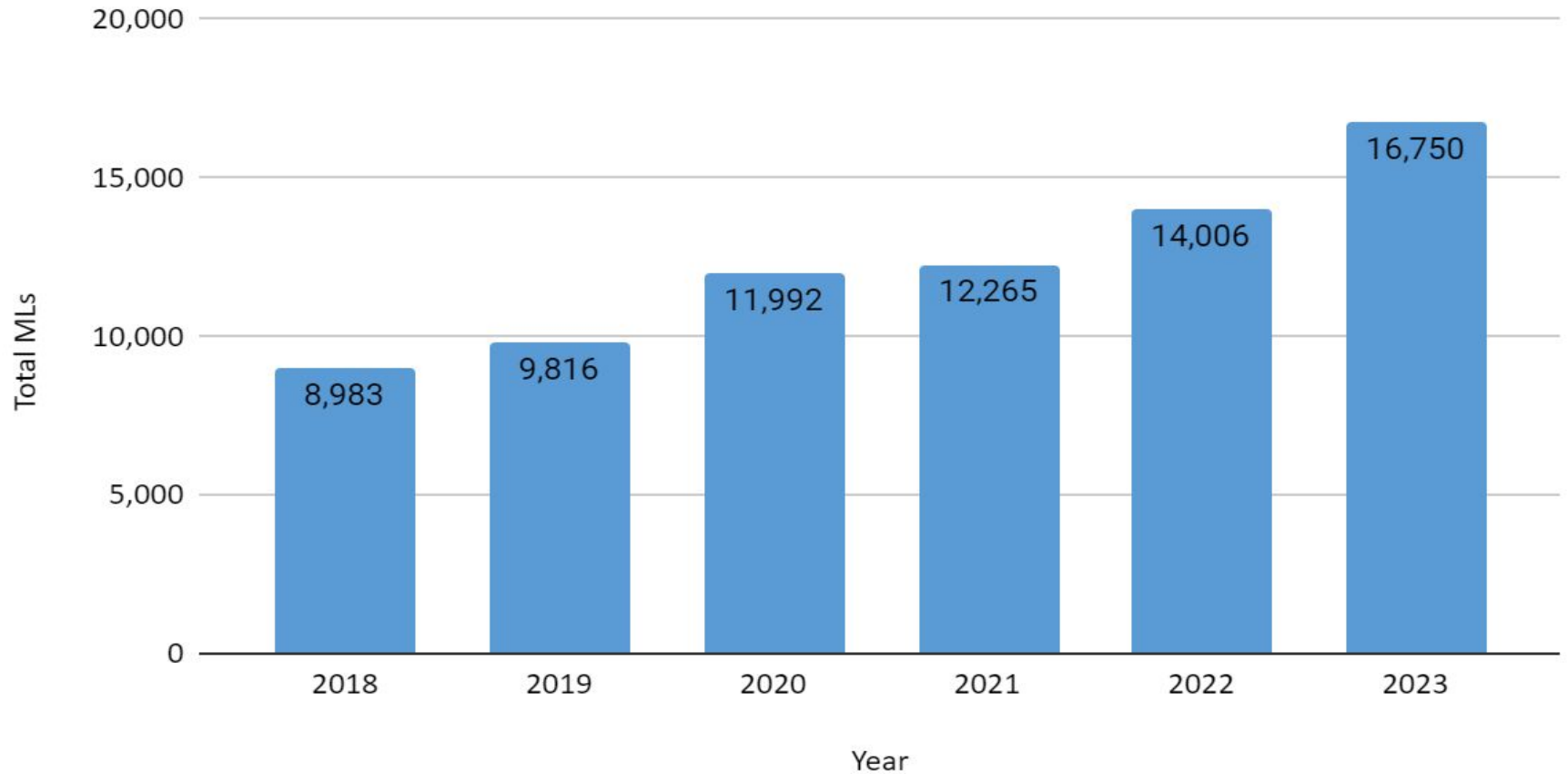


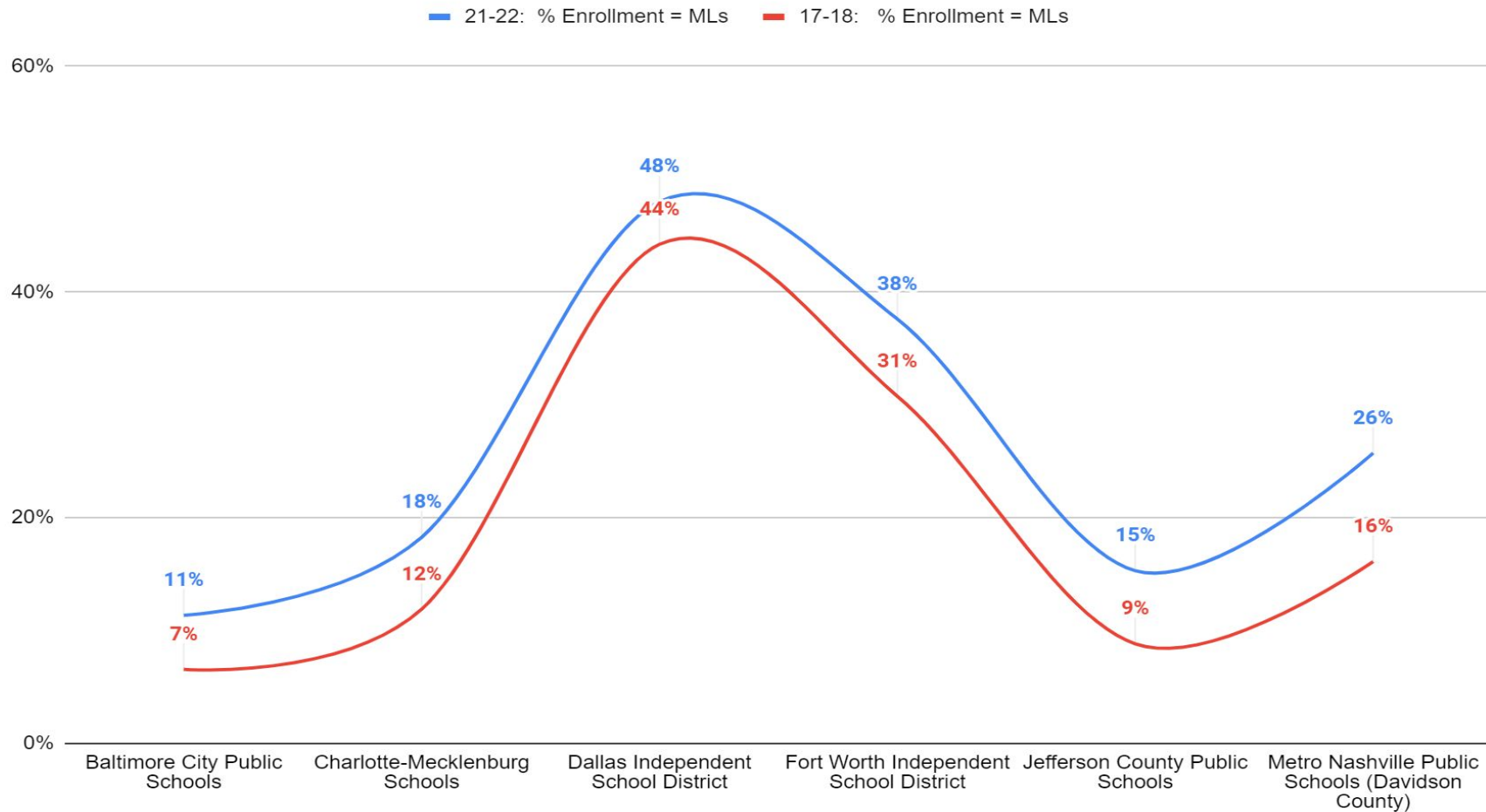
JCPS Multilingual Learners

Asset-Based Beliefs

Office of Multilingual Learners

Total MLs by Year in JCPS





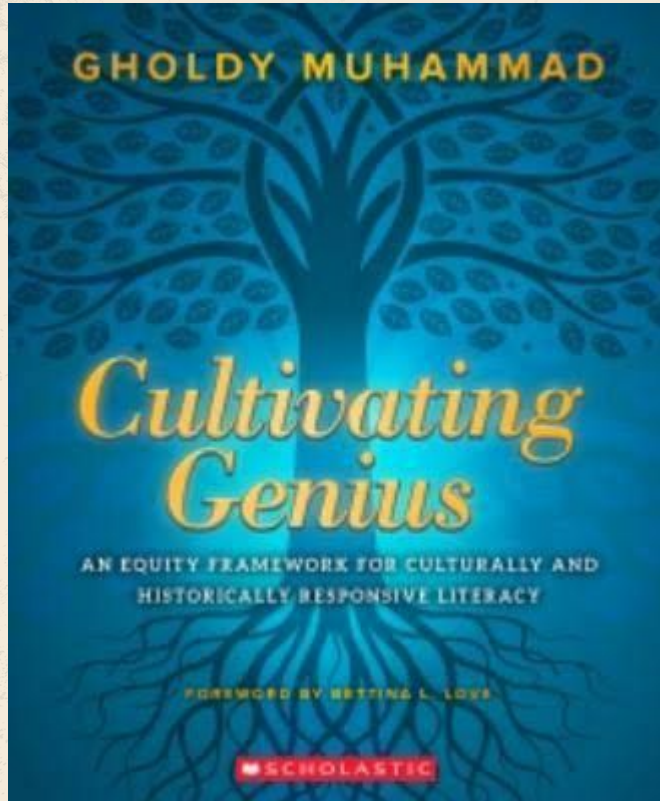
“Why is it that in 2023, in many school systems in our country, we treat our English learners as students with deficits - rather than assets in a globally competitive world?”

—Miguel Cardona
U.S. Secretary of Education

“Focusing on deficit-based language sends an implicit negative message for instruction. However, if I’m using a term like multilingual learner that means that I’m valuing the home language.”

—Mariana Castro
Director of Wisconsin Center for education Research

Cultivating Genius

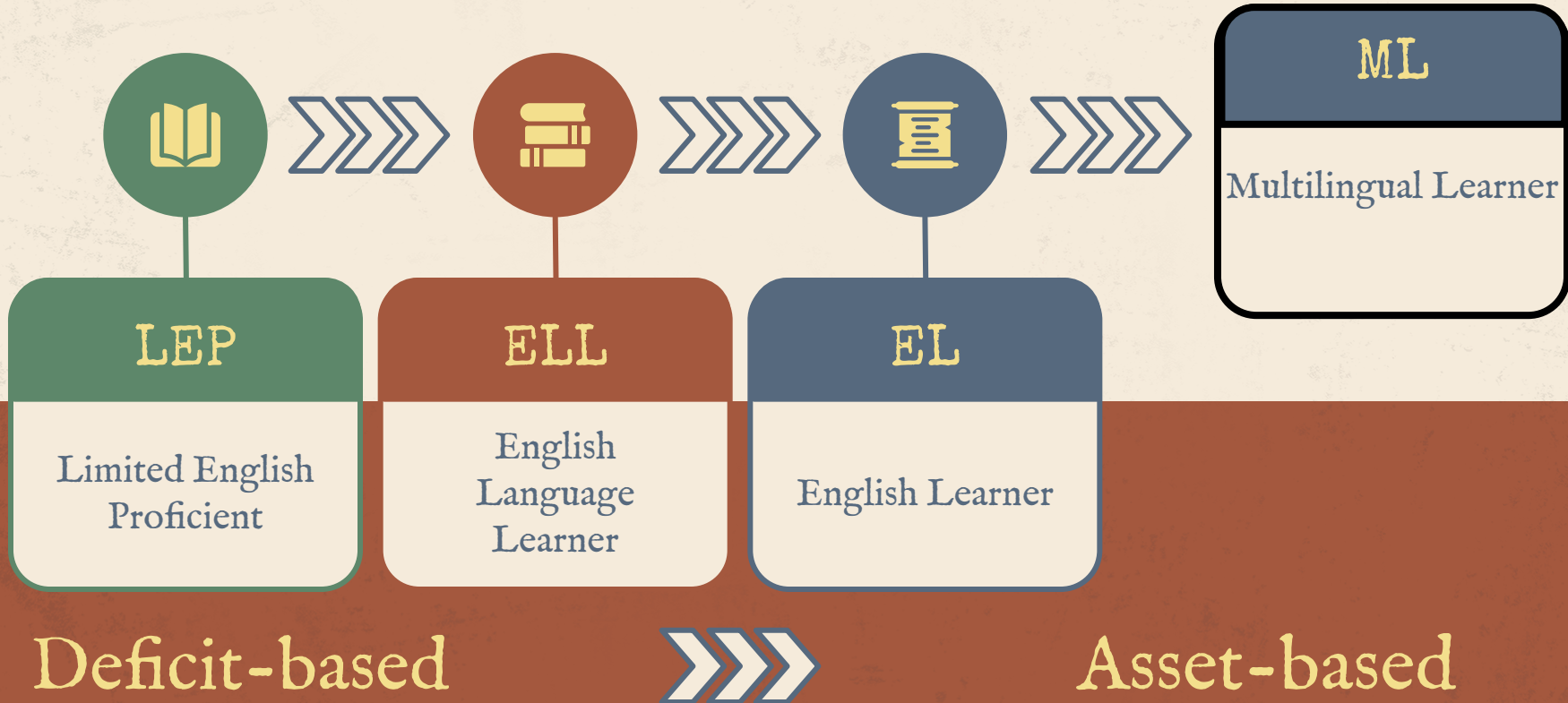


- What are ways in which my students see and define their own lives?
- How are my students defined by others? If negative, how can we provide learning spaces to name, critique and push back against such views.

MISSION

We believe every student's home language and culture are assets that, combined with English language skills, help students achieve success for school and life. The mission of the Office of Multilingual Learners is to support and create equitable learning environments that ensure Multilingual Learners (MLs) are able to reach their highest potential.

Why the Shift?



Steps in the Process

Academic Services has embarked on a process of clarifying language and supports for multilingual learners this spring and has sought feedback from stakeholders.

Terminology
Shift

Research

Reviewed professional articles and examined other districts similar to JCPS

Collaboration

Strong collaboration with Chief Academic Officer

Staff

Sought feedback from principals, teachers, and school staff

Community

Visited several community partners and sought feedback

Committee

Developed a 50/50 committee with JCTA and district professionals

COMMUNITY FEEDBACK

Positive Term

Builds on assets of students and their communities

Language has Power

Brings positive attention to the skills of students

Richness of Students

Adds to the conversation with admin and teachers

Inclusive & Acceptance

Highlights the languages that students speak instead of English

Influence

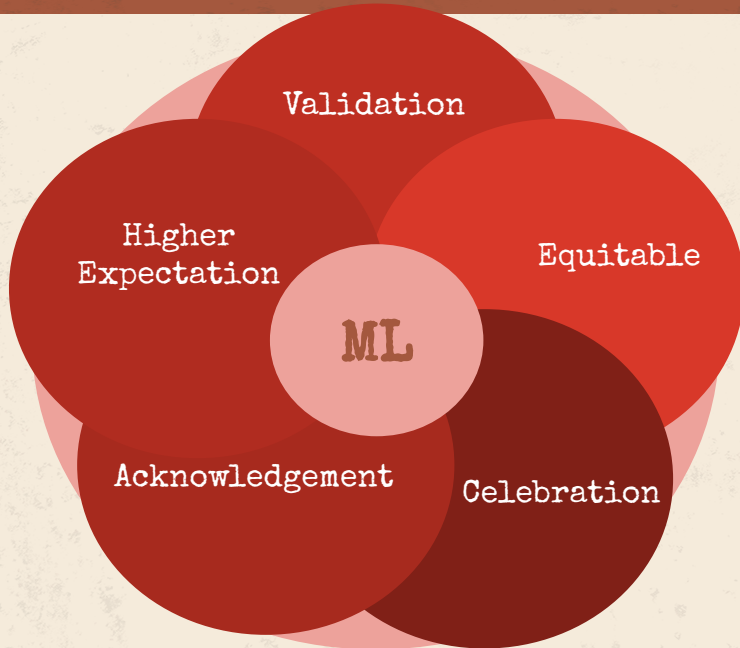
Encourages classmates to learn another language

Change Agent

Shifts view of students in the program

PRINCIPAL FEEDBACK

With clarity and consistency, a shift in language will foster a shift in **MINDSET**.



Creating a
culture to
support the
Whole Child



TEACHER FEEDBACK

Culture

Builds culture for language learning

Alignment

Supports the language shift to be consistent with WIDA

Appreciates the diversity and multiple languages students possess

Asset-based

Recognizes the challenge in the shift the whole district, but supports the change

Challenge



“Multilingual Learners” describe all students who come in contact with and/or interact in languages in addition to English on a regular basis.

—WIDA (World-Class Instructional Design and Assessment)

An educational consortium of states and agencies dedicated to research, design and implementation of a high-quality, culturally and linguistically appropriate system to support MLs.

CURRENT

Office of Multilingual Learners

Multilingual Learner

Students whose Home Language Survey (HLS) indicates a primary or home language other than English

Not EL

MLs screened initially proficient

English Learner

Student identified through the HLS AND language screener as eligible to receive ESL services. All ELs who opt-in or opt-out receive an annual Program Service Plan (PSP) and English Language Proficiency test.

Exited EL

Attained English proficiency

Opt-In

(Active)

ELs receive English language instruction through the ESL teacher and are required to take an annual ACCESS for ELLs test.

Opt-Out

(Parent Declined)

ELs do not receive English language instruction through the ESL teacher and are required to take an annual ACCESS for ELLs test.

ESL Program

A program in which specially trained teachers utilize strategies and methodologies to instruct English Learners in attaining proficiency in English and developing high levels of academic achievement.

Opt-out English Learners are not in the ESL program. Parents are dutifully informed of the ESL services they are declining. Parents can enroll their English Learners in the ESL program at any time.

PROPOSED

Office of Multilingual Learners

Multilingual Learner

Students whose Home Language Survey (HLS) indicates a primary or home language other than English AND identified through a language screener. Students are eligible to receive ESL services. All MLs who opt-in or opt-out receive an annual Program Service Plan (PSP) and English Language Proficiency test.

Initially Fluent ML

MLs screened initially proficient

Proficient ML

Attained English proficiency

Opt-In

(Active)

MLs receive English language instruction through the ESL teacher and are required to take ACCESS for ELLs test.

Opt-Out

(Parent Declined)

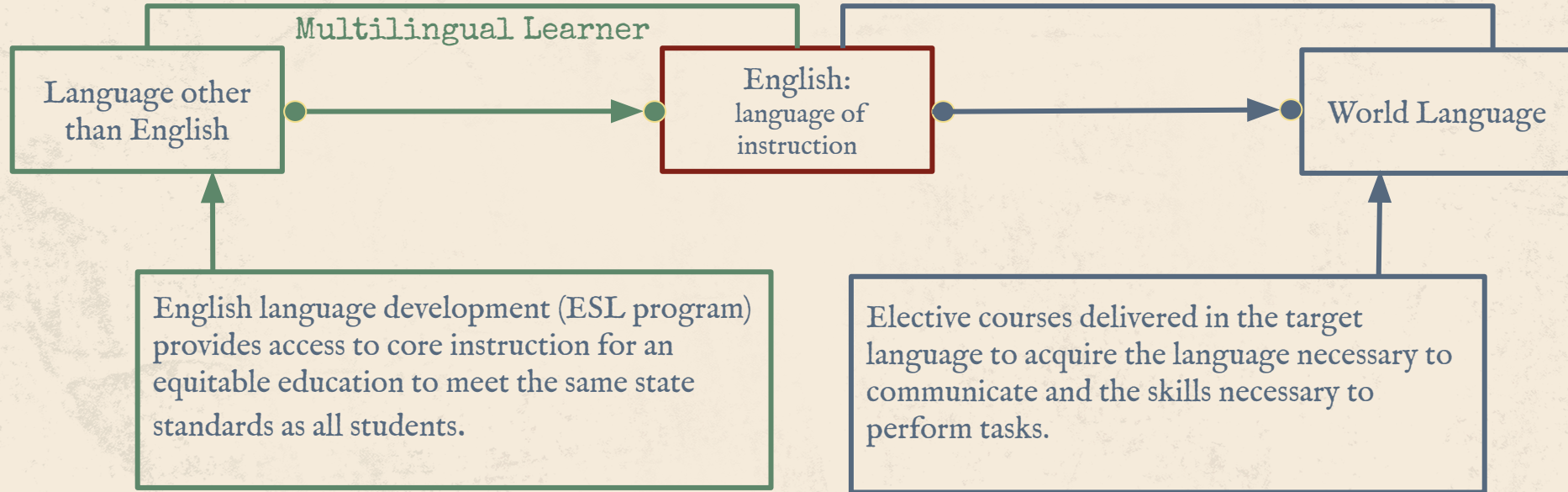
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What About World Language?



CHALLENGES/CONSIDERATIONS



Clarity

Be explicit when explaining ML and how it is different from ESL



Consistent

Make sure everyone understands the term...More it is used and defined, the better it will be understood



Collaboration

Work with state and local universities to consider shifting terminology

Future Considerations

Coursework

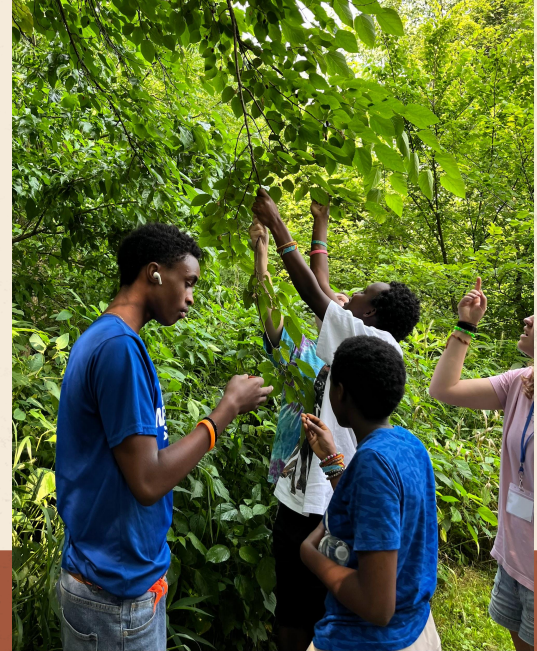
ELD Middle School
ELD 1, ELD 2, ELD
Writing for Juniors, etc.

**ELD
Teacher**

Certification/Endorsement:
Teaching English as a
Second Language

**ELD
Program**

Alignment



Board Request

- Consent for department/org chart name change from ESL Department to Office of Multilingual Learners to shift the language and mindset from deficit to asset-based