

The ABCs of Working with Long-Term English Learners

The Office of Culturally and Linguistically Diverse Education

Colorado educators have an opportunity to participate in professional development provided by the Colorado Department of Education CLDE Office and Beth Skelton focused on meeting the needs of students classified as Long-term English Learners (LTELs). This professional learning outlined below, is meant for general educators, content area teachers, and English Language Development Specialists and will focus on research-based practices that best support LTELs.

Rationale:

The sub-group of English Learners classified as Long-term English Learners is one of the fastest growing groups in the state. This data was valid before the COVID Pandemic. To be strategic post pandemic, it is critical to offer additional research-based instructional support to target language and academic gaps that have occurred due the interruption of in person learning. Many students remain classified as English Learners for an excessive number of years and struggle to make adequate growth on the WIDA ACCESS assessment and state achievement tests. Often within the school day ELs have limited time during the day for direct language instruction. In order to meet the academic and language needs of LTELs it is the responsibility of all teachers to teach the necessary academic language of their content area. Therefore, the objective of this course is to provide instructional strategies for all teachers to strategically plan and instruct LTELs in their classrooms.

Course Title: The ABCs of Working with LTELs

Course Description:

The ABCs of Working with LTELs is a five-session virtual professional learning course for educators to support students classified as Long-Term English Learners. In these sessions, participants will learn how to: **Amplify** texts; **Build** literacy across the curriculum; and **Connect** with students. This group of English Learners makes up an increasing percentage of all secondary English Learners, and many of these students across the state no longer receive direct language services. In this virtual course, general educators and English Language Development specialists will learn practical strategies that lift LTELs into higher levels of language proficiency.

Educational consultant, Beth Skelton will offer this five-session virtual course with interactive breakout sessions and activities for application and reflection in between sessions. Participants will be required to register on-line and complete course reflection activities in writing within a two-week time frame for two professional credit hours. Upon completion of all five sessions and required assignments, participants will be eligible for 10 hours of credit.

The five-session virtual course aligns to the following Colorado Department of Education ELD Standards: 5.09(1) and (2); 5.10(1) and (2); 5.11(1) and (2); 5.12(1) and (2)

The ABCs of Working with Long-Term English Learners

Course Overview:

Sessions	Learning Outcomes	For Credit Question Options	Virtual Classroom Meetings 4:00 – 5:30pm
<p>“Live” Taster Session: Thursday, March 11, 2021</p> <p>4:00 – 4:45 pm</p>	<p>Course information</p> <ul style="list-style-type: none"> • Who are LTELs? • The ABCs of Working with LTLEs <ul style="list-style-type: none"> ✓ Amplify – don’t simplify text, content and thinking ✓ Build literacy- across content through collaborative structures ✓ Connect-to background knowledge, family, community, and student’s cultural, linguistic, and experiential assets. 	<p>NA</p>	<p>Zoom link will be provided to registrants.</p> <p>“Live” Taster Session - CDE will host a live 45-minute virtual introductory session with Beth Skelton to generate interest, explain the content, learning outcomes and impact potential of this course offering. The session will also include a Q and A. During the virtual and live introductory session participants will share questions and those questions will be collected and synthesized by Beth to plan the content and activities during the course. Alice Collins and Alana Foy will manage additional follow-up questions, emails, registration, class attendance and credit hours offered.</p>



<p>Session #1: Monday, March 29, 2021</p> <p>4:00 – 5:30 pm</p> <p>Who are LTEs?</p>	<ul style="list-style-type: none"> • Understand WHO is classified as a Long-Term English Learner. • Identify an LTEs linguistic, cultural, and experiential assets. • Identify policies, programs, and practices that may have contributed to student’s LTE status. 	<ul style="list-style-type: none"> • Create an asset-based student portrait • Create a survey with questions about your LTE’s language use, cultural identity, educational background, personal interests, and life experiences. • Write an educational history outlining the policies, programs, and practices that may have contributed to this student’s LTE status. • Read one of the articles about the background of many LTEs provided on the LTE Padlet and write a reflection 	<p>Educational consultant, Beth Skelton and the Colorado Department of Education are inviting you to a scheduled Zoom classroom meeting.</p> <p>Zoom link will be provided to registrants.</p> <p>Email required reflections questions or activities to Smartsheets link: (to be provided) by April 9, 2021 at 12:00 pm.</p>
<p>Session #2: Wednesday, April 21, 2021</p> <p>4:00 – 5:30 pm</p> <p>Amplify Texts, Content, and Thinking</p>	<ul style="list-style-type: none"> • Identify specific features of complex, content text that make literacy challenging for LTEs • Practice amplifying complex texts and content by building background, vocabulary, and comprehension • Apply Visible Thinking Routines to amplify critical thinking skills 	<ul style="list-style-type: none"> • Analyze a complex text for vocabulary, syntactical, and organizational challenges for LTEs • Engineer a complex text for a content class • Implement a Visible Thinking Routine and write a reflection about how LTEs engaged with the routine and content. 	<p>Educational consultant, Beth Skelton and the Colorado Department of Education are inviting you to a scheduled Zoom classroom meeting.</p> <p>Zoom link will be provided to registrants.</p> <p>Email required reflections questions or activities to Smartsheets link: (to be provided) by April 30, 2021 at 12:00 pm.</p>
<p>Session #3: Tuesday, May 4, 2021 4:00 – 5:30 PM</p> <p>Build Literacy Across Content Areas (Reading)</p>	<ul style="list-style-type: none"> • Plan content lessons with a focus on language development • Practice reading strategies that LTEs can use to comprehend complex text. • Provide ample opportunities for developing academic oral language. 	<ul style="list-style-type: none"> • Write a lesson plan with a focus on language development. • Teach students a reading strategy and write a reflection about how it impacted comprehension. • Implement one of the strategies for developing academic oral language and write a reflection on how students engaged with the protocol. • Read one of the articles about building literacy across content areas on the LTE Padlet and write a reflection. 	<p>Educational consultant, Beth Skelton and the Colorado Department of Education are inviting you to a scheduled Zoom classroom meeting.</p> <p>Zoom link will be provided to registrants.</p> <p>Email required reflections questions or activities to Smartsheets link: (to be provided) by May 14, 2021 at 12:00 pm.</p>



<p>Session #4: Tuesday, May 18, 2021 4:00 – 5:30 pm</p> <p>Build Literacy Across Content Areas (Writing)</p>	<ul style="list-style-type: none"> • Plan content lessons with a focus on written language development • Practice writing strategies that LTELs can use to produce complex, content area texts. • Provide ample opportunities for developing academic oral language. 	<ul style="list-style-type: none"> • Write a lesson plan with a focus on written language development. • Teach students a writing strategy and write a reflection about how it impacted their written work. • Implement one of the strategies for developing academic oral language and write a reflection on how students engaged with the protocol. • Read one of the articles about building literacy across content areas on the LTEL Padlet and write a reflection. 	<p>Educational consultant, Beth Skelton and the Colorado Department of Education are inviting you to a scheduled Zoom classroom meeting.</p> <p>Zoom link will be provided to registrants.</p> <p>Email required reflections questions or activities to Smartsheets link: (to be provided) by May 24, 2021 at 12:00 pm.</p>
<p>Session #5: Tuesday, May 25, 2021 4:00 – 5:30 pm</p> <p>Connect to students' background, community, and experiential assets</p>	<ul style="list-style-type: none"> • Learn how to develop meaningful relationships with LTELs in distance learning and face to face settings • Provide opportunities for student voice and choice in the curriculum • Consider ways to integrate students' home language and culture in the curriculum 	<ul style="list-style-type: none"> • Write a lesson plan that purposefully provides mirrors that connect to students' culture or community. • Write an assessment that provides student choice in content, product, or process. • Reflect on how your curriculum currently connects or does not connect to the needs, interests, background, and experiences of your LTELs. 	<p>Educational consultant, Beth Skelton and the Colorado Department of Education are inviting you to a scheduled Zoom classroom meeting.</p> <p>Zoom link will be provided to registrants.</p> <p>Email required reflections questions or activities to Smartsheets link: (to be provided) by June 1, 2021 at 12:00 pm.</p>

For Registration Assistance Contact:

Alana Foy foy_a@cde.state.co.us

For Additional Reference Information:

Will include reference material



About Beth Skelton:

Beth has over 30 years of experience as a language educator and holds a master's degree in Multicultural Teacher Education. She has worked with early childhood, elementary, middle, high school, and adult language learners in rural, urban, suburban, and international school settings. She has extensive experience and training in Kagan cooperative learning, student centered instructional coaching, Harvard Project Zero and Visible Thinking Routines, SIOP, and Comprehensible Input Strategies. She has published materials for teaching adult English Learners with the TPRS method entitled *Putting it Together*, which have been translated into Spanish, Dutch, French, and sign language. She is a founding member and chair of the Eduliber board and member of the MyEdExpert Board. Beth currently provides professional development, coaching, and consulting with schools around the world focused on providing equitable education for multilingual learners.