A CUNY-NYSIEB FRAMEWORK FOR THE EDUCATION OF 'LONG-TERM ENGLISH LEARNERS': 6-12 GRADES

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Introduction

Introduction

Who are the emergent bilingual students labeled "Long-Term English Learners"?
This is a detailed guide produced by the *CUNY-New York State Initiative on Emergent Bilinguals* for professionals whose mission includes the educational and literacy development of emergent bilingual students who are labeled "Long-Term English Learners" (LTELs). In specific, LTELs are emergent bilinguals who have attended U.S. schools for seven years or more[1] but remain labeled "English language learners" (ELLs) by the state because they have not yet passed the English language proficiency test called the New York State English as a Second Language Achievement Test (NYSESLAT).

Students labeled LTELs are found in middle and high schools in Grades 6-12. In New York City, for example, they currently comprise about 13% of all 'ELLs' in the city, and in some schools they make up a quarter to a half of the emergent bilinguals in a grade.

What are the characteristics of students labeled LTELs in terms of prior schooling and language practices?
Research by Menken, Kleyn, and Chae (2012) identifies three main groups of LTEL students:
1. Students who have received inconsistent U.S. schooling, whereby the system has shifted them between bilingual education, English as a second language (ESL) programs, and mainstream classrooms with no 'ELL services';
2. Transnational students, who have moved back and forth between the United States and their families' countries of origin during their school-aged years and may or may not have gaps in their schooling history; and,
3. Students who have received ELL programming consistently, but wherein these programs have failed to build upon the students' home language practices.

Students labeled LTELs typically have strong oral language when language is used for social purposes, but are below grade level in their academic language and literacy, both in English as well as in their home language. A significant proportion of LTELs were born in the US, and all are primarily US-educated. In their daily lives outside of school, LTELs frequently engage in translanguaging practices, moving between English and their home language with family members, friends, and in their communities.

It is critical that the ways that students labeled LTELs use English and their home language are not marginalized in schools, but instead, are seen and utilized as a resource. LTELs are often misperceived as "language-less" in schools because they are still in the process of acquiring academic language and literacy skills in English as well as in their home language. Yet the reality is that these students are characterized by highly complex and dynamic bilingual language practices. These must be recognized, positively regarded, and built upon strategically in instruction. We critique the term 'LTEL' for its tendency to pathologize the students' complex languaging practices and the length of time it takes an individual student to acquire the academic language and literacy skills that secondary schools demand. While referencing the term in this

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[1] In New York, this is defined to mean that the students have completed at least six years of 'ELL' services.

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document for purposes of clarity, we instead believe that such students should simply be regarded as emergent bilinguals, and argue that secondary schools must accept that reality that emergent bilinguals enter their buildings at all different points along a *spectrum of academic language and literacy skills*.

As secondary schools seek to provide LTELs with opportunities to develop the language and literacy for academic purposes that they need, they must therefore also engage the bilingual language practices that they have already mastered. This should be done through programming designed specifically for them, which is distinguished from what is provided to newly arrived students. These practices, specifically geared to supporting LTEL academic language growth (both orally and in writing) should be developed in their home languages in addition to developing them in English. Maintaining the consistency of these students' programs and services is very important.

Why do schools need the present Framework?
While research is only just beginning to look at long term English Learners, and few schools provide programs specific to their needs, there is great demand from the field for information about these students and the best possible schooling services for them. LTELs represent a vulnerable population, in that they are disproportionately likely to fail courses and drop out of school altogether, and many have come to feel alienated by schools that have in the past failed to meet their needs. Different programs consisting of alternative curricula, as well as innovative classroom structures and pedagogies are needed. The present CUNY-NYSIEB Framework identifies and guides the implementation of these alternative structures and strategies for LTELs.

The present Framework is for some, but not all, emergent bilinguals
To clarify, this document is intended solely to guide the education of students labeled 'long-term ELs' or LTELs. It should be noted that emergent bilinguals are not a monolithic population, but instead are extremely diverse with differing needs and strengths. Schools should therefore address student needs accordingly

For instance, there are emergent bilinguals who are new arrivals to the U.S. and whose lack of academic language and literacy in their home language stems from interrupted or limited education in their home countries (many of whom are labeled 'Students with Interrupted Formal Education' or SIFE in New York); there is a separate framework for this group of emergent bilinguals, entitled *A CUNY-NYSIEB Framework for the Education of Emergent Bilinguals with Low Home Literacy: Grades 4-12*. Other populations that are in need of specialized attention include emergent bilinguals with disabilities[2], emergent bilinguals labeled 'former ELLs,' and new arrived students, who have received adequate or high levels of prior schooling. The focus of the current framework is specifically on those labeled LTELs.

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[2] It is important to note that although there are LTELs who have disabilities, on a whole these students are different from emergent bilinguals with disabilities. LTEL students are primarily those who because of weak or inconsistent programming are in need of language development. Emergent bilingual students with disabilities are those students who have learning processing challenges, for example.

That said, the presence of emergent bilinguals with low home literacy and LTELs in middle and high schools make evident how emergent bilinguals stand at different points along an academic language and literacy spectrum. **Thus, even secondary schools cannot assume that emergent bilinguals arrive with strong academic language and literacy skills, but rather must be prepared to teach these skills explicitly.**

What is the role of administrators in supporting the education of students labeled LTEL?

It is critical that school administrators build meaningful programs that support the success of students labeled LTEL. Any curriculum, strategies or assessment schemes will only be as effective as the context of a well thought-out program in which they are implemented. These structures must be put in place through the support of administrators. These re-organization efforts should span the school year (and beyond). Chronologically, these structures may include: summer program planning, curriculum mapping, regular LTEL team meetings, ongoing PD, peer and administrator observations, CDI (Collaborative Descriptive Inquiry) groups focused on on LTELs, planning time for ELA/ESL/HLA teachers, and end of summer workshops/reflections. Administrators are key in developing and sustaining these structures for teachers to best reach and teach their students who fall under the LTEL label.

The LTEL Framework in the context of CUNY-NYSIEB
The Framework presented in this document is part of a larger project, the *CUNY-New York State Initiative on Emergent Bilinguals* (CUNY-NYSIEB). The initiative has two central, non-negotiable principles that apply to the education of all emergent bilingual students, and that serve to anchor the LTEL Framework:

1. Utilize students' bilingualism as a resource in their education. Use translanguaging strategies (intentionally building on students' home language practices) to engage students with educational content, to challenge students cognitively, and support the acquisition of academic language and literacy skills.

2. Provide students with a school wide multilingual ecology where their language practices are visible and valued.

Details on CUNY-NYSIEB's vision and non-negotiable principles, as well other information about the initiative, can be obtained by visiting our website: www.cuny-nysieb.org.

Vignettes
The following vignettes provide more detailed descriptions of individual students who fall into this category of emergent bilinguals (adapted from Menken & Kleyn, 2009):

José Miguel: Transnational with Schooling Gaps
José Miguel is a 10th grader who was born in Mexico and came to the United States when he was 2. For five years, his family lived in New York, where he began school. His family then moved to Virginia for his 2nd grade year. After completing only part of that school year, he went to live in Mexico for nearly two years. He did not attend school during that time. When he returned to Virginia, he was placed in 4th grade because of his age, and returned to New York for high school. José Miguel has faced considerable inconsistency in the programming he has received

while in the United States. He began in a bilingual program in New York City, but when he moved to Virginia, he received instruction in English only. His English acquisition was then interrupted when he moved to Mexico for two years. José Miguel believes that his literacy skills are stronger in English than in Spanish, though he enjoys writing poetry and songs in which he uses both languages.

Sandra: U.S.-Born, with Inconsistent U.S. Schooling

Sandra is an 11th grader who was born in the United States. At home, she converses in Spanish with her parents and translanguages in Spanish and English regularly with her siblings and friends. Sandra's academic trajectory has included a total of five New York City schools: three elementary schools, one middle school, and one high school. Language instruction has been inconsistent. She recalled how the teacher in an early grade "used to write sentences in Spanish and then do the same sentences in English." From 4th grade onward, she received no formal Spanish instruction until her sophomore year of high school, when she began taking a Spanish course intended for those learning it as a foreign language. She easily passed that course because of her oral proficiency and was then placed in a 'Spanish for native speakers' class, where she struggled because of her limited literacy skills in the language. Sandra is also enrolled in an ESL class, but says she does not attend because she feels it is too easy (describing it as a "baby class"). On the other hand, she feels her English language arts (ELA) class is too challenging as she struggles to prepare for the English Regents exams that are required for high school graduation in the state.

Akousa: Foreign-Born, with Inconsistent U.S. Schooling

Akousa is a 12th grader whose family emigrated from Ghana when she was 7 years old. Before arriving in the United States, she only spoke Twi. Akousa says she now speaks mainly Twi with her father and stepmother, and more English with her brother and friends. Although her personal life has been bilingual, she says her schooling has been completely monolingual in English. Akousa started school in the United States in 3rd grade, although before beginning that year, she was out of school anywhere from a few months to a full school year. She has attended two elementary schools, one middle school, and one high school. Akousa received ESL services in elementary and high school; in middle school, she experienced a three-year absence of any language support before being re-enrolled in ESL in high school. Although Akousa feels comfortable speaking English and Twi, her schooling experiences have led to her favoring English when reading or writing. She never formally learned to read in Twi, and English literacy poses a great challenge for her; when asked, she identifies writing as the greatest challenge she faces in school.

Framework and Recommendations

Here we offer a CUNY-NYSIEB framework for LTELs that addresses: (1) Programmatic Structures, (2) Curricular Structures, (3) Classroom Structures and Resources (4) Pedagogical Strategies, and (5) Assessment Strategies that should be adapted *with flexibility* to meet the specific needs and strengths of the students, the educators, and the school.

1. Programmatic Structures
   Appropriate, yet Demanding!

2. Curricular Structures
   A curriculum with cultural connections and language and literacy supports.

3. Classroom Structures and Resources
   Make the how's of learning and language explicit while providing high interest materials.

4. Pedagogical Strategies
   Work together to leverage and extend students' bilingualism!

5. Assessment strategies
   Intentional and adapted.

1. Programmatic Structures
Appropriate, yet Demanding!

All courses for LTELs should be aligned and focused on the students' development of academic language and literacy in English and their home language, both orally and in writing, building upon and extending their strong language skills for social purposes and dynamic translanguaging practices.

- *Design a focused, bilingual academic language and literacy block.*
  A focused academic language and literacy block should provide three periods per day consisting of ESL, ELA, and 'Home Language Arts' (HLA; this is often called 'Native language arts' or 'NLA' in New York schools). Teachers of these courses plan collaboratively throughout the year to develop units with embedded language and literacy skills. The curriculum of these classes is the same or closely aligned. Common planning time is essential for the success of the academic language and literacy block, and ideally involves teachers of other content areas in planning as well. ESL courses are designed with LTELs in mind, and these students are taught separately from new arrivals. If this is not possible, instruction for LTELs ought to be differentiated from that of new arrivals in the same classrooms. HLA classes focus on developing a strong academic language and literacy foundation in the home language, through a curriculum that mirrors that of ELA by teaching the same overarching skills. In this model HLA and ELA classes support students' language development by coordinating the teaching of skills and strategies for these students. Translanguaging pedagogies should be employed to support the development of academic language and literacy abilities in all classes in the language and literacy block.

- *Infuse a language and literacy focus within and across all content courses.*
  Content-area courses—such as math, science, and social studies—ought to focus simultaneously on content as well as language and literacy learning. This includes developing language objectives alongside content objectives. Accordingly, all teachers must see themselves as language and literacy teachers and be prepared to teach language through content. Particularly, LTEL students need language support that differs from other emergent bilingual students. They need support with technical vocabulary and how to read and produce complex sentences and text structures. Whenever possible, there should be team-teaching or co-teaching, combining a content teacher with an ESL or other language and literacy block teacher. Translanguaging pedagogies should be employed in these classes to help students access the content and develop their academic language and literacy skills.

- *Provide rigorous HLA geared towards LTELs.*
  HLA is different from foreign language classes, which are designed for students at the beginning stages of learning a language not spoken in their homes; foreign language classes are not well-suited for LTELs, who have very strong skills in their home language especially when used orally for social purposes. It is very important that students labeled LTELs receive explicit academic language and literacy instruction in their home language in HLA classes that use pedagogical strategies such as the ones described

below. At the same time, it would be very important for the teacher of HLA to work closely with the other teacher(s) of the academic language and literacy bilingual block to plan joint lessons to support language and literacy development. It is essential that students' ways of using their home language are not marginalized and "corrected" in these classes, but rather are supported and extended as the students acquire academic language and literacy skills in their home language. When possible, we recommend HLA for LTELs as early as possible, with the goal of progressing these students over time into Advance Placement (AP) courses in their home language. This is because the skills within the AP courses closely mirror those of ELA and will support academic language and literacy development.

Spanish HLA is frequently available, as it is often a part of bilingual programs and is taught at least as a foreign language in most secondary schools. Because Spanish HLA teachers have typically been prepared to teach Spanish as a foreign language, much like how ELA teachers are prepared to teach English monolinguals, HLA teachers need to receive professional development to work with LTELs, who require special strategies. Thus, it is imperative that they work closely with the teacher(s) of the literacy/content block.

Schools cannot be expected to provide appropriate HLA classes for all of their students' languages, but HLA classes should be provided whenever possible based on a sufficient number of students who share languages and teacher resources. Community-based organizations can offer HLA supports in less common languages through volunteers and/or materials, as detailed further in the *CUNY-NYSIEB Framework for the Education of Emergent Bilinguals with Low Home Literacy*. French HLA classes, for example, can support students coming from the Francophone world, including multilingual students from West Africa and Haiti. Although classes in Haitian Creole and regional African languages that are prominent in the school can also be offered when possible. Bengali HLA classes can support students from Bangladesh, and likewise Chinese HLA supports Chinese students, with attention to the students' regional language variety spoken. Arabic HLA classes can support students coming from the entire Arabic-speaking world, regardless of regional variety spoken.

- *Establish a school team that meets at least once a month to describe and review the education of LTELs in your building, and each student's progress.*
  The team should consist of school staff involved in the education of LTELs, including the ESL/ELA/NLA teacher(s), a content teacher in Social Studies, Science or Math, a school counselor, and an administrator. The work of these students should be closely described and studied, curriculum and structures reviewed, and teaching strategies shared. This team needs to be supported by the administration by providing time and guidance.

- *Create a Multilingual Family Support Center and a Family Support Team.*
  Create a Center where multilingual families feel welcome, and that encourages parents of LTELs to be closely involved in their education. Parents of LTELs often do not understand why their children, who appear to many to speak English extremely well, continue to receive ELL services. Engage families in becoming *Family Instructional*

Assistants, serving as linguistic resources in developing the school's multilingual ecology, classroom resources and materials, and in supporting and improving the quality of education being provided to LTELs.

2. Curricular Structures
   A curriculum with cultural connections and language and literacy supports.

- *Provide students grade level curriculum – with additional supports*
  Students labeled LTEL require the same grade level curriculum, aligned to the Common Core State Standards (CCSS), which their peers receive. However, they will need additional supports to meet grade-level standards, offered in the following forms: connections to their background knowledge; explicit instruction according to literacy demands; checkpoints where they receive feedback on their work; and directions about how to move forward.

- *Ensure rigor is developed through spaces for critical thinking, multiple perspectives, dialogue, and translanguaging.*
  Although the LTEL label indicates that students are still in the process of acquiring English, students are perfectly capable of engaging in higher level thinking, debates and looking at complex issues from multiple perspectives. Therefore, rigor of ideas and concepts should be a consistent part of the curriculum. Students may experience challenges in literacy-heavy tasks, but starting with oral discussions that leverage their strong social language abilities can help students to grasp content. Translanguaging can draw upon students' knowledge in their home languages.

- *Create connections to students' home and transnational cultures.*
  Many students labeled LTEL are born in the U.S., while some were born outside the country. Most have transnational connections to both the U.S. and their family's country of origin. Their identities and ties beyond U.S. borders should be used as a starting point for learning languages and content. This is especially important in home language courses, where the varieties and cultural ties of students' languages should be acknowledged and embedded in the curriculum.

- *Engage students through project-based learning.*
  Projects engage students through multiple modalities and allow them to show their learning in varied ways. They are also a way to allow spaces for collaboration and dialogue around conceptual aspects of the curriculum.

- *Provide students with choices related to topics, products, etc.*
  Students labeled LTEL can be discouraged and disengaged with school. One way to develop a sense of engagement with learning is by giving students more control and choices in their education. When broad topics are presented, students could select sub-topics to focus in on as well as deciding on how they will show their learning beyond the traditional approaches. Thus, the inclusion of projects, oral presentations, songs, art, comics, or other creative means of expression should be used in combination with more traditional reading and writing activities.

- *Integrate language and content goals for each lesson (language structure and forms, registers, grammar).*
  Every lesson should have a dual-focus on content and language. By planning for both content and language goals, teachers can support students in using language for academic purposes that is directly connected to the content objective. The language goals should focus on the way language is used in that specific lesson and require students to apply the objectives to their written and oral language use. This approach will ensure students receive language instruction that is tied to content, rather than in an isolated way.

  For example, students writing a science procedure would focus on imperatives whereas in writing a procedural recount, they would use the past tense. A historical recount would also be written in the past tense, but in third person. Helping students become aware of these distinctions in academic writing across content areas will strengthen their ability to write across genres and for different purposes.

- *Develop a curriculum that teaches literacy across the content areas.*
  There is an awareness that students labeled LTEL struggle when it comes to literacy. However, no one course can adequately teach literacy. As emphasized in the CCSS, literacy must be embedded in every content area. Furthermore, literacy in each content area has its unique features that students must develop awareness about, as they must be able to perform them. For example, reading a novel is very different from reading a word problem in math. The latter is more about the big ideas whereas the former requires the reader to pay attention to the details and identify those that are central from the extraneous information. Therefore, literacy should be taught in connection with content in every class.

- *Assist students in developing metalinguistic awareness.*
  Students must recognize their own use of language and how to move between different varieties of language(s), including the academic language valued in schools, language used with friends, home language practices, etc. For example, students may need to speak or write as a scientist in one class whereas in another class they may be invited to use their home language variety to write a poem about what their culture means to them. They should also be aware of how multiple uses of their languages compare and contrast, and understand how one language helps in learning another.

3. Classroom Structures and Resources
   Make the how's of learning and language explicit while providing high interest materials.

- *Group students flexibly considering language and content proficiency.*
  Flexibility in grouping students is critical so that students do not view themselves as permanently ranked into a given category (which they could then internalize). Also, heterogeneous groups allow students to learn from each other as students labeled LTEL have a range of background knowledge and a linguistic repertoire that spans two or more languages. This diversity within the group is a strength to build upon in different learning structures.

- *Embed opportunities for structured oral language development (public speaking, presentations, role play, sentence frames).*
  Oral language is often overlooked in schools, but is critical in its own right as well as in serving as a bridge to written language. Students labeled LTEL need built-in opportunities to use oral language for academic purposes in the classroom. This could be incorporated in presentations, debates, theater activities and discussions.

- *Build spaces for students to create and reflect upon short and long-term goals.*
  Taking ownership of their learning is important for students' labeled LTEL. This means they should have built in spaces for developing goals for themselves in their content area classes and/or advisory as well. These goals should be made in collaboration with adults and with regularly scheduled checkpoints for reflection and planning. These regularly scheduled sessions (every 4-8 weeks) could help focus students and provide them with a clear direction for moving forward.

- *Discuss the how's of being a successful students – study skills, note taking, planning.*
  Students labeled LTEL are often disengaged from schools due to their history and as a result have taken a resistance stance towards learning. They are clear on the discourse of "working hard," but have not been taught what this entails. Therefore, breaking down how to take notes, study, and plan for long and short-term assignments would assist students in completing their work.

- *Provide curricular materials that are connected to students' backgrounds and interests.*
  Look for resources that are tied to students' backgrounds and interests, so that they can still develop the skills required by the CCSS, but with topics and materials that are relevant to them. Of course, this cannot be done all time, but if it is never done there is the danger of having students labeled LTEL (continue to) disengage from school.

- *Offer books for free reading that are of interest to students.*
  Students labeled LTEL often speak of being uninterested in reading. Yet, reading is the foundation for learning. In order to help students develop a more positive relationship with reading and to see themselves as readers, schools should invest in books across languages and topics that are of interest to their students. Include students in identifying topics and titles that could be purchased for classroom and school libraries and provide time to read for enjoyment.

- *Make use of technology as a tool for background and content knowledge as well as demonstrating learning.*
  Students use technology in every aspect of their lives, so it's a natural extension to bring technology into the classroom. iPads and computers have a range of programs and websites that engage and involve students in learning. Games, videos, blogs in various languages can help students develop background knowledge and motivation to continue learning about a topic. They also allow students to show what they know via photography, videos, PowerPoint, Prezi presentations, etc.

- *Provide a text-rich multilingual landscape with academic language and models for mentor text/work.*
  Students labeled LTEL need to have immediate access to examples of academic language in English and their home languages. Charts and posters around the classroom can be helpful for this (although moderation is important, as oversaturation is overwhelming and counterproductive). Also, displaying of mentor texts, or texts that teachers have chosen and read to or with students, provides students clear examples of what they should aim for in their own work.

4. **Pedagogical Strategies**
    Work together to leverage and extend students' bilingualism!

    ▪ *Use translanguaging strategies.*
    All instruction, whether in the home language or English, should include translanguaging strategies to ensure that students have both the background knowledge and the linguistic knowledge to make sense of texts. For more on these strategies, see the CUNY-NYSIEB Translanguaging Guide, available at www.cuny-nysieb.org, click Resources. All strategies discussed below can be done through translanguaging.

    ▪ *Build off students' language practices.*
    Students labeled LTEL have a language repertoire that spans different languages and language varieties. For most of their lives they have moved fluidly across languages in different settings, with different people and for different reasons. Learn about their language practices by asking about how they describe and perceive their languaging practices (see Appendix A). Provide opportunities to compare across languages and varieties by looking at nuances, structures, grammar, etc. Give students choices in language use for different assignments, when appropriate. Their bilingualism should be acknowledged and used as a resource from which to build upon.

    ▪ *Activate prior knowledge.*
    Students labeled LTEL come to school with a range of backgrounds and experiences across languages, cultures and countries. When teachers build on this knowledge and make connections to students' backgrounds and interests, learning becomes more meaningful and relevant. Making connections requires that teachers have a grasp of what students know, are interested in and the languages they speak. Activating students' prior knowledge is something all teachers must consider before and during the teaching and learning process, but it is especially crucial with LTELs.

    ▪ *Use mini-lessons that focus on specific aspects of language use.*
    Provide 5-10 minute mini-lessons to break down a feature of language needed for the content or task at hand. This short and focused way of looking at language will help students be more successful in the assignment and the content area. It's important that the lesson be connected to the content area and literacy of that area so that isolated language skills and learning is avoided. Students putting the language skill addressed into practice should follow the mini-lessons.

    ▪ *Make use of sharing reading.*
    When one thinks of a shared the image of a group of young children seated on a carpet with a teacher in a rocking chair reading from a big book with lots of pictures is conjured up in many. However, shared reading in secondary classes, and especially with students labeled LTEL, can be an effective strategy.   Shared reading has expanded beyond big book reading to any reading where students can see the text and have the voice support of a fluent reader. Shared reading includes books on tape, a teacher reading from a projected text that all can see, students having their own copies of the text as a fluent reader reads, etc. They follow along as the teacher reads and asks as well as answers questions posed

by the teacher to ensure they are making meaning of the text. This approach differs from traditional read alouds that require students to sit and listen to a text being read to them in a passive manner, with little interactivity through questioning or a text in front of them to follow. Beginning a book with a shared reading session can spur students' interest to continue with a text and give them some insight into how a book is set up. It also allows teachers to embed explicit literacy strategies within the content of the book.

- *Pay attention to vocabulary.*
  A defining characteristic of students labeled LTEL is that although they have enough language to express themselves, they tend to rely on basic or beginning-level words. Therefore, instruction that focuses on increasing their vocabulary and developing a more sophisticated lexicon is important. Every content area has it own terminology that is critical to being successful in that field. Creative means are needed to give students access to these words in ways that go beyond looking up and reciting definitions. For example, students can review their writing for common, basic or vague language and then use a thesaurus to look up synonyms that would make the writing more precise and sophisticated.

- *Connections/collaboration across content areas.*
  Although challenging in terms of the time commitment and structures it requires, collaboration is a central aspect for instruction and student learning. For students labeled LTEL the reinforcement of skills, content and structures across classes allows for purposeful connections to be made rather than those that arise simply by coincidence. This collaboration can take the form of planning periods that include the ELA, HLA and ESL teachers (among others) and/or the ESL teacher team-teaching in content area classes. Co-teaching ensures students receive content and literacy instruction simultaneously in order to support all aspects of their learning.

5. Assessment Strategies
Intentional and adapted.

Intentional use of assessments is critical for all students but in particular for LTELs. Large-scale assessment tools say more about what these students lack in terms of literacy skills rather than what literacy knowledge they possess and can be used as starting points to launch further learning. Therefore, assessment tools which are selected and designed for LTEL students must match their unique characteristics and needs (see Table 1).

Table 1. LTEL Characteristics and Assessment Implications

LTEL Characteristics	*Implication for LTEL Assessment*	*Assessment Practice and Translanguaging Potential[3]*
Inconsistent Schooling History	Information about new arrivals is usually acquired through intake forms. Since LTEL students do not usually have a new point of arrival, this vital information about their schooling history is lost.	Schools should collect information about students' schooling history and students' attitudes about language learning and use.
Middle and High School Age	Important that students understand the purpose of all assessments, especially high-stakes, standardized test, so there is student buy-in.	Ensure that all teachers who administer assessments provide a background to students about the purpose of the assessment and what results will be used for.
Demonstrate "Social" Oral Language Skills in Both Languages	Assess oral language in both languages to ascertain the level of academic language that students use orally.	Create interview protocols in which students can demonstrate their oral abilities in content area studies (sci., social studies, etc).
Limited Home Literacy Skills	If possible, it is helpful to know LTEL students' reading and writing skills in home language.	For Spanish speakers in New York City, the LENS (Literacy Evaluation for Newcomer SIFE) available. For Spanish speakers outside of NYC, a variety of literacy assessment toolkits such as the Fountas and Pinnell assessment system can be used.
English Oral Academic Language Less Developed than Oral Social Language	What are reading and writing skills in new language (English)?	Schools may implement a variety of English reading and writing assessments in order – both kits that are purchased as well as teacher designed assessments.
Struggle in Content Area Instruction	Teachers should assess reading and writing in non-fiction.	A needs-assessment for literacy for a content area can be devised before beginning new units.

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[3] Opportunities for translanguaging are denoted in this column through italics and an asterisk.

- *Ensure that all teachers who administer assessments provide a background to students about the purpose of the assessment and what results will be used for (if possible in home language).*
  Students labeled LTEL may not understand what the purpose of a given assessment is and its implications for their education. Therefore, it is important that students are treated as partners in assessment and given background into how the assessment will be used. This can be done in their home language, if possible and if necessary. This step is critical so that students buy-into assessments and demonstrate their knowledge.

- *Assess student oral language.*
  Create interview protocols in which students can demonstrate their oral abilities in content area studies (science, social studies, etc.). If possible, these oral interviews can be conducted in the new language. These oral interviews can be as simple as, "tell me what you know about magnetism" or by providing students with a bank of words about a topic and asking students to talk about how these words and what they mean such as "gene, chromosome, DNA, etc."

- *Assess students in the home language.*
  Literacy assessment in home language yields critical information about these students. In order to assess Spanish speakers there are two general routes. For Spanish speakers outside of New York City, there are a variety of literacy assessment toolkits such as the Fountas and Pinnell assessment system, which can be used to assess both reading and writing. For other languages, the best option at this moment is to see if other districts in the country have already designed these assessments (some may be willing to share them) or for the school to design their own assessments.

- *Assess students in both English and the home language through reading records and writing rubrics.*

  Although standardized assessments drive the ways we collect and use data to inform teaching and learning, monitoring and documenting each students' progress through informal assessments is equally important. These instruments and approaches provide focused and timely information to track students' growth and gaps. It is essential to evaluate students' reading and writing progression holistically through reading records and writing rubrics. These demonstrate student work along CCSS and grade level standards, but they also demonstrate how students progress according to their own "personal standard." Furthermore, if these informal assessments are administered in students' two languages, then progress in literacy in both can be compared.

- *Schools should collect information about students' schooling history and students' attitudes about language learning and use.*
  This can be done in home language or a combination of home and new language. Critical information to collect is the type of programs that students have been in from elementary school until the present time. The Long-Term English Learner Intake Template (Appendix B) provides a tool that can be used to learn more about students' academic

trajectories. The Interview Questions (Appendix A) can be used to supplement the intake template to get a broader picture of the students (im)migration history, langauging practices and perceptions of themselves as a student. The questions can be asked individually to each student, or used as classroom assignments in the beginning of the year.

- *A needs-assessment for literacy within a content area can be devised before the beginning of new units.*
  In order for content teachers to teach effectively, teachers must identify the language demands of a particular unit and find out what language students possess. This process can be conducted in either the home or new language.

Further Reading

Additional Resources on the Education of LTELs

Articles about LTELs (*=Available for download via: katemenken.org):

Freeman, Y. & Freeman, D. with Mercuri, S. (2002). *Closing the achievement gap: How to reach limited-formal-schooling and long-term English learners.* Portsmouth, NH: Heinemann.

*Kleyn, T., Flores, N. & Menken, K. (forthcoming). Looking holistically in a climate of partiality: Identities of students labeled 'long-term English language learners.' *Journal of Language, Identity, and Education.*

*Menken, K. & Kleyn, T. (2009, April). The difficult road for long-term English learners. *Educational Leadership* 66.7, no page numbers.

*Menken, K. & Kleyn, T. (2010, February). The long-term impact of subtractive schooling in the educational experiences of secondary English language learners. *International Journal of Bilingual Education and Bilingualism* 13.4, 399–417.

*Menken, K., Funk, A. & Kleyn, T. (with Ascenzi-Moreno, L, Chae, N. & Flores, N.). (2011). Teachers at the epicenter: Engagement and resistance in a biliteracy program for 'Long-term English language learners' in the U.S. In C. Hélot and M. Ó Laoire (eds), *Pedagogy of the possible: Language policy for the multilingual classroom.* Bristol, UK: Multilingual Matters, 79–104.

*Menken, K., Kleyn, T. & Chae, N. (2012, August). Spotlight on 'long-term English language learners': Characteristics and prior schooling experiences of an invisible population. *International Multilingual Research Journal* 6.2, 121–142.

Olsen, L. (2010). *Reparable harm: Fulfilling the unkept promise of educational opportunity for California's long term English learners*. Long Beach, CA: Californian's Together.

Roessingh, H. & Kover, P. (2002). Working with younger-arriving ESL learners in high school English: Never too late to reclaim potential. *TESOL Canada Journal* 19.2, 1–19.

Talmy, S. (2004). Forever FOB: The cultural production of ESL in a high school. *Pragmatics*, 14.2/3), 149–172.

On academic language and literacy development for emergent bilinguals in secondary schools:

Fang, Z. & Schleppegrell, M. (2008). *Reading in secondary content areas: A language-based pedagogy*. Ann Arbor, MI: Michigan University Press.

Freeman, D. & Freeman, Y. (2009). *Academic language for English language learners and struggling readers: How to help students succeed across content areas*. Portsmouth, NH: Heinemann.

Meltzer, J. & Hamann, E. (2005). *Meeting the literacy development needs of adolescent English language learners through content-area learning*. Providence, RI: The Education Alliance at Brown University.

Home Literacy Assessment Resources

The Academic Language and Literacy Diagnostic (ALLD):
http://schools.nyc.gov/Academics/ELL/KeyDocuments/Academic+Language+and+Literacy+Diagnostic.htm

Searchable database of assessments in LOTEs from The Center for Applied Linguistics:
http://www.cal.org/CALWebDB/FLAD/.

CUNY-NYSIEB Resources

These are available for download at http://www.nysieb.ws.gc.cuny.edu/publicationsresources/

Vision and non-negotiables:
http://www.nysieb.ws.gc.cuny.edu/our-vision

Celic, C. & Seltzer, K. (2011). *Translanguaging: A CUNY-NYSIEB guide for educators*. New York, NY: CUNY-NYSIEB, CUNY Graduate Center.

Funk, A. (2011). *The Languages of New York State: A CUNY-NYSIEB Guide for Educators*. New York, NY: CUNY-NYSIEB, CUNY Graduate Center.

García, O., Herrera, L., Hesson, S., Kleyn, T. with Carpenter, K., Guzmán-Valerio, L., Pappas, L., Sánchez, M., Seltzer, K. & Woodley, H. (2013). *A CUNY-NYSIEB Framework for the Education of Emergent Bilinguals with Low Home Literacy: Grades 4-12*. New York, NY: CUNY-NYSIEB, CUNY Graduate Center.

Appendix A: Student Interview Questions

1) Where were you born? / What countries have you lived in?
    a) What language(s) do you speak at home?
    b) What language(s) do you speak with your friends?

2) Do you feel more comfortable speaking in English or [home language], or both equally? Why?

3) Do you feel more comfortable reading and writing in English or [home language], or both equally? Why?

4) In the schools you have attended, have you learned reading and writing more in English or [home language]?
    a) Have you had the opportunity to read or write in [home language] in the schools you have attended?
    b) Do you read books in [home language]? If so, can you give examples of books you have read?

5) What do you think are your strengths and weaknesses in school?
    a) Can you tell a story or give an example to describe your strengths? And to describe your weaknesses?
    b) How are you doing in school (grades, etc.)?

Appendix B: Long-Term English Learner Intake Template

In order to get a more complete picture of emergent bilingual students' schooling experiences, and to identify students who are LTELs, we recommend replacing Questions 1-3 of Part 2 of the Home Language Identification Survey with the table below. We also advise schools to use this template whenever they receive a new emergent bilingual student, even if the student has a file already and has previously attended school in the United States.

Grade	Academic Year	School Name/ Number	Location (Borough/ City, State, Country)	ELL Services Received (Check as many as apply)					Language(s) of Instruction	Additional Information
				ESL	Transition-al Bilingual	Dual Language	No ELL Services			
K										
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
Daycare										
Pre-K										