

	<table border="1" style="width: 100%; height: 44px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>			
<p>Overview of Work</p> <p>25 mins</p> <p>Silvia</p>	<p>Please take 2-3 mins and input your clarifying questions below. This will support meeting facilitation and creating a resource bank for the OEL team to adjust/respond to collected feedback.</p> <p><u>Clarifying Questions:</u></p> <ul style="list-style-type: none"> ● From Audrey Martinez-Gudapakkam (DELAC parent): My question for Ms. Romero Johnson is regarding ACCESS testing. I am concerned that only 1 letter would be sent, since even if translated many EL families struggle with illiteracy might not see this letter. Could communications also be sent with audio or video? Also many parents I know want their children to be re-tested so that they can qualify for more EL supports because they have noticed that during this year their children have fallen behind in English and need more support. So its concerning to hear that not all students may be tested before the end of the school year. I am also concerned that there are only 182 summer program spaces in Allston Brighton when there are aprox. 1,000 EL students in Allston Brighton. ● What is CLA certification? How is CLA different instructionally, in the classroom than SEI? ● Is it realistic to hire enough qualified teachers for TBE in the proposed time frame? <ul style="list-style-type: none"> ○ This is an area that we are already working with the OHC and RCD division in order to create the appropriate pathways to create a certification pathway for what we need. Currently SEI and BEE endorsements are providing many teachers the base for this work. ● Professional development that will be provided to all teachers-- why framing this way? Expecting that ELs will be integrated in gen ed? <ul style="list-style-type: none"> ○ CLA is targeting students already in an integrated Gen Ed classroom so that we can transition them into a bilingual education model where they have access to native language support. ● Can you explain the CLA model? What does it entail and why is it better than what we have now? ● Progression of SEI to TBE-- what will happen to kids today who are in SEI multilingual-- what is the plan for them to transition into TBE/DL? Also ELs in Gen Ed who are speakers of the major languages of the district? <ul style="list-style-type: none"> ○ Data has shown that many of the SEI Multilinguals have a large component of a linguistic community. Schools would be qualified to opt in for a TBE 2.0 based on the demographics. ● Is CLA what General Ed will be because ELs will be throughout Gen Ed? ● Restructuring of program-- how do we integrate from beginning the need to address the needs of ~4,000 ELSWD. How will OEL collaborate with OSE, and who will be facilitating the process? ● For LTELs who don't know how to read-- ELSWD and older students-- how will the plan ensure they don't leave BPS without being proficiency readers? Have heard from middle school teachers that have not received any training on how to teach reading. ● What is the philosophy for access to and use of native language? As a non-professional, a lot of this came across as instructing as in English in English speaking questions. If this is not the intent, this should be clarified. ● What does slide 18 show-- are all of these boxes separate things? Also, ethnic studies isn't even developed for 9th grade, let alone K-12, let alone in languages other than English. 			

- Slide 16: in SEI programs-- there's an ESL teacher, history teacher, etc. Are you proposing to get rid of ESL and embed it into all content?
- Slide 18: Dual Language Model on left vs. SEI to TBE box on the right-- is it a progression of SEI to TBE to DL? [position side by side instead if so] What is the TBE model and what will it look like? What is the timeframe to get from TBE to DL for all those students?
- How many students would we project to be enrolled in each of these program models?
- If currently in SEI multilingual, you'll end up being in CLA (gen ed) with CLA certification. What will be the difference between SEI Endorsement vs. CLA certificate? How are high-incidence vs low-incidence linguistic groups be served? ELD 1-3 vs ELD 1-5?
 - Current research shows students benefit from a heterogenous environment. Except for instance, if you are a newcomer and you need specific needs met. On the other end, an ELD 3 who has been in SEI for several years is also not getting specific needs met.
 - It will be insufficient to say that the current gen ed environment will support our diverse ELs. Therefore, teachers will need deeper training.
- What schools/programs are currently successful for ELs in BPS? What are the outcomes of students in different programs-- have you looked at outcomes in Gen Ed vs. SEI programs?
- Current data shows about 40% of ELs are in Gen Ed-- will this proportion stay consistent [not convinced this is the best placement].
 - 40% refers to ELD 1-3 students in low incidence schools without a language specific programs and ELD 4-5, if they are not in a Dual Language program, are only served through the Gen Ed model.
- Concerned that if we transition to Gen Ed it will take a lot of time and effort to do the necessary training-- what will happen to kids in the interim?
 - We are proposing a cohort of schools model, with review of data. We can't transition all schools at once.
- What is the science behind CLA? What is the research and outcomes?
 - Research is shared in the slide appendix: slides 25-30
- How can EL TF members participate in the LOOK Act Work Groups referenced in the presentation?
 - We will share Work Groups and meeting dates with EL TF members.
- Is this being presented to SC in April or May?
 - Currently we are expected to present in May
- How will CLA gen ed mainstream model ensure there won't be segregation *within* the classroom (ELs in the back of the classroom, ELs reluctant to speak in class)?
- What role is WestEd playing? Will they be contracted to support implementation?
 - WestEd is currently contracted through June 2021 to support in writing the plan.

Small group
40 mins

You will be randomly assigned to the following group.

1. Please stay on task
2. You will be asked to either write your feedback based on a guidance question or to respond verbally.
3. A section is provided for parking lot questions or concerns that may come up in your conversation that does not align to your section, please feel free to add your feedback there.
4. This document will be used to respond to questions if they are not fully answered at the meeting.

Next Steps 5 mins (Silvia)	

Rosann's questions:

Slide 16: How is CLA different from SEI-Multi in the classroom? What percentage of ELs would be in CLA in each year?

Slide 17, 18: How realistic is it to hire staff who have proficiency to teach TBE, ethnic studies?

Slide 20: What is CLA certification? Is it like SEI certification for all teachers? Will CLA certification be required of all educators? Who will provide CLA certification?

The current plan seems to give preference to students in the languages that TBE and DL is offered. Other students get general ed.

Are ELD Levels 1-3 going to be in CLA?

Is there an evidence base for CLA? Any research studies on outcomes? What other districts are using CLA?

FYI: Not all immigrant and newcomer families want DL

Looks like CLA = General Ed + SEI certified teachers

Janet's questions:

- Where is social emotional learning and the importance of teacher/student relationships included in any of the proposed models?
- Is the Language Development Approach in all classrooms in partnership with the Office of Academics as they roll out new literacy approaches in grades K-8?
- Feedback on vision statement -- in the bolded section, I wonder what it would look like if you included some of the asset-based language from the paragraphs below which I think are very important. Likely the bolded vision statement will end up being a stand-alone sentence over time. For example, *Our vision is to provide a culturally and linguistically responsive education **building on student and family assets** with the supports needed to ensure equitable **access** to opportunities that promote language acquisition, bilingualism, biliteracy and **lifelong learning**.*
 - See suggested language to include assets as part of the vision statement. I just suggest this language as an example.
 - I think these final highlighted words could be stronger. What is the goal around college, career and life outcomes? There was some good language in the presentation at the School Committee on 3/24.

Group 1:

Direction:

- The facilitator is to manage time to ensure that in the 30 mins, participants are able to freely express their thoughts, managing airtime and keeping the group focused on the task.
- Comments and feedback should be written directly into this document.
- Questions outside of focus can be placed in the parking lot section.

Question	Feedback
1. Is the vision clearly articulated and aligned to the district LOOKAct-Project Charter v.2.9.21 strategic plan? If not, where are the places that the language needs to be modified and clarified? What are the recommendations?	-
2. What components of the plan do you feel strongly in support of? <ol style="list-style-type: none">Anchoring PrinciplesVisionTheory of ActionLanguage Development ApproachELE Program Shifts	

f. Professional Learning Plan	
3. What needs further clarification?	
4. What recommendations do you have to enhance the draft plan, and further support English Learners and Multilingual Learners in BPS?	
Parking Lot	

Group 2:

Direction:

- The facilitator is to manage time to ensure that in the 30 mins, participants are able to freely express their thoughts, managing airtime and keeping the group focused on the task.
- Comments and feedback should be written directly into this document.
- Questions outside of focus can be placed in the parking lot section.

Question	Feedback
1. Is the vision clearly articulated and aligned to the district strategic plan? If not, where are the places that the language needs to be modified and clarified? What are the recommendations?	-
2. What components of the plan do you feel strongly in support of? <ul style="list-style-type: none"> a. Anchoring Principles b. Vision c. Theory of Action d. Language Development Approach e. ELE Program Shifts f. Professional Learning Plan 	

3. What needs further clarification?	
4. What recommendations and/or questions do you have to enhance the draft plan, and further support English Learners and Multilingual Learners in BPS?	
Parking Lot	

Group 3:

Direction:

- The facilitator is to manage time to ensure that in the 30 mins, participants are able to freely express their thoughts, managing airtime and keeping the group focused on the task.
- Comments and feedback should be written directly into this document.
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Question	Feedback
1. Is the vision clearly articulated and aligned to the district strategic plan? If not, where are the places that the language needs to be modified and clarified? What are the recommendations?	-
2. What components of the plan do you feel strongly in support of? <ul style="list-style-type: none"> a. Anchoring Principles b. Vision c. Theory of Action d. Language Development Approach e. ELE Program Shifts f. Professional Learning Plan 	

3. What needs further clarification?	
4. What recommendations and/or questions do you have to enhance the draft plan, and further support English Learners and Multilingual Learners in BPS?	
Parking Lot	

Group 4:

Direction:

- The facilitator is to manage time to ensure that in the 30 mins, participants are able to freely express their thoughts, managing airtime and keeping the group focused on the task.
- Comments and feedback should be written directly into this document.
- Questions outside of focus can be placed in the parking lot section.

Question	Feedback
1. Is the vision clearly articulated and aligned to the district strategic plan? If not, where are the places that the language needs to be modified and clarified? What are the recommendations?	-
2. What components of the plan do you feel strongly in support of? <ul style="list-style-type: none"> a. Anchoring Principles b. Vision c. Theory of Action d. Language Development Approach e. ELE Program Shifts f. Professional Learning Plan 	
3. What needs further clarification?	
4. What recommendations and/or questions do you have to enhance the draft plan, and further support	

English Learners and Multilingual Learners in BPS?	
Parking Lot	

Group 1:

Direction:

- The facilitator is to manage time to ensure that in the 30 mins, participants are able to freely express their thoughts, managing airtime and keeping the group focused on the task.
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Question	Feedback
1. Is the vision clearly articulated and aligned to the district strategic plan? If not, where are the places that the language needs to be modified and clarified? What are the recommendations?	-
2. What components of the plan do you feel strongly in support of? a. Anchoring Principals b. Vision c. Theory of Action d. Language Development Approach e. ELE Program Shifts f. Professional Learning Plan	
3. What needs further clarification?	
4. What comments and/or questions do you have to enhance the draft plan, and further support English Learners and Multilingual Learners in BPS?	
Parking Lot	