Effective Practices for Supporting Long-term English learner (LTEL) Success

Know

Want

Learn

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April 22, 2016

Agenda

Introductions

- REL West and EL alliance
- ESSA and long-term English learners (LTELs)

Goals of this presentation

- Identify what we know about LTELs
- Identify effective practices for supporting LTELs

Agenda (cont'd)

K-W-L about LTEL students (45 mins)

- What do we KNOW? (10 mins)
- What do we WANT to know? (25 mins)
- What did we LEARN? (10 mins)

Who are our LTEL students?

Quick Write (3 minutes)

- Describe 1 LTEL student. How does s/he:
  – Look (age, gender, dress, etc.)?
  – Sound/Talk (language, accent, phrasing, etc.)?
  – Behave/Act (participation, engagement, etc.)?
  – Read/Write/Learn (grade level, academics, etc.)?

Who are our LTEL students?

Pair/Share (3 minutes)
- Turn to a partner
- Describe your student

What do we KNOW?
Part 1

- Orally bilingual, sound like native English speakers
- Majority U.S.-born children from immigrant families
- Most in middle and high schools
- Between one-quarter and one-half of all EL estimated to become LTELs
- Greater % of LTELs in SpED compared to EL and Gen Ed

What do we KNOW?
Part 2

- Intermediate or below levels of English proficiency, not enough academic language to be reclassified

- Develop non-engagement, passivity, invisibility in school

- Low self-esteem, internalized sense of failure

- May become discouraged learners, drop out of high school

What do we KNOW?
Part 3
Differences between adolescent LTELs and other adolescent EL students

Type of learner	Characteristics	Language proficiency			
		Conv		Acad	
		EN	NL	EN	NL
Likely to reclassify as fluent English proficient within expected time frame (1–4 years)	Recent arrival to U.S. (< 3 years) Adequate schooling in home country Soon catches up academically May still score low on standardized tests given in English	X	X		X
Likely to become an LTEL student	Recent arrival to U.S. (< 3 years) or child of migrant laborers Interrupted or limited schooling in home country, including U.S. Limited native language literacy Poor academic achievement		X		
LTEL student	6+ years in U.S. schools Below grade level in reading and writing Low test scores Often inconsistent EL program support	X	X		

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What do we WANT to know?

- What does the research say about effective practices to support LTELs?

Second Language Literacy Capacity Building

1. **Provide ELD professional development workshops for content teachers.**

2. **Support co-teaching, partnering ELD teachers with content teachers.**

3. **Construct shared understanding of quality literacy instruction for ELs across grades and schools.**

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Family Engagement

1. **Hire a bilingual outreach coordinator to promote inclusion that is linguistically and culturally sensitive.**

2. **Enable parent participation in placement decisions.**

3. **Facilitate multi-purpose events where school staff learn about family cultures and families learn about school culture.**

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Data Based Formative Reviews

1. Report on additional EL classifications, such LTEL, EL SWD, RFEP and newcomers.

2. Hold regular grade and content meetings to discuss student data and progress.

3. Coordinate Special Ed and EL services with regular meetings to discuss student data and progress.

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Socio-Emotional Supports for Els

1. **Institute a formal buddy system for newcomer ELs.**

2. **Institute a formal "English language buddy" system for ELs.**

3. **Designate staff/faculty mentors who speak students' home language and share similar cultural backgrounds.**

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Promote Academic Discussion to Promote Academic Literacy

1. Use Quick-Write-Draw, Think-Pair-Share, and Think-Write-Pair-Share activities.

2. Use Literature/Learning Circles and Inside/Outside Circles.

3. Use Expert Group Jigsaw activities.

Teach Content and Genre Writing as a Process

1. **Teach grammar and vocabulary both explicitly and in context.**

2. **Use language frames to support ELs (sentence starters that are content and genre specific).**

3. **Use genre-specific rubrics to provide clear understandings of content, expectations, and directions.**

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Connect Students to School and School to Students' Lives

1. **Build on student backgrounds.**

2. **Hire more bilingual staff who can participate in student led parent-teacher conferences.**

3. **Promote AP classes in non-English languages—support home language literacy and enable EL leadership.**

What did we LEARN?

Think/Pair/Share

- Think about what you learned today.
- Decide on one action you will take when you leave here today.
- Turn to a partner.
- Share your intended action.

References

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