# Long-Term Success for

# Experienced Multilinguals

**The Office of Culturally and Linguistically Diverse Education**

The Colorado Department of Education CLDE Office will offer Colorado educators a virtual workshop series provided by authors Tan Huynh and Beth Skelton. This is a virtual workshop series focuses on serving experienced multilinguals, the asset-based term for long-term English learners (LTELs). The series is based on Tan Huynh and Beth Skelton’s book, [Long-Term Success for Experienced Multilinguals](https://us.corwin.com/en-us/nam/long-term-success-for-experienced-multilinguals/book282896). The authors suggest that experienced multilinguals can reach the highest academic standards under optimal instructional conditions. The workshops guide teachers in cultivating these conditions.

The course outlined below is designed for general educators, content area teachers, and English language development specialists. There are two separate course offerings, an intensive in June that will occur in four sessions, and a second course in the fall, that will consist of five sessions. The authors will share additional details and strategies from each chapter of their Corwin book entitled [*Long-Term Success for Experienced Multilinguals*](https://us.corwin.com/en-us/nam/long-term-success-for-experienced-multilinguals/book282896)*.*

**Rationale:**

The sub-group of Multilingual Learners (MLs) currently labeled as Long-term English Learners (LTELs) is one of the fastest growing groups in the state. As a member of the CLDE team, Alice Collins is working with a task force composed of District and School English Language Development Program Directors and Coordinators across the state of Colorado who have expressed concern about this sub-group of MLs. Many of these students remain classified as MLs for years and struggle to make adequate growth on the ACCESS test and state achievement tests. Teaching the academic language these students need to succeed across content areas is the responsibility of all secondary teachers. This course is designed to support those teachers as they unpack and teach the academic language for their content area discipline.

**Course Title: Long-Term Success for Experienced Multilinguals**

**Course Description:**

Long-Term Success for Experienced Multilinguals is a virtual, multisession book-study course for educators teaching grades 4-12 who want to provide equitable learning experiences for experienced multilinguals. In these sessions, participants will learn from the book’s authors, Tan Huynh, and Beth Skelton:

* a researched-informed, classroom-tested instructional framework a teacher-friendly lesson planning template
* strategies for accommodating summative assessments
* strategies to establish comprehensible input
* approaches to structure academic output

In this course, general educators and English language development specialists will learn about an instructional framework and practical strategies that cultivate for students’ long-term success. The workshop series will guide educators in understanding and carrying out the framework systematically starting with engineering assessments and leading to lesson design.

The virtual series will be facilitated by the authors and include interactive breakout groups, activities for application, and reflection in between sessions. Participants will be required to register on-line, purchase the book at a 20% discounted price, attend each session, and complete course reflection activities in writing for two professional credit hours. Upon completion of all five sessions and required reflections, participants will be eligible for 10 hours of credit.

The 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)

**Long-Term Success for Experienced Multilinguals**

**Course Overview June 2023: This session is a four-week intensive.**

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| **Sessions** | **Learning Outcome** | **Extended Learning** |
| **Session #1:**  **Getting to Know your Experienced Multilinguals**  **and**  **Engineering Summative Assessments**  **Chapters 1-3**  **June 20**  **8:30-10:30am** | • Describe the needs of experienced multilinguals   * Identify the linguistic, cultural, and experiential assets experienced multilinguals bring to their education.   • Understand the instructional framework for experienced multilinguals and relate it to current practice  • Engineer a summative assessment for an upcoming unit by   * Making exam type assessments more accessible * Structuring performance-based assessments | • Read Chapter 1, 2 *or* 3 in *Long-Term Success for Experienced Multilinguals.*  • Complete any **one** of the “Try it Out” activities or “Reflection” questions in these chapters. |
| **Session #2:**  **Chapter 4**  **June 22**  **8:30-10:30am** | • Unpack the academic language in a lesson.  • Write an integrated objective (content and academic language) by   * Writing a prompt for an end of lesson exit ticket * Analyzing the academic language in the model response * Identifying discipline-specific vocabulary, complex sentence structures, and discourse markers in students expected written and oral responses * Writing an integrated objective | • Read Chapter 4 in *Long-Term Success for Experienced Multilinguals.*  • Complete any **one** of the “Try it Out” activities or “Reflection” questions in these chapters. |
| **Session #3:**  **Chapter 5**  **June 27**  **8:30-10:30am** | • Establish comprehensible input in content lessons through different forms of scaffolds including:   * Background * Linguistic * Interactive * Graphic * Sensory   •  Choose learning strategies that would support students in learning content and academic language more independently. | *•* Read Chapter 5 in *Long-Term Success for Experienced Multilinguals.*  • Complete any **one** of the “Try it Out” activities or “Reflection” questions in these chapters. |
| **Session #4:**  **Chapter 6**  **June 29**  **8:30-10:30am** | • Structure academic output in speaking and writing through activities that build:   * discipline-specific vocabulary * complex sentence structures * academic organizational patterns * connected contexts | • Read Chapter 6 in *Long-Term Success for Experienced Multilinguals.*  • Complete any **one** of the “Try it Out” activities or “Reflection” questions in these chapters. |

**Course Overview Fall 2023:**

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| **Sessions** | **Learning Outcome** | **Extended Learning** |
| **Session #1:**  **Getting to Know your Experienced Multilinguals**  **Chapters 1-2**  **September 12**  **4:00-5:30pm** | • Describe the needs of experienced multilinguals   * Identify the linguistic, cultural, and experiential assets experienced multilinguals bring to their education.   • Unpack the academic language in an upcoming lesson or unit.  • Choose learning strategies that would support students in learning content and academic language more independently.  • Understand the instructional framework for experienced multilinguals and relate it to current practice | • Read Chapter 1 and/or 2 in *Long-Term Success for Experienced Multilinguals.*  • Complete any **one** of the “Try it Out” activities or “Reflection” questions in these chapters. |
| **Session #2:**  **Chapter 3**  **September 19**  **4:00-5:30pm** | • Engineer a summative assessment for an upcoming unit by   * Making exam type assessments more accessible * Structuring performance-based assessments | • Read Chapter 3 in *Long-Term Success for Experienced Multilinguals.*  • Complete any **one** of the “Try it Out” activities or “Reflection” questions in these chapters |
| **Session #3:**  **Chapter 4**  **September 26**  **4:00-5:30pm** | • Write an integrated objective (content and academic language) by   * Writing a prompt for an end of lesson exit ticket * Analyzing the academic language in the model response * Identifying discipline-specific vocabulary, complex sentence structures, and discourse markers in students expected written and oral responses * Writing an integrated objective | • Read Chapter 4 in *Long-Term Success for Experienced Multilinguals.*  • Complete any **one** of the “Try it Out” activities or “Reflection” questions in these chapters. |
| **Session #4:**  **Chapter 5**  **October 3**  **4:00-5:30pm** | • Establish comprehensible input in content lessons through different forms of scaffolds including:   * Background * Linguistic * Interactive * Graphic * Sensory | Read Chapter 5 in *Long-Term Success for Experienced Multilinguals.*  • Complete any **one** of the “Try it Out” activities or “Reflection” questions in these chapters. |
| **Session #5:**  **Chapter 6**  **October 10**  **4:00-5:30pm** | • Structure academic output in speaking and writing through activities that build:   * discipline-specific vocabulary * complex sentence structures * academic organizational patterns * connected contexts | • Read Chapter 6 in *Long-Term Success for Experienced Multilinguals.*  • Complete any **one** of the “Try it Out” activities or “Reflection” questions in these chapters. |

**Registration links:**

[**June Course**](https://docs.google.com/forms/d/1VbhawC4wiFTtzsWouKQsRltVtW9BGQaZwM3S89EI9xo/edit?ts=64399545)

[**Fall Course**](https://docs.google.com/forms/d/1UD_8RjC0D-4soCTG8rwDiDh2_5K6BZoyKjHBBLsai4g/edit?ts=64399ab6)

**For Additional Course Information or Questions Contact:**

Alice Collins [collins\_al@cde.state.co.us](mailto:collins_al@cde.state.co.us) or Janet Turnmeyer [Turnmeyer\_j@cde.state.co.us](mailto:Turnmeyer_j@cde.state.co.us)

**For Additional Reference Information:**

*Long-Term Success for Experienced Multilinguals (2023) Corwin*

The book includes a complete list of references.

[**Tan Huynh**](https://www.tankhuynh.com/)**:**

Tan Huynh (@TanKHuynh) is a secondary school teacher specializing in English language acquisition, an author, podcaster, and consultant. His suggestions are rooted in his experience teaching students from 5th to 10th grade in public, private, charter, and international schools.  He also taught secondary social studies and spends much of his days co-planning and co-teaching. Tan shares his application of research-based strategies on his [blog](https://www.tankhuynh.com/), [podcast](https://podcasts.apple.com/us/podcast/teaching-mls/id1505803456), and [online courses](https://www.englishlearnerportal.com/team) with the hopes of celebrating teachers who answer the call to serve multilingual learners.

[**Beth Skelton**](https://bethskelton.com/)**:**

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 the chair of the Secondary Special Interest Group on the CoTESOL Board.  Beth currently provides professional development, coaching, and consulting with schools around the world focused on providing equitable education for multilingual learners.

**Book information:** Participants will purchase the text for the course directly from Corwin. There is a discount being offered, please use this code, C23104 for a 25% off the price. Follow the link below.

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| [Long-Term Success for Experienced Multilinguals](https://us.corwin.com/en-us/nam/long-term-success-for-experienced-multilinguals/book282896)  us.corwin.com | Red letter C logo for Corwin Publishing. |

