



Bilingual Coordinators Network English Learner Support Division



April 22, 2020



Agenda

1. Six Key Considerations for Supporting English Learners with Distance Learning
2. English Language Development in Distance Learning
3. National Bilingual/Multilingual Learner Advocacy Month
4. Updates and Resources
5. Breakout Room Discussion



6 Key Considerations for Supporting English Learners with Distance Learning

<https://seal.org/6-key-considerations-for-supporting-english-learners-with-distance-learning/>

Heather Skibbins
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1. Explicit Focus on Rich, Academic Language

- Select vocabulary you want students to learn (content and **tier II**).
- Teach **language function** words and phrases (describe, contrast, caused by, characteristic, etc.) or other language that they need in order to process and discuss the content.
- Incorporate technology, images, videos, and total physical response to teach new vocabulary.
- Create intentional Think Pair Share prompts or writing prompts that push students to use the new vocabulary.
- Pre-teach vocabulary to ELs to support their comprehension and ability to access the content during lessons.



2. Getting our English learners to engage in oral language is critical and we need to get creative about it now.

- Emphasize **oral language** even in virtual spaces.
- During videotaped read alouds: model thinking aloud, ask comprehension questions, leave time for them to think, and then respond (even if no one is there to hear their answers).



- Practice academic vocabulary and fluency with **Chants** and songs.
- Use technology to break students into smaller groups.



3. Teach Thematically

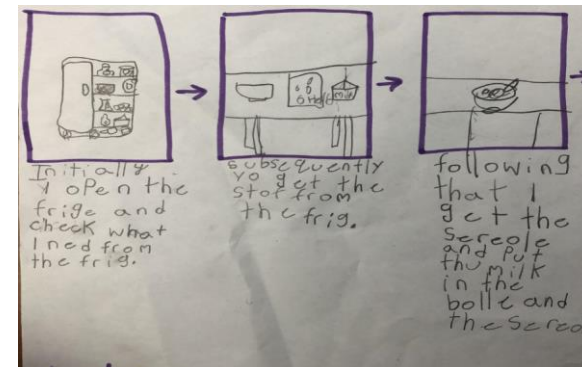
- Students engage more deeply when they can become “experts”.
- Curate multilingual thematic video collections and articles in Google classroom.
- Align language arts to theme. Select reading or articles that build on the social studies or science theme.





4. Concrete, specifically designed instruction to access and comprehend content

- Scaffold learning with **graphic organizers**.
- Provide differentiated sentence frames.
- Use visuals and videos to support with academic language and concepts.
- Provide EL students with **additional**, small group support. This virtual **Designated ELD** could be used to **frontload** students with vocabulary or concepts, or to **respond to** their specific needs.
- Use breakout groups to support EL students with additional supports and scaffolds.





5. Support the Development of Home Language

- Encourage all families to embrace this time for celebrating and deepening use of the home language.
- Connect bilingual teachers to resources for virtual learning in other languages.
- Provide all EL students and families with **resources** for learning and literacy in their home languages.
- Design **culturally responsive** lessons.





6. Continue Strengthening the Home School Relationship

- Provide families with multilingual prompts for conversations they can have with their children.
- Create open-ended assignments where children can express what they are experiencing during this challenging time (orally and/or in writing).
- Create forums of communication with families so you can get feedback on what is working or not working for them and their children.
- Use Google Translate to ensure that all assignments or instructions are comprehensible.
- **Remind families** that one of the most important things they can do to support their children's academic learning is to engage them in conversations in their home language.



San Bernardino County


- Created a presentation based on the 6 recommendations.
- Link to the ppt: bit.ly/ELDISTANCE
- and webinar:

<https://drive.google.com/file/d/1HCVHP3B3XyKRCNPLBFskRYScNfNRLYHz/view>

San Bernardino County Superintendent of Schools
Transforming lives through education

Considerations for English Learners and Online Learning

April 15, 2020

 <p>Angelica Hurtado Program Manager ESS/CIAE</p> <p>English Learner/Billiteracy Programs</p>	 <p>RoseMary Hyder Curriculum Coordinator</p> <p>English Learner/Billiteracy Programs</p>	 <p>Sonal Patel Digital Learning Innovation Coordinator</p> <p>Digital Learning Services</p>
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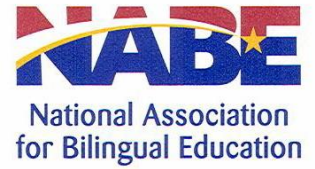


English Language Development in Distance Learning

Kern County Office of Education



H.Res.690 Recognizing and Celebrating April as National Bilingual/Multilingual Learner Advocacy Month 114th Congress (2015-16)





Congressional Record
PROCEEDINGS AND DEBATES OF THE 114th CONGRESS, SECOND SESSION

House of Representatives

HONORABLE MICHAEL M. HONDA OF CALIFORNIA
H. Res. 690, Recognizing and celebrating April as "National Bilingual/Multilingual Learner Advocacy Month."
April 18, 2016

Recognizing and celebrating April as "National Bilingual/Multilingual Learner Advocacy Month".

Whereas the National Association for Bilingual Education has made invaluable contributions to the efforts nationally to advance educational equity and excellence for bilingual/multilingual students, and as part of this effort has initiated the recognition of April 2016 as the first National Bilingual/Multilingual Learner Advocacy Month;

Whereas "National Bilingual/Multilingual Learner Advocacy Month" recognizes that bilingual/multilingual learners are one of the fastest growing student populations in U.S. schools, that this group of students brings multiple assets to schools and adds to the rich diversity among students;

Whereas "National Bilingual/Multilingual Learner Advocacy Month" is an opportunity to draw attention to the persistent gap between bilingual/multilingual learners and native English-speaking students;

Whereas "National Bilingual/Multilingual Learner Advocacy Month" calls on stakeholders at all levels to examine the diverse needs of bilingual/multilingual learners and to build an inclusive and respectful culture;

Whereas "National Bilingual/Multilingual Learner Advocacy Month" highlights a commitment to ensure educational equity and access leading these

Michael M. Honda
Michael M. Honda
Member of Congress

assets bilingual

access inclusive teachers

multilingual needs

equity

practices respectful programs policies

cultures guardians parents

languages diverse



April is ...



**National Bilingual/
Multilingual Learner
Advocacy Month**



**Since 2017 Santa Clara County Office of Education
has held a month-long celebration in April**

**Spotlight
Learning Walks**

**Student
Artwork
Submission**

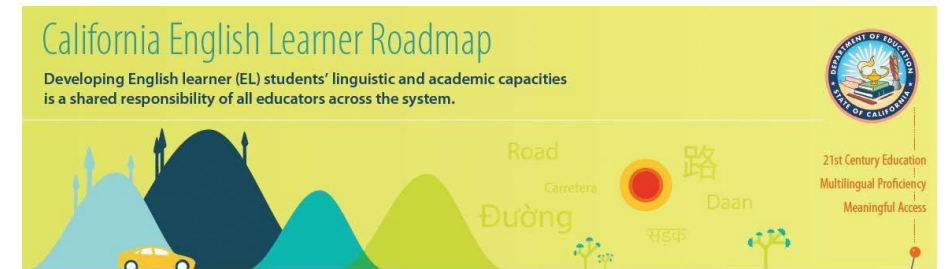
**Showcase &
Recognitions**



National Bilingual/Multilingual Learner Advocacy Month (1)

Recognizes

- Students
- School and district teams
- Districts that have adopted resolutions for the
 - Pathways to Biliteracy/Seal of Biliteracy,
 - English Learner Roadmap Policy, and
 - My Name, My Identity

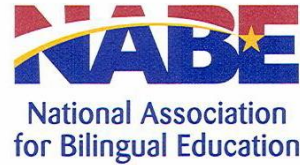




National Bilingual/Multilingual Learner Advocacy Month (2)

Support from partners & legislators

- National Association for Bilingual Education (NABE)
- Assemblymember Kansen Chu
- Congressman Ro Khanna
- Congresswoman Zoe Lofgren





National Bilingual/Multilingual Learner Advocacy Month

**Equity, Policy, and Quality
Education for the Multilingual
Learners Across Our Nation
TweetChat**

**Monday, April 27, 2020
3–3:30 PM PST**

@MET_SCCOE @NABEorg

#NationMLA

#MultilingualAdvocacy

**National Bilingual/
Multilingual Learner
Advocacy Month Virtual
Celebration**

Thursday, April 30, 2020

3-4 PM PST

Zoom Link:

bit.ly/Mlacelebration2020

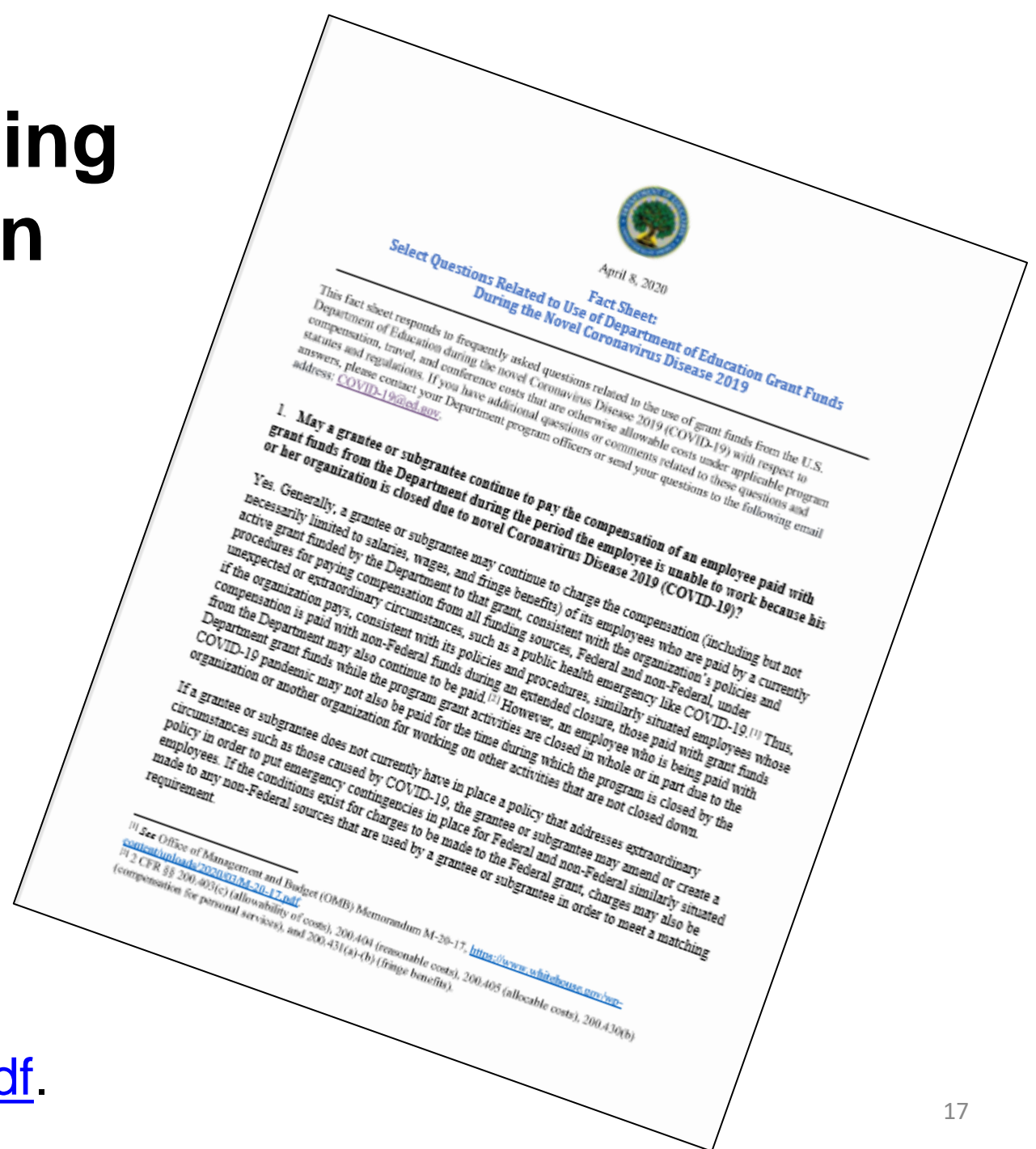


Title III Funding Information

- Employee compensation during COVID-19
- Conference cancellations
- Travel insurance during COVID-19

US Department of Education:

<https://www2.ed.gov/documents/coronavirus/factsheet-fiscal-questions.pdf>.





ESSA Waiver Requests

- Requests federal waiver for portions of federal funding during COVID-19
- Preliminary approval granted April 13, 2020
- Public comment period through May 1, 2020

Webinar: Federal Funding Flexibility in Response to COVID-19 (April 23, 2020, 10 a.m. to 11:30 a.m.)

Registration Link:

https://cdevideo.zoom.us/webinar/register/WN_z5KcZaejSUer7WvDz1Nljw

Send comments by email to ESSA@cde.ca.gov or by mail to the California Department of Education, Government Affairs Division, 1430 N Street, Suite 5602, Sacramento, CA 95814



Mental Health Resources

The screenshot shows the California Department of Education website. At the top left is the CDE logo. To its right is a search bar with the text "search this site" and a "Search" button. Below the logo is a navigation menu with the following items: Teaching & Learning, Testing & Accountability, Finance & Grants, Data & Statistics, Specialized Programs, Learning Support, and Professional Learning. Below the navigation menu is a breadcrumb trail: Home / Learning Support / Counseling/Student Support / Mental Health. The main heading is "Help for Students in Crisis" with the subtext "Resources for addressing mental health and wellness while school sites are closed." Below this is a large green banner for "SUICIDE PREVENTION LIFELINE" with the text "If you are in crisis, please CLICK HERE, or call 911" and the phone number "1-800-273-TALK (8255)". To the right of the banner is a "Share this Page" section with icons for email, Twitter, Facebook, LinkedIn, and a link icon. Below that is a "Related Content" section with a link to "Mental Health Resources" and a description: "Resources for psychological and mental health issues, including coping with tragedy, crisis intervention and prevention, school psychology, and suicide prevention."

CDE Help for Students in Crisis web page:

<https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp>



School Lunch Information

- “CA Meals for Kids” Application (App)
- Find locations to pick up meals
- Some districts offer home delivery

View the CA Meals for Kids App at <https://www.cde.ca.gov/re/mo/cameals.asp>





Closing the Digital Divide Task Force

CDE News Release:

<https://www.cde.ca.gov/nr/ne/yr20/yr20rel21.asp>

CALIFORNIA DEPARTMENT OF EDUCATION
NEWS RELEASE

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

Release: #20-21
April 16, 2020

Contact: Communications
E-mail: communications@cde.ca.gov
Phone: 916-319-0818

State Superintendent Tony Thurmond Announces Task Force to Close Digital Divide

SACRAMENTO—State Superintendent of Public Instruction Tony Thurmond announced today the creation of a new task force to close the digital divide for California students who lack access to resources such as internet connectivity and devices. The Closing the Digital Divide Task Force will be co-chaired by California State Senator Connie Leyva.

"This task force signals a new era, that California is now working with focus and urgency to close the digital divide in the most concrete way we have ever seen," said Thurmond. "COVID-19 is a public health crisis in California and all around the world, but it's also revealed other crises like the technology gap that has persisted for too long, leading to opportunity and achievement gaps for California's students."

"As the Chair of the Senate Education Committee, I strongly believe that ensuring equity for California students is critically important," said Senator Connie M. Leyva (D-Chino). "One vital step to ensuring equity is by closing the digital divide, which has become that much more evident and urgent as distance learning is now the new reality for millions of school children during the current COVID-19 crisis. I look forward to co-chairing this important task force as we all continue to work together to meet the needs of students in California."

The Closing the Digital Divide Task Force will help facilitate donations, create more publicity, and cast a bigger spotlight on those who can help. It also plans to hold a public hearing where internet service providers may be called upon to testify on their efforts to improve internet access during the pandemic.

The California Department of Education (CDE) has in recent weeks assessed the technology needs for all California students and is working with partners to secure devices and Wi-Fi hotspots to close the technology gap. This effort comes following a strong recommendation last month from State Superintendent Thurmond for all schools to focus on distance learning models due to the COVID-19 health crisis.

The CDE also announced last week that it partnered with the Californians Dedicated to Education Foundation (CDE Foundation), the private non-profit partner of the CDE since 2011, to create the California Bridging the Digital Divide Fund.



Sanger Unified ELD Distance Learning Plan: Choice Boards (1)



Sanger Unified Distance Learning ELD Options (Choice Boards)

We have organized distance learning ELD “choice boards” to support English Language Development (ELD) for students during COVID-19 school closures. Feel free to adapt or adjust as needed to support your English learners.

📎 ELD Choice Board Links by Grade Level: Link = <https://bit.ly/choiceELDsanger>

Preschool/TK	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
5th Grade	6th Grade	7th-8th	9th-12th	Blank Templates	en Español

★ Credits:

- Inspired by & adapted from ESL at Home: <https://eslathome.edublogs.org/> → Original links: [English K-8/English 9-12/Spanish K-8](#)
- A special thank you to Sanger Unified's English Learner Site Contacts (ELSCs), teachers, & ALD team for contributions, input & feedback
- Link to ELD Choice Board [screencast](#) overview & [Designated ELD Page](#) on www.sangerlearns.com
- Questions or comments? Link not working? Email: theresa_blancharde@sangerusd.net

📌 Reminders & Recommendations: Looking for *online* ELD resources & links? → [Click here](#) 🌐

- 1) Designated & Integrated ELD support and instruction is *still required* for English learners in TK-12th grade
- 2) Designated ELD can be provided synchronously in the form of virtual meetings or phone check-ins (e.g., Google Meet)
 - a) Check-in with English learners every week to provide Designated & Integrated ELD lessons and support
 - i) Offer virtual lessons & modeling to English learners with lower proficiency levels more often
 - b) Teachers are encouraged to keep a log of virtual meetings or phone contact with English learners & families
 - c) Strategically schedule virtual meetings with smaller groups of students to facilitate student discourse
 - i) Consider assigning students a buddy or partner who can provide extra peer interaction & support

Sanger Unified School District - English Learner Services (April 2020)

- 3) All distance (*digital*) learning opportunities also need to be offered asynchronously in “paper-pencil format”
 - a) Not *all* students have access to internet/devices & may need to work independently or at their own pace
 - b) Parent/guardian(s) may choose to “opt-out” of digital learning options (review technology survey)
 - c) Adapt pacing & activities based on what has been previously taught & what your English learners need next
- 4) Work with your site administrator & support staff to arrange a communication & distribution plan that works best
 - a) Send messages to parent/guardian(s) in preferred language using translation tools (e.g., Remind or Google Translate)
 - b) Reminder: Many parents & students use cell phones as their primary internet device



Sanger Unified ELD Choice Boards (2)

4th Grade ELD Choice Board: [Grade level templates & PDF links](#)

🎯 Goal = Complete four (4) activities each week; Mark completed activities with a

	Listen 🎧	Read 🔍📖	Speak 🗣️	Write ✍️	Vocab 💬
Week 1 Dates: _____	<p><u>Listen</u> to your <u>favorite song</u> & write out the <u>lyrics</u> (or words).</p> <p>Find all the words that <u>rhyme</u>? What is the best part of the song? Why?</p> <p>_____ Completed</p>	<p>Watch a show/movie. <u>Read-along</u> with closed captions.</p> <p><u>In your own words</u>: How did the characters <u>solve the problem</u>?</p> <p>_____ Completed</p>	<p>Think & Speak/Write: Let's send a <u>secret message</u>!</p> <p>What <u>patterns</u> or "<u>secret code</u>" would you use? Try to send someone your secret message. Did they <u>decode</u> it? How would you change the <u>code</u> or <u>pattern</u> next time? Why/why not? Try again!</p> <p>_____ Completed</p>	<p>Pick twenty (20) different objects in your home. <u>Sort</u> them into groups or <u>categories</u>: First, by <u>color</u>. Then, by <u>shape</u> or <u>size</u>. Finally, choose your own.</p> <p>_____ Completed</p>	
Week 2 Dates: _____	<p><u>Listen</u> to <u>Three Cheers for Ears!</u> or choose to listen to another <u>audio book</u>.</p> <p>What was the most <u>interesting</u> thing that you heard?</p> <p>_____ Completed</p>	<p><u>Read Underwater Blasts</u> & answer questions or <u>Read for 15 minutes</u> & describe the <u>main idea</u> or <u>problem</u>.</p> <p>_____ Completed</p>	<p>Join a virtual <u>meeting</u> or <u>phone call</u> with your teacher.</p> <p>Ask & answer <u>questions</u></p> <p>_____ Completed</p>	<p>Start a <u>daily journal</u>: Write a <u>paragraph</u> with the date to record what you are <u>doing</u>, how you are <u>feeling</u>, & what you are <u>wondering</u> about.</p> <p>_____ Completed</p>	<p><u>Watch video</u>: "Everyday objects dancing on speakers" or look at a picture. <u>Answer</u> Visual Thinking Qs: 1) What's going on? 2) What do you see that makes you say that? 3) What more can you find?</p> <p>_____ Completed</p>
Week 3 Dates: _____	<p><u>Listen</u> to this <u>soundscape</u> from Sequoia & Kings Canyon National Parks or <u>go outside</u> & listen for five (5) minutes.</p> <p>What is the most <u>unusual</u> sound that you heard?</p> <p>_____ Completed</p>	<p><u>Read</u> two (2) <u>different books</u> from the <u>same author</u>.</p> <p>Look for <u>similarities</u> & <u>differences</u>. Why do you think the author wrote each book?</p> <p>_____ Completed</p>	<p>First, call & say hello to a <u>friend</u>. Next, call an older <u>family member</u>.</p> <p>What <u>topics</u> did you talk about? Were they the <u>same</u> or <u>different</u>? Why/why not?</p> <p>_____ Completed</p>	<p><u>Write a letter</u> to your teacher.</p> <p>What do you want to <u>share</u>? What do you still want to learn this year? What are your <u>goals</u> & <u>hopes</u> for the future?</p> <p>_____ Completed</p>	<p>Make a "word web" of the word <u>happy</u> (or pick your own)</p> <p>Look up 4 other words in https://visuwords.com/</p> <p>_____ Completed</p>

Distance Learning
ELD Choice
Boards:
<https://bit.ly/choiceELDsanger>

Student Name: _____

Reading Goal = _____ minutes a week

Parent/Guardian Signature: _____

Date: _____



Free Online Courses

Stanford
University
“Understanding
Language”
Free Online
Courses:
<https://ell.stanford.edu/courses/current>

Understanding Language

Stanford | GRADUATE SCHOOL OF
EDUCATION

Language, Literacy, and Learning in the Content Areas

NEWS

UL Releases Free Online Courses for Educators of ELs

Stanford University
Understanding Language Releases Free Online Courses

↓ DOWNLOAD PDF:

- [UL Courses Description](#)

FRIDAY, MARCH 27, 2020

UL is making available for public use three online courses that focus on enhancing the capacity of educators (teachers, instructional coaches, and administrators) to plan, implement and reflect on high challenge/high support lessons that simultaneously develop their students’ content understandings, academic uses of language, and analytical skills.

For more information and course sign up, download the pdf or simply go to <https://ell.stanford.edu/courses/current>



Breakout Room Discussion

- What are we doing to promote ELD in distance learning?
- What else can be done?
- What are some of the barriers to providing ELD?
- Are these different barriers than what they are experiencing implementing the other content standards?



Thank you

