Multilingual Learner Class Placement Guidelines- Middle School

LTEL Pathways (5 years or more IN country)

ELPA Comp. lit. score Overall WIDA Score	Beginner Intermediate Advanced	Beginner Intermediate Advanced	Extra class period for additional language acquisition support	Alternatives / Notes
2-4 1-2	With ML teacher	With ML teacher	ML student has the option of 3rd period class based upon master schedule and if needed	Investigate history of interrupted education, or other potential barriers
5-6 3	With ML teacher	With ML teacher **NOTE: for scheduling ease, the LTEL block period MUST coincide with grade level gen ed SpringBoard block class *allow for ML student to be placed in most rigorous setting**		***If the ML Team agrees that the LTEL student would benefit from a regular gen ed SpringBoard class based on grades and other factors they can **request a meeting with District ML Facilitator on individual basis**
7-9 4-5	Gen. Ed. Springboard	• If passing gen. ed. SB: MONITOR (using the weekly excel sheet) • If close to failing: Conference with student • If failing gen. ed. SpringBoard transition to the ML LTEL block class **OR** LTEL extra support class depending on school's master schedule		*****6th grade LTEL students** required to have LTEL ML block class UNLESS ML Team decides high achieving student can be monitored via weekly excel sheet. ***If 6th grade LTEL number permits- offer a separate 6th grade LTEL ML class
5-9 3,4,5	LTEL Cohort Classes *Implemented in ALL middle schools Fall of 2022 for 6th grade	• ALL **LTEL students** are placed with same '*team of core teachers*' for classes throughout the day: • **Teacher A-English teacher** • **Teacher B-Math teacher** • **Teacher C-History teacher** • **Teacher D-Science teacher** • **Teacher E- ML teacher** There is a **District Cohort Cadre** that meets monthly		• School ML coach will have the option of **co-teaching** in Math or in ELA if the content teacher isn't endorsed in ML. • **PLC** (professional learning community) Teachers **A-E** will meet at least once a month to go over **data** and RTI (response to **intervention** methods and **monitoring** student progress).
Recommended curriculum for LTEL ML Class				

Writing:
Step Up to Writing: *Teach* Informational, Argumentative writing modes; *Review* Narrative writing mode
Reading:
• **SBA -** address short answer responses and vocabulary using the stem questions that were given to you
• **Focus on:** text evidence, inference, vocabulary, sequence, drawing conclusions, theme, main idea

ML or SLIFE Pathways (5 years or less IN country or interrupted schooling = SLIFE)

ELPA Comp. lit. score Overall WIDA Score	Beginner Intermediate Advanced	Beginner Intermediate Advanced	Extra class period for additional language acquisition support	Alternatives / Notes
2 – 3 1-2	With ML teacher • Follow Support Grid for curriculum	With ML teacher	ML student has the option of 3rd period based upon master schedule and if needed	
3-4 2-3	With ML teacher • Follow Support Grid for curriculum	With ML teacher	ML student has the option of 3rd period based upon master schedule and if needed	
5-6 3	With ML teacher • Follow Support Grid for curriculum	With ML teacher		***If the ML Team agrees that the student would benefit from a regular gen ed SpringBoard class based on grades and other factors they can request a meeting with ML Facilitator on individual basis
7-9 4-5	Gen. Ed. Springboard	ML ELA Class OPTIONAL • If passing gen. ed. SpringBoard: MONITOR (using the weekly excel sheet) • If close to failing: Conference with student • If failing gen. ed. SB: Add an ML ELA elective		***If the ML Team agrees that the student would benefit from a regular gen ed SpringBoard class based on grades and other factors they can request a meeting with ML Facilitator on individual basis

Rationales for Separating LTEL / ML Pathways

1. **Research-based best practices**. Based on the NEA findings from the article "Meeting the Unique Needs of Long-Term English Language Learners," LTELs need "a grade-level English class where they are mixed with strong native speakers." It is highly recommended that the LTELs make up no more than one third of the class. In addition, it is suggested that an academic language development course be taught by the same teacher. We can't fully accomplish this without more ML-endorsed general education teachers, but at least we can provide a general education class plus support with an ML certified teacher.

2. **Student voice**. If advanced LTELs/MLs are required to take two ML classes without exception every year, they have no room in their schedule for career electives, L1 development, or AP classes. We end up doing a disservice to these very growth-minded students. The environment in support classes restricts their ability to push themselves, particularly when many classmates are struggling learners with study skill deficits. Advanced ML/LTEL students who have a 2.0 GPA and strong study skills should have freedom to choose electives that align with their career interests, AVID, AP Language classes, Running Start, Sno-Isle, etc. while supporting language development.

3. **Morale**. Most LTELs had general education English Language Arts classes in middle school, so they feel insulted when that is taken away in high school and they are placed back in "baby classes" with MLs. Furthermore, almost all our ML/LTEL students test into the 97-101 English classes at community college, where they are mixed with native speakers. The combination of high school general education classes, plus support ML classes, can build LTEL's confidence to transition into a college classroom without sheltering. Our highly motivated ELPA level 5/6 MLs are generally excited to try general education classes for the first time, and they are usually successful with minimal modifications and some support from their ML teachers. MLs/LTELs who fail general education classes typically have attendance and/or work completion problems.

4. **General Education ELA Springboard structure**. Our mixed-grade level ML classes make it almost impossible to provide a grade-level appropriate core Springboard class for freshmen, sophomores, juniors, and seniors who are ready to meet state standards. The ELD and CCSS are integrated in the SB texts; hopefully, offering general education teachers ML academic supports within this curriculum at each grade level. As our ML population expands, it seems like we're moving in the wrong direction if we subtract ML/LTEL student voice from every general education English class. It is essential that we help support these general education teachers so that the ML LTEL students are receiving instruction at their language development level and assuring that they are college and career ready upon graduation.

5. **Behavior**. Grouping 22 struggling and in some cases chronically disengaged students (frequently seen LTEL profile per the research) in block classes leaves these students without positive role models and a "zone of proximal development" – it becomes a recipe for potential disaster. We could minimize toxic grouping if students were only in ML support for one period a day (see point 1.)

6. **Professional judgment**. We need some freedom to make placement decisions based on what students need, not one test score.