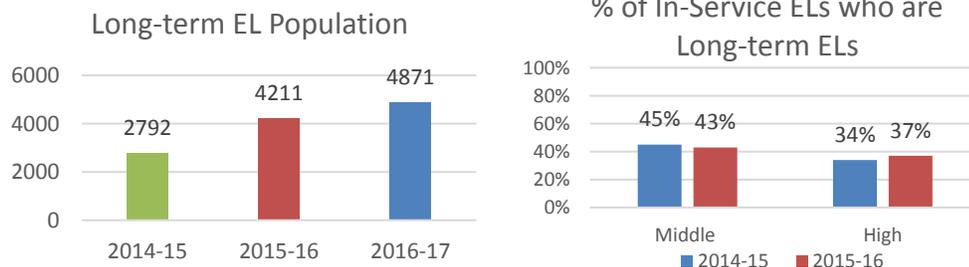


**The number of Long-term English Learners\* (LTELs) continues to increase.** These students need targeted supports to facilitate their academic and socio-emotional development.



### Research-Based<sup>1</sup> Supports for Long-term EL Students in Secondary Grades

- Place emphasis on empowering students' **motivation**.
  - Meet with students to review their academic and post-graduation goals and discuss how English Language Development (ELD) and content courses can support those goals.
  - Ensure compelling and relevant reading texts that engage LTELs' interests.
- Differentiate **instruction** for LTELs.
  - For literacy-heavy tasks, start with oral discussions that leverage LTELs' generally strong oral language abilities.
- Use alternative modes of **assessment**, such as interview protocols, which allow students to demonstrate content proficiency by using their oral language abilities.
- Consider **supplementing** ELD courses for LTELs, which focus on their unique language needs and content interests.

#### Who Are LTELs?

*ARE research shows LTELs are likely to be...*

#### ➔ Males

##### Recommendation:

- Utilize effective instructional strategies for males, including introducing texts that are interesting to boys, allowing negotiation and choice in the classroom, and fostering a culture more attuned to character development than rigid discipline.

#### ➔ Students Whose Parents Opted Students Out of ELA Services from 4th to 7th grade (PPF3)

##### Recommendation:

- Communicate to schools and parents about the benefits of ELA programs.

### Next Steps

**Contact your ELA Partner.** ELA Partners can provide guidance and resources for schools to target supports for LTELs, including identifying relevant and engaging texts for LTELs, differentiating instruction, and utilizing alternative modes of assessment for LTEL students.

**Emphasize purpose and importance of ACCESS testing.** Discussing the importance of the ACCESS test and the redesignation process with students may increase their motivation to perform well on the test.

### More Information

For more on Long-term ELs, see [http://dpsare.com/wp-content/uploads/2016/04/Long-term-EL-Research-Brief\\_031516.pdf](http://dpsare.com/wp-content/uploads/2016/04/Long-term-EL-Research-Brief_031516.pdf) and contact Patrick Rich, [patrick\\_rich@dpsk12.org](mailto:patrick_rich@dpsk12.org).

\*A Long-term English Learner (LTEL) is defined as one who: 1) has been in ELA services for 7 or more years; 2) is currently off-track on the ACCESS Trajectory; and 3) did not meet or exceed expectations on CMAS ELA.

<sup>1</sup> Supporting Long-term EL: [Literature Review](#), ARE