

**NEW ENGLISH LEARNER EDUCATION (ELE) PROGRAM COMPLETE PROPOSAL**

**District Name and Address:**

Boston Public Schools - Office of English Learners  
Bruce C. Bolling Municipal Building  
2300 Washington Street, 6<sup>th</sup> Floor  
Roxbury, Massachusetts 02119

**Name of Person Completing Proposal and Role in School/District:**

Priya Tahiliani, Assistant Superintendent

**Date of Submission:**

December 21, 2018

**Type of New ELE Program Proposed for English Learners in the District.**

- € Sheltered English Immersion (SEI)
- € Dual Language Education (DLE) or Two-Way Immersion (TWI)
- € Transitional Bilingual Education (TBE)
- € **Other (please specify) Developmental Bilingual**

**Description of the Proposed New ELE Program**

*Describe how the new program will meet students' needs compared to or in addition to any existing program in the district? Cite data to support the district's rationale for proposing the program.*

The Boston Public Schools Office of English Learners is pleased to submit this complete proposal to DESE for new English Language (EL) programs in Boston to increase our offerings of bilingual programming for our English Learners in light of the new LOOK Act. In addition to our current offerings of Sheltered English Immersion (SEI), Dual Language (DL) two-way immersion, High Intensity Literacy Training (HILT) for Students with Limited or Interrupted Formal Education (SLIFE), English as Second language (ESL), and ESL embedded in English Language Arts (ELA), we propose the addition of Developmental Bilingual programming.

OEL seeks to partner with the an Elementary school which currently houses one of the district's specialized Chinese-SEI program and has a population of 60% Asian students and 54% of students who identify a dialect of Chinese as their first language.

OEL is currently in process of meeting with the school leadership team and staff to strategically outline the future programming model that would support the instructional model, English language development for ELs and access to more native language opportunities for Chinese Language.

All English Learner programs in the Boston Public Schools (BPS) must meet Castañeda's Three Pronged Test in that they are

1. based on a sound educational theory or on research;
2. implemented with adequate and appropriate resources, and;
3. result in demonstrable academic outcomes for English Learners

The Developmental Bilingual program aims to teach both academic content and English language development as well as the Chinese language with the goal for students to become bilingual and biliterate for students who all share the same language background. Students in this program will all be heritage Chinese speakers, but of various English proficiency levels, including ELDs 1-5, Former English Learners, and students who are English proficient but have a heritage/cultural connection to the language. In addition, students develop a sense of cultural heritage and achieve academically in both languages.

OEL is in process of discussing with the school the way of implementing the model either as: 1.

1. K1 - year 1 implementation,
2. whole school schedule adoption
3. Opting in opportunity for students and families by grade

We have not yet determined which option we will choose but we will let the Department of Elementary and Secondary Education know when it has been decided. Students who are not impacted within the year of implementation would continue to be serviced in the district approved programmings for ELs. We are also collaborating with the school to review the research and create plan for professional learning opportunities for teachers and plan for instructional time.

***ELPAC consultation statement:***

The district consulted the ELPAC about LOOK Act programming at two points over the last two months:

On Friday, November 2, 2018, at the BPS District English Learner Advisory Council Conference (DELAC), an OEL team member presented on the LOOK Act components. During this interactive presentation, families were able to share what types of learning environments and programming they would like to see for their students. Families were made aware of the LOOK act's goal of bilingualism and biliteracy for English Learners. Parents shared out their ideas and gave feedback on a survey. This feedback was used to guide OEL's thinking in creating preliminary proposals. On Thursday, December 13, 2018 the OEL team engaged with the DELAC executive committee at their monthly meeting, sharing the specific programs being proposed to DESE in order to elicit feedback. One of the big takeaways from this meeting was that a broader number of families needed to know this information in order to have more knowledge and feedback. In addition to talking to individual school communities who are potential partners with OEL for these proposed programs, OEL is exploring the options for recording presentation with information to send out to families (webinars, etc.) as part of the parent engagement plan in order to meet more families who are not available for in-person meetings. An online

<sup>1</sup>“When determining whether a school district's ELE program complies with federal and state laws and regulations, the Department will apply the three-prong test established by the United States Court of Appeals for the Fifth Circuit in *Castañeda v. Pickard* (Appendix K & L), which the U.S. Department of Justice and the U.S. Department of Education's Office for Civil Rights also use to determine ELE program compliance under the federal EEOA and Title VI laws

respectively”-<http://www.doe.mass.edu/ell/guidance/Guidance.pdf>

feedback form will be provided at the end to support two-way communication. OEL is also exploring the options to have the presentation translated or even presented in our 9 major languages of families.

## **Rationale**

In addition to providing students an opportunity to become bilingual, biliterate and attain cross-cultural competencies, all of which are important 21st century skills, large-scale, national research studies have found that Developmental bilingual/one-way immersion programs are more effective at closing the achievement gap for English Learners. The Developmental Bilingual is an applicable model for serving the English learners with Chinese primary language.

Subsequently, the Office of English Learners leveraged its resources to create for the first time a Director of Dual Language Programs position dedicated to growing and strengthening dual language education within the Boston Public Schools.

Developmental bilingual immersion model is designated program model to promote bilingualism and biliteracy, cross-cultural competency, and high levels of academic achievement for students who all share the same language background. Students in Developmental bilingual program receive the same core curriculum as all students in the district and instruction is scaffolded in two languages throughout the program.

Describe the proposed ELE program in sufficient detail, addressing:

- a) program design;
- b) plans for providing ESL and partner language instruction within the proposed program;
- c) program components for ensuring student access to grade-level standards and appropriate academic language;
- d) plans for integrating culturally responsive teaching and asset-based learning (high expectations and affirming student strengths) into instruction; and
- e) planned efforts for engaging families of students in the proposed program in their children's learning.

In addition to providing students an opportunity to become bilingual, biliterate, and attain cross-cultural competencies; all of which are important 21<sup>st</sup> century skills, research around Developmental Bilingual programs has demonstrated improved academic trajectories as compared to students enrolled in other English language development programs. In particular, one comparative study, which examined academic trajectories of students enrolled in various English Language Development programs, showed that students enrolled in all bilingual programs grew as much as their peers in English Language Arts (ELA) test scores, if not faster than, those in English Immersion programs (Valentino & Reardon, 2015).

Similarly, research around bilingual programs may have additional benefits. One longitudinal study, which examined early enrollment in bilingual programs, demonstrated that 3 years in a second language immersion program enhanced the students' executive control (Nicolay & Poncelet, 2015).

### **Program Design**

Depending on the students demographics at each school, school leadership and teachers will select the language model, based off the following: developmental bilingual, students starting in K1 will receive a minimum of 90% of

daily instruction taught in Mandarin. The remaining 10% of the instruction will be received in English. For the following years BPS developmental bilingual elementary programs operate on either a 90/10, 80/20, or 70/30 instructional model in K1-1st, and 50/50 instructional model from 2nd grade upward. The percentage of instruction in Mandarin, beginning at K1, is taught either 90%, 80%, or 70% of the day. Language of instruction changes in 2nd grade when instruction is facilitated equally in both the Mandarin and English. Attaining bilingualism and biliteracy takes time, therefore, the recommended length of learning in a developmental bilingual programs begins from kindergarten and extend for at least five to seven years.

<b>Grade</b>	<b>90/10 Model</b>	<b>50/50 Model</b>
K1	90/10	50/50
K2	80/20	50/50
Grade 1	70/30	50/50

Grade 2	60/40	50/50
Grade 3	50/50	50/50
Grade 4	50/50	50/50
Grade 5	50/50	50/50

As schools are determined and move through the process of analyzing the student need and evaluating the staff language capacity, the model will be selected and provided to DESE.

Heritage programs at the secondary level aim for students from different educational journeys (coming from Dual Language, SEI, or gen ed in elementary school) to learn in two languages through their secondary years with the goal of attaining bilingualism and biliteracy by graduation. In 6th grade, students will choose their language program, and have one period a day of immersion in the language. The teacher will differentiate based on the student proficiency level but giving rigours content to students to master the language. In 7th grade and up students will have two courses per day in the native language: one language/literacy class and one culture/social studies class.

### ESL Curriculum and Instruction

ESL will be an important component of all programming as it is a requirement and important for our English Learners to develop English language in all four domains. Currently BPS is in the production stage of implementing Model Curriculum Units. These units are adapted from the Model Curriculum Units presented by DESE. In order to refine teaching practices the MCU have been broken down into ELD level. With strategies based , and standards aligned teaching practices that can be adapted to support varying ELD levels. Rather than textbook aligned scope and sequences, a curriculum map will be the guide to giving ELLs access to scaffolded grade level content. Within the curriculum maps units that feature strategy based teaching skills (accessing complex text, accountable talk protocols, scaffolding background knowledge etc.), and assementents will be included.

- (Dual Language) Each unit has the ability to be translated into other languages, without taking away from the content delivery → units that are presented in the native language will have a “Bridging” lesson at

the end of each unit to ensure students are transferring the knowledge and vocabulary from L1 to English

- (Differentiated ESL support in levels 1-5) Students will have access to the same standards they are being held accountable for in their grade level. As their ELD levels continue to rise and they transition to embedded classrooms, students will come with the skill set needed to thrive toward fluency.

ESL instruction may vary by school but in most cases ESL will be embedded into ELA instruction with differentiation for students by proficiency level in each domain. The use of the WIDA Can Do descriptors will guide teachers in meeting students at their instructional level. All teachers will be trained with an 18 hour WIDA course on differentiating for ELD level.

## Resources Dedicated to the Effective Implementation of the Proposed New ELE Program

*Through the Preliminary Proposal, the district has already submitted information regarding the resources that it will dedicate to the effective implementation and ongoing operation of the proposed new program.*

*If applicable, please inform the Department of any changes or additions to the anticipated:*

- a) number and expected qualifications of the program's educators*
- b) ESL and content curricula*
- c) professional development plans*
- d) support services, such as tutoring and interventions*
- e) parent engagement plans*

### **Staffing:**

To address the above needs, BPS dual language teacher hiring requirements include: 1) content area license; 2) ESL license; 3) Bilingual endorsement (indicating academic proficiency in the partner language) or SEI endorsement (if only teaching in English)

OEL has provided the following brief checklist to be used during the annual Budget Collaborative/Probable Organization process to ensure that schools budget appropriately the instructional staff for their dual language program.

- Are dual language staff accounted for within each language strand and grade of the program? 
  - Are the positions coded and licensed appropriately for each strand:
    - Language Specific Dual Language Teacher, contingent upon the model - must have bilingual endorsement
    - English Specific Dual Language Teacher, contingent upon the model - must have ESL license and SEI or bilingual endorsement
    - Are the teachers bilingual and biliterate in the partner language as required for the language program model?
- Is there a funded ESL position(s) to ensure that all projected ELD 1-5 students in those grades are adequately serviced in accordance to the appropriate instructional model?

In addition to state mandated qualifications for teachers at the grade and content level in which they are teaching, Dual Language Two-Way Immersion teachers must be able to provide reading and writing instruction using an integrated and thematically-based approach to students in target language. That is, teachers of Dual Language Programs must be able to :

1. Align content standards vertically and horizontally,
2. Cluster their objectives to bring their students to the level needed to function in both languages and meet BPS and DESE's expectations, which are the same for all students regardless of their literacy or language proficiency level.

3. Partake in professional developments focusing on the unique features of the district's Dual Language program to maximize the instructional benefits that students receive from the program. OELL will provide professional development for Dual Language teachers that are deemed appropriate to students' language, literacy, academic development, social-emotional needs, and schooling experience.

Teacher qualifications: Content and ESL licensed, fluent in the target language and SEI or bilingual endorsed • The school has bilingual, biliterate, and bicultural paraprofessionals which will also be leveraged • We will partner with the school to create a pipeline program for paraprofessionals with language capacity to receive professional development and training to earn credentials for bilingual endorsement

Funding: BPS is currently in process of establishing the budget for SY19/20 where OEL and school will meet to ensure that for the level of implementation school has resources.

BPS on average allocates \$40,000 to support schools in their 1st year of program implementation which is used for

- 1) Classroom materials for curriculum and assessment development
- 2) School-based professional learnings
- 3) Parent Engagement
- 4) Identifying supplemental resources or enhance the learning experience.

## **ESL and Content Curricula**

### *Content*

Our plan for creating curriculum for our programs includes convening groups of current BPS teachers with native language fluency forming working groups facilitated by OEL Instructional Team members

- Connecting to BPS core curriculum
  - K1 - 2: Focus curriculum
  - Gr 3 - 8: Expeditionary Learning
  - High School: aligned to school's current curriculum
- Adapting for native language and cultural connections
  - Selection of texts
  - Adding cultural components
  - Adapting themes or topics
- Using Model Curriculum Unit template to address needs for each English Language Development level We

have also identified potential partners while establishing the programs and creating a district curriculum:

- UMass Confucius Institute
- BPS Pipeline program for Bilingual Endorsement from DESE
- MABE - Dual Language Leadership Network
- MATSOL

## **Current Structures which Support Student Needs**

In SY15-16, the Office of English Learners leveraged its resources to create for the first time a Dual Language Program Specialist position dedicated to growing and strengthening dual language education within the Boston Public Schools.

The design of the new program will be supported by cross-functional teams within the central office of BPS. OEL,



Special Education, Academics, Budget, Office of Human Capital, Planning and Analysis teams as well as Community Based Organizations will collaborate to support the roll-out of the new program.

## **Professional Development Plan**

To support ensure that all staff are adequately prepared to begin the new program and to support ongoing professional growth, professional development opportunities will be an essential component of the program roll-out. Professional development opportunities will focus on the unique features of the district's Developmental Bilingual program to maximize the instructional benefits that students receive from the program.

### **Overview of Professional Development**

OEL will provide professional development for Developmental Bilingual teachers that are deemed appropriate to students' language, literacy, academic development, social-emotional needs, and schooling experience. Professional development will occur at multiple touch points throughout the year.

Several staff will be supported by the professional development, including but not limited to: ●

School-level leadership

- ESL teachers
- Native language literacy teachers

There are many professional learning activities, including, but not limited to the following:

#### **BPS Essentials for Instructional Equity (Prior):**

Establish a coherent, research-based vision of instruction and related competencies that, when implemented across BPS, are likely to eliminate opportunity and achievement gaps.

#### **Foundations of Bilingual Education (Prior)**

Educators will be able to:

- identify developmental bilingual program features and goals.
- identify the variations in bilingual program models: school implementation scope, language allocation, student language population, classroom configurations, language of emergent literacy.

#### **Using Understanding by Design Framework for Developing Thematic Units in Chinese Literacy (Prior/During)**

Educators will be able to:

- develop essential questions to target standards as teachers organize curriculum content into coherent units.
- Distinguish between topical and overarching questions and their uses
- Use second language acquisition pedagogical based teaching and learning in their classrooms

#### **Developmental Bilingual Program Planning (Prior)**

Educators will be able to:

- identify expectations in the planning year
- identify what is needed for family and community participation in the planning stages
- identify instructional materials and resources
- plan for school and family orientations

#### **Developmental Bilingual Instruction and Assessment Practices (During)**

Educators will be able to:

- identify instructional approaches for second language development

bilingual instructional strategies

authentic and performance-based assessment in developmental bilingual setting

### **Culturally Responsive Leadership and Program Evaluation (During)**

Educators will be able to:

Create cross-cultural curriculum and culturally responsive school leadership: The Essential 5Cs, Shared Decision Making, Resource allocation, teacher recruitment, retention, and strategic hiring practices, networking and support.

### **Bilingual Curriculum Materials Research and Development Professional Learning Communities (Prior and During)**

In the PLCs, teachers continue to research and develop on instructional materials that aligned to program goals and state standards. Including manipulatives and center based materials targeting language development in both English and Mandarin.

### **Professional Development in Language Study**

Native language teachers will have the opportunity to come together in PLCs by language across schools and bilingual programming in order to study the language further, align instruction vertically, and calibrate on language/vocabulary use

### **Expanding Structures to Support Teacher Professional Development**

Ongoing collaboration with the Office of English Learners will support new bilingual teachers. In addition to the implementation of a new bilingual endorsement, training will be provided to bilingual teachers. The goal of training will be to not only support the bilingual teachers in year-one roll-out, but to support teachers of future bilingual rooms. As an additional support for teachers seeking a bilingual endorsement, the OEL is sponsoring a Pathway Program providing preparation for the ESL/Bilingual MTEL, oversight of the internship, if required, and professional development in the knowledge and instructional skills and practices needed for effective teaching of English as a Second Language. The Pathway Program will also focus on the instruction of EL students who have special needs and are enrolled in special education classrooms and programs.

### **Opening of the Developmental Bilingual Program:**

The school and Office of English Learners will hire a fully bilingual and biliterate English/Mandarin language teacher who has a background in Early Childhood and/or Elementary to be the Mandarin Specialist as well as the bilingual program ambassador during the 2019-2020 school year. This individual will work in classrooms teaching a Mandarin specialist class in grades K1-2, build the school's knowledge and culture around Mandarin, and plan the future program structure based on CAL's Guiding Principles of Developmental Bilingual Instruction complete with stakeholder engagement of the whole school community (families, staff, etc). This staff member will work closely with the Office of English Learner's Dual Language specialist to complete a year of planning for full implementation in the 2020-2021 school year, including a plan for hiring new staff members for the program.

The developmental bilingual team, consisting of members from OEL and the school, will also work with the Boston Public School's Office of Human Capital's Recruitment, Cultivation, & Diversity Programs. This team has a variety of pipeline programs for teachers, professionals, and leaders. We will work with these programs to ensure that there are individuals in pipeline programs who have Mandarin language capacity who will become potential candidates for roles as the bilingual English/Mandarin teacher. These programs are also connected to UMass Boston so after completing courses in these pipeline programs, participants can use the course towards a graduate certificate. UMass Boston is also home to the Confucius Institute, a resource center for Chinese language and culture as well as a platform for the communications and exchanges between the U.S. and China. started in 2006 in partnership two

prestigious partners from China: Renmin University of China and the High School Affiliated to Renmin University of China. We seek to partner with the Confucius Institute to build the language and culture capacity through culture and language courses, teacher professional development, and even travel opportunities. The goal is for the school to adapt and integrate Chinese culture to the entire community, so even those who are not yet in the developmental bilingual classes are exposed to the cultural aspects as a developmental bilingual environment.

### **Support Services (such as tutoring and interventions)**

When students are learning in two languages, it may take longer to perform at the same level as their peers in monolingual classrooms, but students will be regularly assessed in the language of instruction to monitor their progress. Students who are not meeting grade level expectations will be targeted for additional support. Each school community will have different support structures, but it will be part of their program plan. Some support services that are potentially provided as support services include:

- Response to Intervention - tiered supports targeting skills
- Reading intervention groups by language
- After school programs with bilingual staff for:
  - homework support
  - enrichment activities (culturally based)
- World language classes for students
- Family classes to support student progress and learning
  - around second language acquisition and how to help support students at home (ex: Tech Goes Home)
  - language classes (ex: Spanish for English speaking families, English for Spanish speaking families, Parent Literacy, etc.)

### **Engagement**

Family and community engagement is an important aspect of sustaining the new program. As a part of the family engagement plan, OEL will work with the school to plan for parent and community education, inclusive of information sessions with potential families and cross-stakeholder informational and collaboration meetings. Families will also be engaged through several school-based activities throughout the year, focusing on academic activities and family support. Below is an overview of the engagement plan:

#### ***District & Community***

- **School Leader Outreach and Collaboration**
  - Interest forms submitted for alternative programming models
  - OEL consulted with school leaders
- **School Staff Information Sessions**
  - Emphasizing the importance of bilingualism
  - Answering questions around impact to positions
  - Discussions around new licensure requirements
- **Community Based Organization Partnerships**
  - Meeting with CBOs to better understand community interest and priorities
  - Partnering with CBOs to lead community meetings around new programming aligned to LOOK Act
- **Create ELACs at all schools with new programming**

***Parent/Family***

- **Communication** to families via flyers, phone calls, meetings, and media (radio, television, and social media)
  - Educating families around the benefits of bilingualism and dispelling fears around English language acquisition
  - Quarterly conferences with families to update on progress in various forms of communication •
    - written
      - in person
      - over video call
- **Collaboration** with parents, students, and community leaders to establish new programs – Working alongside parents to advocate for language programs and school sites of their choice – Creating ELACs at all schools with new programming
- **Evaluation** around quality of programs before, during, and after implementation
  - Utilizing school-based ELACs to assess quality of programming and to review student outcomes

**Program Evaluation**

Describe how the district intends to measure and evaluate the program’s success within the first **two years** of operation.

Evaluation of the program’s success is an essential component of the implementation plan. As recommended by the Center for Applied Linguistics (Center for Applied Linguistics, 2013), several areas of the implementation process should be evaluated, including but not limited to:

**Partner language**

- Formative and summative
- Language, literacy, and content

**Student data**

- English and partner language
- Language, literacy, and content
- Staff, student, and parent satisfaction
- Long term outcomes (graduation, retention, placement in special education)

**Program**

- Collection of data on program implementation
- Use of student data for evaluation (Center for Applied Linguistics, 2013)

In conjunction with the above guidance, the district has also compiled a checklist to evaluate effective roll-out of the program. We plan to also survey stakeholders (families, school staff, etc) about the program. The check-list contains essentials to sustainability pertaining to operations, stakeholder engagement, and course correction opportunities.

**Appendix: Checklist for starting a Program**

**School Level: Identification of School**

Department(s) Accountable	Staff Responsible	Task	Completed
Planning and Analysis, OELL		Identify Need	<input type="checkbox"/>
Enrollment and OELL		Identify School that has programming aligned to the new classroom	<input type="checkbox"/>
Operational Superintendents		Identify schools with available classroom space	<input type="checkbox"/>

<b>Enrollment/OELL/Operational Superintendent</b>		<b>Determine school with best capacity to serve new classroom students</b>	<input type="checkbox"/>
<b>Operational Superintendent</b>		<b>Visit School to research potential classroom areas</b>	<input type="checkbox"/>
<b>Operational Superintendent</b>		<b>Inform School Principal or Headmaster that a new classroom will be opened</b>	<input type="checkbox"/>

**New Classroom Preparation**

	<b>Add program capacity for new classroom and establish the assignable limit for the school</b>
	<b>Assigns students to the school's accept list</b>
	<b>Create Position Control Numbers for teacher and/or paraprofessional positions from New Classroom Reserve Fund</b>
	<b>Post job descriptions) for teachers and/or paraprofessionals</b>
	<b>Provides list of available teachers or resumes of potential candidates to school</b>
	<b>Provides list of available substitutes or resumes of potential candidates to school</b>

	Provide list of available paraprofessionals or resumes of potential candidates to school
	Interviews for new classroom teacher and/or paraprofessional
	Prepare room for classroom
	Order furniture from New Classroom Reserve Fund
	Provide list of materials and quotes to Academics for materials
	Order materials from New Classroom Reserve Fund
	Provide transportation with a list of possible students to be assigned

Enrollment  Enrollment

Budget

OHC  OHC

OHC

OHC

School Leader  Facilities  Facilities

OELL  Academics  Operational Superintendent

	Submit list of students assigned to new classroom to OELL and School
	Call families to inform of school assignment

Enrollment  OELL

First Day of School

	Confirms with Enrollment the list of students that registered
	Submit the list of students to Transportation that require transportation
	Assign bus route/provide MBTA passes
	Provides instructional support for the first week of classroom opening



	Call Families of students that did not register/show up at school
	Provide assistance for parent outreach and engagement.

School  School

Transportation

OELL  OELL  OELL

**School Level**

	Research Two-Way Dual Language and 2nd Language Acquisition
	Research Two-Way Dual Language and 2nd Language Acquisition
	Committee attends a two way DL training
	Visit a minimum of one Dual Language school or program

School

School

School  School

	<b>Hold meetings with campus staff and SBDM</b> <b>Engage current community</b>
	<b>Select teachers and ensure qualifications</b>
	<b>Create classes and a schedule</b>
	<b>Establish a school level English Learner Advisory Council</b>
	<b>Advertise programming in community and recruit students</b>
	<b>Two-Way teachers, Two-Way Liaison, and Campus Administrator complete in depth training on Dual Language programming</b> <ul style="list-style-type: none"><li>● <b>Plan year long professional development for first year of implementation</b></li><li>● <b>Plan curriculum map including content and ESL</b></li><li>● <b>Plan assessment calendar</b></li></ul>
	<b>Parent Survey of Success to engage stakeholders</b>

School

School  School  School

School

School  School