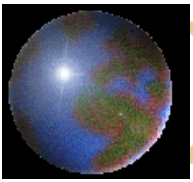


Arlington Public Schools

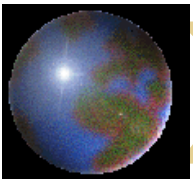
English Learner Education (ELE)
Remote Learning



DESE guidance - remote learning for English learners

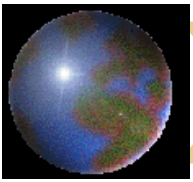
- Districts need to be mindful of the requirements of Section 504, Title II, and Title VI
 - “ensuring that all students are able to study and learn in an environment that is safe and free from discriminations”

<http://www.doe.mass.edu/covid19/ele/guidance/remote-learning-guidance.docx>



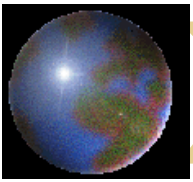
Holistic Needs of our EL learners and families

- How can we maintain connections between school staff and students and families?
- How can we provide equitable access to all remote learning activities?
- How can we promote the safety and well-being of students and our families?



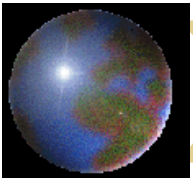
ELL families in remote learning

- families need translated information
 - FAQs in 5 languages
 - Talking Points app
 - interpreters to communicate
- families want to help but have added challenges
 - language/cultural barrier
 - new technology
 - limited differentiation
 - modified assignment summaries
 - unique family situations



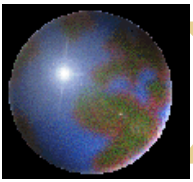
The key understandings of language and content for ELE

- World-Class Instructional Design and Assessment (WIDA) standards
 - ELLs communicate for social and instructional purposes within the school setting
 - ELLs communicate information, ideas and concepts necessary for academic success in the content areas of:
 - Language of Language Arts
 - Language of Mathematics
 - Language of Science
 - Language of Social Studies



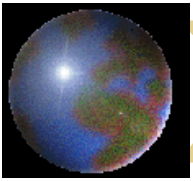
Key Uses of Academic Language

- Recount, Explain, Argue, Discuss
- Vocabulary is Integral to Language Development
- Essential Role of Oral Language Development in the Development of Academic English



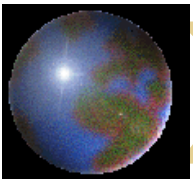
Collaboration between core content teachers and ELL teachers

- Co-planning
 - Language objectives
 - Accessibility and modifications
 - Communication with SPED teachers for dually enrolled students



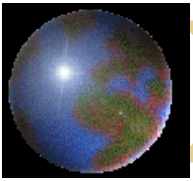
Amplify English Learner Voices

- Include more opportunities to practice English in a variety of settings
 - Digital creations and story-telling
 - Video creations



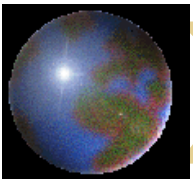
Chunk content into smaller pieces for English learners

- Learning online is different from learning in a face to face environment.
- Chunking instruction
 - Add visuals to represent concepts
 - Provide online interactions so that ELs can discuss and process the information learned



Remain flexible with pacing

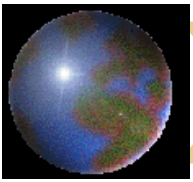
- Be consistent in the schedule, expectations, and communication with ELs to support families
- Try working with windows of time as opposed to assigned due dates



ESL instruction is still a required component of all ELE programs

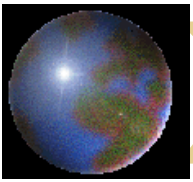
What does this look like at all levels?

- Elementary
- Middle/High School



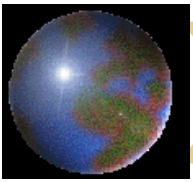
Use online tools and applications to link to the main lessons of the content classroom teachers. ELL teachers will focus on linking vocabulary support and comprehension skills necessary for content classes.

- Elementary (i.e. Brain POP ELL, Raz Kids ELL)
- Middle (i.e. Newsela, ESL Library)
- High School (i.e. CommonLit, Newsela)



ELL Teacher Voices - Challenges

- “The increase in expectation for students and the introduction of new curriculum is increasingly challenging to language learners and students with working parents. The language used within the content in this remote style puts these high needs students at an unfair disadvantage. It does not matter if it’s synchronous or asynchronous- the language and pace is too fast and difficult. Watching a video over and over again in a different language does not help language learners learn. Dial it down! Create more meaningful connection. If equity is important, reflect that (Hardy, ELL Teacher).”
- “It has been challenging to not only identify and provide the EL students with technology, but to help them connect to the content and stay in touch with us. Although they may have the devices, they may not have wifi or an understanding of how to access what is being provided (Peirce, ELL Teacher).”



ELL Teacher Voices - Opportunities

- “It has been amazing, when we can connect with families and students online to see that they are resilient and that we have created a strong community. The Peirce community has also been wonderfully supportive and collaborative in this process. I am so grateful to students, families and staff for being in this together and supporting each other (Peirce ELL).”
- “I'm so proud of my students for rising to the occasion and doing their best to continue learning. I appreciate my parents for supporting their kids to the best of their ability and understanding that we as teachers are also trying to do everything we can for them. We're all in this together (Brackett, ELL Teacher)”
- “Never have teacher-parent partnerships been more important. I have had more ongoing communication and a deeper connection with many EL parents (Hardy ELL)”
- “I WANTED TO CONNECT and TEACH my students so I reached out to Colleagues and to an Institution that I knew **EMBRACED** my IDEALS. Thanks for giving me the flexibility to reach out and teach to my strengths (Thompson, ELL)!”

"Now is not the time for the PERFECT to be the ENEMY of the GOOD."

TIPS for TEACHING ELLs through REMOTE LEARNING.

by LARRY FERLAZZO



STUDENT CHOICE OVER "TYPICAL" CURRICULUM



STUDENT-DRIVEN HIGH-INTEREST



INDEPENDENT STUDENT CHOICE



RETHINK SYNCHRONOUS TEACHING



SHORT and SIMPLE



LET STUDENTS CONNECT



KEEP CALL OPEN AFTER CLASS MEETING

CONNECT WITH PARENTS



INVITE TO CLASS MEETINGS

STRESSES? QUESTIONS? CONCERNS?

WEEKLY PHONE CALLS

GOOGLE ASSISTANT APP INTERPRETER FEATURE

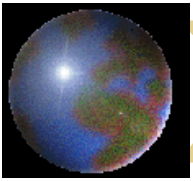
HOMEWORK WRITING CHECK-IN



TRY YOUR BEST!

SOME THINGS WILL WORK → SOME THINGS WON'T → IT'S OK!

WENDI PILLARS @WENDI32Z



Thank you

QUESTIONS