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# Addressing the Needs of Multilingual Learners

Department of English Learner Programs

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## **Our Mission**

To provide meaningful, engaging, purposeful, and differentiated instruction in order for students to master academic and linguistic goals. Together we foster students' academic, socio-cultural, emotional, and physical development to empower multilingual learners to become responsible, productive members of the community.

## **We believe that...**

- All students deserve access to an equitable education
- All teachers and stakeholders are responsible for the education of multilingual learners
- Scientifically research-based instructional practices are critical for multilingual learners, but beneficial for all students
- Given the differentiation of instruction and ongoing support, multilingual learners will acquire content, academic vocabulary, and needed language skills
  - All students can achieve bilingualism, biliteracy and sociocultural competence
  - All students contribute to the learning and sociocultural competency of their own and of their classmates

## **Non Negotiables**

- Close collaboration between general education, TESOL and bilingual teachers in order to determine individual students needs
- Clear understanding of the linguistic and Academic Profile of our diverse learning population
- Focus on language development in the four domains to acquire grade level content
- Assignment accommodations, adaptations and targeted scaffolds
- Ongoing communication with families (in a language they understand)
- Integration of social emotional learning across the curriculum
- Use of portfolio assessments
- Access to supplemental language development platforms

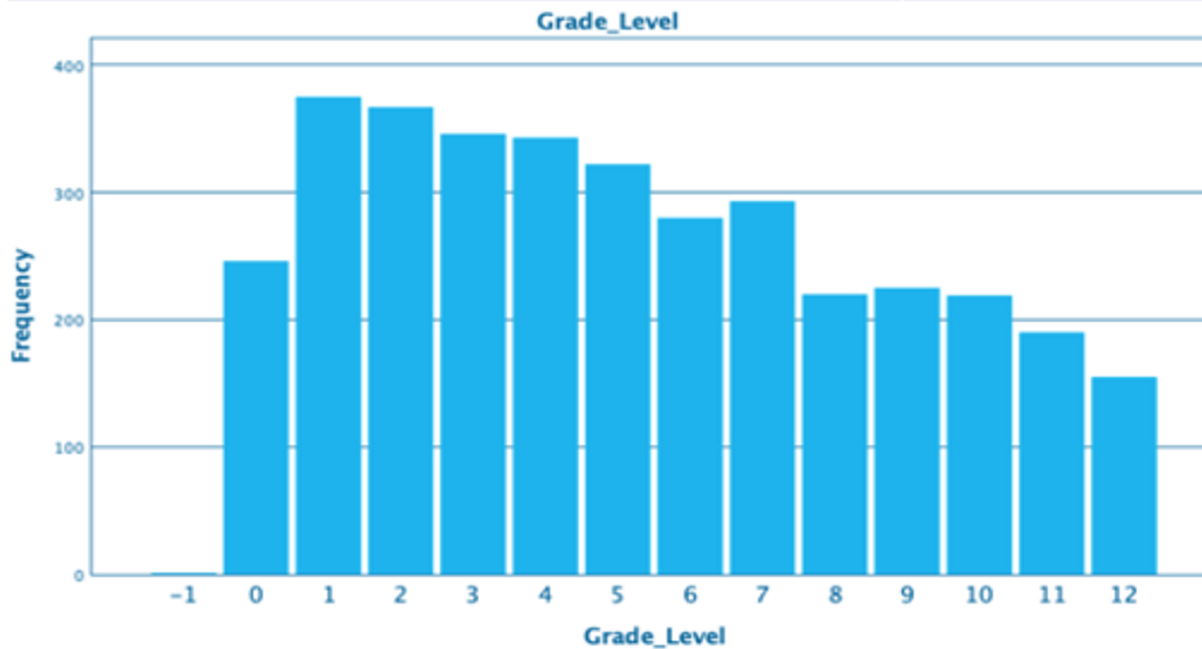
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## Department of Multilingual Learners Programs Goals

- To build the capacity of building and district leadership to understand, identify, and evaluate the use of effective methodology within language acquisition instruction.
- To integrate language, content, and literacy and provide daily instruction in Spanish and English so that students can achieve bilingualism, biliteracy, and socio-cultural competence.
- To reliably and meaningfully assess our students, provide targeted feedback, and implement a districtwide grading policy for English Learners that considers their individualized language acquisition trajectory.

# Who are our Multilingual Learners?

<b>Student Enrollment in District</b>	<b>19,972</b>
<b>English Learners</b>	<b>3,547 (19%)</b>



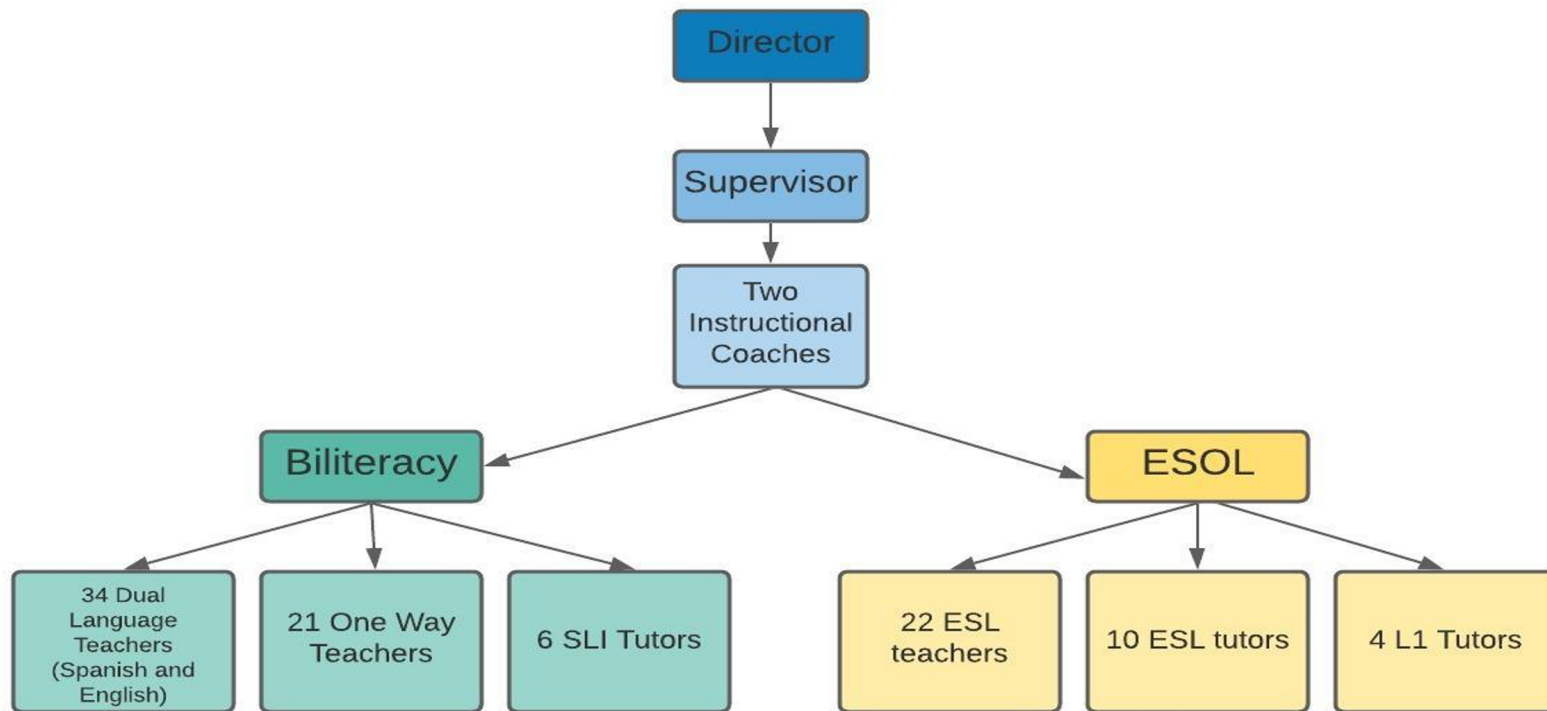
71 languages in District from 116 different countries

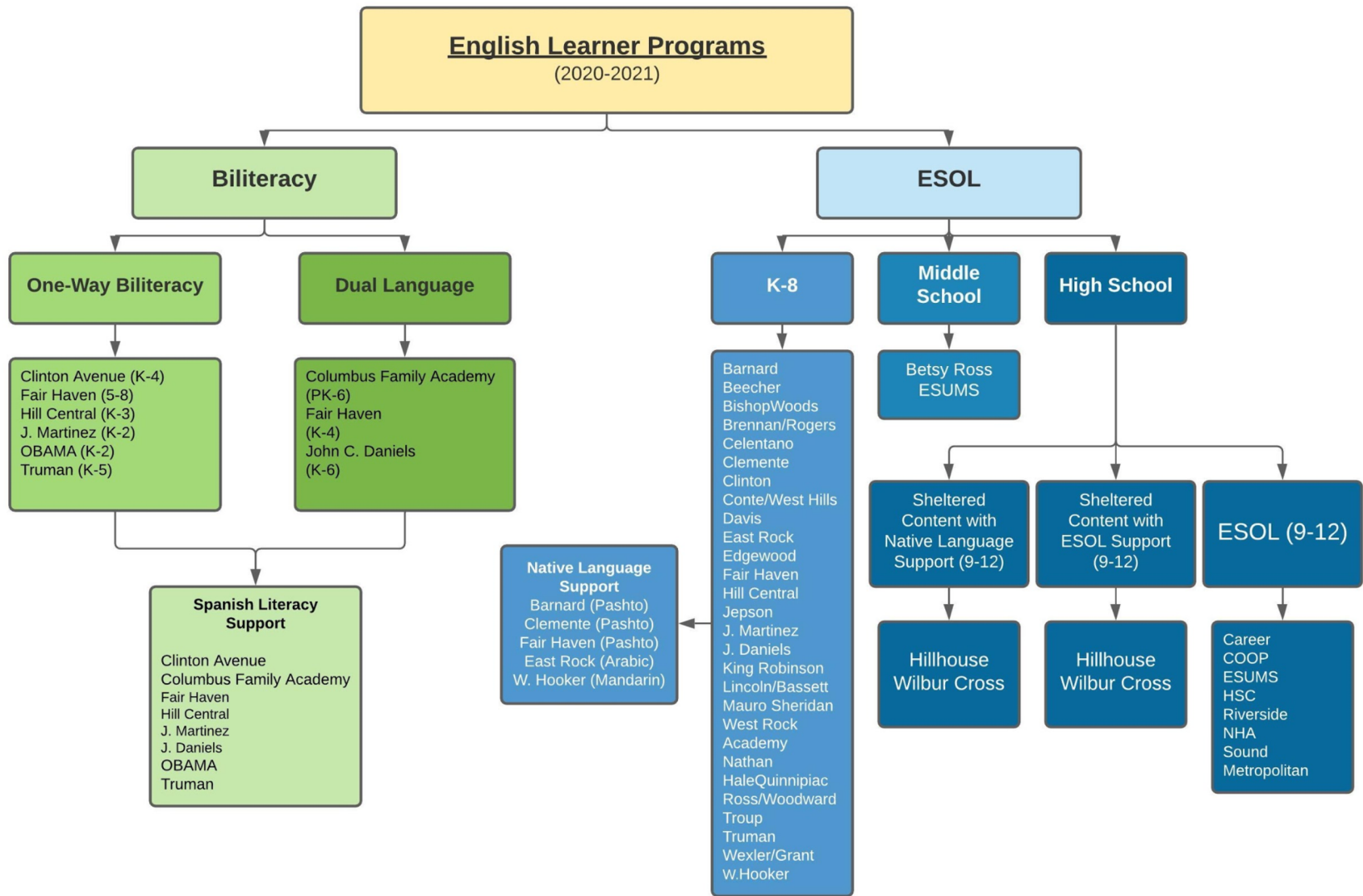
- 67% English
- 25% Spanish
- 1.3% Pashto
- 1.1% Arabic
- 0.4% Mandarin
- 5.2% of students speak 66 other languages

47 different languages  
65 different countries

- 82.2% Spanish
- 6.4% Pashto
- 3.2% Arabic
- 1.2% Mandarin
- .7% Dari
- 52.0 %U.S.
- 12.5 % P.R.

# Program







### New Haven Public Schools English Learners Program Options

Program	Language of Instruction	Time	Description	Goal
<b>Dual Language</b>	The core curricula is taught using 50% Spanish and 50% English	Unlimited	<ul style="list-style-type: none"> <li>- Serves both language minority (Spanish) and language majority (English) students in the same classrooms</li> <li>-Aims for high levels of proficiency in all core academic areas</li> <li>- Emphasizes a collaborative teaching model</li> <li>- Encourages an understanding and appreciation of the two cultures</li> </ul>	Goal of this additive Bilingual Education Program is to promote bilingualism and bi-literacy in both English and Spanish.
<b>Bilingual Education</b>	Languages of instruction include English and Spanish	By CT State law, must exit after 30 months. A one-year extension up to 3 years can be requested in an individual basis. If exit criteria is not met, students receive Language Transition Support Services (LTSS) by an ESL teacher or tutor	<ul style="list-style-type: none"> <li>-Grade level concepts and skills in the district's content area curricula are taught in English, using the student's native language as support, while developing English proficiency</li> <li>- All students receive English language instruction on a daily basis</li> </ul>	Goal is to provide equal access to educational opportunities for English Learners (EL) students, while acquiring academic proficiency to successfully transition into an all-English program.
<b>Newcomer Center</b>	The language of instruction is English	<ul style="list-style-type: none"> <li>-Students are enrolled on a transitional basis to prepare them for placement in their assigned schools.</li> <li>-Minimum of 8 weeks and a maximum of one school year</li> </ul>	<ul style="list-style-type: none"> <li>- Intensive English as a Second Language instruction</li> <li>-Students receive instruction of all content areas in English</li> <li>-Individual assessments are continually administered to monitor the student's progress in language acquisition and content knowledge</li> </ul>	Goal is to provide ELs, who arrive to the United States for the first time with or without any previous schooling, with oral and academic skills that prepare them for the transition back to the regular mainstream classroom in their neighborhood school
<b>English as a Second Language (ESL)</b>	The language of instruction is 100% in English	Until exit criteria is met	<ul style="list-style-type: none"> <li>-Support is provided by both the ESL and regular education teacher</li> <li>-Services are provided in a Push-In or Pull-Out model by an ESL teacher or tutor</li> </ul>	– Goal is to assist LEP students in the mainstream by providing them with ESL services.
<b>Parental Refusal</b>	The language of instruction is English	Students are tracked as ELs until exit criteria is met	<ul style="list-style-type: none"> <li>-ESL services are not provided</li> <li>-The regular education teachers must ensure the linguistic needs of their LEP students are met</li> </ul>	Goal of this parent choice is to immerse LEP students in an all English environment with <b>NO</b> bilingual or ESL services

# Professional Development

- Leveraging Tech Tools to Scaffold and support Multilingual Learners
- Strategies to support Multilingual Learners during remote and hybrid learning (visual, sensory, graphic and interactive tools)
- Considerations for Multilingual Learners during remote learning
- Digital learning resources
- Digital support features
- Digital platforms for language development
- Collaboration with content supervisors
- Leveraging technology for remote learning (101 and 102)
- Multilingual Teacher Institute

## **Additional Considerations**

- Updating the district policy on bilingual-bicultural education (6141.31)
- Grading considerations & retention policy
- Addressing the needs of Multilingual Learners from the onset
- Further collaboration across departments
- Program expansion
- Human resources (bilingual/TESOL)
- Teacher recruitment, development and retention
- Professional Development for all stakeholders
- Expanding linguistic and cultural relevance
- College courses in the high school to support college entrance and persistence rate for Multilingual Learners

## Key Resources & References

- [Distance Learning Guidance](#)
- [NHPS 20-24 District Strategic Plan](#)
- [Hybrid Learning Sample Schedules](#)
- [Connecticut English Language Proficiency Standards](#)
- [CELP Linguistics Supports](#)
- [Educator Tool Kit- Technology for English Learners](#)
- [Digital Learning Resources](#)
- [Supports for English Learners during Remote Learning](#)
- [EL Department Continuous Improvement Plan](#)