Addressing and Preventing Long Term English Learners in the era of the Common Core

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Los Angeles County Office of Education

The LTEL Journey and Context

The Common Core Standards - and Development of the new CA ELA/ELD Framework

District Initiatives, Pilots, Innovations

RESEARCH: Reparable Harm

Statewide workshops for teams

Culling lessons from the field: Secondary School Courses

LCFF and LCAP

Purpose

• Understanding of Long Term English Learners (their characteristics, how they become Long Term)

• How to meet their needs in secondary school (courses, placement, program) – and prevent creation of LTELs in elementary school

• How LTEL work intersects with Common Core ELA/ELD implementation and the LCFF/LCAP reform

• Reflection on existing practices and programs, what you will do to better meet needs of LTELs
English Learners

"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum... for students who do not understand English are effectively foreclosed from any meaningful education..."

*Lau v. Nichols, Supreme Court*

The task:
To get them to English proficiency
To ensure access to curriculum while learning English

![Diagram](No English Proficient for Academic work)
Their double challenge – our legal responsibility

"English learners cannot be permitted to incur irreparable academic deficits during the time in which they are mastering English"
"School districts are obligated to address deficits as soon as possible, and to ensure that their schooling does not become a permanent deadend."

Building Block#1:
Know who your English Learners are
- Definitions
- Typologies
- Magnitude
- Background

"ELs come to California school from all over the world, and from within California, with a range of cultural and linguistic backgrounds, experiences with formal schooling, proficiency with native language and English literacy, migrant statuses, as well as other experiences in the home, school and community. All of these factors inform how educators must support ELs to achieve school success."

- Overview to the new CA ELD Standards
Ill's Forever
Long Term English Learner

The 1.5 Generation

The 5 Plusers

Protracted English Learners

ESL Lifers

Struggling Readers

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**English Learner Typologies**

- Newly arrived with adequate schooling (including literacy in L1)
- Newly arrived with interrupted formal schooling - "Underschooled" - "SIFE"
- English Learners developing normatively (1-5 years)
- Long Term English Learner

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"An English learner who has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level (or fallen behind) for two or more consecutive years as determined by the state's annual English language development test, and scores FBB or BB on ELA standards-based achievement test." (Legislation)

- Length of time (6+ years)
- Stagnation or losing ground in movement towards English proficiency
- Struggling academically
Across all districts, 59% of secondary school ELLs are long term (103,635 in sample).

Differs significantly from district to district (21% - 96%).

Concentration of LTELs in districts vary.

Long Term English Learners are created......
Normative progress:
Annual Expectations for English Learners

<table>
<thead>
<tr>
<th>Years in US</th>
<th>1 year</th>
<th>2 years</th>
<th>3 years</th>
<th>4 years</th>
<th>5 years</th>
<th>6 years</th>
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El Monte School Districts
Commitment #2: Full Proficiency

*English Learners will develop within six years of continuous enrollment full receptive and productive proficiencies in English in the domains of listening, speaking, reading and writing – consistent with expectations for all students.*

Bimodal: By fifth grade

- Almost ⅔ of students who enrolled in K as ELL are redesignated
- 52% of those who enrolled as ELL in K are still English Learners
- Half have not yet reached CELDT proficiency
- ⅓ are stalled at Intermediate for more than 2 years
**Action Steps**

- A formal definition of "EL Types"
- Know your numbers – find your data: LTEL, newcomer, etc.
- Build staff awareness of typologies and needs
- Designated annual benchmark indicators/expectations
- A data system that can disaggregate achievement data by # of years in U.S. schools and by English proficiency levels
- A calendar of regular reviews of LTEL data to inform and trigger planning AND to trigger supports for students

**BUILDING BLOCK #2/#3:**

How does an English Learner become a Long Term English Learner?

- No services - mainstream - weak programs
  - Linguistically vulnerable at start of school
  - Three out of four spent at least two years in "no EL services" or mainstream
  - Weakest EL program models (separate ELD and nothing else, or separate ELD with SDAIE, or early exit bilingual v.s. TWBI, biliteracy programs, content-based ELD w SDAIE and L1 support)
**Other contributing factors**

- Inconsistent program placements
- Inconsistent implementation within programs
- Social segregation and linguistic isolation
- Transnational moves – transnational schooling
- Narrowed curriculum (unintended consequence of NCLB era)
- Core approaches designed for native English speakers are inadequate
- Interventions as solution

**High school: Typical behavioral profile**

- Learned passivity, non-engagement, underlying discomfort in classes
- Don’t ask questions or ask for help
- Tend not to complete homework or understand the steps needed to complete assignments
- Not readers
- Typically desire to go to college – high hopes and dreams but unaware of pathway to those dreams
- Many do not know they are doing poorly academically – think they are English fluent
- Some have given up

**Typical profile: Academics**

- Several grade levels below actual grade level in both English and L1
- Cumulative high school GPA is very low (D+ average) – credit deficient by end of 9th grade
- More than one in five have F averages
- Grade retention frequent
- Gaps in academic background
The profile of where LTELs are "stuck" differs

- Social L1 and social English – but weak in both languages
- Losing home language
- Most remain at CELDT III or below
- Many, however, appear to reach CELDT proficiency but score low enough on CST or receive failing grades that prevent redesignation

The continuum:
Learning English as a Second Language

1 - 3 years  5 - 7 years
LTELs STUCK HERE

<table>
<thead>
<tr>
<th>No English</th>
<th>Oral, social English</th>
<th>CELDT Proficient</th>
<th>CST Basic</th>
<th>Proficient for Academic work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>II</td>
<td>III</td>
<td>IV</td>
<td>V</td>
</tr>
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</table>

What is an AMAO?
Annual Measurable Achievement Objective

- AMAO #1 – progress towards English proficiency measured by CELDT levels (target 56%)
- AMAO #2 – attainment of English proficiency which is defined as "CELDT proficient" (overall Early Advanced, no domain less than Intermediate) - (target: 45.1% those <5yrs)
- AMAO #3 – academic performance in English measured by scoring proficient on CST in ELA and Math (target: 67%)
Sample Districts in Region

<table>
<thead>
<tr>
<th>District</th>
<th>AMAO #1</th>
<th>AMAO #2B</th>
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<tbody>
<tr>
<td></td>
<td>% move at least 1 level 59% target</td>
<td>6+ years/ reach CELDT proficiency 49% target</td>
</tr>
<tr>
<td>District 1</td>
<td>56</td>
<td>36.8</td>
</tr>
<tr>
<td>District 2</td>
<td>52</td>
<td>44.7</td>
</tr>
<tr>
<td>District 3</td>
<td>59</td>
<td>43.8</td>
</tr>
<tr>
<td>District 4</td>
<td>57.4</td>
<td>52.7</td>
</tr>
</tbody>
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Which levels on CELDT are NOT showing growth?

<table>
<thead>
<tr>
<th>Level</th>
<th>% did not grow 1 level on CELDT since prior year</th>
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</thead>
<tbody>
<tr>
<td>Beginning (I)</td>
<td>34.3%</td>
</tr>
<tr>
<td>Early Intermediate (II)</td>
<td>36.2%</td>
</tr>
<tr>
<td>Intermediate (III)</td>
<td>50.3%</td>
</tr>
<tr>
<td>Early Advanced (IV)</td>
<td>80.8%</td>
</tr>
<tr>
<td>Advanced (V)</td>
<td>45.5% fell back 1 level</td>
</tr>
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</table>

For you to do.....

- Check your AMAOs – for movement (#1) and for LTELs reaching CELDT Proficiency (#2b)
- Analyze CELDT levels and growth/stagnation/loss – where are they stuck?
- Analyze grades and GPAs
- Shadow – check for engagement and participation (Wanna Soto, ELL Shadowing as a Catalyst for Change)
- Student Voice and surveys
**Reflection/Discussion**

- **Secondary School Participants**
  "Do you recognize the characteristics of the typical LTEL profile among your students?"

- **Elementary School Participants**
  "Do the conditions described as contributing towards creation of LTELs exist in your school?"

- "What is the magnitude of your LTEL population?"

- "How much awareness is there about LTELs in your school?"

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**Building Block #4:**
Assess how they are currently served in secondary schools

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**In secondary schools... (from the Californians Together survey)**

- 3 of 4 districts have no approach to serving Long Term English Learners
- Majority of CA districts place their Long Term English Learners into mainstream classes, with interventions or support classes for struggling students
- Some place Long Term English Learners by English proficiency level with other English Learners for ELD
- Don’t access electives or A-G
Placements NOT designed for them.....

- Placed/kept in classes with newcomer and normatively developing English Learners – by CELDT level
- Unprepared teachers (lack SDAIE strategies, lack understanding re: LTELS)
- Over-assigned and inadequately served in intervention and reading support classes

The National Literacy Panel

Interventions designed for native English struggling readers

"Instructional strategies effective with native English speakers do not have as positive a learning impact on language minority students..... Instruction in the key components of reading is necessary but not sufficient for teaching language minority students to read and write proficiently in English."

On the issue of interventions

- CAL ("Double the Work") - reading interventions designed for native speakers aren't appropriate for ELLs
- National Literacy Panel - good literacy and reading interventions work for both ELL and proficient students - but they work BETTER for English proficient students (gap grows) and do not address some key needs of LTELS
- From the 1.5 generation research on college students, and linguistics research - appears that WRITING may be a more powerful emphasis than READING strategies for LTELS
Building Block #5:
Know the research, undo misconceptions that lead to harmful practices, build research-based programs and approaches

New generation of research

- National Literacy Panel on Language Minority Children and Youth
- California Department of Education: Research-based Practices for English Language Learners (commissioned papers)
- Research on dual language brain (neuroscience)

#1: Importance of rich oral language development

- Oral language is the bridge to academic language associated with school and the development of literacy
- Oral language development and proficiency is critical to literacy... and is often (and increasingly) overlooked in instruction
- LTEs are largely a silent population in school
- It is not enough to teach reading skills alone to language minority students; extensive oral English development must be incorporated into successful literacy instruction
- Oral proficiency and literacy in the first language facilitates literacy development in English — but LTEs have weak home language and are progressively losing it
So......

- Multiple and frequent structured opportunities for students to be engaged in producing oral language should be features of classroom instruction
- The amount, type and quality of student talk that is generated is a mark of good LTEL instruction
- Emphasize complex vocabulary development
- Model rich, expressive, amplified oral language

#2: Academic, complex, precise language is essential in school

- Social, oral fluency (BICS) takes less time to develop than academic proficiency (CALP)
- Academic language and literacy for ELs develop most powerfully where background knowledge is also being built – and in the context of engaging with academic content
- Learning a second language for academic success requires explicit language development across the curriculum - ELD alone is not sufficient
So......

- Identify key academic vocabulary and discourse patterns – and explicitly teach them
- Differentiated scaffolds are needed, but have to be removed and pushed beyond!
- Monitor the rigor and complexity of the language used in text and instruction
- Set a high bar for sophisticated, complex, precise language in both social and academic domains

#3.

Language develops in context

So......

- Intentional language development across the curriculum
- Full curriculum – including rich science and social studies
#4. To access the curriculum, English Learners need specially designed instruction

- Language objectives for content lessons based on analyzing the linguistic demands of the content
- Identify key academic vocabulary and discourse patterns and explicitly teach them
- Graphic organizers, visuals, realia, linking to background knowledge
- Professional development related to making content accessible to English Learners
- Home language support
- Home language instruction when possible

So......

- Language objectives for content lessons based on analyzing the linguistic demands of the content
- Identify key academic vocabulary and discourse patterns and explicitly teach them
- Professional development related to making content accessible to English Learners
- Home language support
- Home language instruction when possible

#5:

ELD instruction advances knowledge and use of English – and they need ELD through high levels of proficiency

*Daily dedicated time*
*Leveled by proficiency*
*CONTENT based!*
These are related - but not the same

- Reading Intervention
- English Language Arts
- ELD
- Academic language across curriculum

#6: The home language plays a significant role in development

- The best foundation for literacy is a rich foundation in language - not necessarily in English, but in the language strongest for the child and his or her family.
- Students have more extended and complex vocabulary and language skills if their home language is developed.
- ELLs make more academic progress when they learn in both their home language and English.
- Systematic, deliberate exposure to English + ongoing development of L1 = highest achievement in both languages by end of 3rd grade and beyond.

- First language and second language are interdependent - and they transfer; instruction in the first language facilitates proficiency in English.
- Link between L1 reading ability and L2 reading ability is the most direct cross-linguistic relationship
- Effects of L2 literacy are long-lasting and extend to performance on 8th grade assessments.
#7: Motivation and engagement are key to learning

- Motivation, interest and metacognition – the ability to analyze and direct one's own learning needs and process makes a profound contribution to academic achievement
- Particularly important in overcoming obstacles and challenges
- Emotions and affective domain are powerful in learning
- Positive relationships (T/S, S/S), role in goal setting, choice is key
- Relevance and interest are essential to effective learning

- Establish a relevant rationale for learning
- Connect learning to students' lives
- Active learning strategies
- Provide choice
- Engage students in goal-setting (and monitoring progress) and build student skill in self-evaluation
- Capture attention – essential questions
And yet.....Common belief system

- Sooner and more fully immersed in English, the better
- Good teaching and standards-based curriculum work for all students and are sufficient for ELLs
- English is the most important subject for ELLs – the more hours, the better
- Home language holds students back
- They've never studied in home language and it's weak, so it's a waste of time to focus on it now in secondary school

Action Steps

- Know the research
- Determine which aspects of the research are most important to make known at this point in order to clarify myths/misconceptions that may be in the way of delivering a strong EL research-based program

Building Block #6: Design Programs
Four case studies

- Tracy Unified School District
- Arroyo Valley High School, San Bernardino
- Anaheim Union High School District
- Ventura Unified School District

How did they approach the design and content of their course?
How does it fit into a larger plan around meeting the needs of ELLs?
What context factors impacted the design of the course?

#2: Language development across the curriculum

- Attention to the language demands of academic subjects
- Use of language objectives to focus instruction for ELLs
- Use of “scaffolds” to bolster comprehension and access to content (e.g., visuals, primary language resources, graphic organizers)
- Common language functions and graphic organizers across the curriculum
- PD: SIOP, Constructing Meaning, GLAD, ELLA, SDAIE strategies, Thinking Maps, etc.

CCCS Paradigm:
Language is central to all academic areas

Literacy standards for science, social studies and technical subjects 6 – 12
Shift 2: Increased focus on Speaking and Listening

- Comprehension and Collaboration
  Day to day, purposeful academic talk
  one to one, small group and large group
  setting
- Presentation of Knowledge and Ideas
  Formal sharing of information and
  concepts, including through the use of
  technology
  for all students, across the curriculum

The CA CCSS for ELA/Literacy call for dual integration, and promote a double vision of integration—(a) that reading, writing, and discourse ought to support one another’s development, and (b) that reading, writing, and language practices are best taught and learned when they are employed as tools to acquire knowledge and inquiry skills and strategies within disciplinary contexts, such as science, history, or literature. The strands of reading, writing, speaking and listening, and language are integrated among themselves and across all disciplines.

Shift 3: Active engagement in collaboration

- The CCCS recognize that students need to develop skills to collaborate in academic work – skills for teamwork, active and skillful participation in discussions, and inquiry-based collaboration.

(Echoed in the new Math and Next Generation Science Standards as well)
Chapter 9, Access and Equity, pp. 15-16 continued

Special care should be taken when designing instruction for LTEs. Instruction should focus on accelerating the simultaneous development of academic English and content knowledge in motivating and engaging ways in order to ensure that LTEs meet the goals identified in the outer ring of Figure 9.1.

The task:
To get them to English proficiency
To ensure access to curriculum while learning English

<table>
<thead>
<tr>
<th>No English</th>
<th>Current standards</th>
<th>Proficient for Academic work</th>
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A more rigorous target under the Common Core Standards

4/29/2015
THE ELD STANDARDS....

- Guide for all teachers to support access to academic content and participation in academic classes for diverse ELL students along continuum towards proficiency
- Guide for all teachers to focus on academic and discipline specific English – what it is, how it works
- Guide for collaboration between ELD and content teachers
- Guide for dedicated ELD instruction

Collaboration between content area and ELD teachers is essential

- ELA/content class – awareness of the linguistic features, scaffolds for participation for ELLs of different proficiency levels (ELA/content teacher with help from ELD teacher defines scaffolds)

- ELD class – focus on learning the linguistic features, forms, functions of English; focus on practice of those features students encounter in content area classes (ELD teacher alerted by ELA/content teacher of texts and assignments with linguistic load; ELD teacher uses material from content area classes)
English Language Development
(*the added notion of SPECIALIZED ELD*)

- **Integrated English Language Development (Across the curriculum)**
- **Specialized English Language Development Instruction**
  (Replaces designated ELD above - for specific populations)

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**Chapter 7 (Grades 9 - 12), pg 98 - 99**

Long-term English learners, that is, students who have been in U.S. schools for more than five years and have still not advanced beyond Expanding level proficiency in English, also need *intensive* instruction in academic English—they need to be explicitly taught how to recognize and analyze academic vocabulary, sentence structures, discourse structures, and text structures, and must be expected to actively and accurately use academic language in their own oral and written expression.

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**New LTEL Specialized ELD “Program 5”**

- Takes the place of designated ELD
- For grades 4 - 8
- For students “at risk of or are LTELs”
- Intensive, accelerated pathway to English academic proficiency within 12 – 18 months
- Unique mix of standards focusing on development of academic language; organization and delivery of oral communication; development of reading fluency and comprehension; consistent instructional routines; and support of active student engagement.
**Progress in ELD:** All ELs should make steady progress in developing English. However, many ELs may have not received the educational support from schooling that they need to continually progress in developing English and for succeeding in academic subjects. These students have been identified as long-term English learners (LTEs) because they have been schooled in the U.S. for six or more years but have not made sufficient linguistic and academic progress to meet reclassification criteria and exit EL status. Fluent in social/conversational English but challenged by academic literacy tasks, and particularly disciplinary literacy tasks, LTEs find it difficult to engage meaningfully in increasingly rigorous coursework. California recognizes that LTEs face considerable challenges succeeding in school as the amount and complexity of the academic texts they encounter rapidly increase.

**Chapter 8, Access and Equity, pp. 15-16**

**Background:**

Mrs. Garcia teaches designated ELD to sixteen eighth graders in her school who are at the late Emerging and early Expanding levels of English language proficiency (ELP). Mrs. Garcia also meets with a select group of long term English learners (EL students who have been in U.S. schools for more than six years) during seventh period for a disciplinary literacy class. This class includes involvement by community mentors, positive role models who have committed to building strong relationships with these students through high school graduation with the explicit goal of supporting their mentees to make deliberate decisions that will allow them to attend college and/or pursue the career of their choice. All EL students have a zero period where they take an elective, thereby extending their school day, which ensures that ELs receive targeted language instruction but do not miss out on any content classes and electives, such as art and music.
Example:
Graphic organizers across curriculum
- Flow charts for sequence, narrative – with ELD emphasis on the language related to sequence functions
- Timelines – with ELD emphasis on the language related to tense, sequence
- Venn Diagrams for Compare/Contrast (or, Double Bubble maps) – with ELD emphasis on language related to comparison
- Categorical Grids, Webs, Tree Maps, Brace Maps, Circle charts for description, whole-to-part, classification, categorization – with ELD emphasis on descriptive language

Component #3:
Native Speakers classes
- Activates the language system facilitating meta-linguistic benefits
- Bolsters English
- Can increase college preparation and college-going rates
- Develops skill with personal, family, labor market and societal benefits
- Addresses identity and culture

Component 4: Add Time
- Additional period
- Summer
- After School
“System” Action Steps

- Fact finding
- District EL Master Plan describes research-based program models for different typologies of EL students (or site)
- Specific LTEL program and placements
- Support development of new courses
- Provide materials and professional development – as high priority for use of resources
- System of monitoring placements
- Mechanisms to change status of L1 and promote biliteracy

Building Block #8: Planning

LCAP Requirements for ELs:

1. Set annual goals for EL as subgroup LTEL
2. Address how the programs and services will provide ELs access to the CCSS and ELD standards for purposes of gaining academic content and English proficiency LTEL
3. Address the percentage of ELs making progress toward English proficiency as measured by CELDT or its successor LTEL
4. EL reclassification rate LTEL
An opportunity to support your LTEL Plans

- Be clear about priorities and what is needed and why
- Insert LTEL metrics into the LCAP Plan
- Determine how the LTEL Voice will be heard in the input process
- Recognize that the protections of resources for these needs that existed under the old funding system has now been transferred to YOU!

Because without education they do not have access and without the power of language, they do not have a voice!

lolaurieo@gmail.com THANK YOU