

Webinar Series:
Addressing the Needs of Adolescent EL Populations in a MTSS Framework

Webinar #1: Adolescent Long-term ELs in a MTSS Framework

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PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

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Participant Outcomes

- ***Identify the characteristics and educational needs of adolescent long-term ELs in a MTSS Framework***
- ***Identify effective educational practices and interventions to address adolescent long-term ELs' literacy and academic gaps.***

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Agenda

- ESSA and Long-term English Language Learners (LTELs)
- Characteristics of LTELs
- Diagnostics: Why are they LTELs?
- Interventions



Demographics

- In 2012, 57 percent of EL adolescents were U.S.-born.
 - Of these,
 - second-generation non-native English speakers (U.S.-born with at least one foreign-born parent) made up 37 percent; and
 - third-generation non-native English speakers (U.S.-born with U.S.-born parents) made up 32 percent.

Source: U.S. Census Bureau, American Community Survey, 2012.
Estimates generated by NCELA using Census Data

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The numbers and performance of long-term English learners (LTELs)—defined as ELs enrolled in U.S. schools for five or more years without exiting EL status—are reflected in these findings:

- In 2010, 40 California school districts reported that 59 percent of secondary school ELs were LTELs, and that 50 percent of kindergarteners may become LTELs.
- In 2013, 13 percent of all ELs in New York City were LTELs, and, in some schools, the percentage of LTELs in any grade ranged from 25 to 50 percent of all ELs.

Source: U.S. Census Bureau, American Community Survey, 2012. Estimates generated by NCELA using Census Data

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*Every Student Succeeds Act 2015 (ESSA)***Reporting of EL Data**

- Measures of the academic achievement (meeting academic standards) of ELs that have exited EL status is now required for four years, extending the NCLB requirement for two more years
 - this data must also be disaggregated for ELs with disabilities.
- Long-term EL reporting is now required. Districts must report the number and percentage of ELs served by Title III that have not attained English language proficiency within 5 years of initial classification as an EL.

What is your definition of a Long-term English Learner (LTEL)?



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LTEs – Definitions Vary

- Middle and high school students
- Still in English language instruction programs after 6 or more years in U.S. schools (5+ to 10 yrs.)
- Unable to meet the current PA exit criteria (English language proficiency assessments or other measures, such as state content assessments)

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Characteristics of LTELs

- Strong oral English skills
- Weak English reading and writing skills
- Weak native language literacy skills
- Students who are dually-identified
- Poor grades/grade retention
- At-risk for dropping out
- Chronic absenteeism
- Low personal expectations
- Unassuming or exhibiting challenging behaviors

Factors that May Lead to LTEL Status

- Program switching in elementary schools (e.g., bilingual to/from ESL)
- Weak or brief ESL programming
- Lack of monitoring data from year to year
- High mobility and frequent absenteeism
- Transnationalism
- Partial/limited access to the content curricula
- Unidentified learning disabilities
- Socio-emotional issues
- Lack of culturally-responsive instruction

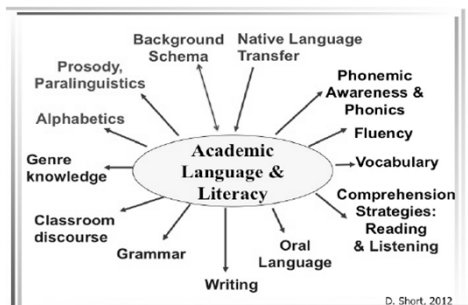
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DIAGNOSTICS

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1. Start with Academic Language and Literacy



2. Look at Content Area Performance

- Is the student performing poorly in all content areas or just one or two?
- Are the areas with poor performance those with high-stakes testing and/or those with heavy reliance on literacy?
- Does the student have a history of poor grades or grade retention?
- Does the student have a history of behavior interventions (suspension, detention, expulsion)?

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3. Consider Native Language Literacy Skills and Opportunities

- Is the student literate in his/her native language (L1)?
- Does the student read and write in the L1 on social media?
- Does the student have a broad vocabulary and knowledge of a wide range of topics in the L1?
- What does the student like to do with language?

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4. Review the Student's Record

- Was the student ever referred for a learning disability assessment? (consider time to referral, cultural barriers)
- What is the student's educational background?
 - type and length of ESL / bilingual services
 - mobility/transnationalism
 - interrupted schooling
 - performance in the elementary grades
- Does anything in the record indicate socio-emotional issues or trauma?

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5. Consider Motivation

- What does the student want to do after high school?
- Does the student know what reaching that goal entails? Do the student's parents or guardians?
- Are other factors (e.g., economics, documentation) limiting the student's future?

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INTERVENTIONS

Interventions

- Administrative
- Academic
- Structural
- Family and Community

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Administrative Strategies

Provide Professional Development and Coaching

- Teachers: to address LTELs' needs and to infuse academic literacy in all courses
- Guidance counselors and social workers: to examine educational and personal histories, to probe for socio-emotional issues
- Site administrators: to examine data, program options, partnerships

Hold administrators and staff accountable

Academic Strategies

Data and PD for Academic Interventions

- Assess all language skills for strengths and weaknesses and analyze the results
- If warranted, assess for learning disabilities
- Offer specialized ESL course
- Offer bilingual and native language literacy/AP courses
- Plan individualized interventions – reading programs, computer programs, tutoring

Recognize LTEL Students' Assets

- First Language/Literacy
- Meta-linguistic Awareness across Languages
- Translanguaging/Code-switching
- Academic Knowledge
- Oral English Skills
- Bicultural Savvy

Target High Schoolers



- Technology and multi-modal instruction; online options
- Internship, job-oriented support
- College credit-bearing courses
- Connections with technical/career schools

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Suppose the long-term English learners struggle with advanced academic language usage?

Provide professional development for teachers so they can address academic language objectives in their lessons.

- Academic Vocabulary
- Language Skills and Functions
- Language Structures or Grammar
- Language Learning Strategies

Academic Language: Vocabulary

- | | |
|--|---|
| 1. New technical terms | |
| 2. General academic terms | 7. Synonyms |
| 3. Multiple-meaning words | 8. Symbols |
| 4. Similar terms with different meanings | 9. Same symbol, different meanings |
| 5. Nominalizations | 10. Multiple representations of a concept |
| 6. Complex noun phrases | 11. Idioms |

Academic Language: Syntax

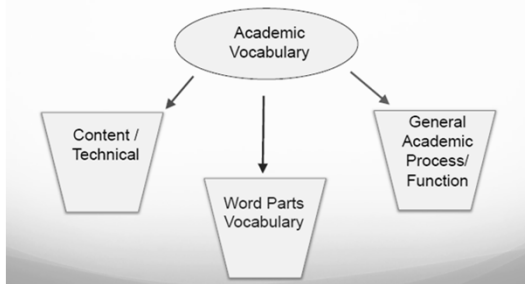
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|--------------------------------|---|
| 1. Comparatives | 7. Logical connectors |
| 2. Preposition usage | 8. Similar language, different function |
| 3. Articles and modifier usage | 9. Embedded clauses |
| 4. Passive voice | 10. Multiple ways to express terms orally |
| 5. Word problems | |
| 6. Testing language | |

Academic Language: Text Discourse

1. Reading process
2. Text structures and styles
3. Background knowledge
4. Tone
5. Point of View

ADVANCING VOCABULARY

Select Key Vocabulary Wisely



Shades of Meaning



small
tiny
miniscule
microscopic

Word Learning Strategies

Prefixes and Suffixes

- The top 20 prefixes account for 90% of prefixed words in printed academic English.

Roots and Base Words

- Students can apply morphemic knowledge to new words.

Cognates

- Effective language learners make use of their native language and literacy skills

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Word Learning Strategies

Context

- Guess and replace
- Read on / read back

Syntax/ Sentence Structure

- Analyze for part of speech
- Look for appositive definition

Incidental Learning

- Organize opportunities for English Learners to engage with text for pleasure
- Plan for English Learners to interact with native English speakers

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ADVANCING ACADEMIC DISCUSSIONS

Language Functions: Practice and Application

Partner A: Sentence Frames

- My opinion about is ____
- I don't like ____ because ____
- I believe that ____

What is your opinion about self-driving cars? Use one of the sentence frames above to complete your idea.

Language Functions: Practice and Application

Partner B: Sentence Frames

- I agree with you but ____
- I agree with you and ____
- I disagree with you because ____
- I hadn't thought of that. It makes me think of ____

Ex. *Comparison*

_____ is the same as

One difference is

_____ differs from/is similar to _____ in that...

Although both [X and Y] have _____, but [X] has ... while [Y] has ...

ADVANCING ACADEMIC WRITING

Cloze Paragraph Scaffolds

- Can be deleted words and phrases
- Can move to paragraph frames
- Can provide a word bank but no frames

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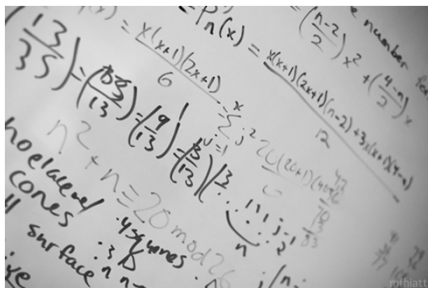
Character Diaries /Blogs

- Be a raindrop in the water cycle
- Be Lincoln on the train to Gettysburg
- Be a reporter on the first moon launch
- Be a dollar bill in circulation for 5 days



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Suppose They Need to Improve Their Use of Language in Math?



Math Problem Solving:
Basic Explaining

The sum of twice a number plus 13 is 75. Find that number.

Oral explanation: I have a number I can call x . I need two times x and I need to add 13. Then I will get 75.

Written solution:

$2x + 13 = 75$ I write the equation.

$2x + 13 - 13 = 75 - 13$ I need to get x alone. I subtract 13 from both sides.

$2x = 62$ I do the math.

$2x/2 = 62/2$ I need x alone. I divide both sides by 2.

$x = 31$ I find that x equals 31.

Math Problem Solving:
Basic Explaining

The sum of twice a number plus 13 is 75. Find that number.

Oral explanation: The number I have to find will be x . If I double x and add 13, it will equal 75.

Written solution:

$2x + 13 = 75$ I convert the words to an equation.

$2x + 13 - 13 = 75 - 13$ I begin to isolate x by subtracting 13. the same amount from both sides.

$2x = 62$

$2x/2 = 62/2$ I isolate x by dividing both sides by 2.

$x = 31$ The result is that x equals 31.

Structural Strategies

- Establish/strengthen an early warning system
- Decrease absenteeism
- Bilingual and dual language courses
- Transition support practices
- Set up Saturday and/or after-school programs
- Flexible scheduling

Family and Community Strategies

- Family literacy programs
- Family outreach (e.g. computers in homes, tutoring onsite in community)
- Social service partnerships
- Business partnerships
- Federal and state actions
- Changing attitudes/advocacy

Changing Attitudes: Seal of Biliteracy

- Added to a high school diploma
- For students of any language background who demonstrate proficiency in two languages
- Collaboration of ESL, FL, and bilingual teachers
- Offered in states: CA, IL, NJ, NY, TX, WA
- Pending legislation: MA, NM, RI, UT

Long-term English Learners

We need more research!!!



Contact Information

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Commonwealth of Pennsylvania
Tom Wolf, Governor

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