

Distance Learning Considerations for English Learners

April 2, 2020

<https://theenglishlearnergroup.com>



@donningday



donning@theenglishlearnergroup.com

MY BRAIN HAS
TOO MANY
TABS OPEN



Check Into The Chat!

Google Meet Etiquette Guide



MUTING

When you enter the Meet, mute yourself (if you're not already muted).



QUESTIONS

When you have a question, type in the textbox and wait for your teacher to call on you.



CONTRIBUTING

When you have something to contribute to what is being said, but it is not your turn, use the chat feature in the right-hand corner.



YOUR TURN

Wait for the teacher to call on you to unmute yourself. Only one student should talk/contribute at a time.



WHERE TO LOOK

Look into the camera when you are talking.



MUTING

Pay attention to your teacher or other students who are speaking.



@LongChristian

[CROWD CHEERING]



- What might **equity** mean for some of our most vulnerable families at this time?
- How can we support families with **at home learning**?
- What are some **digital resources** that can support our ELs?
- What questions can I consider when **planning non-tech dependent** learning?

Family Educational Right and Privacy Act

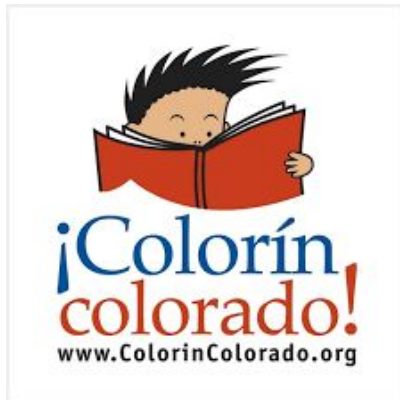


<https://studentprivacy.ed.gov/>

[FERPA and COVID-19 FAQ](#)

[FERPA and Virtual Learning Webinar](#)

[FERPA and Virtual Learning Slide Deck](#)



[Distance Learning for ELs: Privacy Considerations](#)



I will teach you in a room.

I will teach you now on Zoom.

I will teach you in your house.

I will teach you with a mouse.

I will teach you here and there.

I will teach you because I care.

So just do your very best.

And do not worry about the rest.

“When I think of equity, I think about the **needs of the home**, the **needs of the student** and also the **needs of our teachers**. They may need support right now as well.”

Nicol R. Howard, an assistant professor at the Department of Teaching and Learning at the University of Redlands in California.



“When people are facing stress and difficult life circumstances, it can particularly affect three areas: a sense of **safety**, **feelings of connectedness** and **feelings of hope**. In each of these areas, educators can make an impact.”

Teaching Tolerance

COVID-19 HIERARCHY OF NEEDS FOR SCHOOLS

Based off of Mazlow's Hierarchy of Needs

**SCHOOL IS
IMPORTANT DURING
THIS CRISIS**

BUT....

**NOT AS IMPORTANT
AS THE NEEDS OF
OUR FAMILIES WHO
ARE EXPERIENCING
ANXIETY AND FEAR
AS WE DEVELOP OUR
NEW NORMAL**



Our kids and families need us more than ever to model social and emotional learning before content.

@jaydostal

10 IDEAS TO MEANINGFULLY CONNECT THROUGH REMOTE LEARNING

@GCOUROS



DAILY CHECK-INS VIA VIDEO CONFERENCES OR EMAIL



RESPOND TO JOURNAL ENTRIES DIGITALLY



MAKE ONLINE INTERACTIONS POSITIVE



GET FAMILIES INVOLVED IN THE LEARNING



BE FLEXIBLE IN HOW THE LEARNING WILL LOOK AND HOW THE STUDENTS DEMONSTRATE THEIR LEARNING



GIVE OPPORTUNITIES FOR LEARNERS TO SHOW THEIR PASSION



HAVE THEM ASK QUESTIONS EVERY SINGLE DAY AND FIND THOSE ANSWERS



FIND OUT THEIR DREAMS AND TRY TO HELP THEM MOVE CLOSER TO THEIR GOALS



BE FLEXIBLE WITH THE TIME WHEN STUDENTS PARTICIPATE



GET FEEDBACK FROM LEARNERS AND HAVE THEM BE INVOLVED IN THE PLANNING PROCESS, WITHIN THE GUIDELINES OF WHAT IS REQUIRED

5 Things to Support ELs During COVID 19



Ensure **two-way systems are in place for parents and educators** to regularly communicate

about assignments, curriculum, or other critical updates, and to ensure their learning needs are being met. Translation technology and/or interpretation services should be in place. See guidance from the [USDOE English Learner Toolkit](#).



Provide access to quality multilingual learning **resources so that parents can supplement learning** at home. These can be

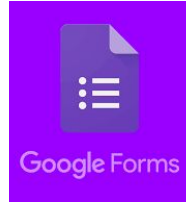
online or electronic, print, or video formats. (See [NABE](#) and [TESOL](#)-recommended resources). The home language is a powerful asset for learning valuable content. Consider the accessibility needs of learning platforms and resources for EL parents and students (language, hardware, internet access, cost, etc).

What is in place for families to express their needs?



talkingpoints

remind



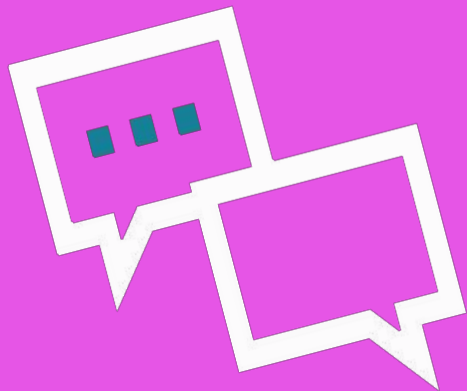
Seesaw



How can we support multilingual communication?

- Multilingual Phone Calls
- Google Translate
- [Talking Points](#)
- [Microsoft Translation for Education](#)

**What are some ways you
can reach out to families?**



Check Into The Chat!

For Our Students

Create Personal Connections.

Consider their home context and chunk instruction.

- **Be flexible** with time- 1 class lesson could take 3-4 days online!

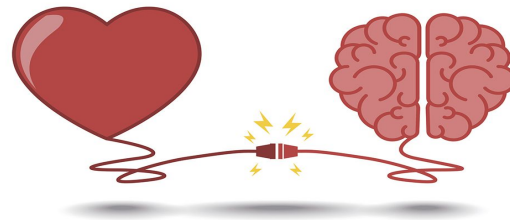
Build on what they are comfortable with first.

- **Be consistent** with formatting!

Start small, then add elements as you are confident.

- **Model** how to use new digital tools!

Remind students to be patient and **have fun!**



Tip #3: Provide appropriate apps to support language learning



- Newcomers/ELPAC Level 1
- Expanding/ELPAC Levels 2 & 3
- Bridging/ELPAC Level 4

[BrainPopELL](#)

[Randall's ESL Cyber Listening Lab](#)

[Flocabulary](#)

[ELL2.0](#)

[ESL Video](#)

[Breaking News English](#)

Online Resources



[CDE ELD Learning Games, and Activities](#)

[TNTP Resources for Language and Literacy Development](#)

[Practical Strategies & Resources to Teach K-12 ELs Online from SupportEd \(Content Resources\)](#)

[Free Multilingual Books for Kids](#)

[Choice Boards/Learning Menus](#)

[Interactive Websites for Learning](#) (Learn English Kids)

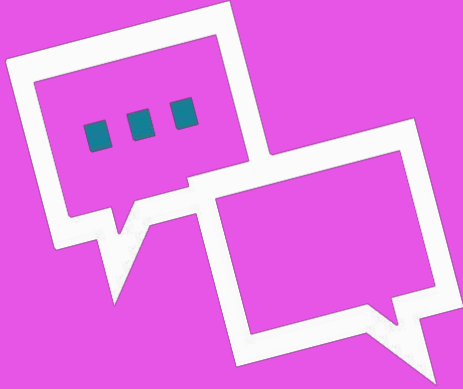
[Free ESL lessons](#) (Interactive writing and grammar lessons-Quill)

[Read Aloud Chrome Extension](#)

[Read and Write Chrome Extension](#)

[Read aloud support for virtual learning](#) (Requires use of [screen recording app](#))

**Which online resources you
can use ASAP?**



Check Into The Chat!

Providing Ideas to Families



[Resources to Keep Learning at Home](#)

[Growing Readers](#)

[Bilingual Story Time](#)

[Online Field Trips](#)

[Learning Together at Home](#)

[Resources for Parents of Teens](#)

[P.E. with Joe on YouTube](#)

[A Month of Daily Learning Ideas](#)

[8 Tips to Get Your Child Ready to Learn at Home](#)

[How You and Your Kids Can De-Stress During Coronavirus](#)

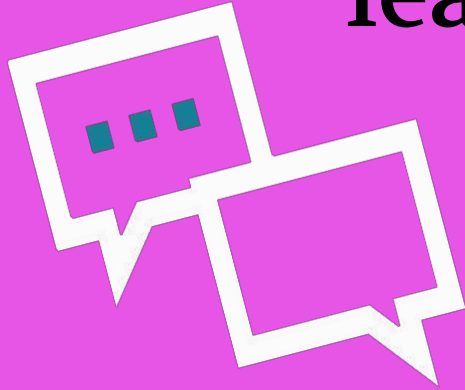
[Multilingual Coronavirus Information](#)

[New Warnings About Screen Time](#)

[K-2 ESL Daily Activities](#)

Options for Schedules: [1](#), [2](#), [2S](#),

How can you support families with at home learning?



Check Into The Chat!

Non-Digital Planning Questions to Consider

- What could comprehensible input look like?
- How can I include visuals?
- How can I support vocabulary development?
- How can I provide text at a student's reading level or scaffold complex text?
- What could choice and autonomy look like?



Additional Resources

Access to slides: <https://tinyurl.com/ELGresources4-2019>

[ELG Resources for Distance Learning](#)

[FAQs on Grading and Graduation from CDE](#)

[A Gently Curated Collection of Resources for Teachers](#)

[Supporting Multilingual and Immigrant Students Amid Covid-19](#)

[How to not overwhelm schools with online learning initiatives](#)

[Distance Learning Without A Device](#)

[6 Considerations for Supporting ELs with Distance Learning](#)

Video- [7 Tips for Remote Learning](#)





Using Google Suite & Other Technology with Efraín Tovar

4/16 @ 1 p.m.

meet.google.com/hcg-cndy-jgz

Repeat Session- [Distance Learning Considerations for English Learners](#)

[Join Hangouts Meet](#)

meet.google.com/qtb-aadz-fam

[Join by phone](#)

+1 409-444-2439 PIN: 981 276 512#

We Are Here To Help!

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