- Charlestown High
- Newcomers Academy

Haitian Creole

- Taylor
- Tech Boston
- Newcomers Academy

Cabo Verdean Creole

- Orchard Gardens
- Dearborn STEM
- Newcomers Academy

Multilingual

- Newcomers Academy
- Brighton High School
- Edison K-8
- Taylor
- Frederick

World Languages Programs in BPS

Heritage language program: allows students who have some proficiency in or a cultural connection to a language through family, community, or country of origin to further their knowledge of the language and the culture. Goal is fluency of language in all 4 domains: reading, writing, listening, speaking. Currently, BPS has eight Spanish Heritage Language programs in BPS high schools.

World languages program: allows students to study a language and culture they have not been exposed to previously. Goal is for students to graduate with a minimum language proficiency of Intermediate High in order to earn the MA State Seal of Biliteracy.

For more information about BPS World Language programs, please visit [Boston Public Schools World Languages Department](#) website.

Bilingual Programs: Priorities

- **Program Structures**
 - Ensure all programs are aligned to CAL Guiding Principles and MADESE for Dual Language Education
 - Review and revise language allocation policies to reflect research and staffing availability
 - Create equitable access to bilingual instruction for students with disabilities

- **Curriculum**
 - Research, adapt, and implement Equitable Literacy initiative in bilingual classrooms and for deaf/hard of hearing students
 - Curriculum development for Spanish, Haitian Creole, Vietnamese, and Cabo Verdean Creole (all critical)
 - Collaborate with Library Services to increase access to authentic literature in languages other than English

- **Instruction**
 - Provide professional development for *Teaching for Biliteracy* framework
 - Create guidance for incorporating socio-cultural competence into instruction
 - Incorporate bilingual programs, Apps and assistive technology

Bilingual Programs: Priorities

- **Assessment and Accountability**
 - Design a dual language assessment strategy (collaborate with ODA) - content and language
 - Develop language assessments for Haitian Creole and Vietnamese
 - Increase access to formative language assessments and make available in dual language programs
- **Staff Quality and Professional Development**
 - Ensure current staff has the appropriate content licensure and the Bilingual Education Endorsement
 - Design professional learning to meet the instructional rigor of state standards in both languages
 - Create a Dual Language network of support and language based PD
 - Facilitate professional development for school leaders and staff on racism, bias (linguistic, ethnic, religious etc.)
- **Support and Resources**
 - Meet monthly with each school to check on progress and identify areas of support
 - Collaborate with districts and organizations that implement and support bilingual education initiatives
 - Provide coaching and/or mentorship for Bilingual Educators

Pre-Planning with Students, Families, Communities and Schools in Mind

- Provide family engagement sessions to inform families about dual language structure and biliteracy development
- Continue to collaborate with community based organizations that support native language development
- Continue presentations by EL Family specialists at DELAC and ELAC on family rights and program options
- Develop youth voice and advocacy for bilingual programs and MA State Seal of Biliteracy in collaboration with partners
- Coordinate strategy between EL Family Specialist, School Community and OEL staff survey the school community readiness
- Ensure that school staff are integrated into the community readiness for dual language implementation
- Provide community data and mapping to coordinate community assets, CBOs and network map language assets
- Ensure program planning committee is inclusive of all school community stakeholders

"No one should have to choose one language and culture over the other because having both is undeniably better than having just one."

Thank you!

What new information did you learn?
What questions do you still have about programs?



Additional Resources

Center for Applied Linguistics (2010) - [English Language, Foreign Language, and Heritage Language Education in The United States](#)

Center for Applied Linguistics (2010) - [Heritage Language Brief](#)

Center for Applied Linguistics (2018) - [Guiding Principles for Dual Language Education](#)

Gandara & Escamilla (2018) - [Bilingual Education in the United States](#)

Multistate Association for Bilingual Education, Northeast (MABE) - [Resources for Program Planning, Implementation, and Assessments](#)

MA Department of Elementary and Secondary Education (2018) - [Guidance for Defining and Implementing Two Way Immersion Programs*](#)

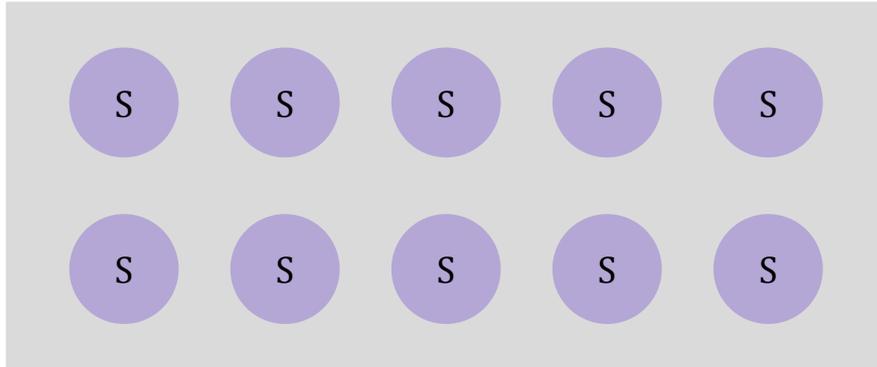
MA Department of Elementary and Secondary Education (2019) - [Guidance for Defining and Implementing Transitional Bilingual Education Programs](#)

Transitional Bilingual Education

Transitional bilingual education programs (TBE) leverage students' native languages to help with English language development and ensure students meet academic expectations, but the goal is to eventually transition into English-only instruction. Initial instruction is offered mostly in students' first language and decreases gradually as more English is introduced.

- Early Exit - Transition happens in 1–3 school years
- Late Exit - Transition happens in 4-5 school years

Class Structure Example:

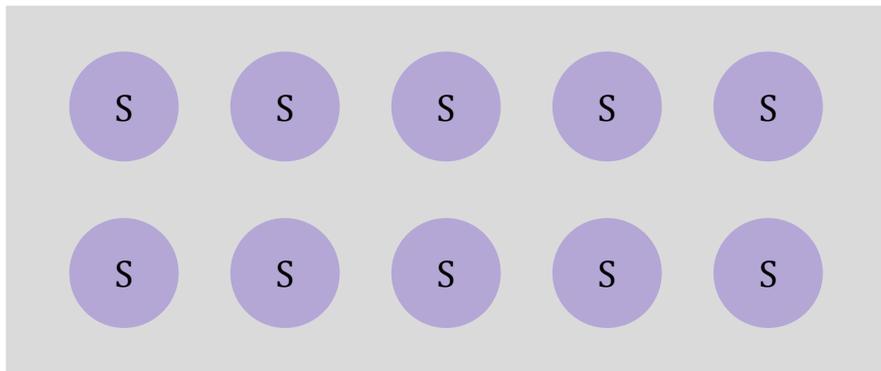


S Spanish as first language

SLIFE

Students with Limited or Interrupted Formal Education (SLIFE) is designed for students who have experienced prolonged interruption to education in their countries of origin. The goal of the program is to provide students with intensive instruction in their native language to ensure they are able to participate in grade-level education. Students are exited out of the program once they meet predetermined criteria and are able to continue their education in other programs designed to support English language learners.

Class Structure Example:



S Spanish as first language

Dual Language Education

Maintenance or dual language education (DL) is a form of education in which students are taught literacy and content in two languages. The goal is to:

- Develop bilingualism and biliteracy
- Ensure high levels of academic achievement
- Grow sociocultural competence

They are considered to be an additive model because students are gaining English language while continuing to develop their first language skills.

Programs should be implemented K-5, with K-12 option encouraged.

A minimum of 50% to a maximum of 90% of daily instruction should be in the partner language for all students.

Dual Language Education

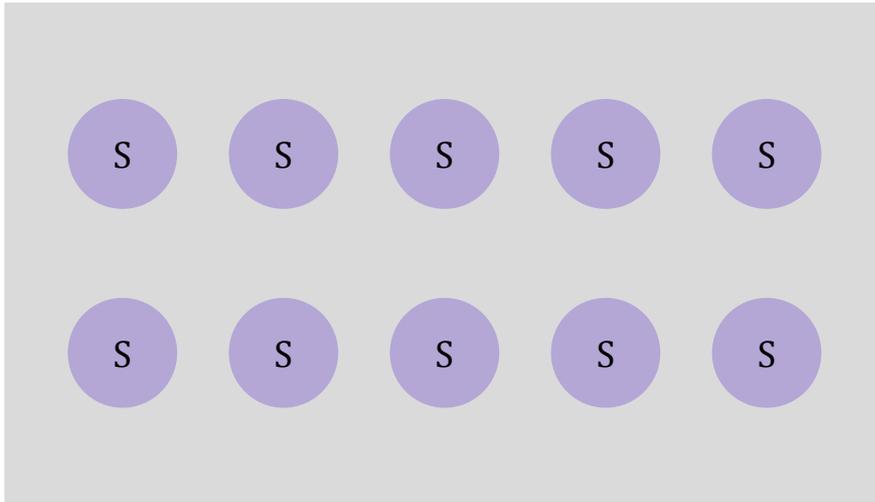
There are many types of dual language education programs, and the structure of the program depends of the students who will be participating.

- **One-Way Immersion** - all students in the program share a common first language and are learning the partner language.
 - Developmental
 - Heritage Dual Language
 - World Language Immersion
- **Two-Way Immersion** - half of the students in the program are native speakers of one language, and the second half of the students are native speakers of the second language; students serve as language models for each other
 - Two-Way: General
 - Developmental & Heritage

DLE: Developmental

In One-Way Developmental programs, all students are native speakers of the partner language and are learning English. They receive instruction in their native language and English and follow the dual language framework.

Class Structure Example:

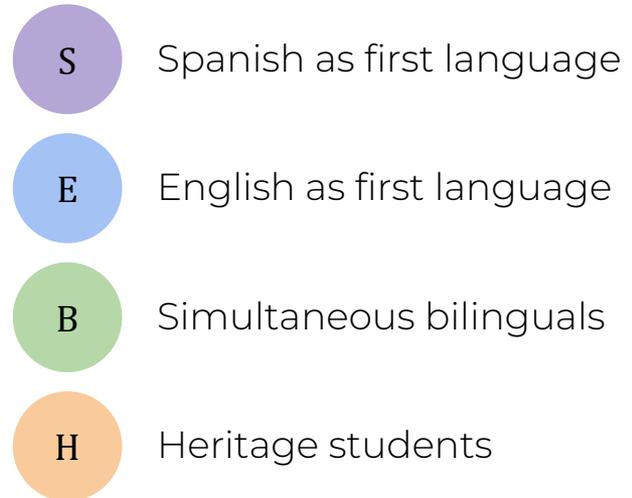
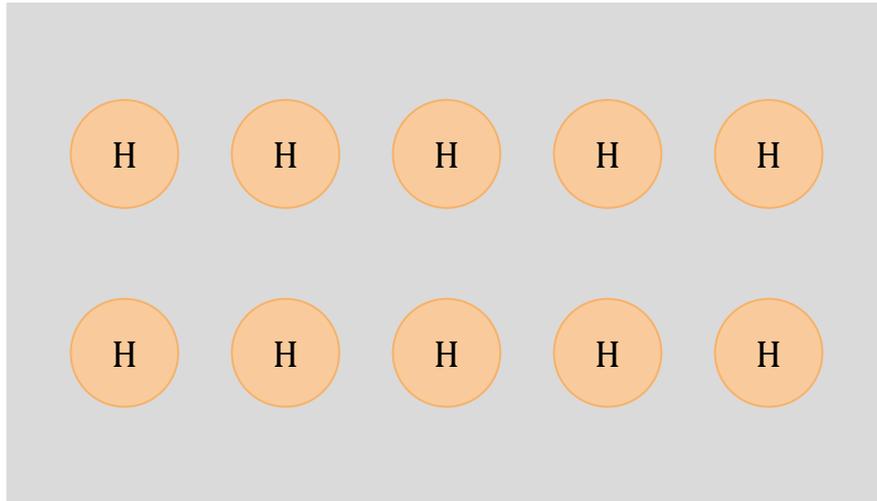


-  Spanish as first language
-  English as first language
-  Simultaneous bilinguals
-  Heritage students

DLE: Heritage Dual Language

In One-Way Heritage Dual Language programs, all students are heritage speakers of the partner language. They have connection to the language and culture through family or country of origin, but they do not have fluency in the partner language. Instruction is provided in English and the partner language.

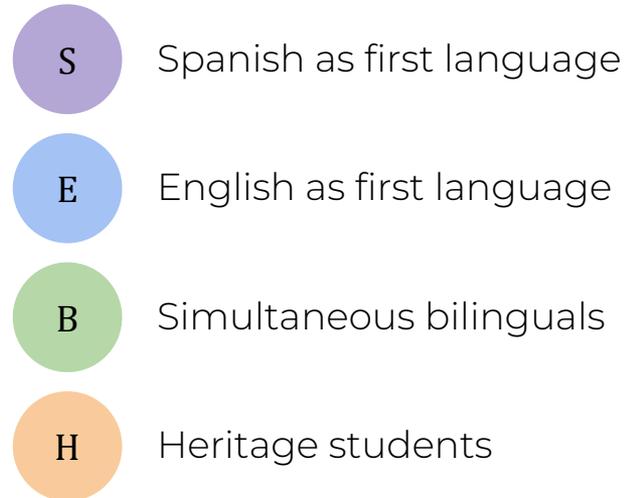
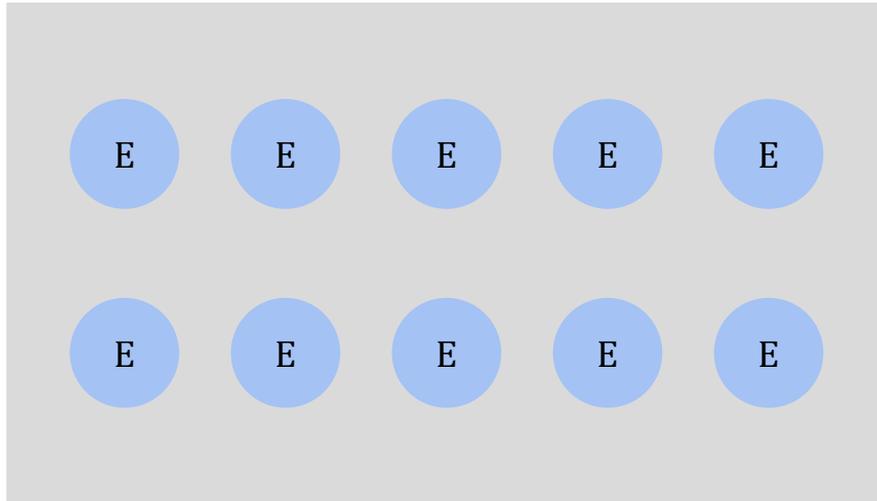
Class Structure Example:



DLE: World Language Immersion

In One-Way World Language Immersion programs, all students are native English speakers and are learning the partner language. All instruction is provided in English and the partner language.

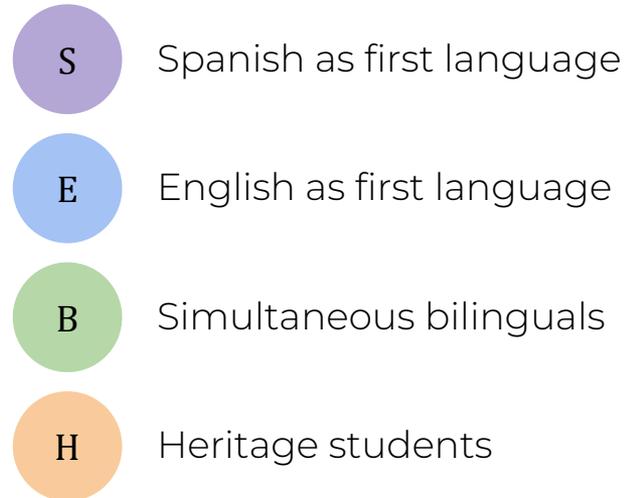
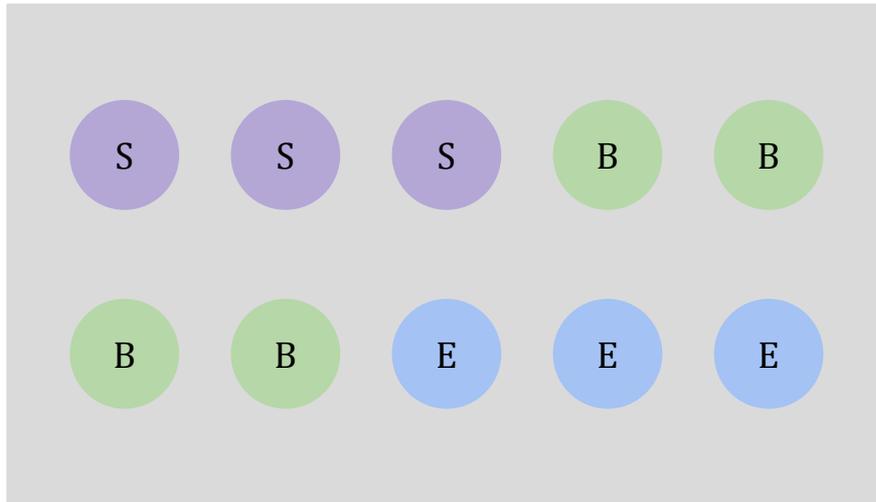
Class Structure Example:



DLE: Two-Way Immersion

In Two-Way World Immersion programs, students come from different linguistic backgrounds. Some students will be native speakers of the majoritized language (such as English), while others will be native speakers of the partner language. Simultaneous bilinguals are exposed to both languages prior to age three.

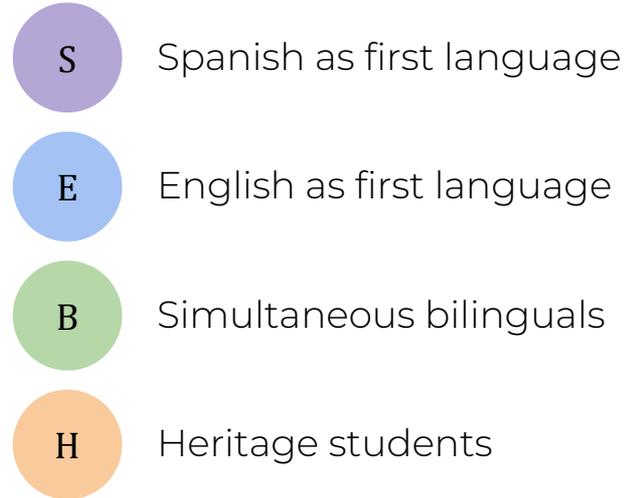
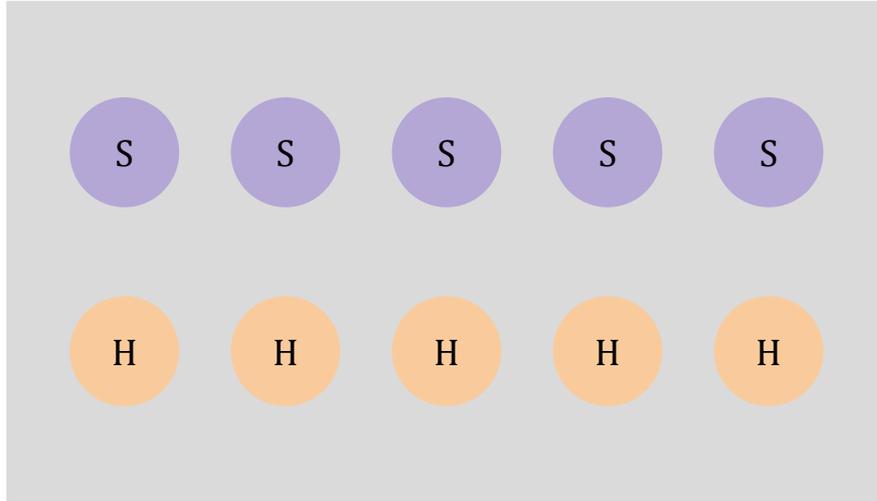
Class Structure Example:



DLE: Developmental & Heritage Language Immersion

In Developmental & Heritage Language Immersion programs, students come from different linguistic backgrounds. They combine students whose native language is the partner language and students who have some exposure to the partner language and culture through family or country of origin. Their dominant language is usually the majoritized language (such as English).

Class Structure Example:



Bilingual Education Notes

1. Throughout the years, bilingual education program models have shifted to accommodate demand for programs, population of students whose first language is not English, and research related to language acquisition and equitable education.
2. Regardless of the program model, the purpose of bilingual education is to provide culturally and linguistically inclusive instruction and affirm students' identities. Before choosing a type of program, districts should go through extensive community engagement process to ensure all people affected by the program implementation have been informed and given the opportunity to provide feedback.

