



BPS Office Of **English Learners**

EL Achievement for Each & Every Student 2018





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Quote or picture



Message from the Assistant Superintendent of OEL

Dear

Quote or picture



Introduction

Boston Public Schools is a culturally and linguistically diverse community that reflects our multicultural city. Our growing population of students come from families where the first language spoken at home is not English; for 2017-2018 school year this represents 48.1% of all students in the district.

For the school year 2017-2018, students classified as English Learners (ELs) comprise 31.7% of the BPS population. Therefore, it is our priority to focus on the success of ELs, creating opportunities for them to exercise their assets and to explore their potentials. While we see success in many of our schools with ELs, our district wide data indicates that we must shift our mindset towards more innovative instruction, programming, and service of our English Learners.. OEL believes in BPS's initiative to close opportunity and achievement gaps for students by working with teachers to implement the 4 Essentials for Instructional Equity in conjunction with 3Cs & I (Content, Connections, Comprehensibility and Interactions), which are the critical elements for effective instruction for English Learners.



Mission & Vision

Mission

To eliminate the achievement gap by providing equal access to high quality comprehensive services that support student achievement, family, and community engagement.

Vision

Office of English Language Learners:

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, bi-literacy, and lifelong learning.

OEL Instructional Vision for English Learners

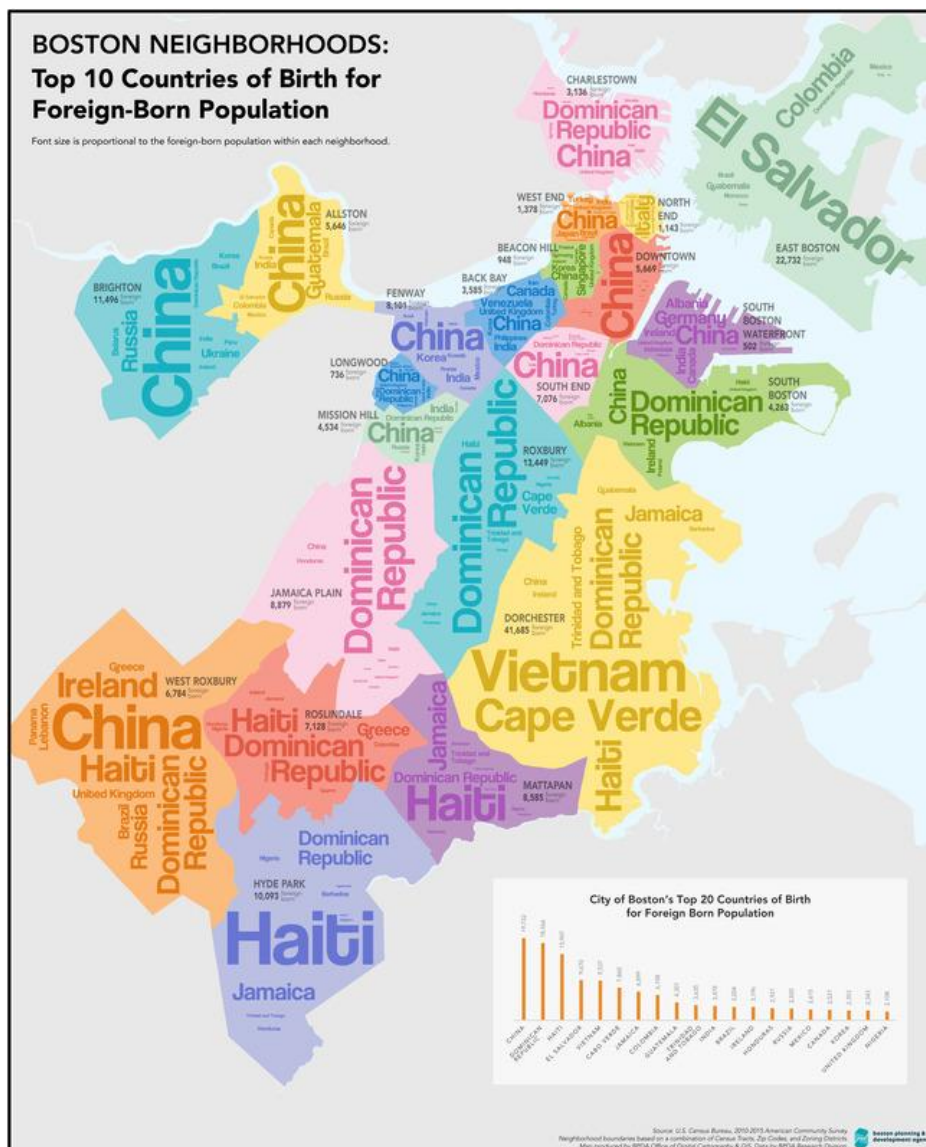
Our vision is to ensure each and every student is able to attain academic success via BPS Essentials for Instructional Equity following the [3Cs & I](#) guidelines in conjunction with the WIDA Framework and aligned to grade level content standards.



Forecast of ELs

If current trends continue, the **foreign-born population of the City of Boston** will continue to **increase**:

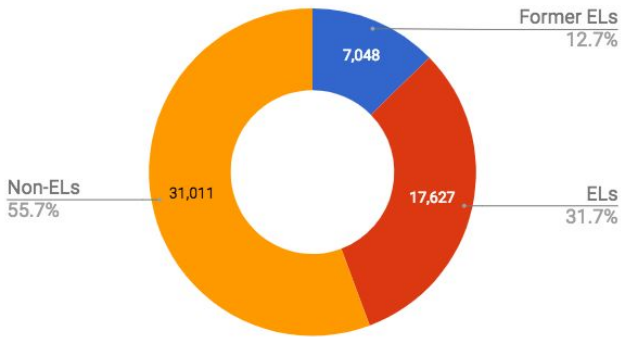
- More than 1 in 4 (27.7%) of Boston's residents are foreign-born.
- Boston's foreign-born population **increased** by 18% from 2000 (151,836) to 2013 (178,805), and this growth accounts for much of Boston's overall population growth
- Boston's proportion of foreign-born residents ranks highly compared to other major U.S. cities (comparable to Houston and San Diego).
- In 2013, **36% of Boston's residents speak a language other than English** at home (13% in 1980).





English Learner Quick Facts

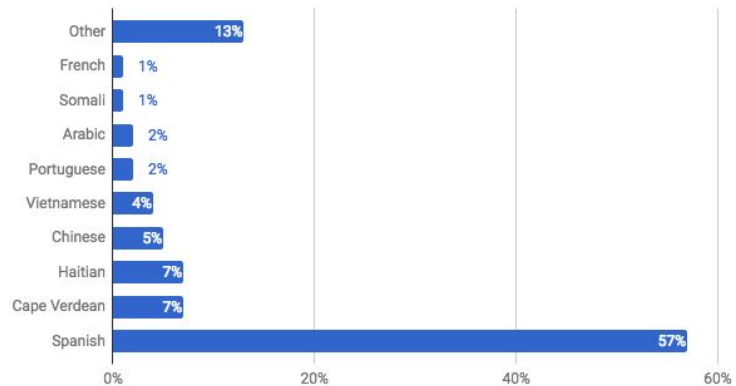
BPS Student Population



English Learners in Boston are speakers of over 70 different languages!

Our work at OELL supports over 24,000 students, or the 44% of all BPS students who are either current English Learners or Former English Learners. Our English Learners represent a diverse group of students with diverse sets of experiences and needs.

First Languages of ELs in Boston



English Learners (ELs) are categorized as:

- Newcomers
 - A student who has arrived from another country and enrolled into the district in the past 12 months
- Native Born English Learners
 - Born in the United States and are exposed to a language other than English in the home
- Recently Enrolled
 - 0-3 years in U.S. schools
- Progressing
 - 3-6 years as an EL and progressing toward reclassification within 6 years
- At-Risk
 - 3-6 years as an EL and indicating risk factors of becoming an LTEL
- Long Term English Learners (LTEL)
 - 5+ years as an EL without being reclassified
- English Learners with Disabilities (ELSWD)
 - 3,593 students or XXX% of our Special Education population

Programming for ELs in Boston Public Schools

- Dual Language
- Sheltered English Immersion (SEI)
- ESL-pull out
- ESL- push in
- HILT for SLIFE
- Embedded ESL

(insert types as infographics?)

Dual Language



Problem of Practice

OEL Instructional Team Problem of Practice

Many educators in the district do not consistently acknowledge and integrate culturally and linguistically diverse learners' assets. This leads to inequitable access to learning at high levels in order to reach their full potential as lifelong learners.



Theory of Change

“By providing supports and tools on effective instructional practices at the district level- including professional development, materials and resources, observational guidance, family outreach and engagement and fostering of cross functional collaboration - administrators and teachers of Boston Public School English Learners will integrate exemplary research-based practices to ensure independent, empowered, literate and globally proficient career and college-ready scholars. ”

If Educators ...

- Affirm the linguistic and cultural assets and funds of knowledge of our diverse students and use these strengths to bolster academic and socioemotional competence
- Engage students across language domains - reading, writing, listening, and speaking, - differentiating and scaffolding instruction to meet students' needs
- Provide high quality rigorous instruction that align with program and delivery models
- Connect to grade-level content and incorporate a contextualized approach to teaching foundational skills
- Practice ongoing formative and summative assessments to inform instruction
- Ensure that ESL/ELD Courses are aligned to both the Common Core and ESL standards
- Provide high-utility, cross-discipline academic language development as an instructional focus

Then, English Learners will ...

- Accelerate academic achievement and the use of inter-disciplinary language at the word, sentence, and discourse level
- Gain control over many conventions of standard English grammar, usage, and mechanics as well as determine or clarify the meaning of grade-appropriate words encountered through listening and reading.
- Have access to cognitively demanding tasks to become critical, independent and creative thinkers
- Fully engaged in academic discourse using discipline-specific and academic language of the content areas
- Receive individualized data driven instruction to advance and attain English language proficiency in all language domains (reading, listening, speaking, writing)
- Demonstrate 21st century skills needed for college and career readiness.
- Have the specific knowledge, skills and attitudes to demonstrate cross-cultural awareness and competency.



Quality Instruction for ELs



CREATE SAFE
HEALTHY & SUSTAINING
LEARNING
ENVIRONMENTS



DESIGN LEARNING
EXPERIENCES FOR
ACCESS & AGENCY



FACILITATE COGNITIVELY
DEMANDING TASKS
& INSTRUCTION



ASSESS FOR
LEARNING



Instructional Core



MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION



WIDA's ELD Standards





Quality Instruction for ELs: 3Cs & I

Summary of Research

Specifically Designed Academic Instruction in English (SDAIE) developed the 3Cs & I framework in order to amplify meaningful instruction in content areas so that English Learners grow academically while also developing their English fluency.

3 Cs & I concentrates on the effective elements of teaching--content, connections, comprehensibility, and interactions-- that allow English Learners to acquire English language proficiency in all subject areas. Our goal is for English Learners to be provided with the scaffolds and supports outlined in 3 Cs & I so that they can access grade level content and engage in cognitively demanding tasks.



Content that -

- Ensures cognitively demanding instruction that utilizes grade level standards and connects them with the district's core curriculum
- Incorporates formative and summative assessments to assess language development across disciplines
- Includes scopes and sequences that provide clear articulation of student learning and outcomes for language development in each content
- Applies an interdisciplinary approach via thematic instruction so instead of learning vocabulary in isolation, students will learn word families, roots, synonyms and connotations that will allow them to develop contextual understanding across disciplines
- [Uses complex texts to develop academic language](#)
- Embeds instructional materials that reflect students' cultural and linguistic heritage
- Encourages courageous dialogues that promote cross-cultural learning
- Builds 21st century college, career, and life-long skills



3Cs & I



Connections that -

- Utilize an asset-based model and approach
- Apply actual student data and backgrounds to inform and modify teaching and learning
- Promote student voice
- Allow for continued development in student's native language and literacy
- Invite students to apply their background knowledge and personal stories in the learning process
- Provide real-life experiences and challenges for students to exercise critical and higher order thinking
- Inspires lifelong learning



Comprehensibility that -

- Provides comprehensible input which makes entire lessons comprehensible through contextualization-adding visuals, creating/activating background knowledge, and creating opportunities for students to negotiate meaning
- Introduces, illustrates, contextualizes, and applies vocabulary
- Increases access to complex texts through scaffolds such as graphic organizers, multimedia, realia, supplemental texts, etc.
- Makes classroom talk comprehensible by using listening guides, sentence framing, pacing speech, and checking for understanding



Interaction that -

- Allows the learner to co-construct knowledge
- Helps the student to build their classroom identity
- Provides students with the practice they need to develop academic language
- Facilitates expression of ideas in a variety of ways
- Engages appropriate language proficiency levels through cognitively challenging tasks and activities
- Promotes constructive conversation skills
- Initiates collaborative learning among students



Essentials for Instructional Equity



CREATE SAFE, HEALTHY & SUSTAINING LEARNING ENVIRONMENTS



DESIGN LEARNING EXPERIENCES FOR ACCESS & AGENCY



FACILITATE COGNITIVELY-DEMANDING TASKS & INSTRUCTION



ASSESS FOR LEARNING

The Essentials for Instructional Equity ensures the foundation for high quality education for all of our BPS learners. Using the 3Cs & I framework, teachers of English Learners provide supports that enable students equitable access to grade level Common Core State Standards and the WIDA Language Standards. Therefore, the Essentials within the 3Cs & I framework, prepare ELs for language acquisition, bilingualism, bi-literacy, and college and career readiness.



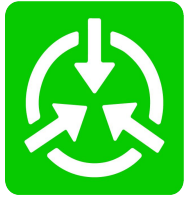
CREATE SAFE, HEALTHY & SUSTAINING LEARNING ENVIRONMENTS

English Learners need to feel safe and supported in order to learn. Without safe, healthy and sustaining learning environments, the mind can struggle to focus on content, making learning nearly impossible (Parrett and Budge 2012; Hammond 2015). Educators in high-performing, high-poverty schools have long recognized the critical importance of providing a healthy, safe, and supportive classroom and school environment (Parrett and Budge 2012). For English Learners, a safe environment for learning is crucial in order to **interact** with their peers, and encourage them to take risk. ELs bring cultures, traditions, and family values in many cases different from mainstream American culture. Though challenging, this transition period provides an opportunity for all students to learn from each other. ELs are not only learning a new language, but also adjusting to new social rules in a different school system. Therefore, educators should take advantage of this opportunity to facilitate learning for students to develop cross-cultural perspectives, compassions, tolerance of differences, and support students to affirm their identities in daily routines. Every lesson should be based on cultural and linguistic content, within a rich culturally physical environment.

“Research by Cohen and Steele (2002) found that students of color often do not receive timely, actionable feedback from teachers either because teachers didn’t want to hurt the student’s feelings or didn’t want to be perceived as prejudiced.” It is essential that our English Learners who have been marginalized receive ongoing, effective feedback from trusted adults to support their development into independent English learners with the cognitive, social, and emotional skills and habits of mind required for rigorous, higher order thinking.



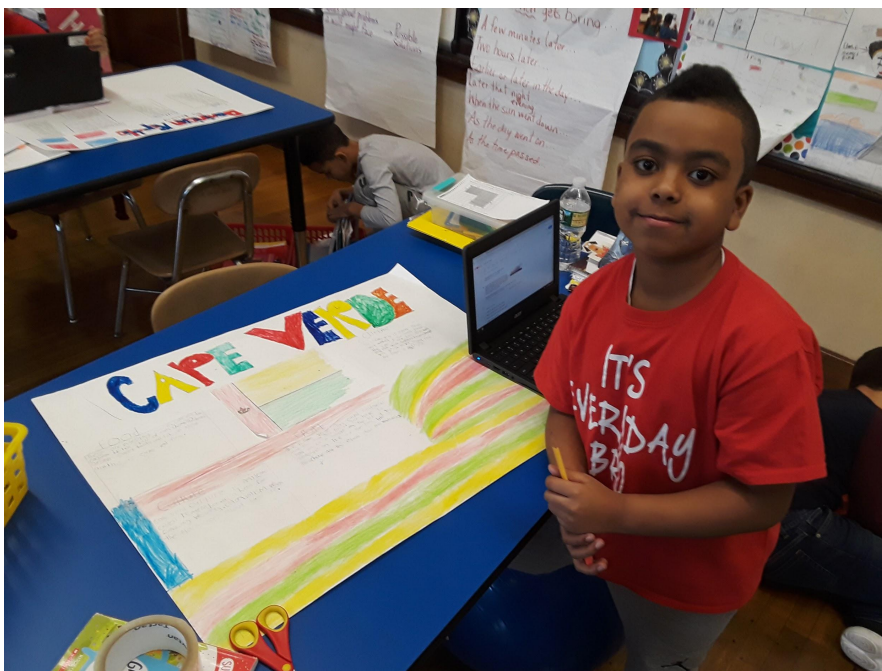
Essentials for Instructional Equity



DESIGN LEARNING EXPERIENCES FOR ACCESS & AGENCY

No two English Learners are exactly alike making it difficult to design instruction that meets the needs of all learners. A group of ELs speaking the same language may have different dialects, cultures, and background knowledge depending on the region where they are from. It is our mission as BPS educators to create high quality learning environments that develop students' agency highlighting the language spoken and culture experienced. Though every brain has the same basic structures, each person's brain is entirely unique, with neural pathways that have been established through the myriad experiences they have had throughout their lives (Meyer, Rose, and Gordon, 2014). Learning experiences must be designed to engage the brains of the learners present, tap into their existing schema, and offer opportunities for application and processing. Educators must create an **interactive** environment for high quality learning through the 4 domains of Reading, Writing, Speaking, and Listening, plus rigorous grade level content.

Access is essential to agency. Agency for ELs can be defined as a student's ability and willingness to make choices and take an active role in his or her own learning through native language. Agency is linked to a student's **connection** to identity as a person and a life-long learner. In order for English Learners to develop a sense of agency, they must have access to learning experiences that **connect** to their culture. Such connections empower them to make choices, chose pathways and strategies, share ideas, make mistakes, and revise their thinking.





Essentials for Instructional Equity



FACILITATE COGNITIVELY- DEMANDING TASKS & INSTRUCTION

Each and every BPS student has a right to rigorous content. ELs are held to high expectations for learning content as they are developing English as an additional language. Their exposure in a new language should not be viewed as a challenge but as their power to accessing grade level content based on state and national frameworks. Often times, immigrant students have higher levels of academic skills in math, sciences, and other academic areas because of their prior native language educational experiences. BPS educators should be cognizant of students' cognitive abilities and use that as learning assets.

WestEd's Aida Walqui asserted that "to be successful with English language learners, teachers need to engage them in language-rich practices, appropriate to the academic discipline. Doing so means focusing less exclusively on fluency and grammatically correct sentences, and more on **comprehension** and communication (**interactions**)." To eliminate opportunity and achievement gaps, every student must have the opportunity to engage with authentic, cognitively demanding tasks that are aligned to college and career readiness standards. While developing 21st century skills, such as critical and creative thinking, communication, and collaboration, educators will align WIDA and Common Core standards in developing English language. BPS strives to set "cross-disciplinary literacy expectations that must be met for each and every student, including ELs, to be prepared to enter college and workforce training programs ready to succeed." - CCSS



English Learners with Disabilities



ASSESS FOR LEARNING

As facilitators of learning, teachers invite students to engage in multiple ways to present their learning progress. Through modalities, tools, and native languages, students are able to show their **content** knowledge and communicate their understanding timely, frequently, and provide input to inform teaching practices.

Learning is an ongoing process. Assessing for learning is not primarily about testing. Assessments can serve different purposes. When an educator assesses for **comprehensibility** he or she gathers information about student thinking and discusses that information with the student in order to make adjustments during the learning cycle (a new question, a deeper discussion, a link to prior learning, etc.) and to provide **interactive** feedback.

For all learners, especially for someone who is learning a new language, feedback is one of the most powerful ways to improve and celebrate learning. In order to provide purposeful feedback, educators need to design student learning experiences to create authentic opportunities for students to demonstrate their **comprehension**. As the foundation of academic discussion, students may interact in their native language.



Priorities

Objective #1

Collaborate with Principal, ILT, and Academic Director to analyze data and identify strengths and challenges relating to EL instruction in BPS.

Rationale (Why)	Action (What)	Measure (How)
<p>Currently, regularly pulled data is restricted to ACCESS and MCAS. While reclassification rates and ELD progress rates are pulled intermittently, there is not a regular system or automated report in place for these as of yet.</p>	<ul style="list-style-type: none"> • Use DataWise Inquiry Cycle to Identify strengths and challenges relating to EL instruction in BPS • Use BPS School Leader PLC Learning Walks & Instructional Focus Review data to identify how EL Programs in the schools are included in the school instructional focus and priorities • Partner with Principals and ILTs to participate in Instructional Learning walks specifically to look at strengths of various programs, and provide these models for other schools as well. • Partner with Instructional Superintendents to identify schools that require resources from OEL and incorporate 3Cs & I framework into look for's during School Leader PLC walkthroughs 	<p>Collect comprehensive data by May 1, 2017. Analyze data and identify trends to inform instructional practice by May 15, 2017. Develop plan for ongoing improvement. After collecting data, develop a plan of action using research based programs that target best teaching practices for ELs.</p> <p>Incorporate survey at the end of every professional learning experience to measure KPI.</p>



Priorities

Objective #2

Empower LAT-Fs to be instructional leaders in their schools around supporting our culturally and linguistically diverse students through dynamic professional learning experiences at meetings.

Rationale (Why)	Action (What)	Measure (How)
<p>Currently, LAT-F job description describes compliance duties. LAT-Fs have voiced through surveys that they want their roles defined to support the CLSP practices and 4 Essentials to Instructional Equity.</p>	<p>Six all-day LATF Professional Development sessions:</p> <ul style="list-style-type: none"> ● Model best practices for facilitating PD at LATF meetings ● Collaborate with various central office departments across ASSET to co-facilitate PD sessions for LATF meetings (Special Education, Academics and Professional Learning, & Office of Opportunity and Achievement Gap) ● Provide train the trainer training for culturally responsive teaching ● Instructional training on utilizing UDL and 3 Cs & I principles under MTSS model for teachers of ELSWD. ● Opportunity for LATFs to facilitate PD at their school ● PD opportunity for 5 school teams led by the LATF to pilot SOAR Teaching Frames - Disciplinary Discussions 	<ul style="list-style-type: none"> ● Look at numbers of LAT-Fs who submitted RFPs for leading LAT-F sessions. ● Some LAT-Fs are also members of their school ILT team. LAT-Fs bring back what they've learned from LAT-F sessions and deliver learning for experiences to their school ILT. ● Surveys from each LATF meeting



Priorities

Objective #3

Use whole child approach in utilizing culturally and linguistically sustaining practices and socio-emotional learning resources including but not limited to Native Language Literacy for English learners.

Rationale (Why)	Action (What)	Measure (How)
<p>Extensive research has proven that native language literacy will support second language acquisition. Native Language literacy is the key to acquire another language.</p>	<ul style="list-style-type: none"> ● Collaborate with Welcome Services and on site resources to support student placement for students to utilize native language supports ● Acquire funding for native language materials ● Analyze resources and invest in effective budgeting ● To Expand more Dual Language program opportunities ● Provide train the trainer training for culturally responsive teaching ● Incorporate students cultural and ethnic background in order to create inclusive classroom environment 	<ul style="list-style-type: none"> ● Materials available in classrooms and/or school libraries reflecting Native language books and English books ● Meeting with CBOs, community leaders, parents, and stakeholders to identify opportunities for Dual Language ● Teachers able to speak the native language of students ● Native language anchor charts classrooms ● Students using native language ● Develop a database to identify teachers who are proficient in languages that BPS students speak ● Train teachers in creating students profiles in order to plan culturally inclusive lessons in order to address student's social emotional needs.



Priorities

Objective #4 Ensure quality instruction is facilitated to each and every student.		
Rationale (Why)	Action (What)	Measure (How)
<p>Based on the BPS Problem of Practice we know that the most marginalized students, which includes our English Learners, are not being engaged in authentic learning opportunities to become independent and self-determined learners, therefore we need our students to have access and agency in their learning and high quality instruction to meet their needs.</p>	<ul style="list-style-type: none"> • Collect observation data via observation tool • Utilize a collaborative coaching and learning model so that teachers can model for one another best practices around authentic learning, student engagement, and facilitating student access and agency • Facilitate ongoing professional learning on 3Cs and I • SOAR Teaching Frames - Disciplinary Discussions Professional Development • Most schools are focusing on developing student agency and student discussion using evidence based discussions. OEL will collaborate with school leaders to ensure that ELs are getting equitable opportunities to develop the same skills 	<ul style="list-style-type: none"> • Positive data trend from observation tool • Feedback from participants from professional learning opportunities • Feedback from Learning walks conducted by IS's • OEL will ensure that SLIFE and SEI classes are included in the observations during the walk-throughs



Curriculum

EL Curriculum Implementation Plan

According to the Massachusetts Department of Education data, BPS has experienced substantial growth in the number of English learners over the last decade. Compared with other subgroups English learners are performing at a lower range. In addition to the low performance non-academic indicators show that ELs have higher grade retention, dropout, chronic absenteeism, and suspension rates than state average. As a result, the Office of English Learners is committed to providing teachers and students with tools that best support ELs in order to improve their academic performance as well as other non-academic indicators. One major tool is choosing an effective curriculum with differentiated instruction and safety nets to ensure academic success of ELs. Currently, the Office of English Learners is creating a plan to give two choices for ESL curriculum to K - 12 schools. The first choice includes developing a curriculum in conjunction with lead teachers from different grade level clusters, K - 2, 3 - 5, 6 - 8, and 9 -12. The plan is to design model units lessons with instructional supports and best teaching practices activities for ELs in order to reach English learners at their English language development level for the following grades:

In order to accomplish our goal and have a cohesive homogeneous model, we are using the MCU template modifying the core Language Arts curriculum with supports and activities that promote language development and content. Through a combination of curriculum, professional development, and coaching, our goal is to improve instructional quality and prepare English Learners for a strong academic career at BPS.

The second choice for our ESL curriculum rollout is working with a stand-alone curriculum which provides recommendations for specific standalone ESL curriculum. These recommendations offer schools an option that has a scope and sequence targeted towards intentional English language acquisition. These curriculum models allow ESL teachers in a variety of classrooms to access curriculum resources to best meet the needs of their ELs.



Curriculum Con't

Option 1

**Standalone Curriculum:
National Geographic**

**Gr. K-5:
Reach**



**Gr. 6-8:
Inside**



**Gr. 9-12:
Edge**



Next Steps:

- Asking LATfs to inventory of materials at their schools using forms created by vendor
- Purchasing online subscription for access to updated materials and online components of Reach
- Arranging for more PD opportunities for teachers

Option 2

**Embedded Curriculum:
District Facitated / Teacher Created
units based on MCUs**

**Aligned to BPS core ELA curriculums:
K0/K1 (PreK):** Focus on K0/K1

K2 (Kindergarten): Focus on K2

First Grade: Focus on First

Second Grade: Focus on Second

Third - Fifth Grade : Expeditionary Learning

Sixth - Eighth Grade: Expeditionary Learning

Ninth - Twelfth Grade: BPS Secondary Core Model Curriculum

Next Steps:

- Work with the Academics Department who develop and train teachers on
 - K0-2 Focus on Curriculum developed by the Early Childhood Team with support of ESL strategies
 - 3-8 Expeditionary Learning from EngageNY
 - 9-12 Standard aligned content with language support in all subjects (all teachers are language teachers)
- Facilitating a PLC with BPS teachers who have stated the work to create units
- Exploring opportunities ESE can support around MCU professional development
- Collaborating with 3 teachers at the Brighton HS who have worked with DESE and have experience with writing MCUs
- Identifying and creating an organized online portal to post units by grade level and theme