Supporting Learning Acceleration for Multilingual Learners

Office of Supplemental Educational Programs

Overview

In 2019, 5.12 million students in United States schools identified as Multilingual Learners (MLs); the majority were Spanish speakers (English language learner statistics). Language in academics is a powerful asset and prepares New Jersey students to actively participate in the global workforce. Title III Language Instruction For English Learners and Immigrant Students funding can be used to accelerate learning and honor language as part of the rigorous academic curriculum. For example, funds can be used to: 1) provide targeted academic and social and emotional support for MLs; 2) provide teachers with second language education (e.g., Spanish for teachers), thereby enhancing staffs' ability to implement curriculum, instructional strategies and assessment; and, 3) tap into parents' language assets. Research shows students thrive when they have access to appropriately challenging programs and instructional materials aligned to rigorous standards and are culturally and linguistically relevant (U.S. Department of Education 2016, September 23).

Promising Practices

Learning Acceleration Principles

1. Lead culturally responsive teaching and social emotional learning

Student learning is affected by more than just classroom instruction. It is affected by social emotional elements. Learning environments for MLs must be culturally responsive and relevant to their authentic experiences.

How Can I Support MLs in my Classroom?

Home Languages in the Classroom

"What's the Best Way to Address Unfinished Learning? It's Not Remediation, Study Says" (EdWeek)

2. Implementing data driven decision-making

Educators who use multiple data sources are better able to see the MLs' whole academic and social-emotional needs. Different data sources provide a piece of the post-secondary success for MLs puzzle. Question the data and determine what decisions are necessary to affect improvements in MLs' performance. The way MLs perform academically in school is directly related to their academic language proficiency.

NJTSS Implementation Guidelines

WIDA RTI

WIDA Model

3. Identifying data sources to inform instruction

Students learn and demonstrate what they can do at a different pace. Educators need to be able to differentiate between the progress a student is making learning a new language and the progress a student is making toward meeting and exceeding the NJ student learning standards.

ACCESS for MLs: Scale Scores to Proficiency

Interpretive Guide to Score Reports (ACCESS)

Understanding ACCESS Scores: Parent Guide (in Spanish)

Accelerated Learning and Equitable Outcomes for English Learners (WestEd)
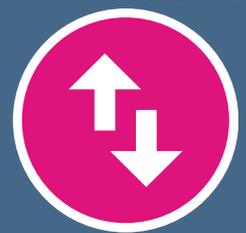
Data and Statistics
from the 2020-2021 NJDOE Performance Reports

7.5%
of students in New Jersey identify as Multilingual Learners.

102,812
students are identified as a Multilingual Learner in the state of NJ.

While general population of students in NJ decreased, the percentage of Multilingual Learners increased.