Roadmap for Quality Instruction for Multilingual Learning

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Annette Gregg and Melanie Puckham- WestEd Consultants
Agenda

1. Welcome and Introductions
2. Overview of the DRAFT Roadmap for Quality Instruction for Multilingual Learning
3. Small Group Discussions
4. Reactions and Feedback

OEL VISION
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.
● Be present and engaged
● Be open to thinking differently
● Lean into discomfort
● This is an iterative process to collect input and feedback. Expect changes.
● Expect that not everyone will see/agree as you do
● Stay engaged.
## Overview of Re-imagine OEL and Roadmap Development Timeline: 2021

<table>
<thead>
<tr>
<th>Approval of Project Charter</th>
<th>Stakeholder Engagement</th>
<th>Senior Leadership Review</th>
<th>Presentation to School Committee</th>
<th>Operationalizing Roadmap</th>
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<td>Feb</td>
<td>Collecting Input</td>
<td>Collecting and Responding to Feedback and Reactions</td>
<td>April</td>
<td>May</td>
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<td>Language-based parent and community engagement</td>
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<td>Finalized Roadmap shared with school committee</td>
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<td>Central Office Teams</td>
<td>Submit updated draft with powerpoint for district leadership review</td>
<td>Hosting additional sessions for reactions in partnership with stakeholder groups</td>
<td>Realigning OEL teams to new work</td>
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<td>○ Academics</td>
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<td><strong>OEL creating work plans in partnership with central office counterparts</strong></td>
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<td>○ Build BPS</td>
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### Engagement Strategy

- **Feb:** Approval of Project Charter
- **Mar:** Stakeholder Engagement
- **Apr:** Senior Leadership Review
- **May:** Operationalizing Roadmap
- **Jun:** Engagement Strategy

- Collecting Input
  - Language-based parent and community engagement
  - Central Office Teams
    - Academics
    - Build BPS
    - PandA
    - OSE
    - OHC
    - RCD
  - EL-TF/DELAC
  - Online Survey

- Collecting and Responding to Feedback and Reactions
  - Complete REPT
  - Submit updated draft with powerpoint for district leadership review
  - Principal/Teacher specific meetings to react to proposed changes
  - Focused Groups

- **April:** Presentation to School committee
  - Finalized Roadmap shared with school committee
  - Hosting additional sessions for reactions in partnership with stakeholder groups

- **May:** Operationalizing Roadmap
  - Launching re-brand of OEL office
  - Realigning OEL teams to new work
  - OEL creating work plans in partnership with central office counterparts
Anchoring Principles

- Multilingualism is a key lever to becoming anti-racist
- Students’ cultures and language are powerful assets
- English Learners are not a monolithic group
- All teachers are teachers of language
- “Reciprocal Accountability” is necessary
- Stakeholder support is essential
Roadmap for Quality Education for Multilingual Learning

Anchoring Principles and Vision for Multilingual Learning

Theory of Action
- Strategic Goals
- High-Leverage Strategies

Key Components
- Language Development Approach
- English Learner Education Programs
- Professional Learning Plan

Oversight Structure
- Committee
- Milestones
- Communication Strategies

How the district will prioritize and carry out improvements

What the district will do to improve EL teaching and learning

How the district will monitor and evaluate plan implementation and effectiveness
The Office of English Learners staff engaged in a collaborative analysis of current practices and policies in order to draw out areas of need, as well as potential strategic actions that could accelerate improvements in BPS.

The protocol was designed to have leaders across the district evaluate the status of BPS’s practices and policies in alignment to seven essential elements of a high-quality systemic plan, anchored in research. Findings were used to develop a Theory of Action that will drive BPS’s Roadmap for Quality Instruction for Multilingual Learning.
DRAFT Theory of Action

If we…

- Improve the quality of instruction for all English Learners
- Enhance English Language Education Program offerings and invest in staffing
- Provide ongoing professional learning for all educators and leaders to build their capacity to serve English Learners
- Create strong partnerships with families and caregivers
- Focus on culturally and linguistically sustaining practices
- Enhance data and assessment use

Then we will…

1. Expand the number of ELE programs and increase the number of students participating in ELE (with home language support) and multilingual learning programs
2. Increase the number of English Learners who meet state proficiency requirements, including ELSWD
3. Increase the reclassification and graduation rates of English Learners and ELSWD
4. Decrease the number of LTELS
5. Increase the number of students who graduate with the Seal of Biliteracy
6. Strengthen relationships with families and caregivers
7. Build all educators’ capacity to be anti-racist, culturally competent, and teachers of English Learners
8. Increase shared accountability for English Learner success across central office and school sites
Anchoring Principles and Vision for Multilingual Learning

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How the district will prioritize and carry out improvements
What the district will do to improve EL teaching and learning
How the district will monitor and evaluate plan implementation and effectiveness

Roadmap for Quality Education for Multilingual Learning
The instructional programs offered to support English Learners

How all educators will be supported to shift practice

The articulation of how you will develop language, literacy, and learning in all classrooms
It makes explicit the ways in which learning for English Learners will be designed and enacted throughout the organization.

It connects the language, (bi)literacy and learning practices in all subjects and all instructional models that are critical to effective instruction and student learning.

It will help you design and provide English/Multilingual Learners more powerful learning experiences.

It will help you communicate how you expect practitioners to design and enact language, (bi)literacy and learning practices in all subject matters for diverse English/Multilingual Learners.

It will state how you will develop language, literacy and learning in all content areas, and how you will address English/Multilingual Learners’ needs as they progress.

How language development is conceptualized influences how learning experiences are designed and enacted.
Highlighted components are two (2) core instructional shifts for BPS that will impact all English Learners.
The instructional programs offered to support English Learners

How all educators will be supported to shift practice

The articulation of how you will develop language, literacy, and learning in all classrooms

Key Components

Language Development Approach

English Learner Education Programs

Professional Learning Plan
Building coherence across BPS for English Language Development

Increasing support for at risk English Learners
- Strengthening the Newcomer Academy approach
- Strategically supporting Long-term English Learners

Expanding multilingual opportunities by:
- Transition SEI Language Specific through TBE 2.0
- Increasing the number of DL programs
- Introducing DL programs in new languages
- Expanding existing programs through Middle and High School

Where we are

Where we are going

CLA - Content and Language Achievement Model (All ELs)

HILT for SLIFE - High Intensity Literacy Training for Students with Limited or Interrupted Formal Education

Accelerating Academic Language and Literacy for Long Term English Learners

CLA for LTELs

CLA for Newcomers

Accelerating Academic Language and Literacy through Newcomers Academy

DUAL LANGUAGE TWO-WAY IMMERSION

DUAL LANGUAGE TWO-WAY IMMERSION
BPS offers 6 instructional models wherein English Learners can receive their language and content instruction.

- the 6 would collapse to 4
- 2 addition models would be added for LTEL and Newcomer students

OEL continues to advocate and monitor

- Which schools house these programs
- How students are assigned to these programs
- How families understand the benefits of these programs

### Moving from Current ELE to New ELE Options

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<tr>
<th>Category</th>
<th>Considerations</th>
<th>Policy Impact</th>
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| Internal Systems Change   | • Student coding  
• Program and projection guidance  
• Weighted Student Formula | • Registration and Assignment  
• EL Overlay |
| Professional Learning     | • Current district priorities that need to integrate work  
• Onboarding of new and current staff and school leadership  
• Managing for staff turnover and learning loss | • School based PD time  
• Data Inquiry Cycles  
• Coaching Methodology  
• Student Monitoring |
| Materials/Resources       | • Time to identify and purchase appropriate CLSP materials for instructional shift | • New curriculum adoption  
• Developing cross-maps to align |
| Staffing                  | • Increasing Bilingual staff in line with programmatic change timeline  
• School based cohort adoption of instructional shifts | • Collective Bargaining Agreements  
• Redefining EL related job responsibilities |
Increasing Home Language and Multilingual Pathways
Expanding Heritage Language, Ethnic Studies, and World Language Models K-12
# 5-year Timeline for Shifting to New ELE Program Models

<table>
<thead>
<tr>
<th>ELE Program Shifts</th>
<th>Year 1 (2021-2022)</th>
<th>Year 2 (2022-2023)</th>
<th>Year 3 (2023-2024)</th>
<th>Year 4 (2024-2025)</th>
<th>Year 5 (2025-2026)</th>
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<tr>
<td>SEI Language Specific -&gt; Transitional Bilingual Education</td>
<td>Phase I: Awareness building, school-level transition planning, and professional learning</td>
<td>Phase II: All SEI Language Specific Programs transition to Transitional Bilingual Education Programs*</td>
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<td>SEI Language Specific phased out</td>
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<td>Dual Language Two-Way Immersion Expansion</td>
<td>Phase I: Awareness building, school-level transition planning, and professional learning</td>
<td>Phase II: Begin DL Programs for Haitian Creole, Vietnamese, and Spanish at select sites</td>
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<td>Phase III: Expand Dual Language programs for all multilingual students</td>
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<tr>
<td>Content and Language Achievement (CLA) Model (base program)</td>
<td>Phase I: Awareness building, enrollment/coding systems shifts, and professional learning</td>
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<td>Phase II: Fully transition all ESL in General Education, SEI Multilingual, and ESL Embedded in ELA programs to the Content and Language Achievement Model</td>
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<tr>
<td>CLA + Accelerating Academic Language Literacy for LTEls</td>
<td>Phase I: Awareness building, staffing identification, and professional learning</td>
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<td>Phase II: Implement the CLA + Accelerating Academic Language and Literacy Model for LTEls</td>
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<td>CLA + Newcomer Academy</td>
<td>Phase I: Awareness building, staffing identification, and professional learning</td>
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<td>Phase II: Implement the CLA + Newcomer Academy Model</td>
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<td>CLA + HILT for SLIFE</td>
<td>Phase I: Awareness building, staffing identification, and professional learning</td>
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<td>Phase II: Implement the CLA + Newcomer Academy Model</td>
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<td>Secondary: Expand Heritage Language, Ethnic Studies and World Language Models 6-12</td>
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<td>Content and Language Achievement Model</td>
<td>Transitional Bilingual Education 2.0</td>
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<td><strong>Type of school</strong></td>
<td>● Offers ESL in General Education or SEI Multilingual</td>
<td>● Offers formal SEI language specific program</td>
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<td><strong>School Leadership</strong></td>
<td>● Completion of CLA certificate program ● Committed to success of program</td>
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<td><strong>Staffing</strong></td>
<td>● All instructional staff need to have SEI Endorsement or ESL license, and increase bilingual staff hiring over time</td>
<td>● Hiring of bilingual/biliterate staff a requirement for impacted grades</td>
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<td><strong>Student Demographic</strong></td>
<td>● open to all language groups</td>
<td>● clustering of a specific language group</td>
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Professional learning must be comprehensive and collective in order to lead to impact. A core set of five features of high-quality professional learning include:

1. a content focus
2. active learning
3. coherence
4. sufficient duration
5. collective participation

Desimone (2009)
What components of the plan do you feel strongly in support of?

What needs further clarification?

What comments and/or questions do you have to enhance the draft plan, and further support English Learners and Multilingual Learners in BPS?
WestEd is a nonprofit research, development, and service agency that works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults.