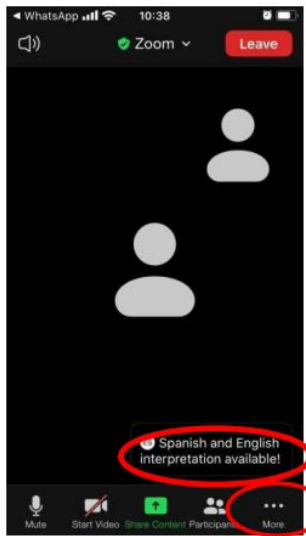
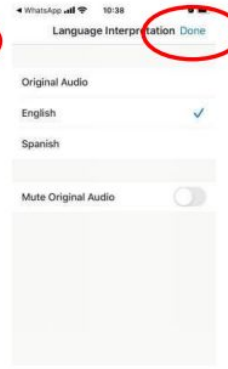


Interpretation



Smartphone
Celular



If you have a laptop/desktop:
Look for the globe and select English or Spanish

OR
Si tiene computador busque el globo terráqueo/mundo y escoja Inglés o Español





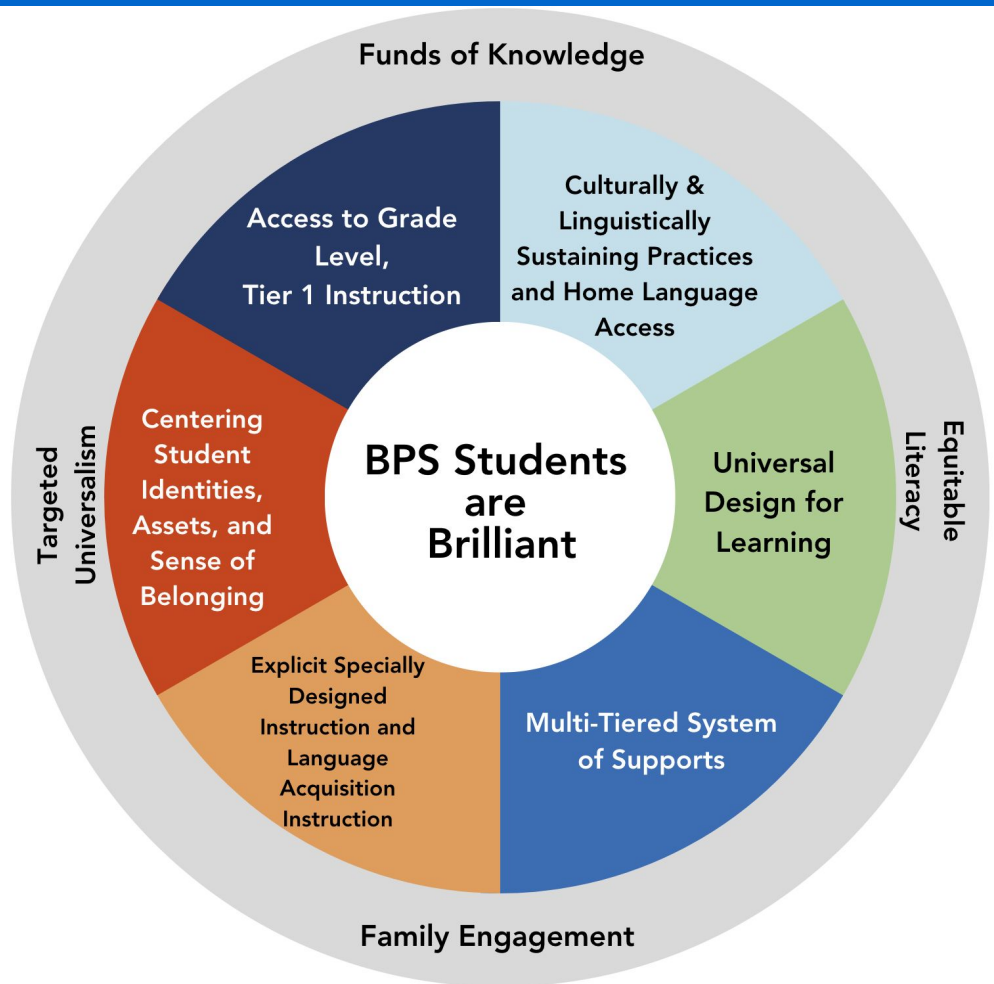
Boston Public Schools

***What Inclusion means for
Multilingual Learners***

Original presentation developed by Carolina Armstrong (OMME),
Martha Boisselle (OMME), Kristen Leathers (OMME)
Amended to share with school communities and families.

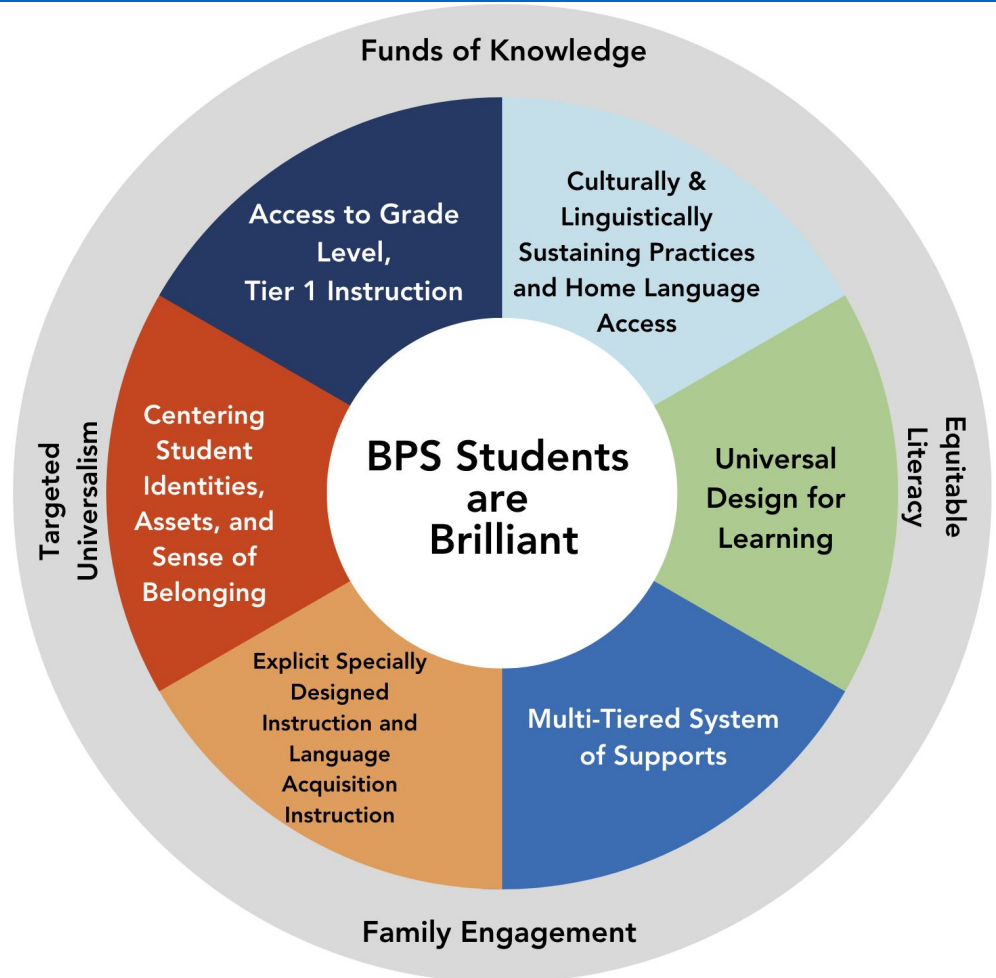
Inclusive Education: Ensuring Access and Removing Barriers for Every Student's Success

Inclusive education is situating students for learning by leveraging their identities and assets to support their entry into high quality learning experiences that results in advancing student achievement, particularly for our SWDs and MLs.



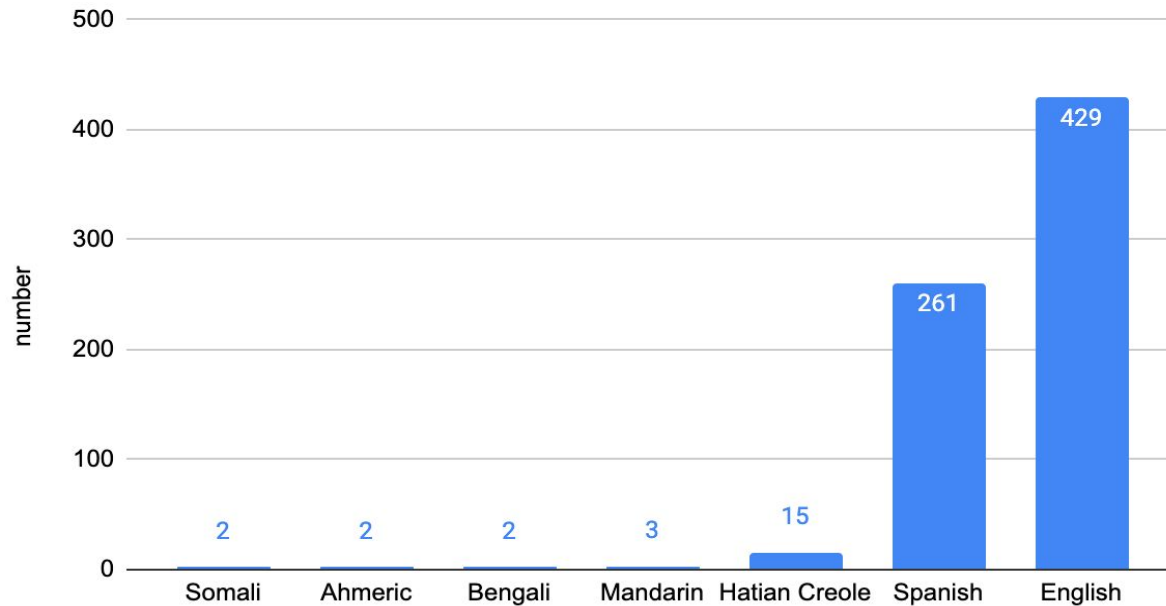
Today we will discuss:

- The changes in state education policy and practice, and how it has impacted our ML students
- The relationship between ML program models and inclusive education
- The shift to Inclusive Education and the choice in programming to support Multi Language Learners and all students language development.



Multilingual Learners and Former MLs by Major Language at the Philbrick / Sumner School

Languages Represented

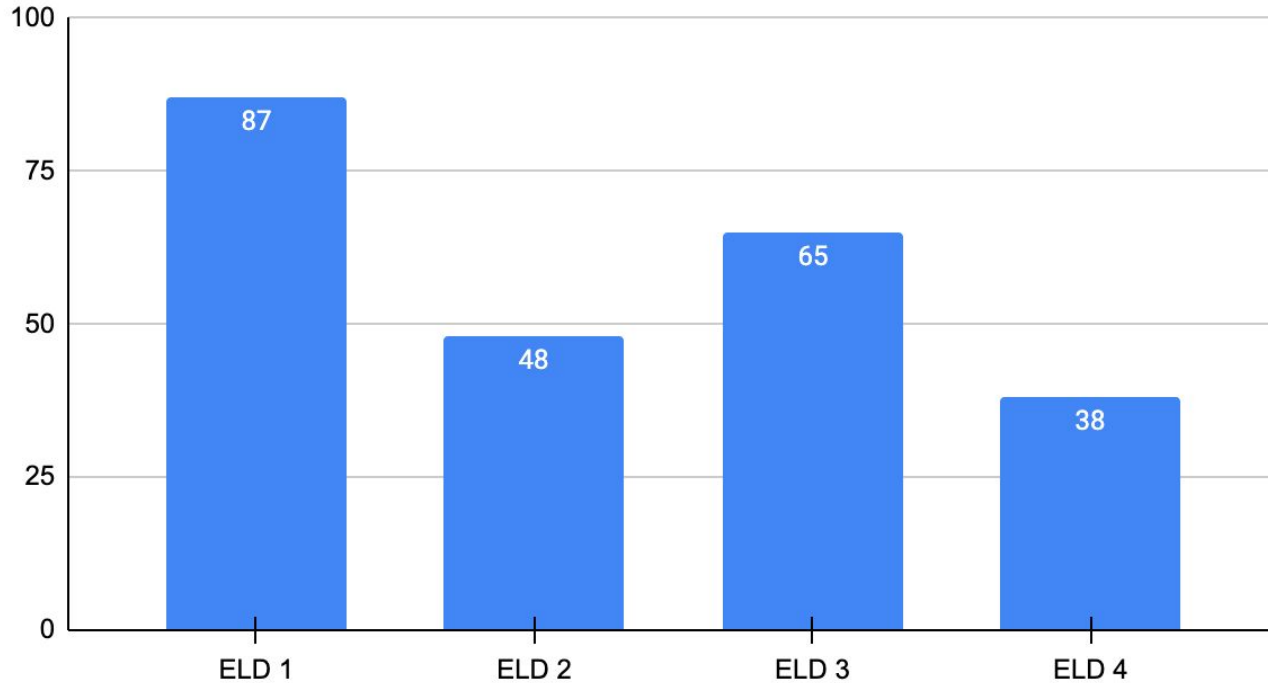


One student in the community speaks

- Cape Verdean
- Farsi
- French
- Gujarati
- Kinyarwanda
- Portuguese

Multilingual Learners by ELD Levels at the Philbrick & Sumner Schools

Number of MLLs by ELD Level



Program Models for Multilingual Learners



Sheltered
English
Immersion
(SEI)

SEI
Language
Specific

Heritage
Language
Courses

Transitional
Bilingual
Education
(TBE)

Dual
Language
(DLE)

***Native Language Access, Exposure and/or Instruction
is a critical component across all programs***

Multilingual Learners - State Context



- 1969** Massachusetts passed the first state-mandated transitional BE (bilingual education) law
- 1990** META Consent Decree; emphasized the importance of intentionally planning for Title 1 funding spending by taking into consideration ML's
- 2002** Massachusetts ballot referendum *"English Language Education in MA"* passed to mandate English-only instruction for ELs.
- 2011** Justice Department found that Massachusetts DESE was failing MLs
- 2017** Massachusetts passed the Look Act to reinstate BE options for MLs

What does this context mean?

- Our current BPS Programming for English Learners is still a Result of 2002 *“English Language Education in Public Schools”*
- The DOJ/compliance [requirements](#) for educating MLs only require that students are grouped according to ELD level for ESL, **not other content areas**
- With the passage of the [Look Act](#) in 2017, BPS gained more flexibility to implement and deliver programs and services to support MLs.

Program Models for Multilingual Learners



Sheltered
English
Immersion
(SEI)

SEI
Language
Specific

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Language
Courses

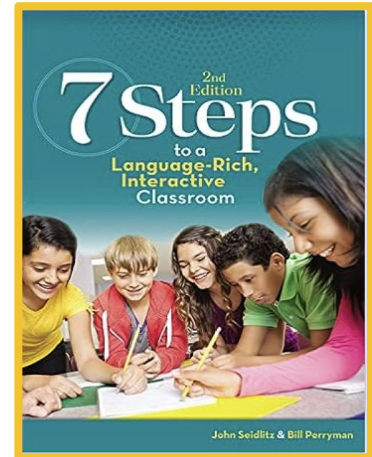
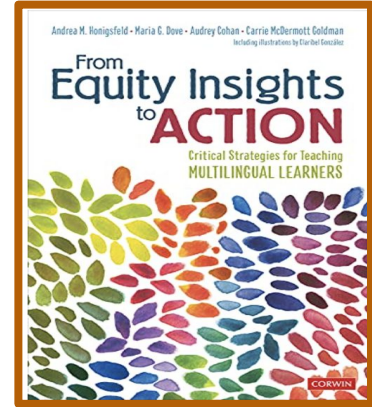
Transitional
Bilingual
Education
(TBE)

Dual
Language
(DLE)

***Native Language Access, Exposure and/or Instruction
is a critical component across all programs***

Essential Components of effective Instruction for MLs

- MLs must have **access to grade level, tier 1 curriculum** that is linguistically scaffolded for their language proficiency
- MLs should be **encouraged** and **enabled** to use their funds of knowledge (including their L1) to create meaningful connections to content
- MLs should have access to **language rich environments** and encouraged to use all 4 domains of language daily
- Teachers should be linguistically, culturally, and pedagogically prepared to meet the academic and sociocultural needs of MLs.

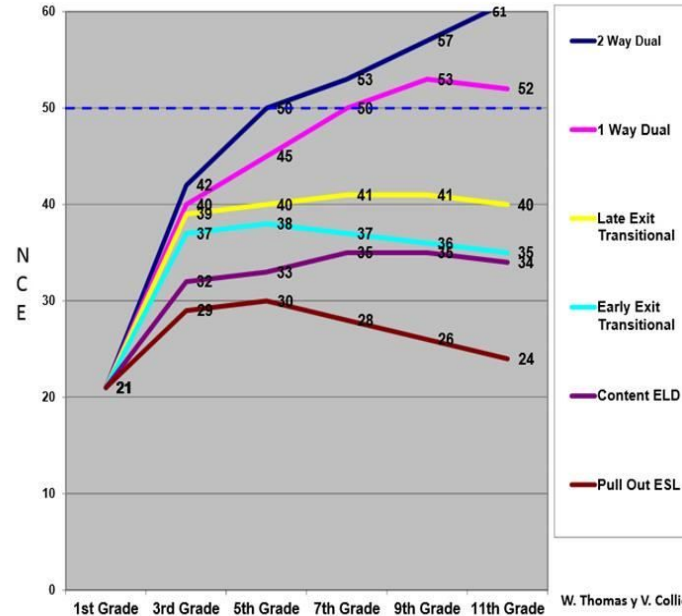


Thomas & Collier (2003, 2009, 2012)

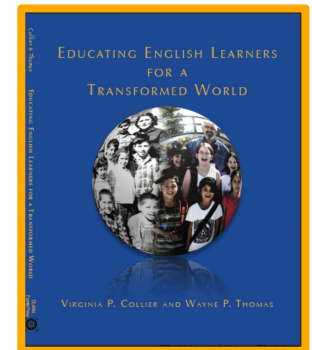
longitudinal study shows that the most successful program model for Multilingual Learners' long-term achievement is the two-way dual language program model.

In this model, both native English and non-native English speakers participate in instruction together with the goal of becoming bilingual and biliterate.

English Learners' Long-Term Achievement by Program Model



W. Thomas y V. Collier, 2001-2009



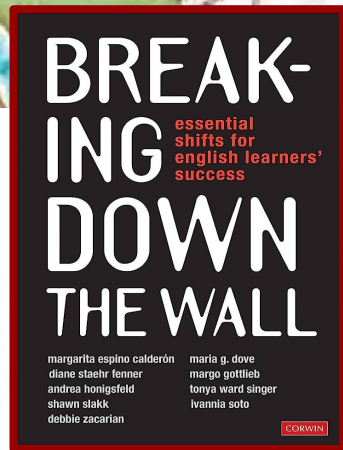
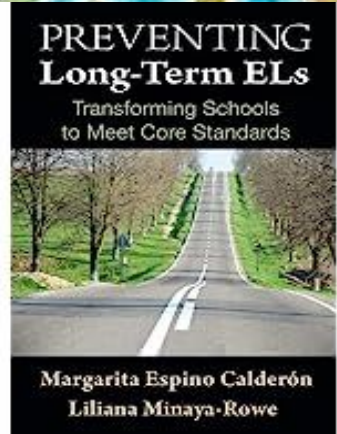
The promise shown by bilingual students underscores the gravity of teaching English learners well — and the potential payoff if schools excel at the task.

Among all Massachusetts students who took the MCAS exam as 10th-graders in 2019, former English learners — defined as those who exited EL status within the past four years — passed the English Language Arts portion of the test at a higher rate than any other group of students, with 98 percent scoring high enough to fulfill the graduation requirement. Comparable rates were 95 percent for all students, 97 percent for white students, 85 percent for students with disabilities, and 68 percent for English learners, [according to state data](#). When math and English results were combined, 92 percent of the former English learners passed both, compared with 89 percent of all students.

Gigi Luk, a McGill University researcher specializing in bilingualism, found a similar trend when she analyzed MCAS data from 2013-14 and 2015-16 in her previous role at the Harvard Graduate School of Education, finding that former English learners outscored other students in grades 3-5.

Second Language Acquisition

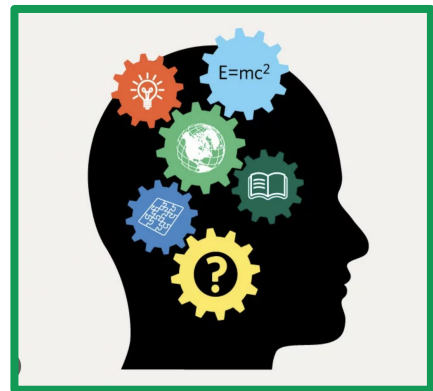
- Research shows that when MLs receive quality ESL instruction and sheltered content, they move quicker through Levels 1 and 2 (SLIFE need additional support and literacy instruction)
- Research shows that at Level 3, MLs are prepared for complex text and tasks and benefit from engaging in grade level curriculum with sheltered support and ESL



Multilingualism is an Asset

Research shows that, compared to their non-bilingual peers, bilingual individuals have an easier time:

- Understanding math concepts and solving word problems
- Developing strong thinking skills
- Using logic
- Focusing, remembering, and making decisions
- Thinking about language
- Learning other languages



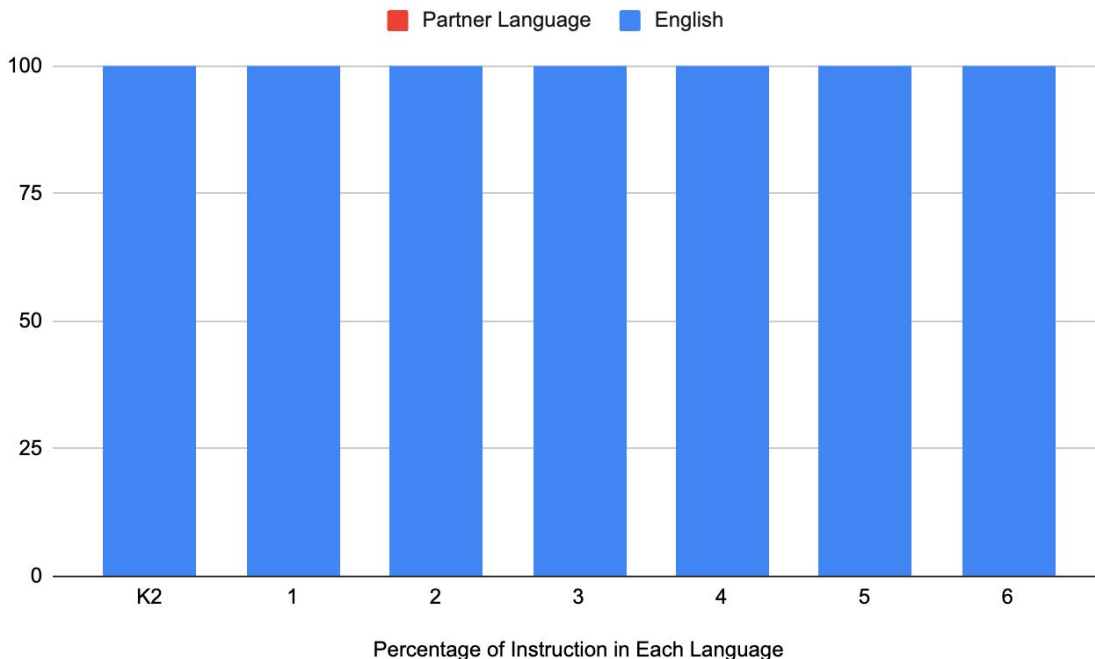
Sheltered English Immersion (SEI) Program Model

English Language Development is incorporated throughout the day with strategies to make core academic content instruction more comprehensible to MLs who are ELD 1-3. Instruction is conducted in English, with native language support for students.

BPS offers both multilingual SEI settings as well as language-specific SEI programs in Spanish, Haitian Creole, Cabo Verdean Creole, Vietnamese, and Chinese.

State SEI

- May include students who speak any languages
- Teacher may or may not speak the partner language
- Uses English as a Second Language Curriculum and Instructional Strategies



Transitional Bilingual Education Programs (TBE) leverage students' native languages to help with English language development and ensure students meet academic expectations, but the **goal is to eventually transition into English-only instruction.**

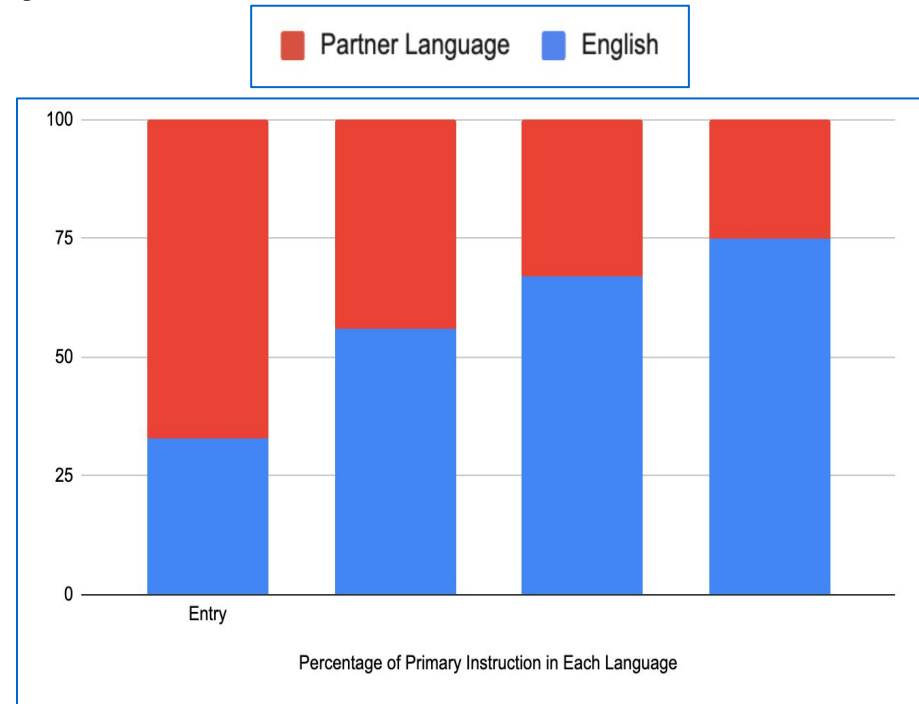
Initial instruction is offered in native language and decreases gradually as more English is introduced.

- **Early Exit** - Transition happens in 1–3 years
- **Late Exit** - Transition happens in 4-5 years

Some educators and researchers consider TBE programs to be subtractive and assimilationist (Gandara & Escamilla, 2018).

Most TBE programs are implemented at elementary level, but they can also be applied in middle and high school.

TBE Programs should not be implemented as students' entire academic career.



Dual Language Immersion (DLE) One-Way/Two-Way Programming

“... the term dual language refers to any program that provides literacy and content instruction to all students through two languages and that promotes **bilingualism and biliteracy**, grade-level **academic achievement**, and **sociocultural competence**- a term encompassing identity development, cross-cultural competence and multicultural appreciation- for all students. “

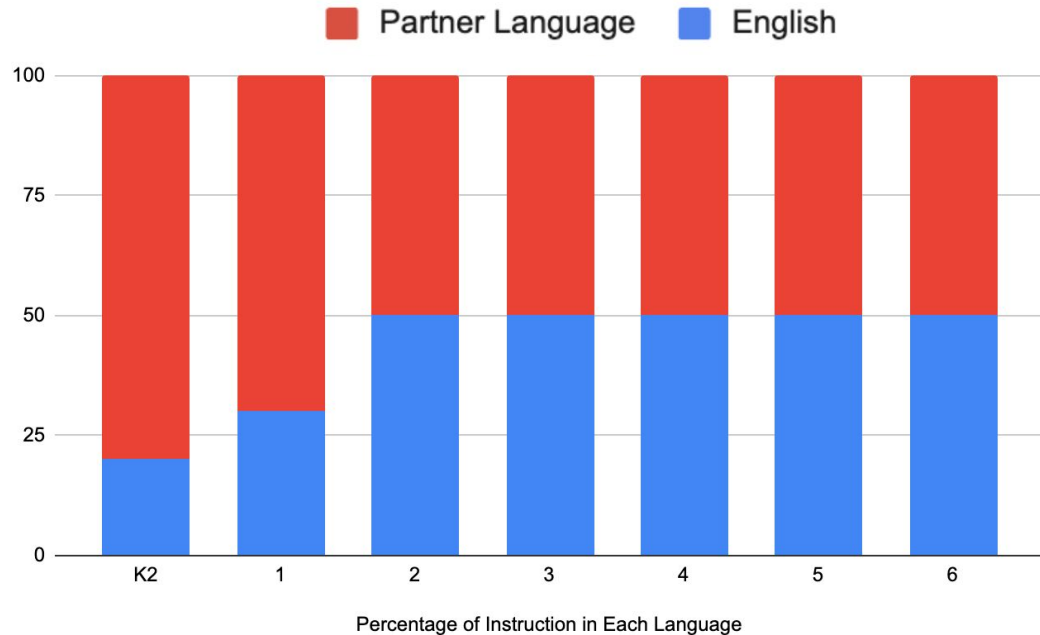
-Dr. Barbara Kennedy, CAL

One-Way Immersion

All students speak the same native language (includes simultaneous bilinguals)

Two-Way Immersion

Even mix of native speakers of both languages (includes simultaneous bilinguals)



Green Ticket - Your family speaks a language other than English
Purple Ticket - Your family speaks only English



