



# **Building a Multicultural and Multilingual BPS**

May 10, 2019

## Culturally and Linguistically Sustaining

Culturally and Linguistically Sustaining Practices draw upon, infuse and evoke students' existing schema, experiences, funds of knowledge, and perspectives to optimally facilitate learning. C.L.S.P. also intentionally seek racial and cultural equity and pluralism in order to deliberately tailor district-wide norms, policies and practices to affirm the identities of and expand opportunities for historically marginalized students. C.L.S.P. heavily relies upon the scholarship and research of its preceding models, namely culturally relevant, culturally responsive and culturally sustaining pedagogies (Gay, 2010; Ladson-Billings, 1995; Paris, 2012).

— Dr. Colin Rose & Hayden Frederick-Clarkes

## **Multilingual, Multicultural (Language)**

**In recognition of the linguistic diversity students bring to the district, and in an effort to honor this as assets to further develop, BPS seeks to create and support multiple pathways, including Pre-K through 12 dual language programs and elementary world language programs, for students to become multilingual upon graduation. These opportunities will help BPS close opportunity and achievement gaps, enable students to achieve an Advanced Level of language proficiency and prepare our students to participate in a global economy.**

Research finds that one-way and two-way dual language enrichment models of schooling demonstrate the substantial power for enhancing student outcomes and fully closing the achievement gap.

Thomas and Collier



## LOOK ACT

Affords the District flexibility in creating new language programs and empowers EL parent advocacy.

## GLOBAL COMPETITIVENESS

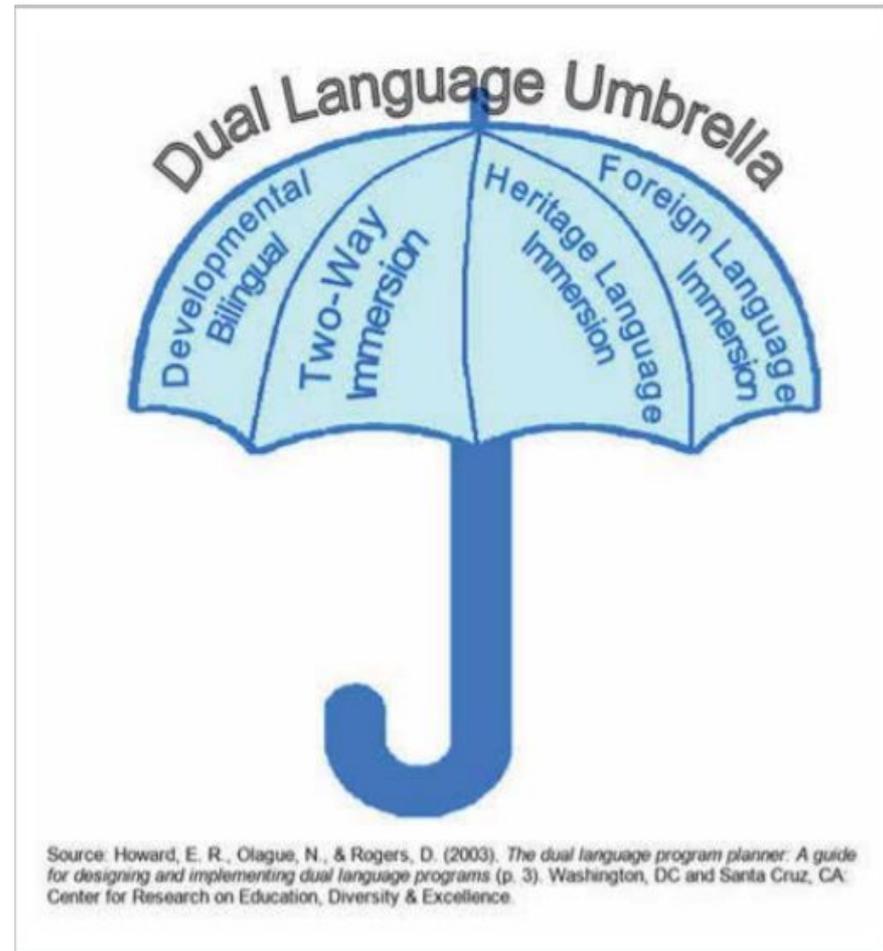
Allows awareness and understanding of other cultures to be competitive in the global market and to obtain the Seal of Biliteracy.

## CLOSING THE OPPORTUNITY GAP

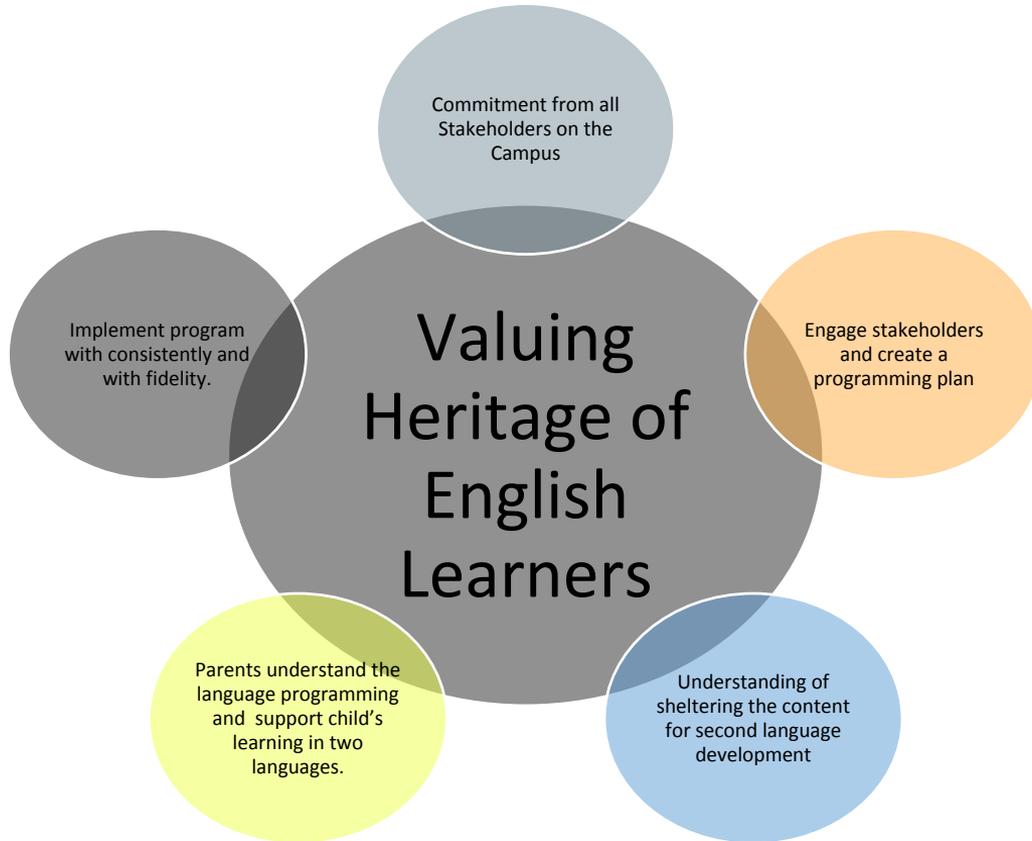
Bilingualism has a positive impact on cognitive development. Students who are bilingual and biliterate are more likely to have increased academic performance and problem solving abilities.

# Language for All

There are six current dual language programs presently available to BPS students, and we aim to create more bilingual programs in the coming years as well as expand additional opportunities for native language instruction to best support our English Learners.



# Valuing Heritage of English Learners



# Valuing World Language Learners



As we prepare our students for college, career and life readiness, the study of world languages should not be underestimated. Boston Public School students deserve a high-quality, well-rounded, global education — one that leads with languages.



For students today, learning a language is the principle window through which they explore world cultures



Evidence now exists that districts driven by a vision of multilingualism and global competency are making great strides in closing the achievement gap – or perhaps the more aptly named “opportunity gap” – faced by so many students living in poverty.



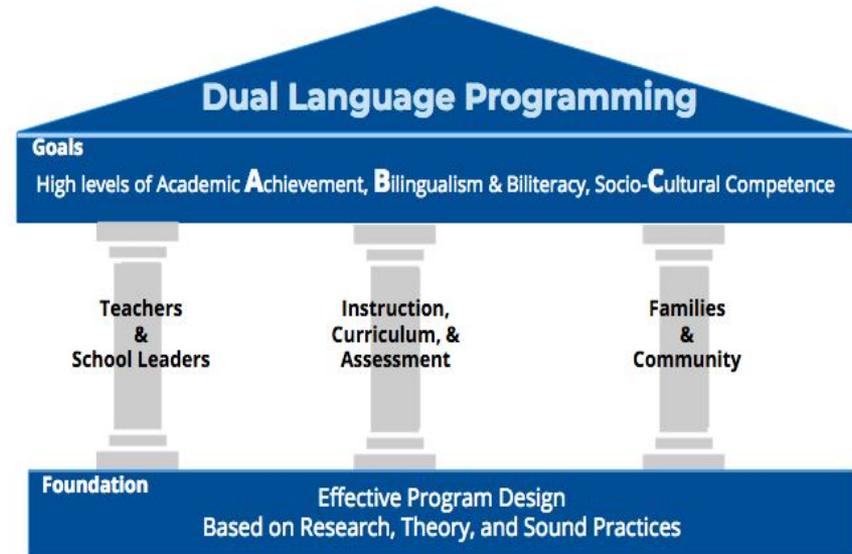
Language proficiency is a passport to global readiness, global engagement, and intercultural competency. Bilingualism, biliteracy, and their byproducts are essential for the college- and career-ready 21st century graduate in Boston.

# Ideal Course of Study for Multicultural/Multilingual

## World Language Programming

School Level	Days/week	Minimum Instructional time in minutes (hours per year)
Elementary	3 - 5 days	90 min/wk (60 hours/year)
Middle	Daily	60 min/day (132-165 hours/year)
High	Daily	60+ min/day (165-200 hours/year)

## Dual Language Programming



# Where are we now?



34% of BPS students offered a world language in 28 elementary/30 high schools



Students who begin world languages study in elementary school face a gap in middle school.



The world languages program in 42 schools offer students the ability to achieve a Novice level of language proficiency.



Two out of six middle schools offer 1 year of foreign language study (offered to AWC Grade 6). Three middle schools offer no foreign language study.

The world languages program in 16 schools offer students the ability to achieve an Intermediate/Advanced Level of Proficiency.

## Future Planning and Opportunities

### Massachusetts State Seal of Biliteracy

- Increase the number of grade 12 students opting in to the Massachusetts State Seal of Biliteracy
- Offer Language Opportunity Coalition Seal of Biliteracy for students in middle school grades
- Expand opportunities for a portfolio assessment for the Seal of Biliteracy for languages without a DESE approved testing instrument

### Dual language:

- Expand offerings PreK-12 and in various languages that represent the students in Boston

### World Languages:

- Establish working group to explore the feasibility and implementation of expanding World Language PreK-12.
- Collaborate with the MassCore Working Group on the work as it relates to World Language requirements in grades 9-12