

# Bilingual Teacher Education

## The Massachusetts context



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# Key Collaborators & Co-Conspirators

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Amanda Campbell - Lynn Public Schools

Ana Soto-Viquez - Boston Public Schools

Rebecca Westlake - Salem Public Schools

Erin Goldstein

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Worcester Public Schools

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Boston College



# Key terms

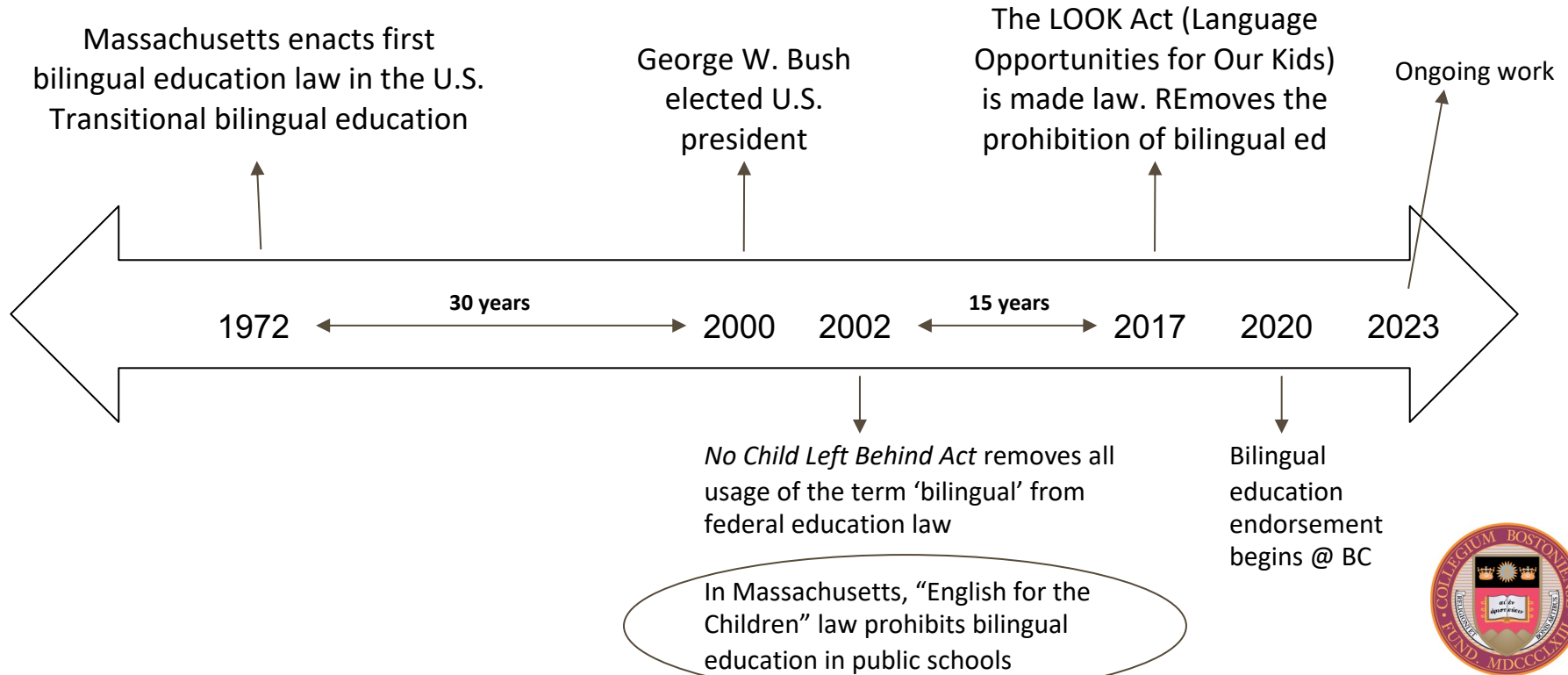
**Transitional Bilingual Education (TBE)** - Bilingual education program in which children designated as “English learners” receive instruction in their home language (e.g., Spanish) for ~3 years after which they enter into mainstream English-only classrooms

**Dual Language Bilingual Education (DLBE)** - Bilingual education program in which English learners and non-English learners are in class together and learn both English and a partner language (e.g., Spanish) with the goal of bilingualism and biliteracy

**Sheltered English Immersion (SEI)** - Monolingual education program in which English learners receive exclusively English instruction and teachers use “sheltering” strategies to make content comprehensible



# A Brief Political History of Bilingual Education in Massachusetts



# Effects of Prohibition

- 15 years — an “academic generation” of students
- Eliminated virtually all Transitional Bilingual Education programming
  - Replaced with “Sheltered English Immersion” (SEI), requiring that “all public school children must be taught English by being taught all subjects in English and being placed in English language classrooms
- Allowed exceptions for Dual Language Bilingual Education
  - Many lawmakers in 2002 had children or grandchildren enrolled in these programs
  - Established DLBE programs remained in place
  - No new DLBE programs were developed
- Completely *eliminated* bilingual teacher education from the landscape
  - Teachers coming into DLBE programs had no pre-service training on bilingual education and pedagogy



# The Challenge

1. **Fortunately**, after prohibition, school districts begin to expand bilingual education programming
  - a. Especially DLBE programs
2. **Unfortunately**, bilingual teacher preparation programs were non-existent in 2017
  - a. Teachers entering into new bilingual programs and schools still had no training
3. **Simultaneously**, the Massachusetts department of education begins to require that teachers in bilingual programs be bilingually endorsed
  - a. New regulations for endorsement
4. **But**, the “pipeline” from pre-service teacher education programs was insufficient to address the needs



# Bilingual Education Endorsement (BEE)

## 2018 - 2020

- Bilingual educator team (María Brisk, Mariela Páez, and Annie Homza) at Boston College examined state endorsement requirements
  - Converted one in-person course to online format
    - Bilingualism, Second Language, and Literacy Development
  - Developed two new online courses
    - Foundations of Bilingual Education
    - Bilingual Literacy and Literature
  - Attended to new state “subject matter knowledge” requirement for bilingual education
- Applied as a state-approved provider & received approval



# BEE District Collaboration

## 2018 - 2020

- Collaboration with Lynn and Salem MA partners to pilot BEE courses with administrators and teachers (2018 - 2019)
- In-person application of capstone BEE course (Bilingual Literacy & Literature) with pre-service teachers at Boston College (Alvarado & Proctor, 2023)





## Course Format



## Subject Matter Knowledge

- Foundations of Bilingual Education
  - 5 Modules, 5 weeks
  - Online
  - Asynchronous
- Bilingualism, Second Language, and Literacy Development
  - 8 Modules, 3 months
  - Online
  - Hybrid (asynchronous work, zoom)
- Bilingual Literacy and Literature
  - 6 Modules, 3 months
  - Online
  - Hybrid (asynchronous work, zoom)

- Foundations of bilingual education
- Concepts of bilingualism and biculturalism
- Bilingual language acquisition factors
- Social-cultural, social-emotional, political, factors
- Coordinate partner language instruction with English language development
- Teaching reading and writing in two languages, oral language development
- Bilingual assessment practices
- Culturally relevant teaching materials and practices

*All assignments can be in English, another language, or a mix; also can be written or video/audio recorded. Instructors speak Spanish, Portuguese, Vietnamese, Mandarin*



# Course Characteristics

- Small group work encouraged
- Discrete modules
  - Overview
  - Readings / Resources
  - Module assignment
- 1 assignment per module
  - Application to practice
  - Small groups submit 1 assignment
- Sensemaking approach to module assignments

# Bilingualism, Second Language, & Literacy Development

## Assignment Dates

*Below are recommended due dates for each assignment, all of which are Sunday night (before going to sleep). At the very least, try to submit the assignments by the relevant/upcoming zoom live session.*

*Module 1 and 2 Assignments-Sunday, 10/15*

*Module 3 Assignment-Sunday, 10/29*

*Module 4 Assignment-Sunday, 11/5*

*Module 5 Assignment-Sunday, 11/12*

*Module 6 Assignment-Sunday, 11/19*

*Module 7 Assignment-Sunday, 12/3*

*Module 8 Assignment-Sunday, 12/10*

## Course Modules

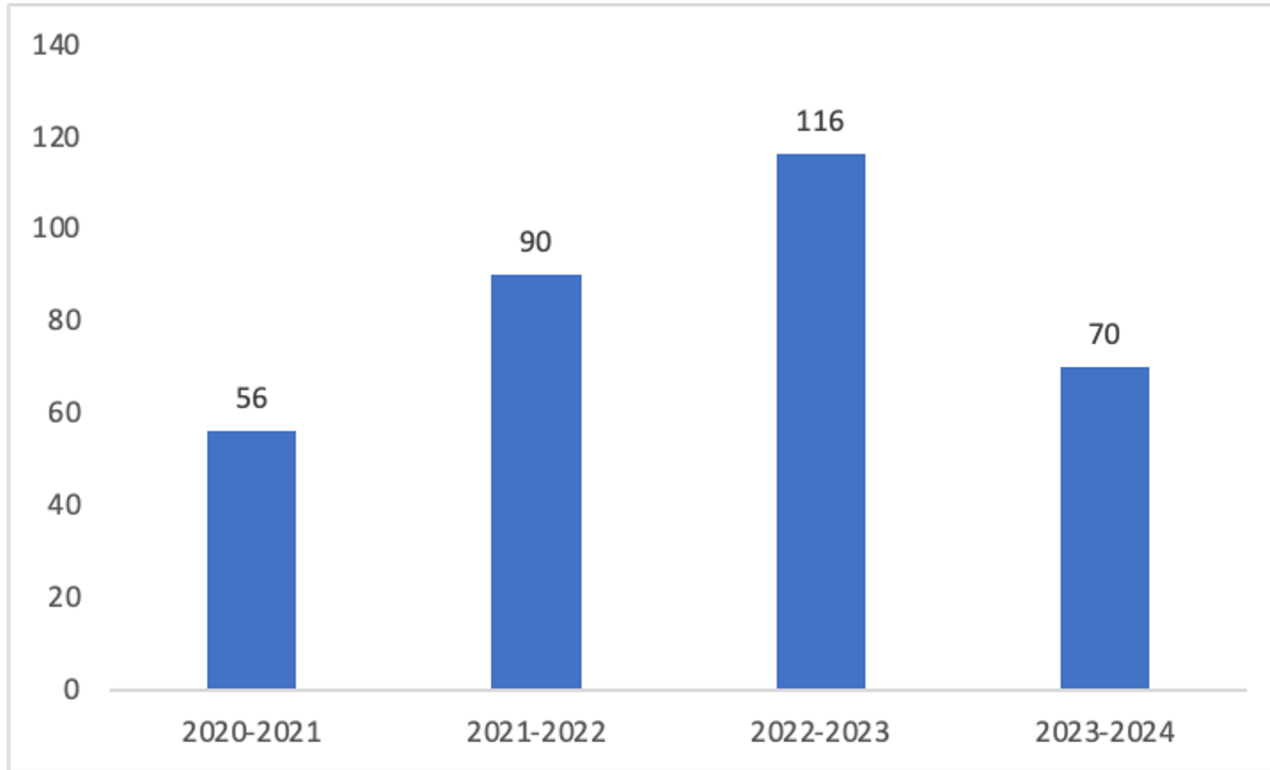
<input checked="" type="checkbox"/> <b>Module 1 - What is Bilingualism?</b>	<b>IN THIS MODULE</b>
<input checked="" type="checkbox"/> Module 2 - Linguistic Rights, Politics, and Identity	<input type="checkbox"/> M1 Overview
<input checked="" type="checkbox"/> <b>Module 3 - First Language Development, Second Language Acquisition</b>	<input type="checkbox"/> M1 Readings and Resources
<input checked="" type="checkbox"/> Module 4 - Bilingual Language Acquisition	<input type="checkbox"/> M1 What is bilingualism and what does it mean to you? Oct 15   1 pts
<input checked="" type="checkbox"/> Module 5 - Literacy, Biliteracy, and Cognition	
<input checked="" type="checkbox"/> Module 6 - Academic Language, Bilingualism, and Curriculum	
<input checked="" type="checkbox"/> Module 7 - Assessment, Measurement, and Bilingualism	
<input checked="" type="checkbox"/> Module 8 - Special Education And Bilingualism	
<input checked="" type="checkbox"/> Required Course Assignments	
<input checked="" type="checkbox"/> Course Completion Module	

# Audience and Partnerships

- Primarily K-5 Elementary Education, Reading Specialists, Interventionists
  - Needed to add a bilingual endorsement
- ~50% teach in bilingual programs
- ~87% are bi/multilingual
- Districts distributed across state
  - Cities with highest % ELs
- Online format allows for distanced participation



# BEE enrollment 2020 - 2024



Total BEE Participants 2020 - 2024

106 participants have earned their state bilingual endorsement earned to date



# A nascent research agenda

Issues of bilingual program design (Alvarado & Proctor, 2022)

Bilingual pre-service bilingual teachers as policy appropriators (Alvarado & Proctor, 2023)

How do practicing teachers make sense of new research and current controversies in bilingualism and bilingual education vis-à-vis their lived experiences and daily instructional practices? (Proctor, Liu, Luo, & Coleman, in review)

## Demographics

- N = 30 consenting BEE teachers
- 86% bi/multilingual
- 46% teaching in bilingual programs
- 54% other multilingual contexts

## Methods

- First module assignment from each class
- Students write about issues of bilingual teaching and learning
- Grounded coding for sensemaking themes
- Development of sensemaking over time



# Ongoing Concerns

- Continuing anti-bilingual education sentiment
  - One must English to learn English
  - Home languages as confusing to learning English
- The “science of reading”
  - Deeply monolingual
  - Constrained literacy curriculum options
- State level support for bilingual education is variable
  - Grant dollars are there
  - Monolingual (English) testing policies are problematic



¡Gracias!

