

Long-Term English Learners (LTELs): What's Working Panel

Hannah Gribble

Title III and Migrant Education Program Grant Manager, Federal Programs and Oversight





BESTALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

200 20 20 X 5 EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS



Agenda

- Discuss the needs of Long-Term English Learners (LTELs) as well as how local education agencies (LEAs) across the state work with this unique group of ELs.
- LEAs will share successful practices they are seeing in their district and/or schools.

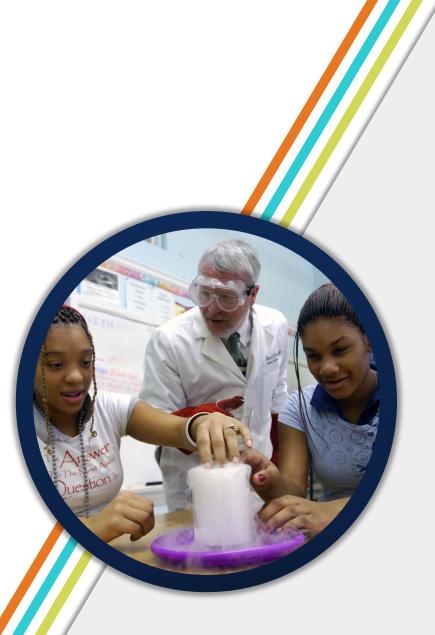
Our Panelists



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Panel Introduction

- Emily Bruner Anderson County Schools
- Raven Cleveland Hamilton County
- Molly Hegwood Metro Nashville Public Schools



Questions for Discussion



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How do you address the individual needs of students through data? How do you structure your data teams to hone into individual student data to determine the specific area of need that might be keeping that student as an LTEL?



 Does English as a Second Language (ESL) service look different for LTELs once data analysis is completed?



What other support services are available for LTELs other than ESL?



What are some typical scaffolds for supports you're using to advance their academics and growth?



Is there specific training you have for teachers around LTELs?

Do content teachers know who your LTELs are?



Other Questions

Additional questions from the audience



Thank You!

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