CISC Symposium 2018
ELA/ELD CISC Subcommittee
February 22, 2018

What’s New in B.E.L.I.E.F.?

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B.E.L.I.E.F. Modules
http://ccsesa.org-committees/cisc/cisc-public-resources/
ELA/ELD CISC Subcommittee
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Special recognition to Lisa Gilbert and Charlene Stringham
B.E.L.I.E.F.
Blueprints for Effective Leadership and Instruction
for our English Learners' Future

Where can we find the B.E.L.I.E.F. Modules?

http://ccsesa.org/committees/cisc/cisc-public-resources/

What Makes B.E.L.I.E.F. unique?
- Intended audience
- Approach
- Scope
- Needs of CA schools
- Customization & differentiation
- Transfer of practice
Session Essential Questions

What's new in B.E.L.I.E.F.?

How might the B.E.L.I.E.F. modules help facilitate leadership around a comprehensive ELD program?

Session Outcomes

Participants will:

- Explore new B.E.L.I.E.F. Module 6 content
- Gain an understanding of how B.E.L.I.E.F. might be used to lead a comprehensive ELD program
- Experience professional learning that can be transferred to your staffroom and the classroom

EL Roadmap

The Vision:

English learners fully and meaningfully access and participate in a 21st century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.
CA EL Roadmap: Four Principles
1. Assets-Oriented and Needs-Responsive Schools
2. Intellectual Quality of Instruction and Meaningful Access
3. System Conditions that Support Effectiveness
4. Alignment and Articulation Within and Across Systems

B.E.L.I.E.F. Modules

CA EL Roadmap Policy
“The diversity of the EL population (e.g., newcomers, long-term English learners, students with interrupted formal education, students with disabilities, gifted and talented students, and the expected continuous exiting of students from the EL category) necessitates pedagogy and educational support services that are differentiated and responsive.”

https://www.cde.ca.gov/ppl/emh/roadmappolicy.asp
Module 6: Personalizing the Program
How do we meet the diverse needs of English learners?

You Are Here
- Module 0: Laying the Foundation
- Module 1: Framing the Context for Instruction
- Module 2: Building up the Frame
- Module 3: Constructing Instruction
- Module 4: Inspecting the Program
- Module 5: Walkthrough and Finishes
- Module 6: Personalizing the Program

Module 6 Essential Questions
- How do we meet the diverse needs of English learners?
- How might we design a learning environment that works for every English learner?
Module 6 Session Outcomes

Participants will:
- review site/district data to plan for the needs of various English learner student groups.
- describe how their system is setup to support and respond to different English learner groups.
- discuss W.H.A.T. we can do to address the needs of Newcomers, Long-term English learners, and English learners with disabilities.

How are we differentiating to address the distinct needs of subsets of English learners?

- Inquiry Topics -

Newcomers
Long-term English learners
EL students with disabilities (Fall 2018)
Other EL student groups

Meeting the Needs of Newcomer Students
Section Question #1
Who are newcomer English Learners?
- Discussion: Defining “Newcomers”
- Immigration Status
- Educational Background
- Activity: Data Analysis
- Activity: “See Me”

Section Question #2
What are the unique needs of newcomer English Learners?
- Activity: Common Misconceptions
- Discussion: Range of Needs

Section Question #3
How do we respond effectively to the unique needs of newcomer English Learners?
Includes:
- Activities
- Inspiring Practices
- Videos & Discussions
- Program Evaluation Tool
- Planning Guidance

Designing Effective Programs for English Learners
W.H.A.T. to do:
W = Welcome them
H = Harness resources
A = Assess assets & needs
T = Teach them

Newcomer Program Evaluation Tool
- This tool provides sample practices of effective, comprehensive newcomer programs.
- The practices are organized by the W.H.A.T. to do features (Welcome, Harness resources, Assess, and Teach).
Tool Review

Skim the Newcomer Program Evaluation:
1. What new ideas or insights does the tool trigger?
2. How might you use this tool to support your program development?
3. What questions does it raise?

Time to Share

Back-to-Back

Front-to-Front

Activity: “Support Me”

For the EL student scenario card provided, work as a team to list resources to “harness” to support the student.
Consider a range of resources:
- Systems/Programs/Processes
- Time/Scheduling
- Fiscal
- Human
Reflection

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Activities and Strategies</th>
<th>Thoughts/Reflection</th>
<th>How will I use this new learning with my staff?</th>
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<tbody>
<tr>
<td>Explore new B.E.L.I.E.F. Module 6 content</td>
<td>Newcomer Program Evaluation Tool w/ Back-to-Back &amp; Front-to-Front Structure</td>
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<tr>
<td>(Newcomer)</td>
<td>Support Me Activity</td>
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Meeting the Needs of Long-term English Learners

Long-term English Learners

Section Questions
- What are the characteristics of Long Term English Learners?
- What factors contribute to student becoming LTEL?
- What are the unique needs of LTEL to whole group of adults with needs?

Section Outcomes
- Participants will:
  - Define "Long Term English Learners" and explain their characteristics.
  - Consider factors that may contribute to LTEL.
  - Identify the unique needs of LTEL and explore effective methods of meeting those needs.
LTEL Typologies

- Form groups of three and number off 1-3
- Read the typology that corresponds to your number
- Share typologies and discuss commonalities and differences

Who Are Our LTELS?

<table>
<thead>
<tr>
<th>Have distinct language issues</th>
<th>Develop habits of non-engagement, passivity and invisibility in school</th>
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<tbody>
<tr>
<td>Often want to attend college despite gaps in academic preparation</td>
<td>Sometimes discouraged and tuned-out; at risk of dropping out</td>
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Definition: Long-term English learner

Enrolled in grades 6 to 12
Enrolled in a U.S. school for six or more years
Remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level
For students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA.

Also note: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL, and (2) the assessment component of LTEL determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above.
At-Risk for LTEL

"English learner at risk of becoming a long-term English learner" means an English learner who is enrolled in any of grades 5-11, inclusive, in schools in the United States for four years, scores at the intermediate level or below on the English language development test identified or developed pursuant to Section 60810, or any successor test, and scores in the fourth year at the below basic or far below basic level on the English language arts standards-based achievement test administered to section 60640, or any successor test.

Rally Robin Debrief

Consider all you've learned or re-learned about Long-term English learners, then:

- Join a discussion partner.

- Partner A & B take turns sharing a word or short phrase that reflect the characteristics of Long-term English learners

7 Principles for Meeting the Needs of LTELs

1. Urgency
2. Distinct Needs
3. Language, literacy, and academics
4. Home language
5. Three Rs: rigor, relevance, and relationships
6. Integration
7. Active engagement
## Reflection

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<td>(Long-term English learners)</td>
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<td></td>
<td>Rally Robin</td>
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<td></td>
<td>Debrief</td>
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## Where can we find the B.E.L.I.E.F. Modules?

http://ccsesa.org/committees/cisc/cisc-public-resources/

## Q & A
Self Pre-Assessment Tool

Directions:
Examine the Learning Targets for each module below and consider your understanding of the module objectives, listed as “Participants will…” statements. Based on your responses, determine the modules to explore to best meet your needs.

Module 0: Laying the Foundation
This module will explore the foundations of a comprehensive ELD program. Please reflect on the following statements and rate your abilities in each area. Reflect upon your self-rating to determine if you will begin with this module.

Essential Questions: Why is ELD important? What is new in English language development?
Participants will:
❑ explain the shifts in ELD instruction in California’s ELA/ELD Framework.
❑ identify the components of a comprehensive ELD program.
❑ summarize key ideas about ELD instruction as described in the ELA/ELD Framework.

Module 1: Framing the Context for Instruction
This module will explore key components of integrated and designated ELD. Please reflect on the following statements and rate your abilities in each area. Reflect upon your self-rating to determine if you will begin with this module.

Essential Question: What are integrated and designated ELD?
Participants will:
❏ describe the similarities and differences between designated and integrated ELD.
❏ communicate the features of Integrated and Designated ELD instruction.
❏ recognize features of Integrated and Designated ELD during observations.
❏ prepare to provide feedback to teachers to improve the quality of ELD instruction.

Module 2: Building the Frame
This module will explore systems that support a high-quality English learner program. Please answer the following questions reflect on the following statements and rate your abilities in each area. Reflect upon your self-rating to determine if you will begin with this module.

Essential Question: What systems need to be in place to ensure a comprehensive program for English learners?
Participants will:
❑ reflect on district/site EL programs to determine and prioritize next steps.
❑ prepare to guide their leadership teams to analyze the effectiveness of our EL program.
❑ prepare to guide their leadership teams to align actions/services/plans for ELs.
❑ plan to facilitate task delegation to site leadership based on the EL data and EL priorities.

2018 B.E.L.I.E.F. Assessment
Module 3: Constructing Instruction
This module will explore high-quality integrated and designated ELD instruction. Please reflect on the following statements and rate your abilities in each area. Reflect upon your self-rating to determine if you will begin with this module.

Essential Question: What does high-quality Integrated/Designated English Language Development look and sound like?
Participants will:
- describe a high-quality ELD lesson for both integrated and designated ELD.
- prepare to engage their staff in defining and implementing integrated and designated ELD.
- prepare to monitor and support high-quality implementation of ELD in their schools.
- prepare to provide feedback to their staff to refine services for English learners.

Module 4: Inspecting the Program
This module will explore the use of data to monitor English learner’s progress. Please reflect on the following statements and rate your abilities in each area. Reflect upon your self-rating to determine if you will begin with this module.

Essential Question: How might we use data to monitor English learners’ progress?
Participants will:
- discuss methods of formatively assessing language development.
- prepare to engage staff in data conversations regarding English learners.
- prepare to use qualitative and quantitative data to monitor individual English learner progress.

Module 5: Walkthrough and Finishes
This module will explore three different walk through protocols. Please reflect on the following statements and rate your abilities in each area. Reflect upon your self-rating to determine if you will begin with this module.

Essential Question: How can we create and monitor a system of continuous learning to refine our ELD instruction and outcomes?
Participants will:
- explore walkthrough protocols to provide constructive feedback to staff to refine services for English learners.
- prepare to use qualitative data to analyze, reflect, and refine schoolwide ELD programs.

Module 6: Personalizing the Program
This module will explore meeting the diverse needs of English learners. Please reflect on the following statements and rate your abilities in each area. Reflect upon your self-rating to determine if you will begin with this module.

Essential Questions: How do we meet the diverse needs of English learners?
Participants will:
- review site/district data to plan for the needs of various English learner student groups
- describe how their system is setup to support and respond to different English learner groups
- discuss W.H.A.T. we can do to address the needs of Newcomers, Long-term English learners, and English learners with disabilities

2018 B.E.L.I.E.F. Assessment
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<tr>
<th>WHAT to do for Newcomers Program Evaluation</th>
<th>Exploration</th>
<th>Installation</th>
<th>Initial Implementation</th>
<th>Full Implementation</th>
<th>NOTES TO SUPPORT IMPLEMENTATION</th>
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<td><strong>Welcome Them</strong></td>
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<tr>
<td>1. Intake protocols for new immigrant families are clearly defined.</td>
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<td>2. First points of contacts are prepared to support new immigrant families.</td>
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<td>3. Critical information for new immigrant families is easily accessible in their home language.</td>
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<td>4. Employees are able to provide information on district and community resources for new arrivals.</td>
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<td>5. Translation services for languages of immigrant families are easily accessible.</td>
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<td>6. Welcome and informational videos in languages of immigrant families are easily accessible.</td>
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<td>7. Important classroom information is accessible to newcomers and families in a language they understand.</td>
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<td>8. Peer mentorship/support programs are in place to support newcomer transition in the first year in US schools.</td>
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<td>9. Protocols for connecting newcomers to school community features/groups are clearly defined.</td>
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<td>10. Practices demonstrating cultural proficiency are in place at the school and district level.</td>
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<tr>
<td>11. Practices demonstrating cultural proficiency are in place at the classroom level.</td>
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<td>12. Newcomers are able to share and leverage funds of knowledge to support learning and connect with others.</td>
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<td>13. A value for multilingualism and cultural proficiency is communicated to all stakeholders and demonstrated in practice.</td>
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<td>14. Families of newcomers remain informed and included as partners in supporting student learning.</td>
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<td>15. Socio-emotional supports are in place for newcomers struggling with the transition and/or dealing with trauma.</td>
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<td><strong>Harness Resources</strong></td>
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<td>1. Scheduling for newcomers is flexible and allows for changes in placement as needs change.</td>
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<td>2. Scheduling allows for additional time for Designated ELD and foundational literacy and content skill instruction, as needed.</td>
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<td>3. Newcomers are grouped throughout the school day to maximize allocation of resources to meet their unique needs while still providing access to proficient English speaking peers.</td>
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<td>4. Teachers for newcomer students are strategically selected and supported in addressing their unique needs.</td>
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<td>5. Multilingual staff fluent in languages of newcomers are strategically utilized to provide support.</td>
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<td>6. Support staff are strategically utilized to provide additional support to newcomers and trained to meet their unique needs.</td>
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<td>7. Clear instructional program pathways are outlined for newcomers that account for students with different initial language levels, schooling backgrounds, and age/grade upon arrival, including potential services beyond high school.</td>
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<td>8. Clear transition plans and protocols are defined and communicated to guide progression into mainstream instructional programs.</td>
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<td>9. Materials to support Designated ELD and foundational literacy skills are available and support implementation of ELA/ELD Framework-aligned instruction.</td>
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<td>10. Instructional materials reflect the diverse backgrounds and needs of student body.</td>
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<tr>
<td>11. Instructional materials in home languages of newcomers are accessible when available/appropriate.</td>
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<tr>
<td>12. Federal supplemental funds (Title III and Immigrant) are allocated for maximizing additional support for newcomers.</td>
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<td>13. State base and supplemental funds are allocated in LCAPs and SPSAs to provide targeted support to newcomer students.</td>
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# WHAT to do for Newcomers

## Program Evaluation

### NOTES TO SUPPORT IMPLEMENTATION

1. Information on newcomers’ prior schooling experience and content knowledge is gathered and used to inform instructional decisions.

2. Information on newcomers’ language and literacy skills in English and home language is gathered and used to inform instructional decisions.

3. Information on newcomers’ interests, strengths, and goals is gathered and used to inform instructional decisions.

4. Information on newcomers’ family, immigration, and life stories is gathered and used to inform instruction and support services.

5. General information on the cultures, histories, and stories of the groups represented by newcomers are understood by staff.

6. General information on the experiences of different types of newcomers are understood by staff to build empathy and inform decisions.

7. Formative assessments are used to monitor progress in English language development for newcomers and to inform instructional decisions.

8. Formative assessments are used to monitor progress in foundational literacy skills in English and to inform instructional decisions.

9. Formative assessments are used to monitor progress in basic academic content skills and to inform instructional decisions.

10. Summative assessments in language, literacy, and content skills are used to inform placement and instructional decisions.

11. Students are involved in monitoring their own language, literacy, and academic progress and setting goals.

## Assess Assets & Needs

### Foundation:

### Next Steps:

### Teach Them

### Foundation:

### Next Steps:
### Scenario A: Mario
Mario immigrated to the United States with his family two years ago from central Mexico. Now in the 9th grade, Mario is frequently suspended for fighting and has lately started to skip school. Mario’s science teacher reached out to him in an effort to find out why he is having such a difficult time socially in school. Mario explained he is feeling very unhappy and that he is worried about his mother, who is frightened to go out on her own, because she speaks neither Spanish nor English; she speaks Nahuatl, an indigenous language of Mexico. Mario says that while he thinks his mother needs to get out more and socialize, he understands her hesitation. He adds, “I feel the same way at school. How can I make friends when no one is like me?”

### Scenario B: Mariam
Mariam is the daughter of an Iranian diplomat. She and her two brothers attend the same high school for newcomers, and she has been placed in the 10th. Mariam was educated in international schools previously, but has moved around as frequently as her father’s post has changed. She wears a head scarf, and she has occasionally been yelled at in public by strangers. Unlike her brothers, she is required to go straight home after school. Other students are impressed by her academic abilities, but they also make fun of her by calling her “smartphone.” Because she is expected to apply to competitive colleges, Mariam is very concerned about her academic performance, and considers a score of “95 percent” a failure. She and her brothers compete when it comes to test scores.

### Scenario C: Ariette
Ariette is an 11-year-old newcomer from Kenya. However, Ariette is not originally from Kenya; her family is from Somalia. For the past two years, Ariette has lived with her family in a series of refugee camps along the Kenyan border with Somalia; the camp also had refugees from Ethiopia and South Sudan. Ariette had some schooling in the refugee camps, but often the grades were mixed, and the schools were temporary structures, without electricity or water. Ariette learned many jump rope songs in Swahili, which she loves to sing at recess in her new school. In class, however, Ariette never speaks, and she usually sits with her head down.

### Scenario D: Ming
Ming is an 11th grader in a diverse urban school. He attended a local school in China before immigrating with his family to the United States a few months ago. Ming excelled academically in China, but he is finding it difficult to keep up with his classes in his new school because he is struggling with English. He knows that in a few months, his classmates will be taking the SAT and the ACT, and several of his new friends are discussing the colleges they hope to attend. Many students are driving to school, dating or going to parties, and volunteering in the community. Ming feels left behind and confused.
Typologies of Long-term English Learners

LTEL Typology #1

Thu is a 10th grade student at a suburban high school. He has attended schools in the same district for his entire schooling career. He is well-liked and can be found with his group of friends during breaks, lunch, or other school activities. However, Thu is much different in his classes. If given the choice, he sits quietly in the back of the class. He is careful not to draw too much attention to himself. Consequently, he rarely contributes to classroom conversations. He is friendly with his teachers, but his teachers would describe him as a student who lacks the motivation and often fails to turn in work.

Thu's CELDT scores have identified him as Advanced overall, but his reading and writing scores are lower. The school was considering redesignating Thu, but he failed to reach the other requirements for the state test results. Each year, Thu is surprised when he receives a call slip requiring his attendance at the annual CELDT testing. However, he attends the testing. He does not understand what the test is measuring but it does give him the opportunity to see many of his friends. He has never seen his test results and his progress has not been explained to him.

Thu’s school emphasizes a college-going culture. The school proudly displays college flags and pennants and Thu expects to go off to college with his peers. However, a look at his transcripts would show a different story. He failed his 9th grade English and general science courses. As a 10th grader, he lacks credits needed for graduation. This year, Thu was recommended for Read 180 as a way to provide additional support. Thu started off the year well in his courses, but by the first reporting period of the year he was struggling academically.

LTEL Typology #2

Oscar is a 4th grader and has attended the same elementary school for all five years of school. When Oscar began school, he tested very low on his kindergarten readiness. Despite this, he made academic progress; although, he has always lagged behind most of his English speaking peers. During first and third grades, Oscar continued to grow, but still scored below grade-level. During this time, he received ELD instruction for a portion of each day when a bilingual aide worked with English learners from his grade level. On the annual CELDT he showed growth, but has plateaued at Early Advanced for the last two years. Since he achieved Early Advanced he no longer attended ELD instruction. His state test scores also indicated that he has fallen further behind the average expectations for students at this grade-level.

Continued on next page
Typologies of Long-term English Learners

His teachers have noticed a difference in Oscar this year. He has become much more reluctant to participate in class and he has not been turning in his work. His teacher says that Oscar is smart and is able to do the work, but lacks motivation and work ethic. He is often on that bench at recess as punishment for not completing or turning in assignments. However, this has not contributed to greater work completion for Oscar. When asked to complete reading assignments in history, science, or ELA, Oscar often pulls up his hoodie and lays his head on the desk. His teacher is concerned and wondering if she should call home and see if there are problems as well as consider starting the SST process.

LTEL Typology #3

Sara is an 8th grade student attending an urban middle school. Her family has moved several times and she attended two different elementary schools within the same district. Presently, she has been at the same middle school for the last two years. During this time, Sara’s progress in school has been a concern. She is failing her academic courses and has been in the office several times for behavior. Lately, Sara’s absences have increased. Her counselor has talked with both Sara and her family. Sara has indicated that she does not want to go to school anymore; she wants to drop out and find a job. Sara’s parents say they want her to stay in school and get an education. They tell her she must attend school, but Sara often chooses not to go.

Sara is at the Intermediate level on the CELDT assessment and has been at this level since fourth grade. She attained Early Advanced score in 5th grade, but fell back to Intermediate in 6th grade where she remains. A look at her report cards show she made adequate progress until 2nd grade. After that year, grades show lack of progress and even some declines. This year, Sara was placed in an EL support program her school created for EL students academically at-risk. Initially, she was unhappy and protested the placement. However, many of her friends were assigned to the class. The teacher works to help students complete assignments from their content area classes. Additionally, they are reading a popular novel to the class. Sara rarely asks for help and her numerous absences have not allowed her to make positive academic progress.
Definition of Long-term English learner

1. Enrolled in grades 6 to 12
2. Enrolled in a U.S. school for six or more years
3. Remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level
4. For students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA.

Also note: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above.

Ed.Code 313.1

Definition of “At Risk” for LTEL

1. Enrolled in any of grades 3 to 12, inclusive.
2. Enrolled in schools in the United States for four to five years.
3. Scored at the intermediate level or below on the prior year's English language development test identified or developed pursuant to Section 60810, or a score determined by the Superintendent on any successor test.
4. For a pupil in any of grades 3 to 9, inclusive, has scored in the fourth or fifth year at the below basic or far below basic level on the prior year's English language arts standards-based achievement test administered pursuant to Section 60640, or a score determined by the Superintendent on any successor test.

Also note: (2) A pupil for which the required testing results are not available for either subparagraph (C) or (D) of paragraph (1) shall not have that criteria applied and such pupil shall not be excluded based on that criteria.
### 7 Principles for Meeting the Needs of LTELs

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<thead>
<tr>
<th>Principle</th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
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<tbody>
<tr>
<td><strong>Urgency.</strong> Focus urgently on accelerating LTEL progress towards attaining English proficiency and closing academic gaps.</td>
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<td><strong>Distinct needs</strong> Recognize that the needs of LTELs are distinct and cannot adequately be addressed within a “struggling reader” paradigm or a generic “English Language Learner” approach, but require an explicit LTEL approach.</td>
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<td><strong>Language, literacy, and academics</strong> Provide LTELs with language development, literacy development, and a program that addresses the academic gaps they have accrued.</td>
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<td><strong>Home language</strong> Affirm the crucial role of home language in a student’s life and learning, and provide home language development whenever possible.</td>
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<td><strong>Three R’s: rigor, relevance, and relationships</strong> Provide LTELs with rigorous and relevant curriculum and relationships with supportive adults (along with the supports to succeed).</td>
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<td><strong>Integration</strong> End the ESL ghetto, cease the sink-or-swim approach, and provide maximum integration without sacrificing access to LTEL supports.</td>
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<td><strong>Active engagement</strong> Invite, support, and insist that LTELs become active participants in their own education.</td>
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<td>Outcomes</td>
<td>Activities and Strategies</td>
<td>Thoughts/Reflection</td>
<td>How will I use this new learning with my staff?</td>
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<tr>
<td>Explore new B.E.L.I.E.F. Module 6 content (Long-term English learners)</td>
<td>LTEL Typology Triad Rally Robin Debrief</td>
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