



Five Things Superintendents Can Do to Support Multilingual Learners

Leigh Schleicher, Michael Bowlus, Amy Young

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Who are we and what can we do for you?

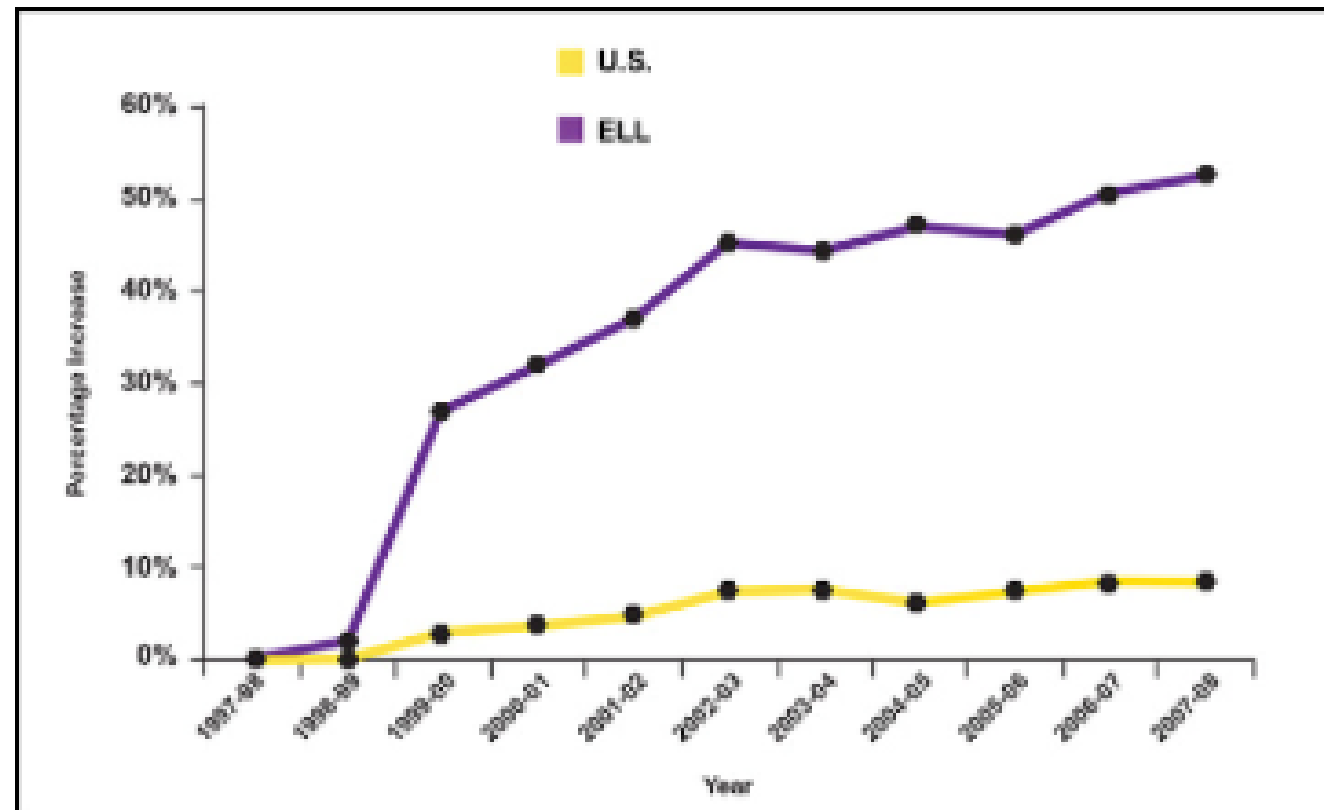
Leigh Schleicher: Interim Director of the Student Support Division

Michael Bowlus: Interim English Learner and Migrant Education Program Supervisor

Amy Young: EL Specialist, School Support

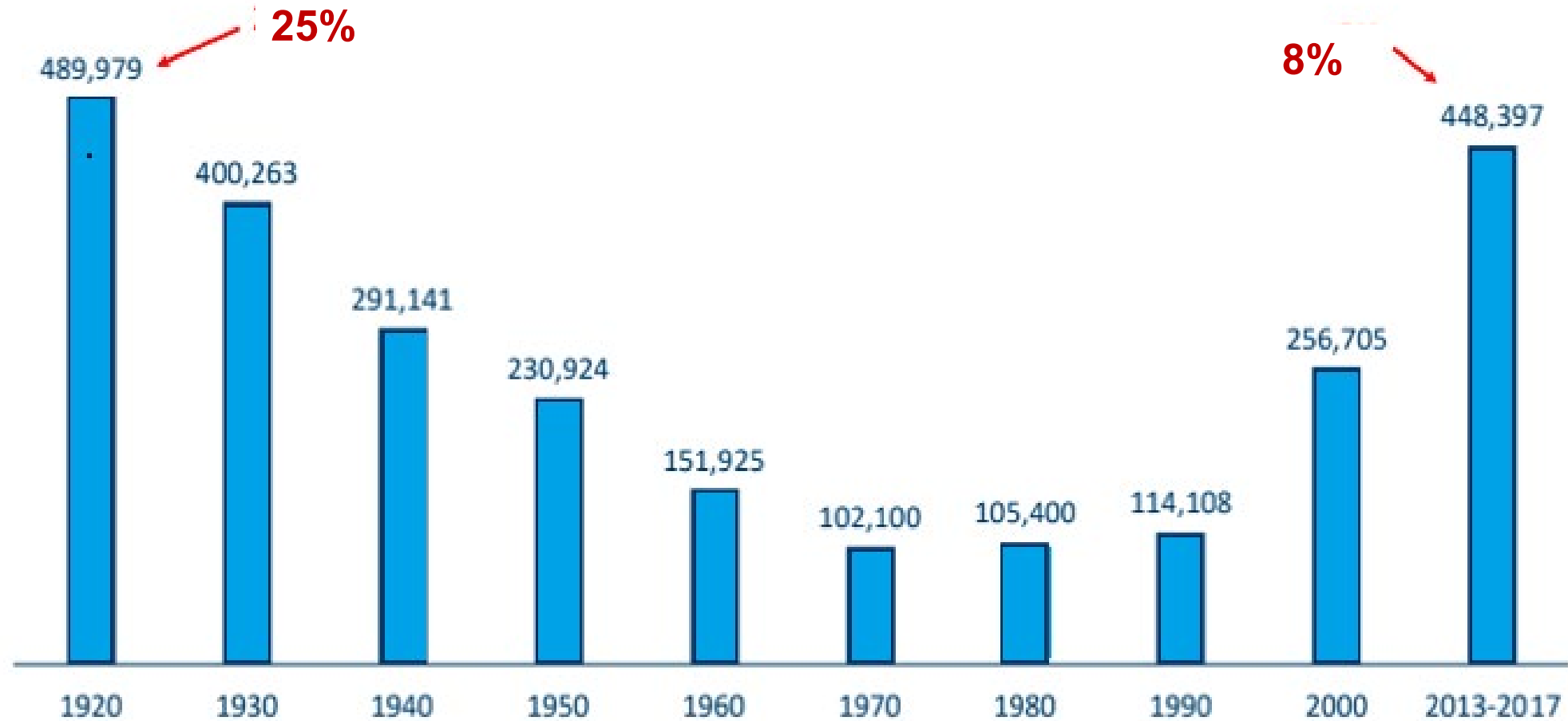
Growth in Linguistic Diversity

Percent Change in U.S. Total and ELL Pre-K-12 Enrollment between 1997-1998 and 2007-2008 line chart

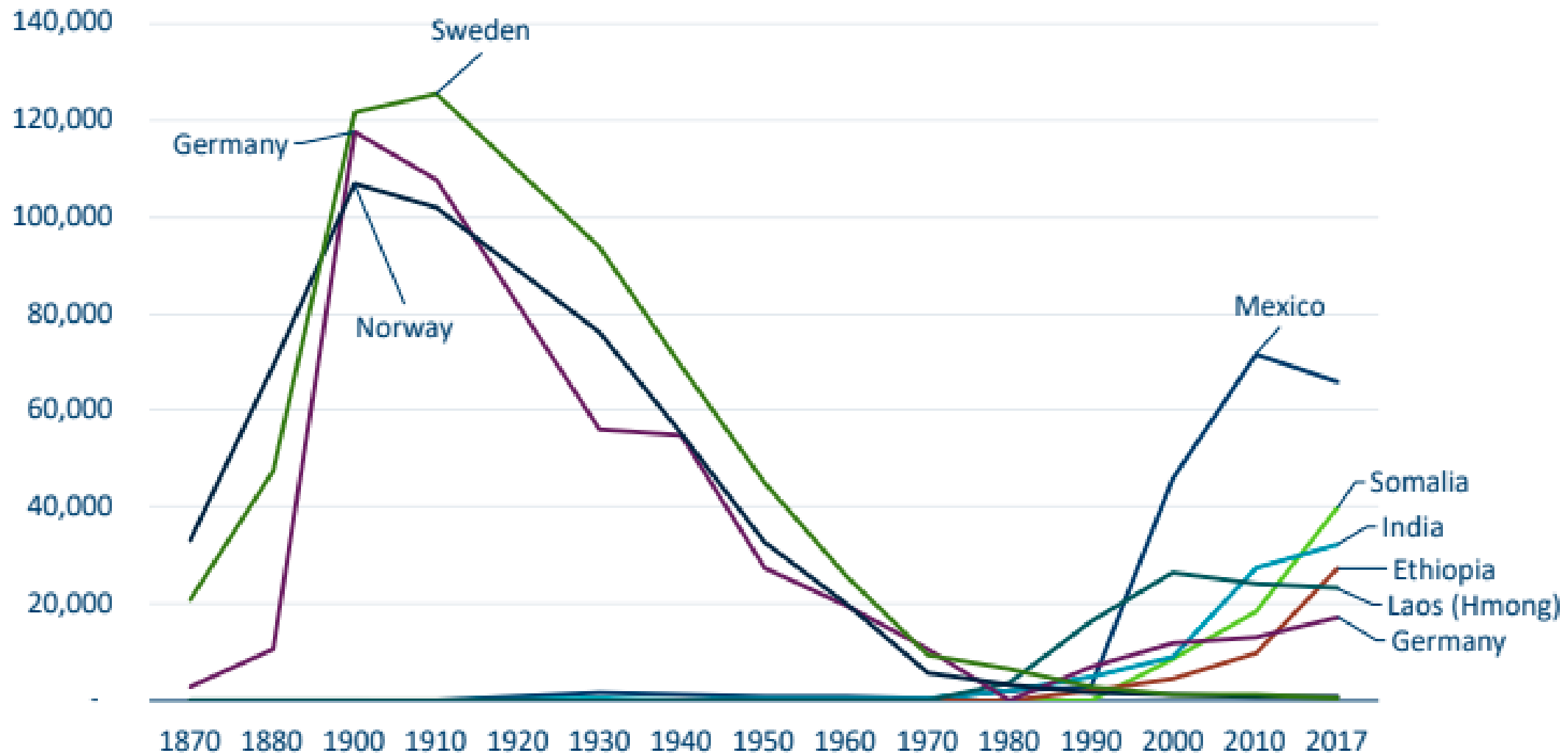


Source: Migration Policy Institute, National Center on Immigrant Integration Policy, 2010.

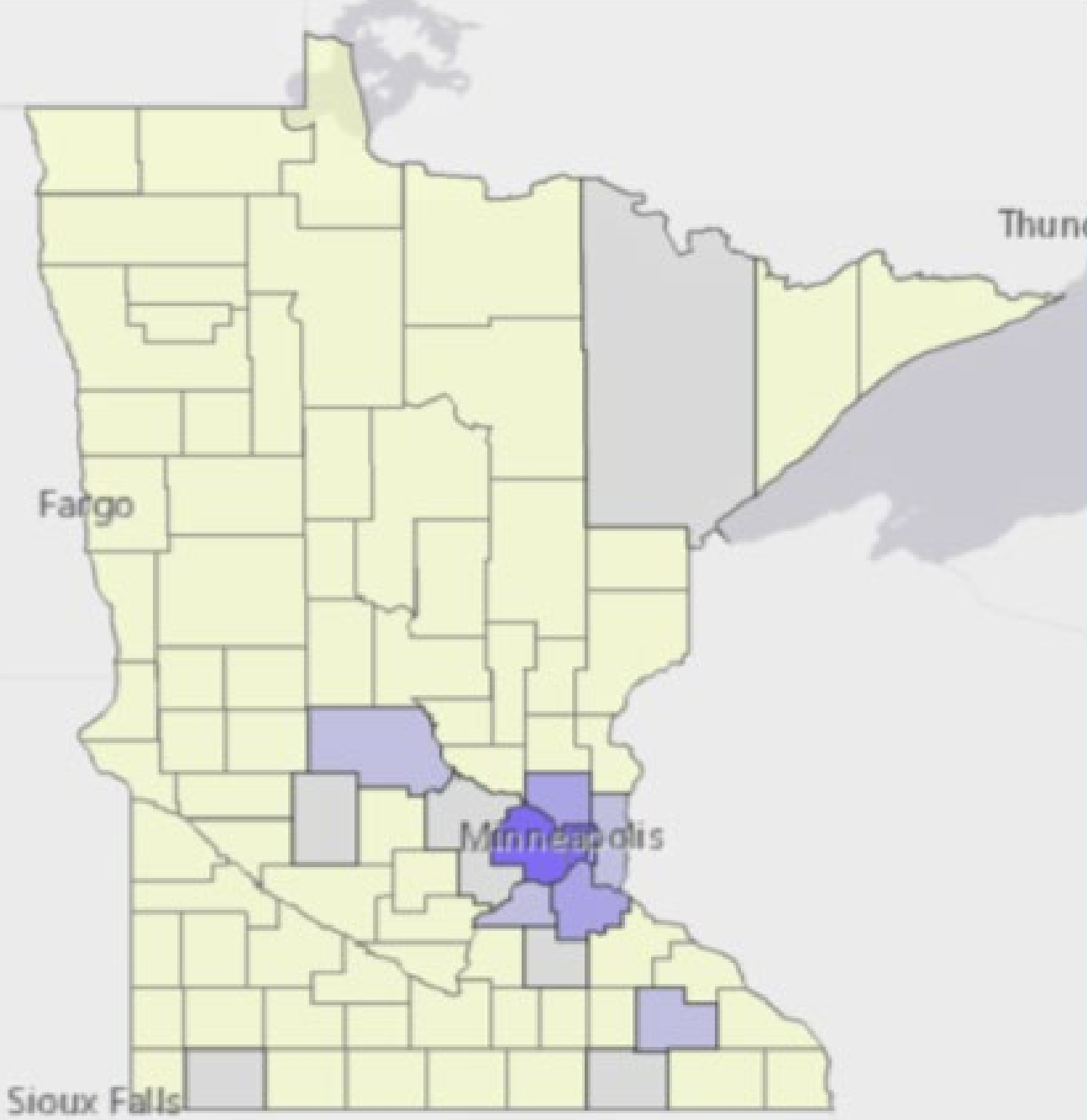
Foreign Born Population, 1920-present



Foreign-born Country of Birth



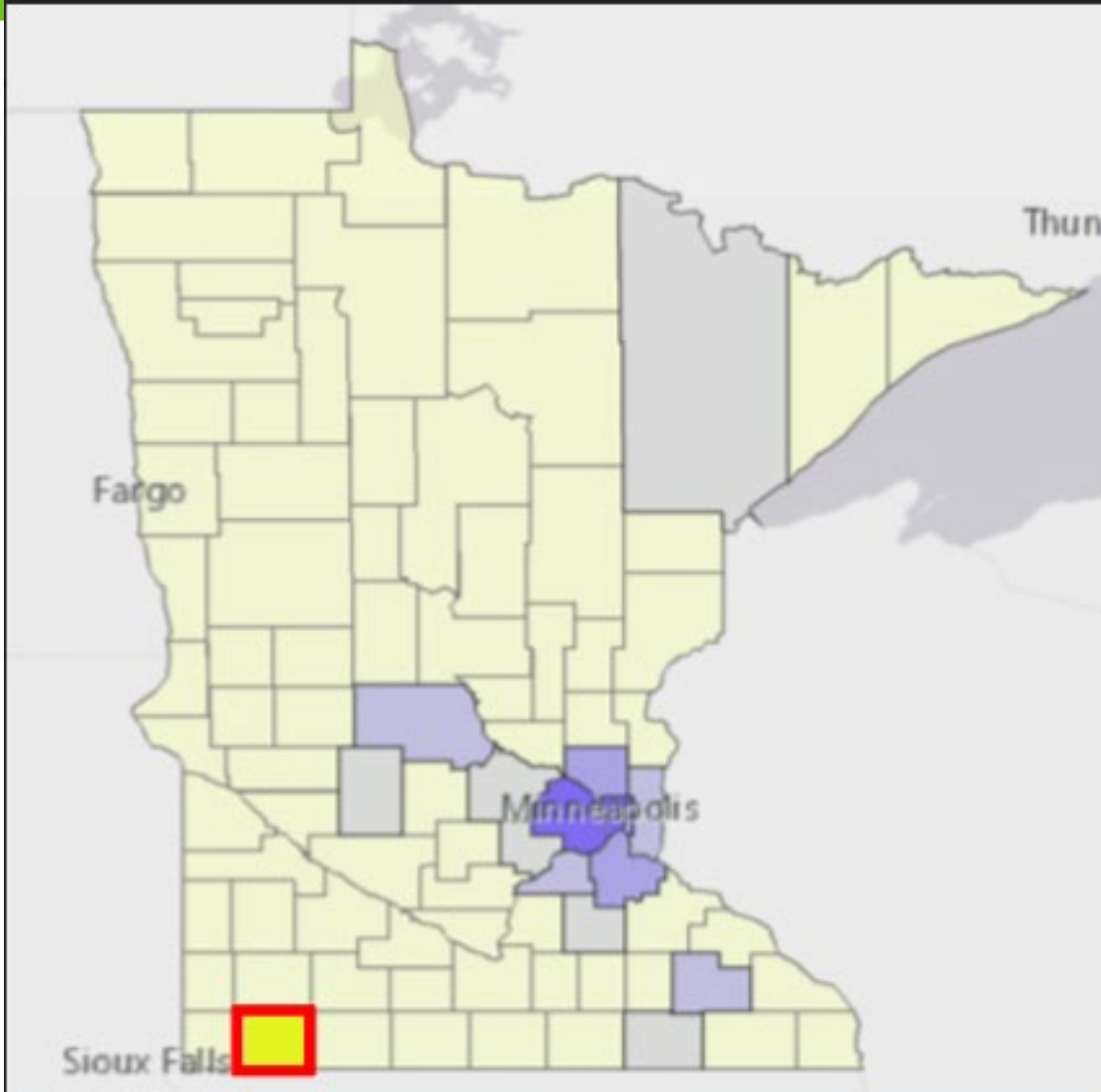
184,800 live in the 7-County Twin Cities Metro



Hennepin County	84,700	7%
Ramsey County	53,100	11%
Dakota County	19,000	5%
Anoka County	14,000	4%
Olmsted County	7,000	5%
Scott County	6,400	5%
Stearns County	5,900	4%
Washington County	5,700	2%
Nobles County	3,400	17%
Mower County	3,200	9%
Rice County	2,700	4%
Kandiyohi County	2,100	5%
Carver County	1,900	2%
St. Louis County	1,800	1%
Wright County	1,700	1%

Source: U.S. Census Bureau, American Community Survey, 2013-2017

Highest concentration in Nobles County



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How many of these can you define?

RAEL

SLIFE

MEP

LIEP

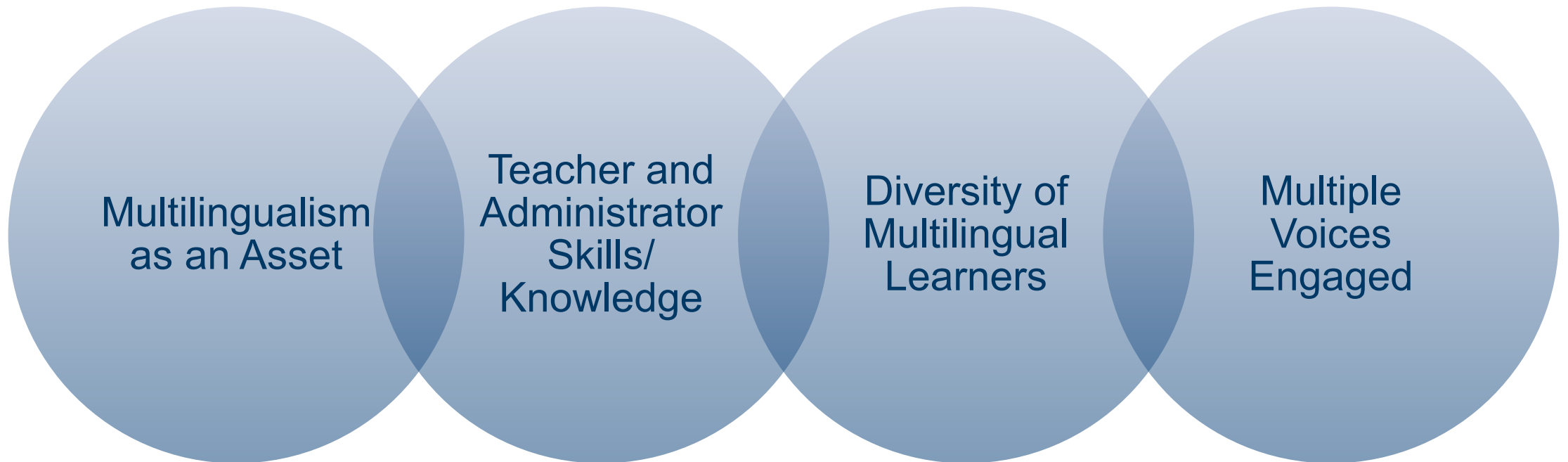
SLIFE

LEAPS

ESSA

WBWF

LEAPS: Learning English for Academic Proficiency and Success Act



Minnesota's New Accountability System

Stage 1

Math Achievement

Reading Achievement

**Progress Toward English
Language Proficiency**

Stage 2 (Elementary/Middle)

Math Progress

Reading Progress

Stage 2 (High)

Four-Year Graduation

Seven-Year Graduation

Stage 3

Consistent Attendance

Leading for Equity

“Better is possible. It does not take genius. It takes diligence. It takes moral clarity. It takes ingenuity. And above all, it takes a willingness to try.”

Atul Gawande, *Better: A Surgeon's Notes on Performance*

What can superintendents do?

1. Use data
2. Create a sense of urgency
3. Develop innovative programming
4. Avoid fragmentation
5. Differentiate schools based on context

1. Use Data

What do you know about your multilingual, multicultural students? What story does your data tell?

1. Know demographics of your district, including change, long-term profile, language background, and achievement/growth.
2. Align budget to the story (A & I, Title 1,2, 3, SRCL Grants, Comp Ed)

Using Data to Tell a Story that Leads to Change

	Current ELs	Former ELs	Ever ELs	Never ELs
School A	52% (1)	86% (4)	76% (3)	86% (4)
School B	63% (1)	92% (5)	83% (4)	87% (4)
School C	53% (1)	72% (2)	65% (1)	68% (2)
School D	44% (1)	73% (2)	63% (1)	84% (4)

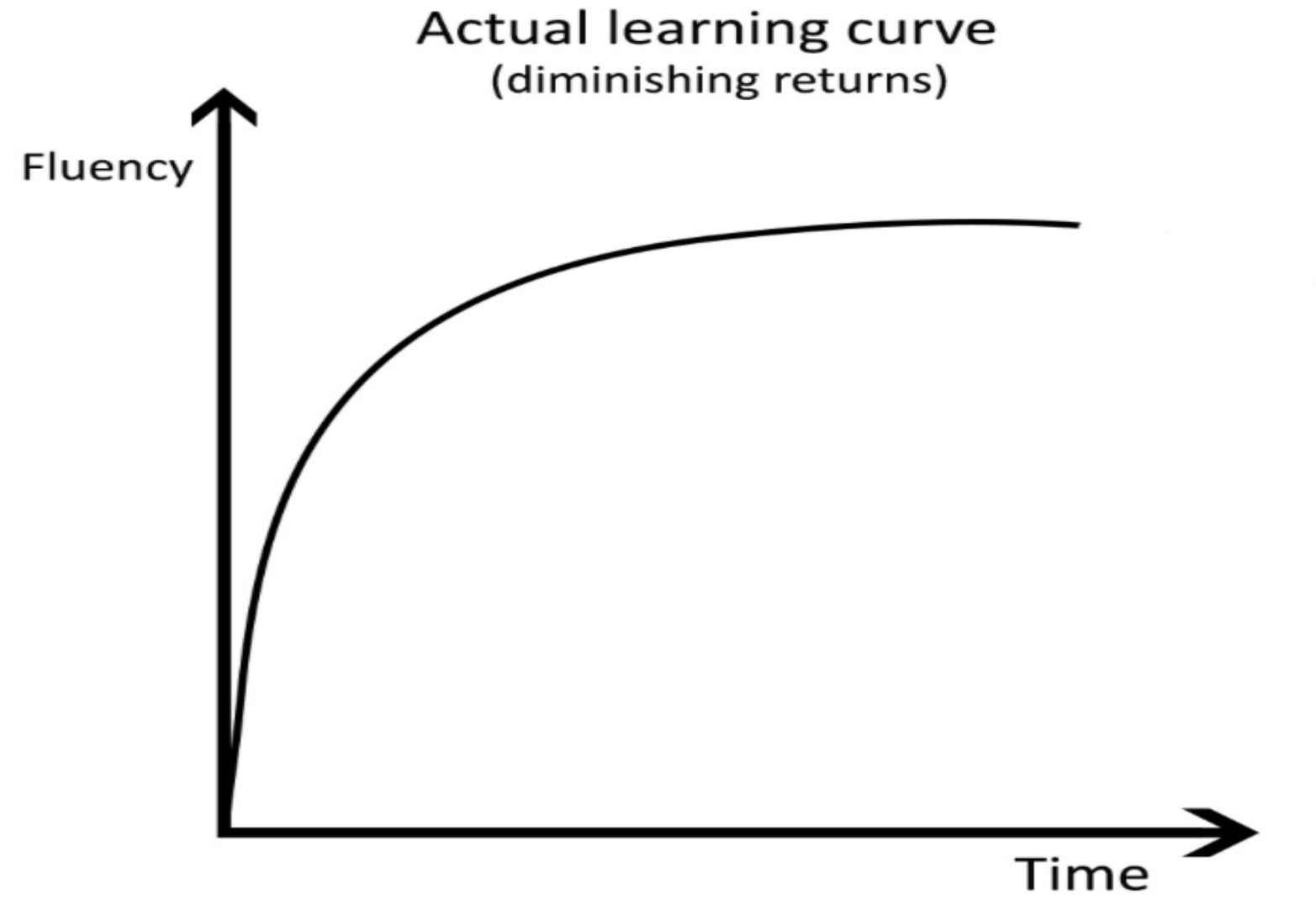
Math proficiency accountability rating scales: 1=less than 67%, 2=67 to 73, 3=74-81, 4=82-89, 5=90 or better.

EL="English Learner"-Student identified for English Learner services

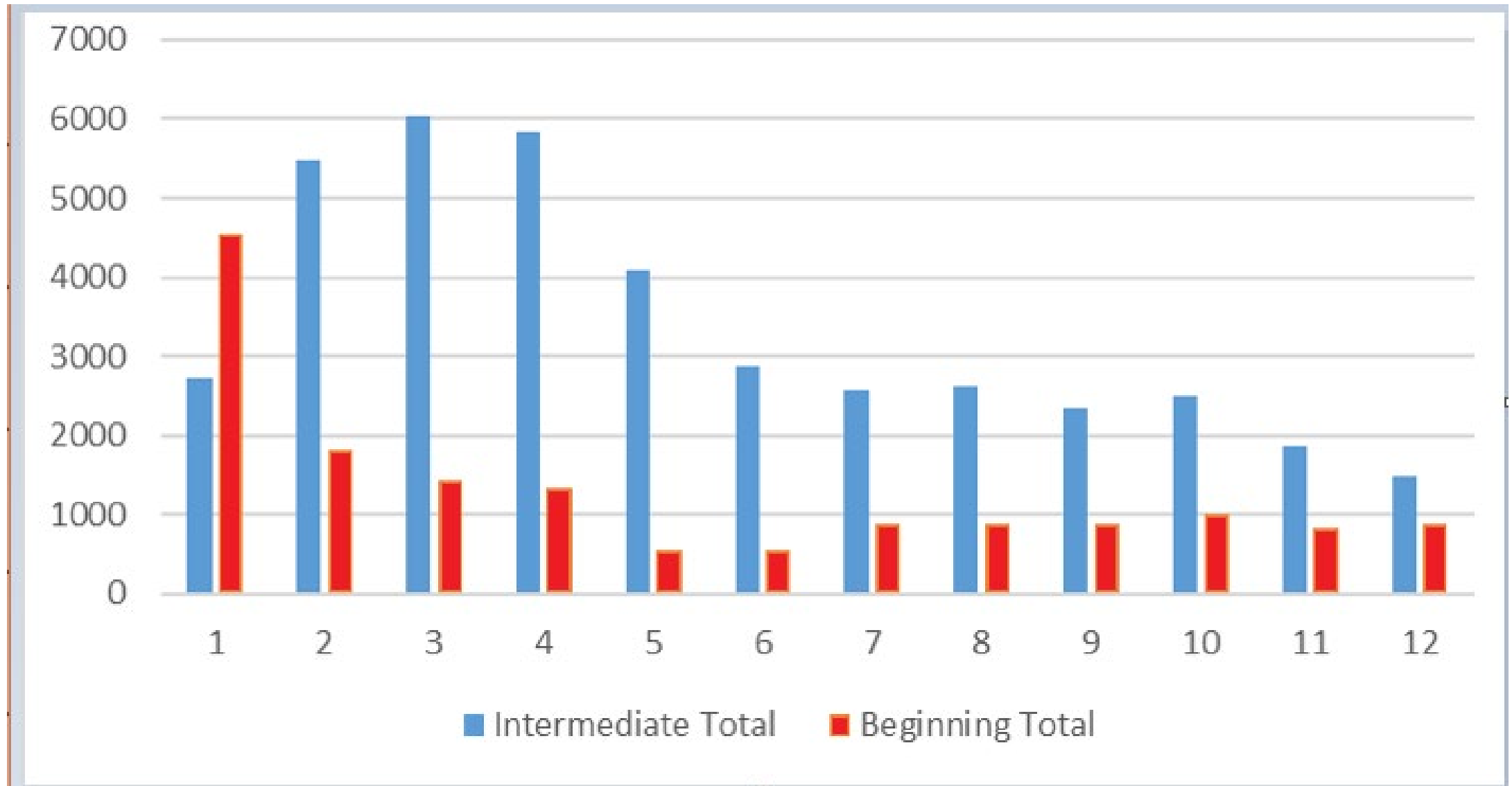
Which schools should be prioritized for resources?

What types of supports should each school receive?

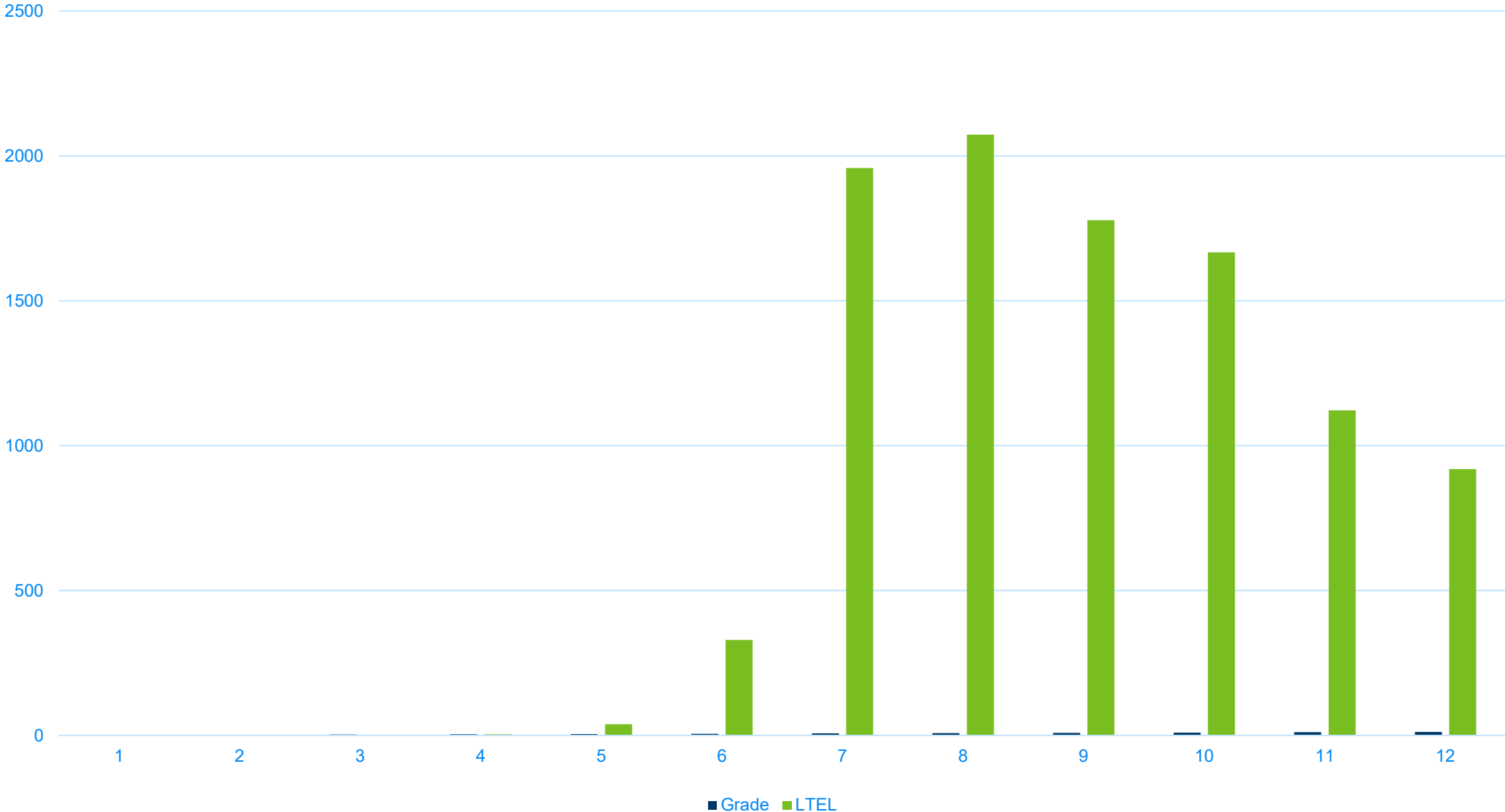
Actual learning curve



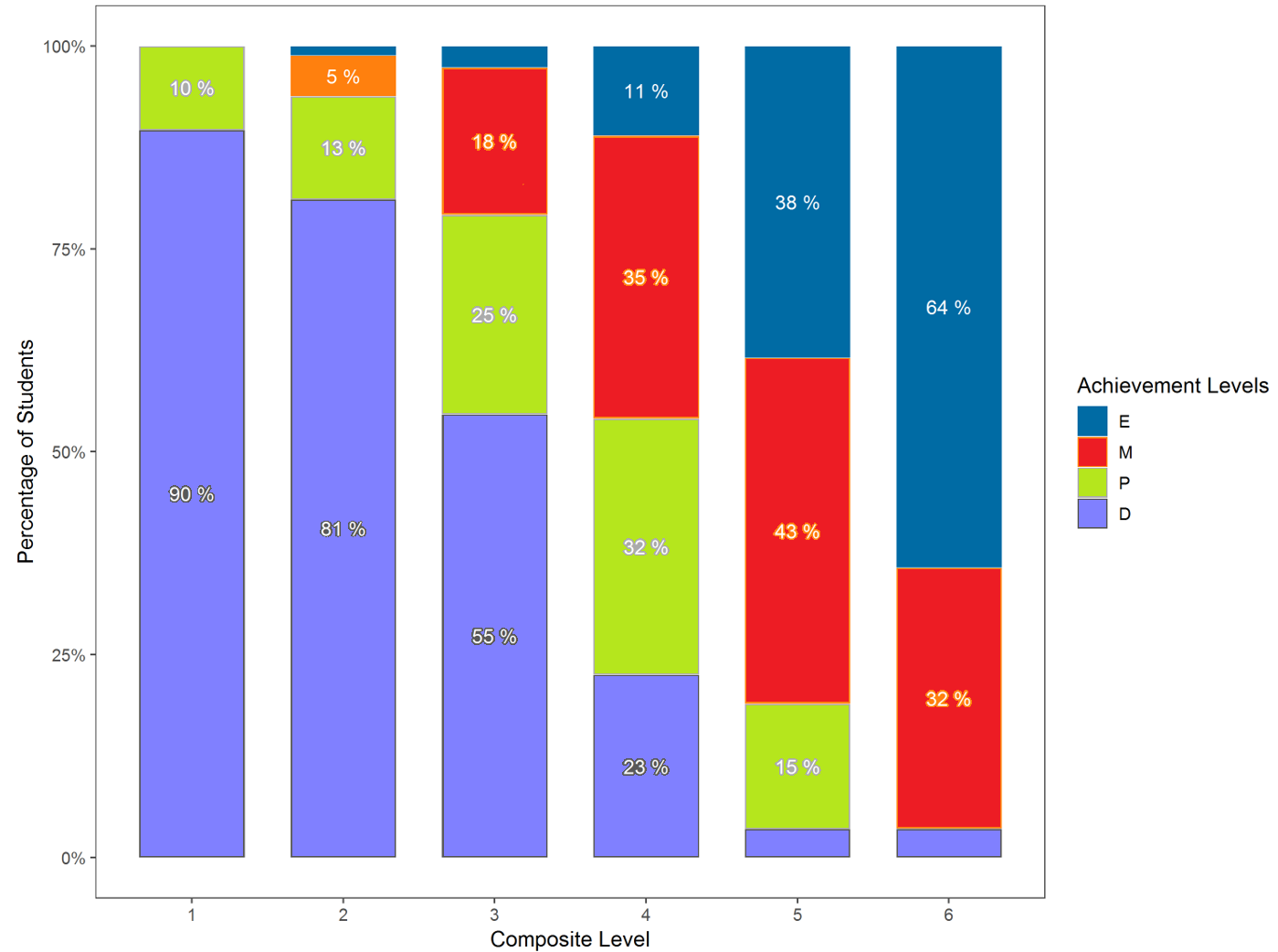
Total student numbers by proficiency level



Long Term English Learner over 5 years in Minnesota



MCA Achievement by ACCESS Proficient Level Math, Students who do not qualify for FRP



2. Create a Sense of Urgency

How do you create a sense of urgency around equity and asset frameworks?

1. Shadowing, Learning Walks and Walkthrough Protocols
2. Family/youth engagement, CRP/Funds of knowledge/Absent narratives



3. Innovative Programming

What innovative programming do you have to promote success for multilingual learners? Who leads these initiatives?

1. Hiring: strong EL coordinator/director, bilingual/bicultural staff.
2. Implement frameworks (GLAD, TRTW, SIOP) and dual language programs/supports (bridging, heritage language programs, bilingual resources, etc.)

The Benefits of a Bilingual Brain

<https://ed.ted.com/lessons/how-speaking-multiple-languages-benefits-the-brain-mia-nacamulli>



Benefits of Bilingualism

Fully proficient bilingual individuals excel over monolinguals in:

Certain cognitive benefits: Divergent thinking, pattern recognition, executive control [ADHD/Alzheimer's] (Bialystok, 2002; Bialystok, Craik & Luk, 2008, 2012).

Problem solving [with conflicting or misleading cues starting at young ages] (Bialystok, 2008; Carlson, & Meltzoff, 2008).

Sensitivity to verbal and non-verbal cues, greater attention to listeners' needs (Lazaruk, 2007).

Intercultural sensitivity and greater openness to members of the target culture (Christian, 1994).

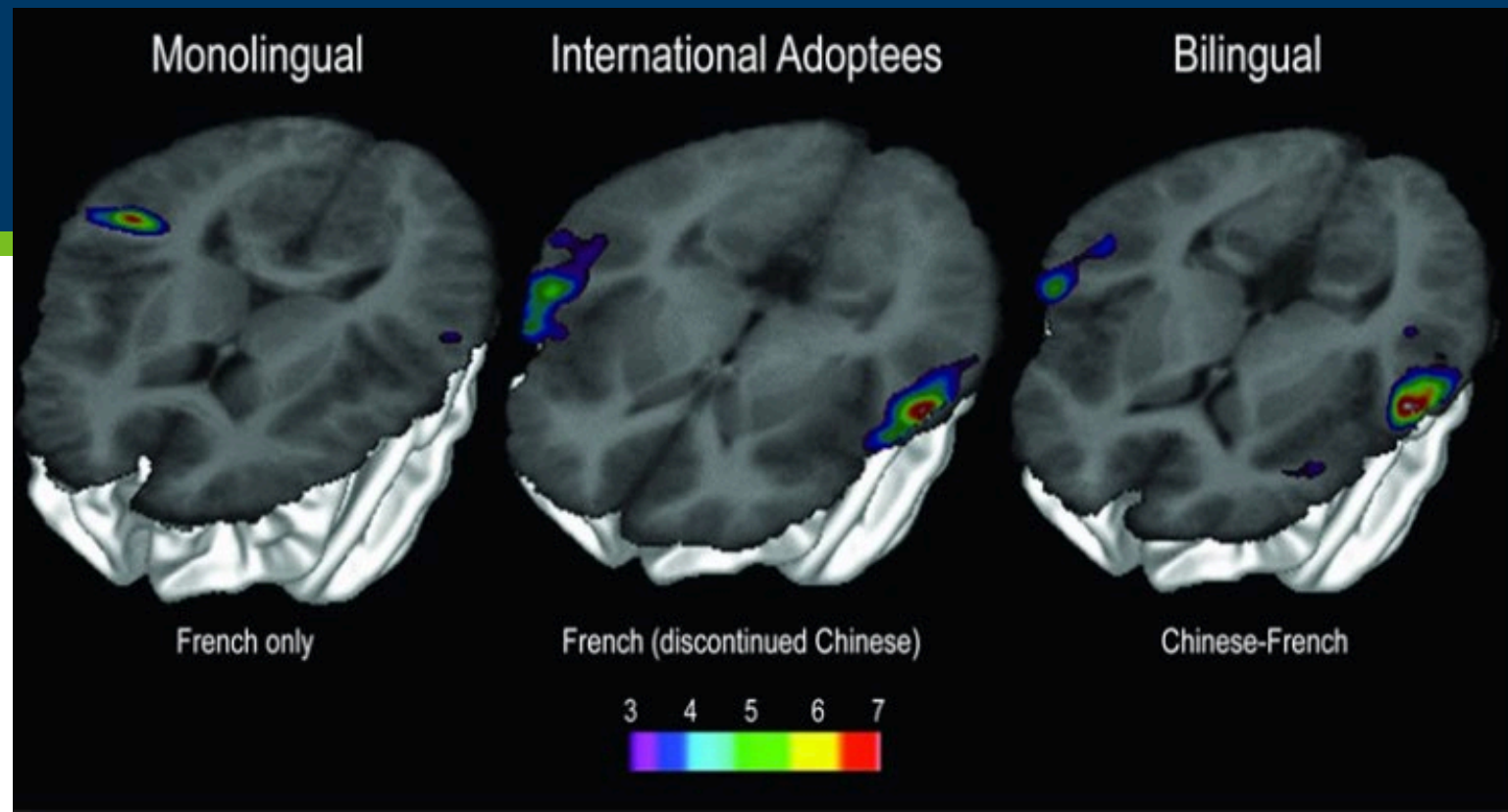


RED

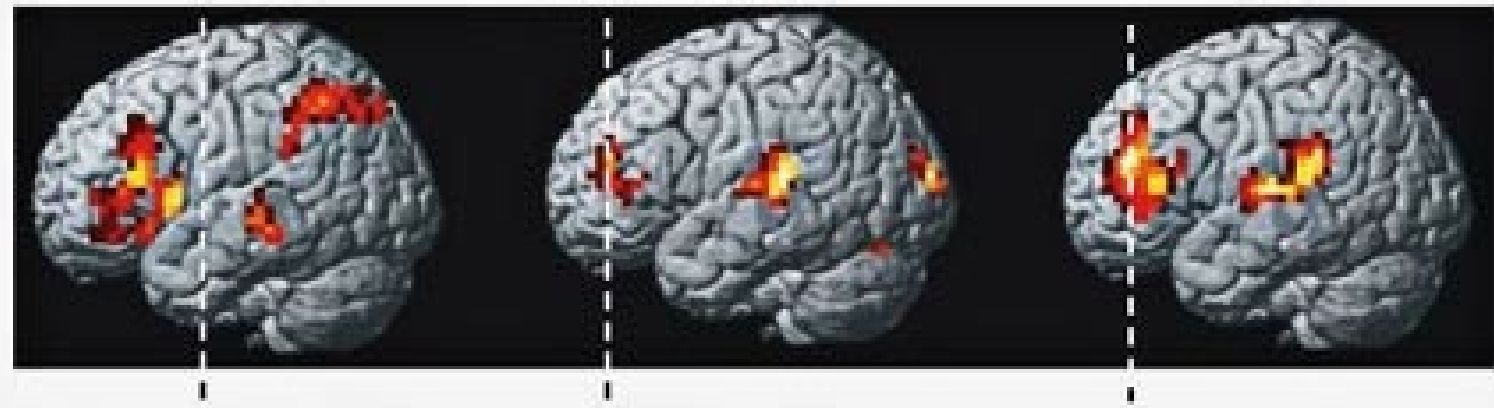
EEG, PET, fMRI, NIRS

Bilinguals engage more of the neural landscape available for language processing than monolinguals, providing benefits for:

- learning in general
- complex thinking and creativity
- mental flexibility (less bias)

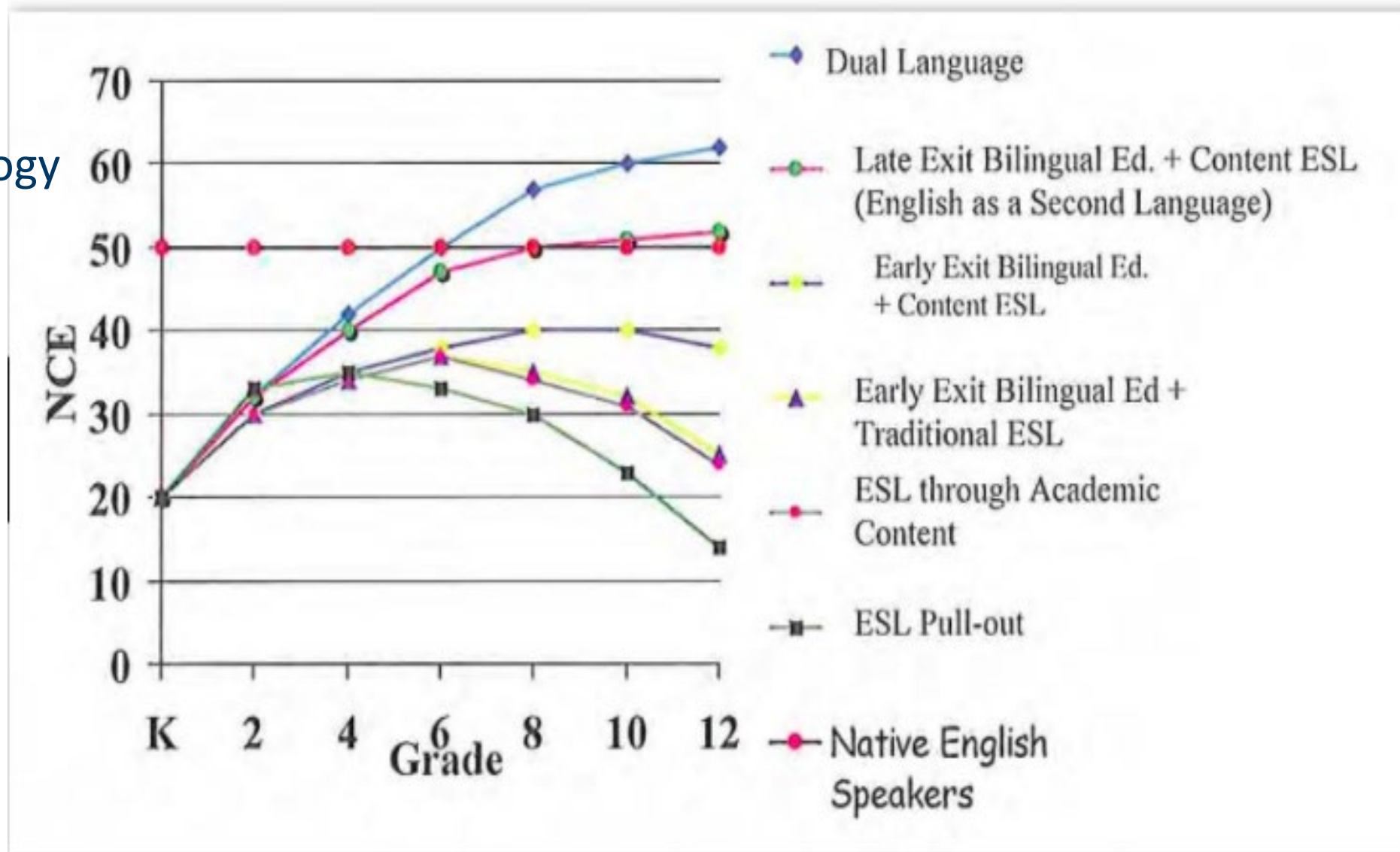


Bilinguals > Monolinguals



Growth Towards English Language Proficiency (Thomas & Collier, 2011)

- Home Language
 - Bridging Charts
 - Multilingual Ecology
 - Diversified Staff
- Individual Learning Plan (ILP)
- Integrating Language & Content



4. Avoid Fragmentation

How do you provide support without decreasing cohesion?

1. Avoid missed instruction during instruction (co-teaching vs. pull-out) and testing (non-EL staff responsible for ACCESS testing, etc.)
2. Provide quality core instruction and differentiated MTSS

5. Differentiate Schooling based on context

How do you provide supports at different levels?

1. Pre-school (supports such as SEAL program)
2. Elementary and Middle School (integrating language and content)
3. HS-Pathways, Credit recovery, Counselor support,
4. ALC (Alternative Learning Centers)?
5. ABE (Adult Basic Education)?

Where are you on the journey?

“Better is possible. It does not take genius. It takes diligence. It takes moral clarity. It takes ingenuity. And above all, it takes a willingness to try.”





Ten Minnesota Commitments to Equity

- 1. Prioritize equity.**
- 2. Start from within.**
- 3. Measure what matters.**
- 4. Go local.**
- 5. Follow the money.**
- 6. Start early.**
- 7. Monitor implementation of standards.**
- 8. Value people.**
- 9. Improve conditions for learning.**
- 10. Give students options.**

Thank you!

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