CLARK COUNTY SCHOOL DISTRICT – ENGLISH LANGUAGE LEARNER DIVISION
LONG-TERM ENGLISH LANGUAGE LEARNER FRAMEWORK
2018 - 2019

Visit CCSD's Long-Term English Language Learner Toolkit:
### http://ell.ccsd.net/long-term-toolkit/
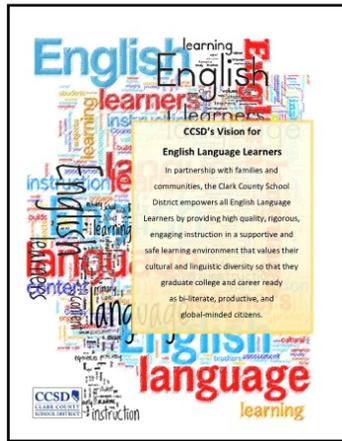
The Clark County School District (CCSD) Long-Term English Language Learner Model supports schools in creating a safe and respectful learning environment that accelerates the development of academic literacy and language proficiency. The ultimate goal is to empower long-term English language learners leading to graduate college- and career-ready.

LTELL Definition

Under the *Every Student Succeeds Act*, the New Nevada Plan defines Long-Term English Learners as an English learner who has not achieved English language proficiency within six years of initial classification.
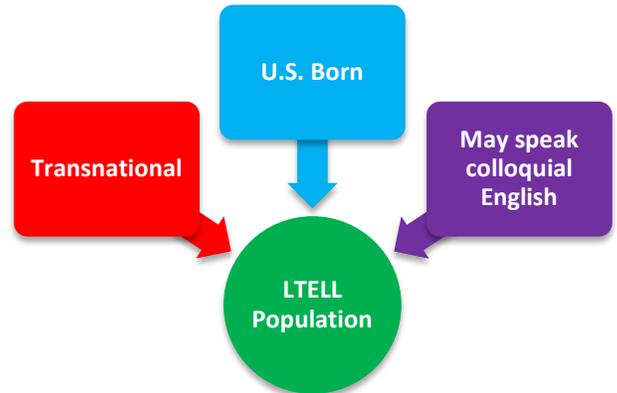
Characteristics of LTELLs

LTELLs may demonstrate any of the following:

- Lack progress toward English proficiency
- Struggle in content areas that require academic literacy
- Struggle with motivation, perseverance, confidence, and life and career skills
- Exhibit strong oral social language skills but less developed academic language skills
- At-risk of not graduating from high school

LTELL Needs

In addition to the Academic Language and Content Achievement Model (ALCA-M)…

- Extra time to accelerate language development in a dynamic and highly engaging learning environment
- A focus on productive (speaking and writing) academic language development in core content areas using grade-level standards (English, mathematics, science, social studies)
- Smaller class size
- To develop life- and career-skills (e.g., organization, note-taking, study skills, goal-setting, and self-regulation) that increase students' perseverance, motivation, and metacognitive skills
- Role-models, mentors and/or site-based support system (e.g., GEAR UP, Advancement Via Individual Determination, Positive Behavior Interventions and Supports, After-School All-Stars)
- An early prevention system in elementary schools

Implementation Options

Collaborative Support	• Language development specialist provides language instruction support to the content teacher and/or students
Enrichment	• Teacher-supported language development instruction provided before or after school and/or on Saturdays as an extra-curricular session
Extended Day/Year	• Teacher-supported language development rostered class that provides instruction through an extended day/year
Strategic Master Schedule	• Teacher-supported language development instruction ○ Grades K-5: During intervention time and/or guided reading ○ Grades 6-12: Elective credit-bearing semester course

Instructional Practices

LTELLs need a specific program of study that addresses the academic gaps they have accrued, additional time to close those academic gaps and grow their academic English language, and highly-engaging instruction that:

- Provides explicit language development, with a focus on comprehension, vocabulary development, and advanced grammatical structures needed to comprehend and produce academic language.
- Promotes oral academic language development, especially in the academic uses of English, by reading plays, doing reader's theater, and engaging in accountable talk.
- Provides opportunities to write extensively on a variety of topics for a variety of purposes (e.g., authentic writing for authentic purposes, such as letters to legislators about a topic of interest).
- Provides opportunities to read widely, with an emphasis on academic language and complex vocabulary.
- Leverages students' interests by choosing texts that are socially relevant and challenge students' ideas about the world.
- Focuses on active student engagement and accountable participation (e.g., Socratic Seminar, Scored Discussions, Poetry Slams, Collaborative Group Work).

Professional Learning Resources

Implementation of the LTELL framework includes a Program Planning Process Guide that consists of a student interest survey, sample lesson structures for project-based learning, and instructional practices and resources for teachers. As part of the rollout for the LTELL Framework, professional learning that focuses on understanding the unique and diverse needs of long-term ELLs, as well as how to meet those needs, will be provided.

The CCSD LTELL Framework has been developed based on research. Some resources informing this work include ASCD; Alliance for Excellent Education (2007); Boston Public Schools; Californians Together; Center for Applied Linguistics (2007, 2010, 2016); Houston Independent School District; Jewell, M. (2016); Los Angeles Unified School District; Menken, K. & Kleyn, T. (2009); New York City Public Schools; Olson, L. (2010); Robles, J. W. (2010); Short & Fitzsimmons (2007); Ventura Unified School District; Walqui, A. (2000); WestEd WIDA (2015); Zehr, M. (2002).