



BUILDING A GLOBALLY DIVERSE MULTILINGUAL SOCIETY

51<sup>ST</sup> ANNUAL INT'L CONFERENCE

NEW YORK, NY

# Leveling Language Access: Using Multilingual Tutors in Secondary Classroom

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February 8th, 2022  
1:05 PM - 1:50 PM  
Concourse D- Lower Level



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# Agenda

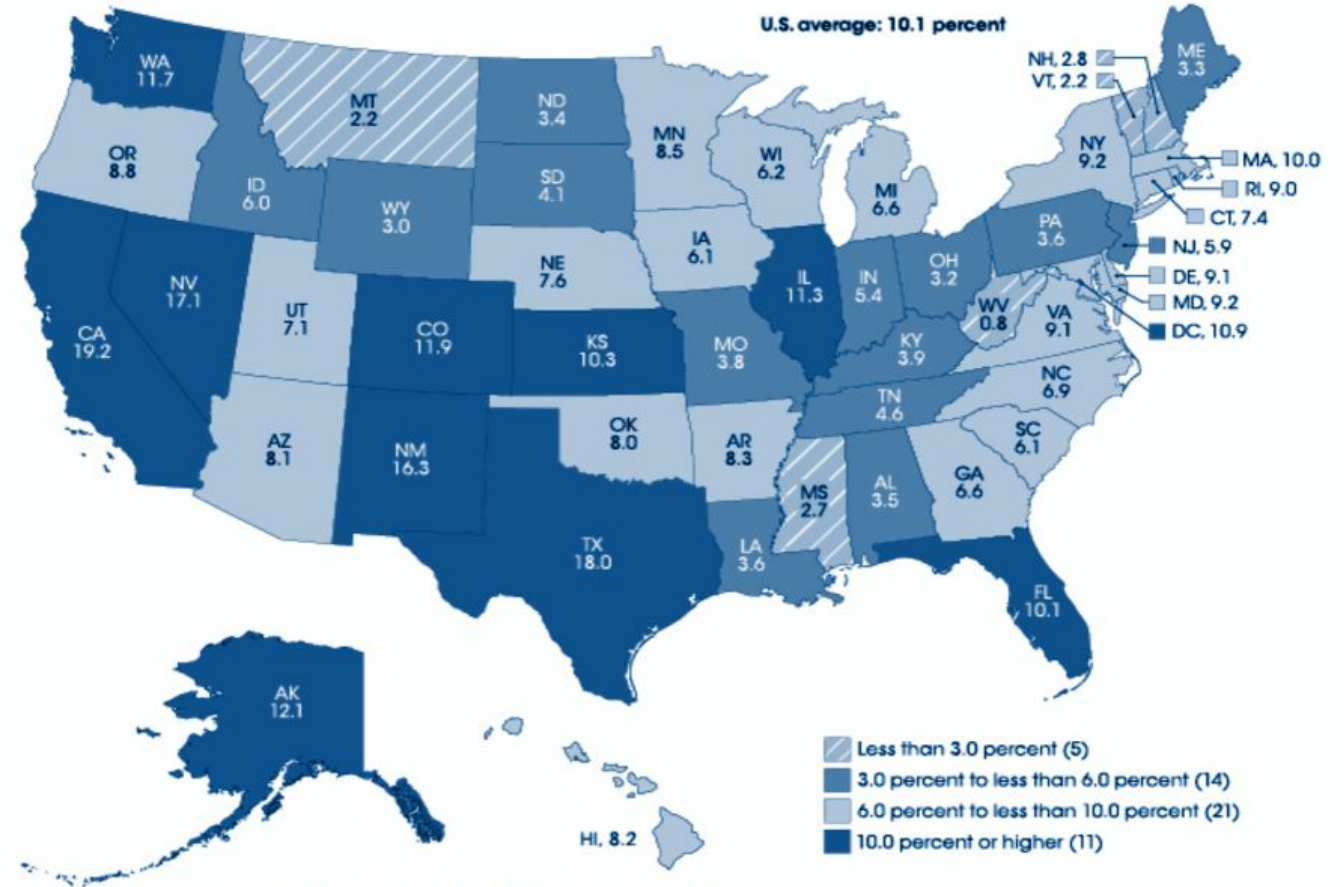
- Significance
- Program Goals
- Key Players
- Process
- Impact
- Resources
- Testimonials





ELs represent 10% of K-12 population in the U.S.

Figure 1. Percentage of public school students who were English language learners, by state: Fall 2017



NOTE: Categorizations are based on unrounded percentages.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2017-18. See *Digest of Education Statistics 2019*, table 204.20.



**Table 1. Number and percentage distribution of English language learner (ELL) students in public schools and number of ELL students as a percentage of total public school enrollment, by the 10 most commonly reported home languages of ELL students: Fall 2017**

Home language	Number of ELL students	Percentage distribution of ELL students <sup>1</sup>	Number of ELL students as a percent of total enrollment
Spanish, Castilian	3,749,314	74.8	7.6
Arabic	136,531	2.7	0.3
Chinese	106,516	2.1	0.2
English <sup>2</sup>	94,910	1.9	0.2
Vietnamese	77,765	1.6	0.2
Somali	41,264	0.8	0.1
Russian	36,809	0.7	0.1
Portuguese	33,252	0.7	0.1
Haitian, Haitian Creole	32,655	0.7	0.1
Hmong	32,174	0.6	0.1

<sup>1</sup> Detail does not sum to 100 percent because not all categories are reported.

<sup>2</sup> Examples of situations in which English might be reported as an ELL student's home language include students who live in multilingual households and students adopted from other countries who speak English at home but also have been raised speaking another language.

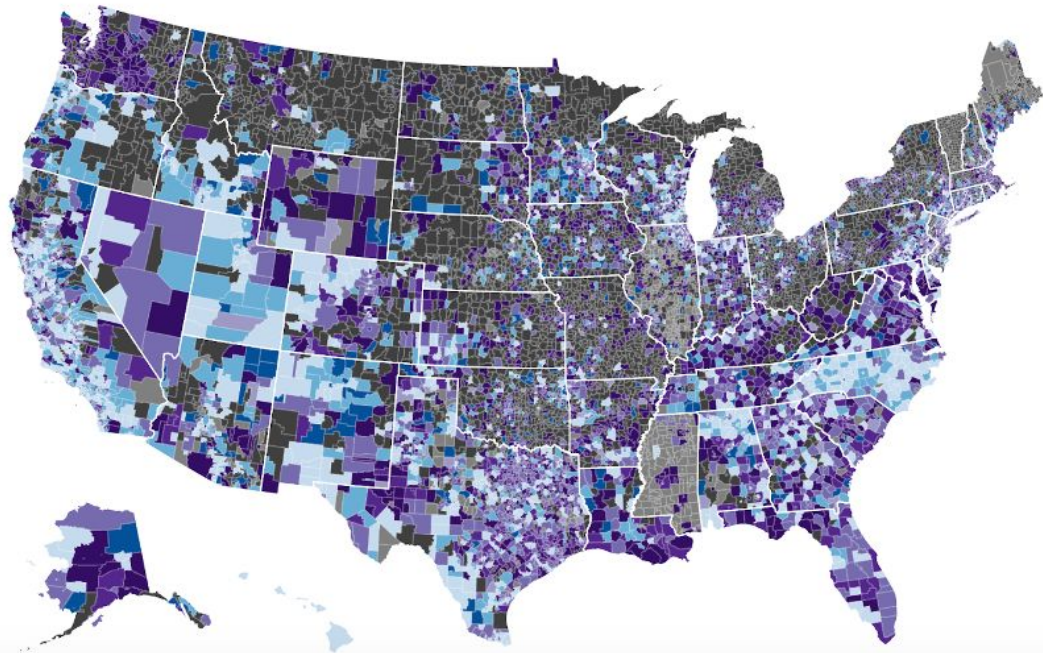
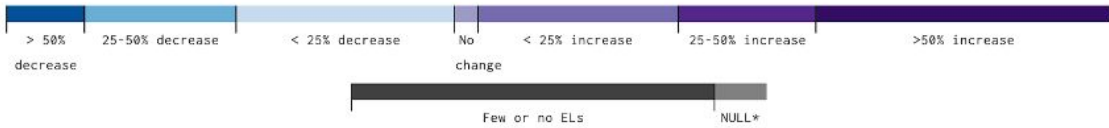
SOURCE: U.S. Department of Education, National Center for Education Statistics, ED*Facts* file 141, Data Group 678, extracted August 30, 2019; and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2017–18. See *Digest of Education Statistics 2019*, [table 204.27](#).

75% of ELs in the U.S. speak Spanish. However, there are over 400 different languages spoken in schools.





Percentage change in the number of ELs enrolled in an English language instruction educational program, 2009-10 to 2014-15

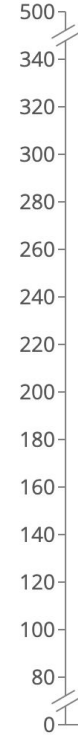


The U.S. Census Bureau predicts that by 2030, ELs will make up 40% of the school-age population.

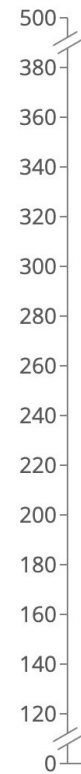


## NAEP Reading Scores: 4th, 8th, and 12th Grade

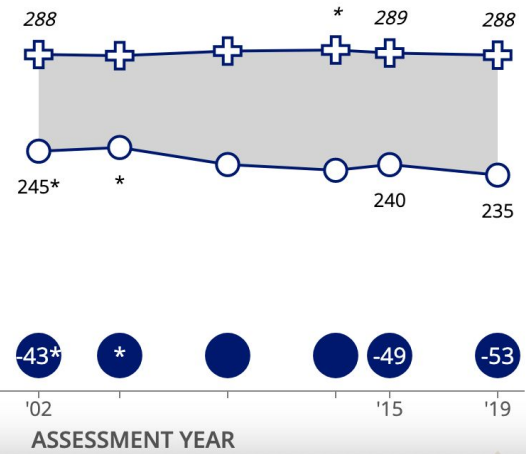
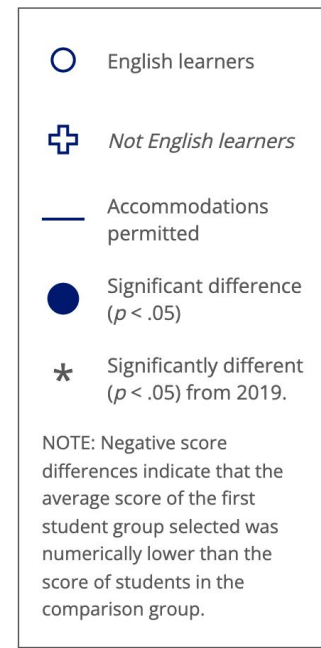
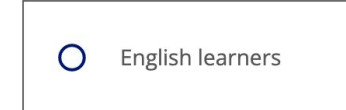
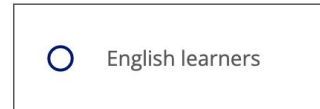
SCALE SCORE



SCALE SCORE

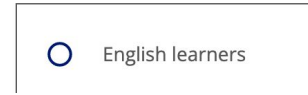
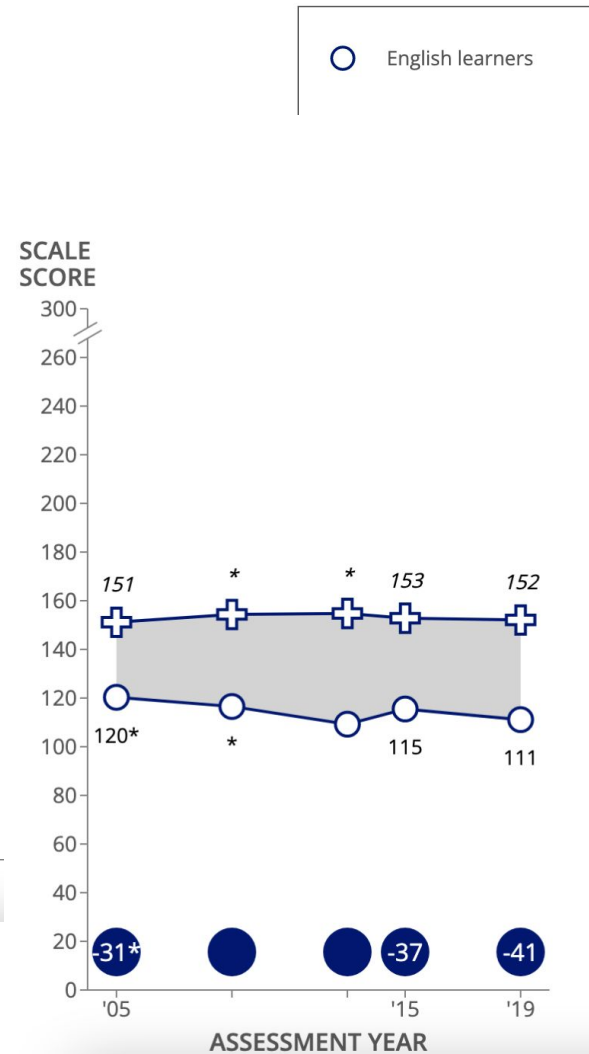
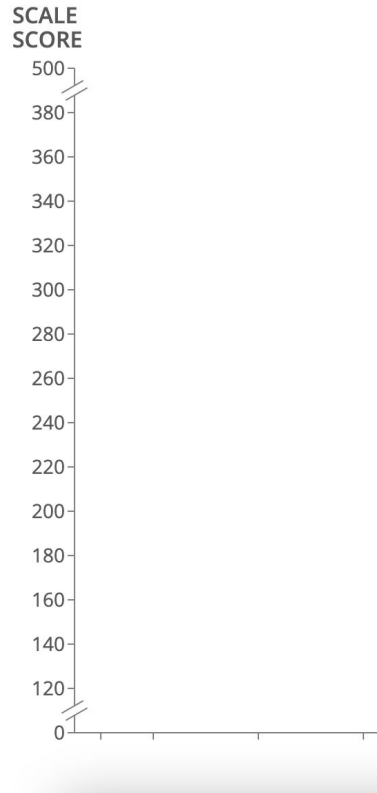
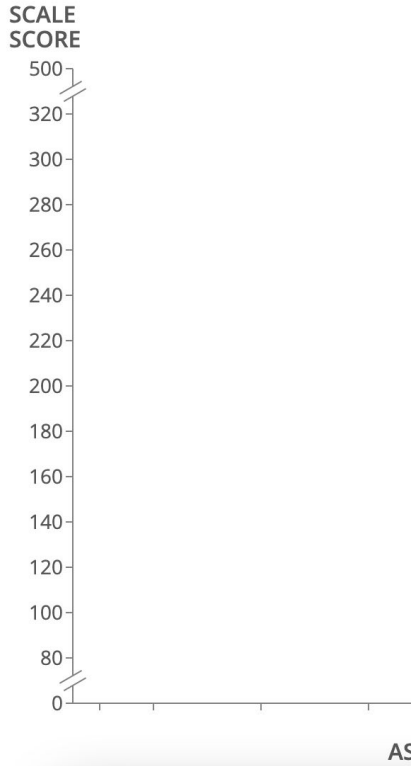


SCALE SCORE





# NAEP Math Scores: 4th, 8th, and 12th Grade



- English learners
- ⊕ Not English learners
- Significant difference ( $p < .05$ )
- \* Significantly different ( $p < .05$ ) from 2019.

NOTE: Negative score differences indicate that the average score of the first student group selected was numerically lower than the score of students in the comparison group.



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# Using Multilingual Tutors in Secondary Classroom





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“Wherever possible, persons belonging to minorities [should] have adequate opportunities to learn their mother tongue or to have instruction in their mother tongue.”

(The United Nations General Assembly, 1992)



# Program Goals

01

**Increase linguistically and culturally responsive teaching**

- To provide emergent bilinguals and students designated as *at-risk* enrolled in content subject classes with linguistic and culturally relevant instructional support, allowing the content to be accessible

02

**Increase language access**

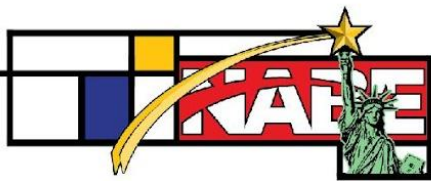
- Tutors will strive to utilize students' cultures and languages as an asset to increase students' opportunities to learn content in their preferred language

03

**Program evaluation**

- Analyze the implementation and impact of the UVA Madison House tutors who receive training and workshops through The Equity Center about supporting multicultural/multilingual students

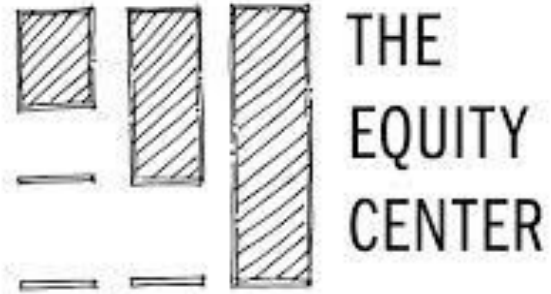
# Key Players



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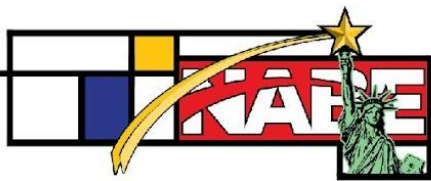
- A UVA Democracy Initiative center for the redress of inequity through community-engaged scholarship



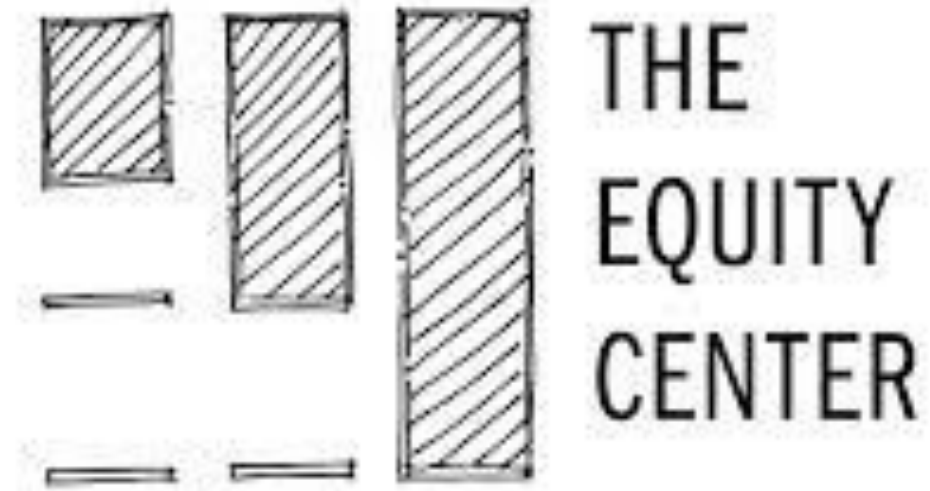
- Public institution
- Coordinate volunteers, develop leaders, build community partnerships, and promote a lifelong commitment to service

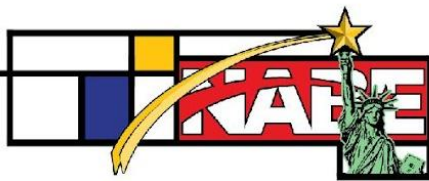


- Large diverse school district in central Virginia
- 10.1% English learners



- The goal is to minimize coordination or planning on the part of the teacher and to give them volunteers that are specifically trained to help them meet their classroom needs.
- Skilled professionals will interface with teachers to determine needs and structure of in-classroom volunteers
- Volunteers can be matched based on needs for individual schools, language spoken, grades, divisions, classrooms
- Can provide asynchronous support (putting together resources for students based on teachers' needs)
- Can attend blocks/classes for synchronous support
  - Language-specific (ELLs)
  - Discipline/subject specific
  - Small groups





# Tutor Training by The Equity Center

- Professionalism and logistics
- Asset mindset
- Funds of knowledge
- Cognates
- Vocabulary instruction
- Preview-view-review
- Online tools

### Funds of Knowledge Matrix

Funds of Knowledge	Home/Community Practices	Classroom Application
<b>Economics</b>	<ul style="list-style-type: none"> <li>Do you have a job outside of school?</li> <li>What would you like to do when you are older?</li> <li>If you had \$100, what would you buy first?</li> </ul>	
<b>Geography</b>	<ul style="list-style-type: none"> <li>Where are you from?</li> <li>Where did you grow up?</li> <li>Tell me about your childhood home.</li> </ul>	
<b>Politics</b>	<ul style="list-style-type: none"> <li>Do you watch the news a lot?</li> <li>How do you stay informed about what is happening in the world? (It's okay if they don't)</li> </ul>	
<b>Agriculture</b>	<ul style="list-style-type: none"> <li>Do you like spending time outdoors?</li> <li>Do you enjoy gardening?</li> </ul>	
<b>Sports</b>	<ul style="list-style-type: none"> <li>What is your favorite sport?</li> <li>Do you play any sports?</li> <li>Do you have a favorite sports team?</li> </ul>	
<b>Technology</b>	<ul style="list-style-type: none"> <li>Have you enjoyed learning virtually?</li> <li>What other things do you like doing on a computer/tablet/technology?</li> </ul>	
<b>Religion</b>	<ul style="list-style-type: none"> <li>Do you have any special holidays you and/or your family celebrate?</li> </ul>	
<b>Language</b>	<ul style="list-style-type: none"> <li>What language do you speak at home with your family?</li> <li>Do you speak any other languages other than English?</li> </ul>	
<b>Health</b>	<ul style="list-style-type: none"> <li>Do you enjoy exercising or any other physical activities?</li> <li>What types of things make you feel better when you're sick? Do you have any home remedies that you use frequently?</li> </ul>	
<b>Family</b>	<ul style="list-style-type: none"> <li>Do you have any siblings?</li> <li>What do you like to do with your family?</li> </ul>	
<b>Art</b>	<ul style="list-style-type: none"> <li>Do you enjoy creating art?</li> <li>What is your favorite type of music/musical artist?</li> </ul>	
<b>Cooking</b>	<ul style="list-style-type: none"> <li>Do you enjoy cooking?</li> <li>Do you cook at home with your family/friends?</li> <li>What type of food do you enjoy eating?</li> <li>Do you have a favorite restaurant in Charlottesville?</li> </ul>	
<b>Entertainment</b>	<ul style="list-style-type: none"> <li>What do you like to do for fun?</li> <li>Do you have any favorite shows or movies?</li> </ul>	

### Tips

- Answer your own question first to help the student feel more comfortable.
- Your questions don't have to be specifically about school. You're trying to show the student you're interested in them as a person and not just as a student!
- Jot down key phrases that you can refer back to after you leave the class. Try to use these phrases in the matrix after so that you can be fully present and engaged with the student.





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- Safety: UVA students and K-12 students must be kept safe and protected
  - Background checks through Sterling
  - UVA's Office of Youth Protection training
  - Sign a contract outlining acceptable behavior/guidelines for volunteers
- Equity: Madison House must not contribute to long-term, systemic inequity in this current crisis context.
- [Partnerships with Equity Center](#) and [UVA School of Education](#) to help us with
  - Effectively coordinating with tutors
  - Training volunteers based on specific educator/school needs
  - Planning for and piloting assessment and data collection



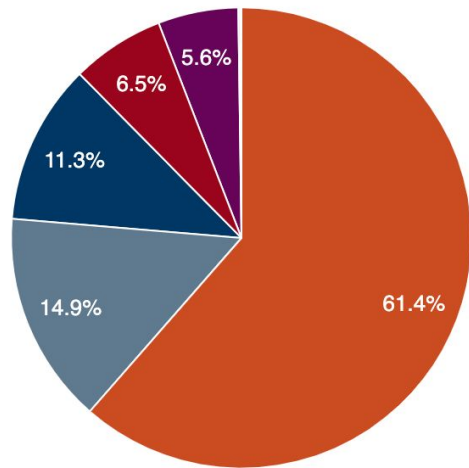
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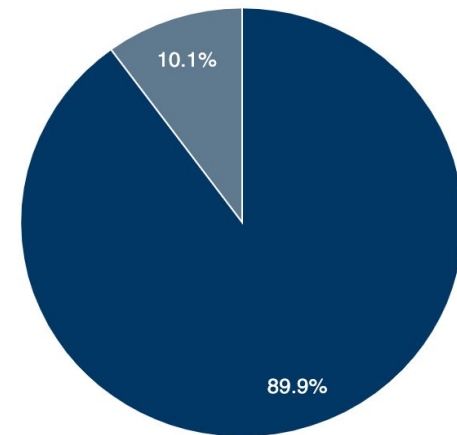


2020 Fall Membership By Subgroup: Racial and Ethnic Groups



Black Hispanic White Asian Multiple Races American Indian Native Hawaiian

2020 Fall Membership By Subgroup: English Learners



English Learners All Other Students



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# Students Served

	Middle School #1	Middle School #2	High School	Total
Total Students Served:	<u>41</u>	298		339
Total Multilingual Students Served:	<u>34</u>	9	<u>251</u>	294
Total Individual Classes Served:	13	18	104	135
Total Teachers Served:	<u>11</u>	17	<u>32</u>	60
Total Tutors:	<u>23</u>	33	251	307



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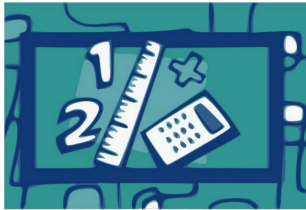
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# Multilingual Resources Created

*Sí se puede: Community Engagement in Spanish  
Speaking Charlottesville - Prof. Esther Poveda  
Moreno, Lucy Montalvo, & Isabel Vargas*

## Math Cognates



Cognados de matemáticas

## Earth Science Vocabulary



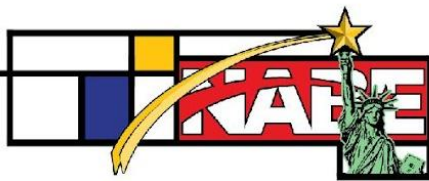
Vocabulario de ciencias terrestres



## Algebra Vocabulary



Vocabulario de álgebra




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# Document Translation Requests




## GET TRANSLATIONS



THE  
EQUITY  
CENTER

"MOVE and The Equity Center have partnered up to bring linguistic equity to our multilingual community. Everyone has the right to have educational and essential documents in the language they best understand, and MOVE is providing this free service to the community."



Multilingual Outreach Volunteer Effort  
**MOVE**  
UNIVERSITY OF VIRGINIA Center for Academic English Learning & Culture





# Teacher Quotes

“I am just lucky to have them--they are consistently so helpful and take direction well when I need them to modify the way they support a student. I am particularly impressed as most of the tutors do not wish to become teachers/have no teaching experience. They do a great job with the material and also working with students who are sometimes really tough to engage. We had a lot of successes this week with students doing well who haven't been and I can thank the tutors for that!”

“Overall assessment data trends became more positive across the board for all students in the class- while they were assigned individual students to begin with, eventually all students in the class were exposed to Tutor A or Tutor B at least once a week. This engagement and difference in perspective and approach allowed students scores to increase and for attendance to improve overall.”



# Tutor Quotes

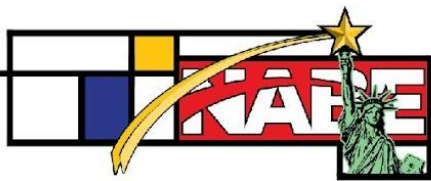
- “Since I started using spanish with my tutee, our tutoring sessions have actually become some of the highlights of my week. I have always said that I want to grow up and get a job where I can help people; this experience has showed me that a field related to ESL might be my calling card.”
- “I think I learned a lot about the make-up of the community and how life is like for many people in the Charlottesville area and at-large. I learned how difficult it is for bilingual students to succeed in an education system that is so inequitable. I also learned the importance of patience and consideration in this role.”
- “I did not realize how much of a difference I would make. The kids I worked with relied on me every week to translate their teacher into Spanish.”
- “I was surprised to see that there were so many students who needed support during this time! There is always someone for me to work with and we are very productive in 1.5 hours.”



# Student Quotes

Is it helpful to have a tutor who speaks another language? Why or why not?

- "Claro que si. Es muy útil e importante tener un tutor porque se nos hace más fácil entender las cosas, las palabras, las explicaciones que da la maestra"
- "If it is very useful because you feel more confident asking him anything you need to know about the task and you can even get to know each other and talk a little more"
- "Si lo es porque así ellos le entienden a uno y nosotros a ellos y saben cómo ayudarnos"



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# Questions?

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