Leveling Language Access: Using Multilingual Tutors in Secondary Classroom

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1:05 PM - 1:50 PM
Concourse D- Lower Level
Agenda

- Significance
- Program Goals
- Key Players
- Process
- Impact
- Resources
- Testimonials
ELs represent 10% of K-12 population in the U.S.
75% of ELs in the U.S. speak Spanish. However, there are over 400 different languages spoken in schools.

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

<table>
<thead>
<tr>
<th>Home language</th>
<th>Number of ELL students</th>
<th>Percentage distribution of ELL students¹</th>
<th>Number of ELL students as a percent of total enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish, Castilian</td>
<td>3,749,314</td>
<td>74.8</td>
<td>7.6</td>
</tr>
<tr>
<td>Arabic</td>
<td>136,531</td>
<td>2.7</td>
<td>0.3</td>
</tr>
<tr>
<td>Chinese</td>
<td>106,516</td>
<td>2.1</td>
<td>0.2</td>
</tr>
<tr>
<td>English²</td>
<td>94,910</td>
<td>1.9</td>
<td>0.2</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>77,765</td>
<td>1.6</td>
<td>0.2</td>
</tr>
<tr>
<td>Somali</td>
<td>41,264</td>
<td>0.8</td>
<td>0.1</td>
</tr>
<tr>
<td>Russian</td>
<td>36,809</td>
<td>0.7</td>
<td>0.1</td>
</tr>
<tr>
<td>Portuguese</td>
<td>33,252</td>
<td>0.7</td>
<td>0.1</td>
</tr>
<tr>
<td>Haitian, Haitian Creole</td>
<td>32,655</td>
<td>0.7</td>
<td>0.1</td>
</tr>
<tr>
<td>Hmong</td>
<td>32,174</td>
<td>0.6</td>
<td>0.1</td>
</tr>
</tbody>
</table>

¹ Detail does not sum to 100 percent because not all categories are reported.
² 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.

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

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

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.
Using Multilingual Tutors in Secondary Classroom
“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.
Large diverse school district in central Virginia

10.1% English learners

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

University of Virginia

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

Albemarle County Public Schools

- 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
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
2020 Fall Membership By Subgroup: Racial and Ethnic Groups

- Black: 8.5%
- Hispanic: 6.5%
- White: 11.3%
- Asian: 5.6%
- Multiple Races: 14.9%
- American Indian: 61.4%

2020 Fall Membership By Subgroup: English Learners

- English Learners: 10.1%
- All Other Students: 89.9%
# Students Served

<table>
<thead>
<tr>
<th></th>
<th>Middle School #1</th>
<th>Middle School #2</th>
<th>High School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Students Served:</strong></td>
<td>41</td>
<td>298</td>
<td></td>
<td>339</td>
</tr>
<tr>
<td><strong>Total Multilingual Students Served:</strong></td>
<td>34</td>
<td>9</td>
<td>251</td>
<td>294</td>
</tr>
<tr>
<td><strong>Total Individual Classes Served:</strong></td>
<td>13</td>
<td>18</td>
<td>104</td>
<td>135</td>
</tr>
<tr>
<td><strong>Total Teachers Served:</strong></td>
<td>11</td>
<td>17</td>
<td>32</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total Tutors:</strong></td>
<td>23</td>
<td>33</td>
<td>251</td>
<td>307</td>
</tr>
</tbody>
</table>
Multilingual Resources Created

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

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

- "Claro que sí. 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”
Questions?

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