**TESOL certification and team-based professional development**

The Multilingual Learner Project (MLP) prepares teams of high school teachers to support the academic and socioemotional needs of one of the country’s fastest growing groups of students, English Language Learners. Designed by scholars and instructional specialists from The City College of New York (CCNY) and New Visions for Public Schools, the program aims to support the literacy development and academic achievement of English Language Learners across content areas.

**Why this program?**

English Language Learners (or Multilingual Learners) enter school with rich cultural histories and broad linguistic repertoires that support academic achievement. And yet, the academic success of Multilingual Learners (MLs), on average, is consistently below that of other student groups. In 2016, 27% of MLs in New York City graduated, far below the citywide average of 73%. Furthermore, while the number of MLs in our schools has risen dramatically in recent years, the number of teachers certified to support such students has not kept pace. By combining rigorous coursework with team-based professional development, this program aims to prepare groups of teachers to provide meaningful support to thousands of MLs across New York City.

**Our Approach**

- Building on learners’ linguistic and cultural assets to improve educational and socioemotional outcomes
- Enacting explicit language and literacy strategies across content areas
- Collaborating, experimenting, and reflecting in school-based and cross-school teams

[The program] offer[s] a unique model of certification paired with in-school induction, in which university faculty have a rare lens into how graduates perform in the classroom... while [in-school] facilitators have the opportunity to support teachers in enacting best practices supported by theory and research."

– USDOE Office of English Language Acquisition (OELA) Technical Review
Program Design
Over five years, New Visions and CCNY will work with teams of in-service teachers in New York City public high schools who will earn State certification in Teaching English to Speakers of Other Languages (TESOL) and will engage in a series of professional development opportunities organized in professional learning communities. The program focuses on the use of instructional routines and cognitive strategies to support language and literacy growth among Multilingual Learners, and provides participants with knowledge and strategies to engage families and to address their students’ socioemotional needs. Over the course of the project, the program will recruit, prepare, certify, and support up to 80 in-service teachers from approximately 20 New Visions schools, contributing to improvements in teacher practice that lead to students’ language and literacy development, and improved progress toward graduation.

Sequence of Coursework and Activities

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<tr>
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<tr>
<td>FOUNDATIONS COURSE</td>
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<td>METHODS OF TESOL COURSE</td>
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<td>LINGUISTICS COURSE</td>
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<tr>
<td>TEACHING LITERACY COURSE</td>
<td>Sessions address curriculum adaptation by content area, along with family engagement, language and culture, advocating for students, and more.</td>
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TO LEARN MORE CONTACT US AT MLP@NEWVISIONS.ORG

The City College of New York

2017 INITIATIVE LAUNCHED

5 YEAR GRANT AWARDED BY THE US DEPARTMENT OF EDUCATION

5 AVERAGE NUMBER OF HIGH SCHOOLS PER COHORT

20 AVERAGE NUMBER OF TEACHERS PER COHORT

13 CREDITS OF GRADUATE COURSEWORK PURSUED AT THE CITY COLLEGE OF NEW YORK

1028 MULTILINGUAL LEARNERS IN INAUGURAL COHORT SCHOOLS