

Expanding Bilingual Programs in Boston Public School

December 8, 2022
Presentation for BPS ELL Task Force

Multistate Association for Bilingual Education (MABE)

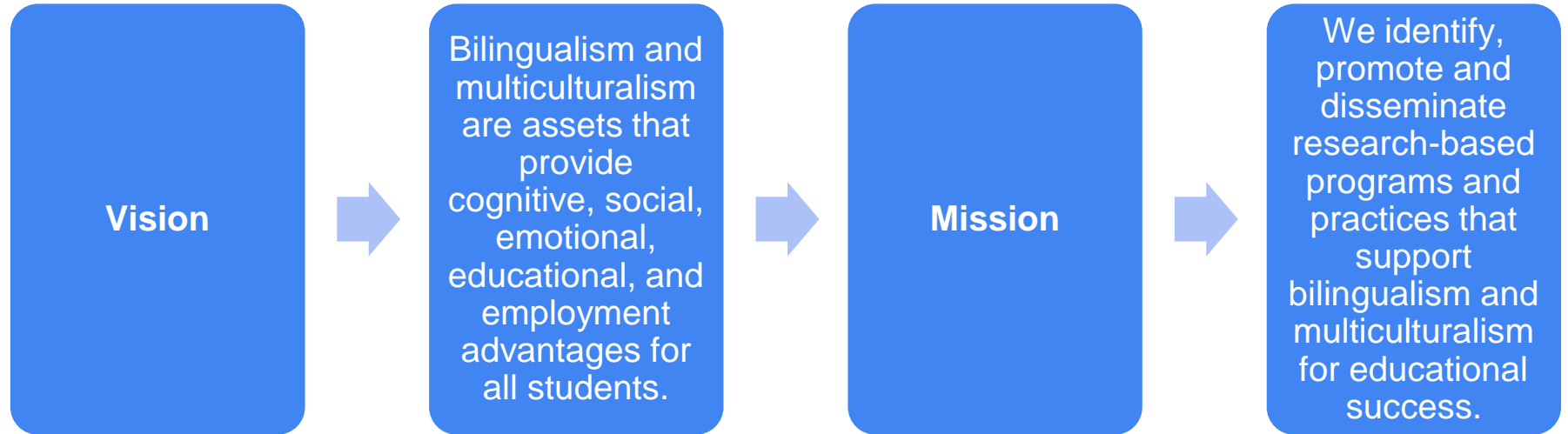
Phyllis Hardy

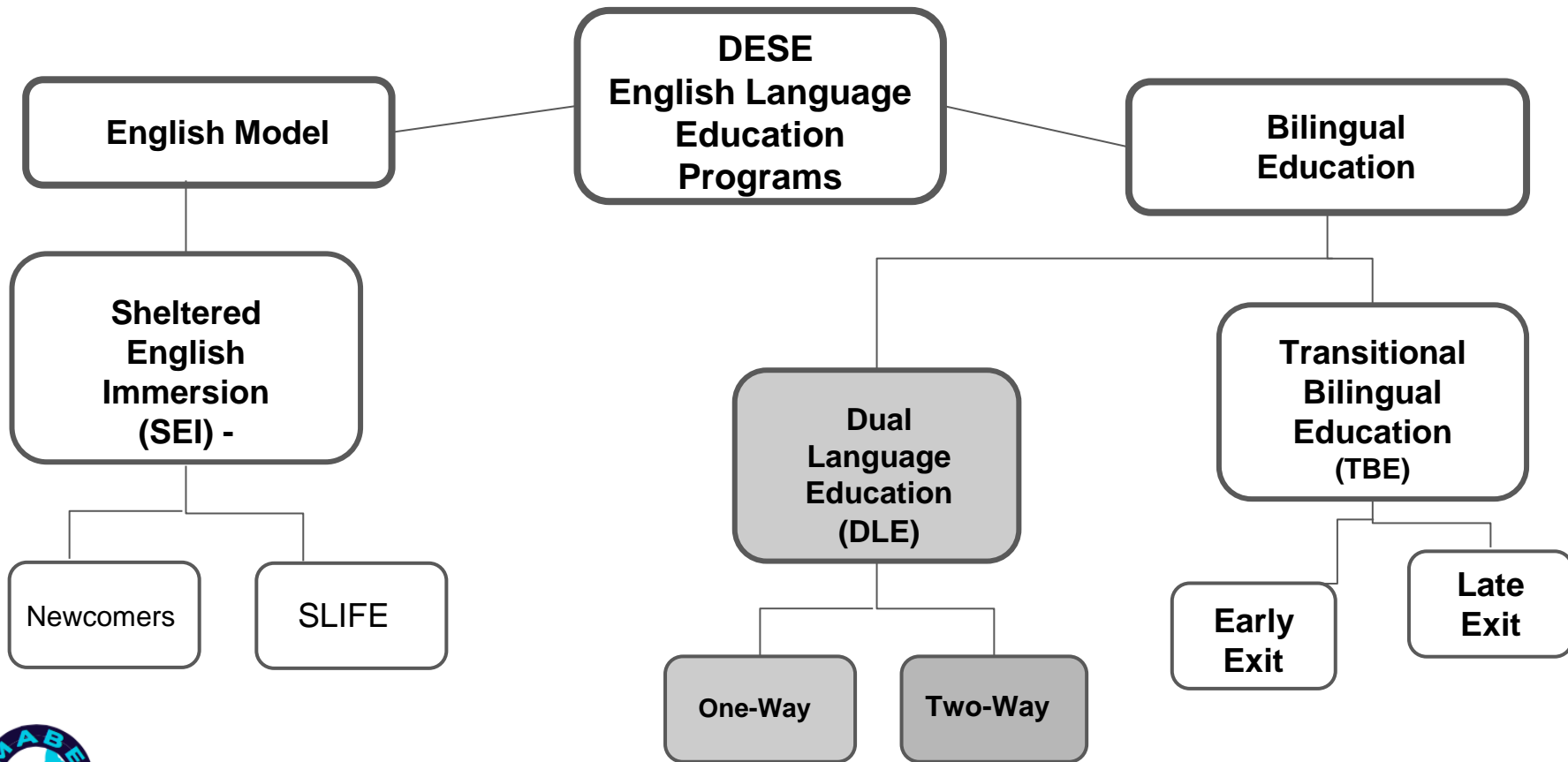
Marla Pérez-Sellés

Mary Cazabón



Multistate Association for Bilingual Education - Northeast, Inc. (MABE)





DLE is the only program in which ELs consistently achieved grade level and above in English Language Arts.

Our Approach.....

Capacity Building:

- Developing a common knowledge and skill base across all leaders and educators in the system

Ensuring Systemic Coherence:

- Focusing direction; Cultivating Collaborative Cultures; Deepening Learning; Securing Accountability

From: Fullan, M & Quinn, J. (2016) *Coherence*. Thousand Oaks,CA:Corwin



How MABE Works With Districts



Communicating a Unified Vision About Core Beliefs of Language, Literacy and Culture for Multilingual Learners



Bringing Teams Together



Getting All Stakeholders on Board



Shifting Mindsets and Behavior



Creating Shared Stakeholder Accountability



Expanding Bilingual Programs in BPS

Multistate Association for Bilingual Education (MABE)



District Level
Commitment



District Bilingual
Leadership Team
guided by MABE



Deliverables



Getting to Know the District

Lauren Viviani
Interim Asst. Supt. for Office of Special Education

Ethan d'Ablemont Burnes
Assistant Superintendent, Inclusion Education

Dr. Drew Echelson, Chief of Schools

Dr. Linda Chen
Senior Deputy Superintendent of Academics

Charles Grandson/Sharra Gaston
Chief Equity and Strategy Officer (Designee)

Christine Cronin
Academics & Professional Learning

James Racanelli / Keith Hellmold, Director of
Planning and
Analysis

Ana Tavares
Deputy Chief of Family & Community Advancement

BPS ELL Task Force
Jen Douglas
Suzanne Lee
Rafaela Polanco Garcia

OMME
Farah Assiraj
Faye Karp
Edna Leith



Priority 1 *Expand bilingual programs*

The Bilingual District Leadership Team supported by MABE will...

1. Collaborate with school leaders from the current Dual Language Education programs.
2. Collectively develop a framework/process that includes a school inventory to be ready to transition and launch a new bilingual program.
3. Communicate with the school community (staff and families) about the changes to bilingual programming in the district.



“Invest in capacity if you REALLY want to close the achievement gap”

Source: Guilamo, A. (2018). <https://tajulearning.com/2018/03/20/you-cant-do-dual-language-to-schools-it-takes-time/>

“Ideally, no less than 1 full academic year is needed to fully assess, plan, engage, and prepare a school to implement an effective dual language program”

“... preparation includes a comprehensive professional development plan that builds the skills necessary to bring the program to life for their students.”



“Time is needed to analyze language and achievement data, to learn about the unique identities and needs of students in the program, and to create communication loops between all stakeholders who can provide school context or potential challenges that may impact program decisions.”

“... in that every stakeholder from district leaders, to office staff, and family & community stakeholders should be included.”

