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How to Design Engaging ELD Resources to Maximize English Learner Student and Parent Access?

Izela R. Jacobo

San Diego County Office of Education, Multilingual Education and Global Achievement Department
Gratitude:
What am I most grateful for in my life?

Optimism:
What am I most looking forward to?
Please introduce yourself in the “Chat Box” by typing in your name, role, grade level(s) you teach or support.

Share your *gratitude* or *optimism* statement.
<table>
<thead>
<tr>
<th>Learning Intentions</th>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>❏ Deepen our understanding of essential design considerations to develop <strong>more engaging</strong> ELD lessons.</td>
<td>❏ I can identify some essential considerations for the development of more engaging ELD lessons.</td>
</tr>
<tr>
<td>❏ Deepen our understanding of essential design considerations to provide a <strong>higher level of access</strong> for our English learner students and their learning partners.</td>
<td>❏ I can identify some tools and resources to provide a higher level of access for my English learner students and their learning partners.</td>
</tr>
<tr>
<td>❏ I can identify some essential considerations for the development of more engaging ELD lessons.</td>
<td>❏ I can identify some tools and resources to provide a higher level of access for my English learner students and their learning partners.</td>
</tr>
</tbody>
</table>

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Our Moral Imperative & the Why of ELD

**Moral Obligation**
Do we believe that all students can and will learn in our district/school?

**Professional Obligation**
Provide equitable access to instruction for all students.

**Legal Obligation**
“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum…for students who do not understand English are effectively foreclosed from any meaningful education…” *Lau v. Nichols, U.S. Supreme Court, 1974*
Imperatives for Educating English Learners

1. Valuing Language and Culture as Assets
2. Ensuring Equity in Intellectual Richness
3. Building Content Knowledge and Language in Tandem
4. Attending to Specific Language Needs
5. Integrating Domains of Communication
6. Providing Appropriate Scaffolding
7. Evaluating Progress Appropriately
8. Sharing the Responsibility

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(Anstrom, and others 2010; Genesee, and others 2006; George Washington University Center for Equity and Excellence in Education 2009; Understanding Language 2013)
Refresher on Integrated and Designated ELD
Integrated ELD Instruction (iELD)

ELD throughout the day and across the disciplines—CA ELD Standards are used *in tandem with* ELA and content standards to support English learners’ linguistic and academic progress.

CA ELA/ELD Framework
Integrated ELD

CA ELD Standards
ELA/Literacy and other content standards
in tandem with
Designated ELD Instruction (dELD)

A protected ELD time during the regular school day to support ELs in developing the language needed for success in academic tasks across the content areas--

CA ELD Standards are used as the focal standards in ways that build into and from content instruction.

CA ELA/ELD Framework
<table>
<thead>
<tr>
<th>Integrated ELD</th>
<th>Designated ELD (Emphasis on oral language development)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Into</strong></td>
<td>Preview key aspects of language (i.e., text structure, cohesion, verbs and verb phrases, nouns and noun phrases, etc.) derived from content areas that will support students in text- and discourse-level understanding</td>
</tr>
<tr>
<td><strong>From</strong></td>
<td>Amplify key aspects of language derived from content areas that will support students in text- and discourse-level understanding</td>
</tr>
</tbody>
</table>

*Teach content standards and develop academic English simultaneously*
Three Components that English Learners Need during ELD Instruction

Access to Content
- Visuals
- Total Physical Response
- Realia
- Labeling
- Repetition & review
- Etc.

The Language to Participate
- Language Purposes (i.e., sequence, compare/contrast, cause/effect)
- Key Words & Phrases related to the Task
- Etc.

Knowledge of How English Works
- Condensing Ideas
- Expanding Ideas
- Verb & Verb Phrases
- Etc.
Chicken

- crest
- beak
- wing
- feet
- tail feathers
- eggs
- "oviparous"

8-12" tall

Access to content
Language to participate and talk about content.
<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural (2+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>chicken</td>
<td>chickens</td>
</tr>
<tr>
<td>has</td>
<td>have</td>
</tr>
<tr>
<td>is</td>
<td>are</td>
</tr>
<tr>
<td>can</td>
<td>can</td>
</tr>
<tr>
<td>eats</td>
<td>eat</td>
</tr>
<tr>
<td>lays</td>
<td>lay</td>
</tr>
</tbody>
</table>
English Language Development (ELD)

3 Modes of Communication

- Interpretive: Listening and Reading
- Collaborative: Listening, Speaking and Writing
- Productive: Speaking and Writing

NOTE: Oral Discourse is a Key Component of ALL Content Area Frameworks!
Getting to Know Your English Learners
Addressing Students’ Social Emotional Needs

COVID-19 HIERARCHY OF NEEDS FOR SCHOOLS

Based off of Maslow’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
Students’ Challenges During the COVID-19 Crisis

- Food insecurity
- Unsafe home/living environment
- Job/Home responsibilities (unsafe work environment)
- Many distractions in the home
- Depression and/or substance abuse
- Limited technology, books, resources
- Limited English language skills
Checklist for Knowing Your Students …
and their families!

- Names (and correct pronunciation)
- Strengths
- Interests
- Dreams
- Academic Level
- Language Level
- _________ (… add more)
Time to check in within the Chat Box

What else should we know about the families we serve to best meet the needs of our English Learners in the current learning context (Distance and Hybrid learning)?
## English Learner Typology

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native U.S.-born ELs</td>
<td>ELs who are U.S. born citizens</td>
</tr>
<tr>
<td>Foreign-born ELs</td>
<td>ELs who were born outside of the U.S.</td>
</tr>
<tr>
<td>Newcomer ELs</td>
<td>ELs who have been in the U.S. for 1 or 2 years</td>
</tr>
<tr>
<td>Highly-schooled Newcomer ELs</td>
<td>ELs who have been in the U.S. for 1 to 2 years, but who attained a high quality education in their primary language</td>
</tr>
<tr>
<td>Students with interrupted formal education</td>
<td>Students who had limited to no access to school in their home country or whose education was interrupted.</td>
</tr>
<tr>
<td>Transnational ELs</td>
<td>ELs who frequently travel between the U.S. and their home country</td>
</tr>
<tr>
<td>Long-term English Learners (LTELs)</td>
<td>Students who remain classified as EL for 5 years or longer</td>
</tr>
<tr>
<td>Reclassified English language learners (RFEPs)</td>
<td>Former ELs who have met their state’s linguistic and academic criteria to be reclassified as fluent English proficient and exited from EL programs.</td>
</tr>
</tbody>
</table>
Three English Language Proficiency Levels

Native Language
Emerging
Expanding
Bridging
Lifelong Language Learning
Time to check in within the Chat Box

What information do you have currently about your English learners’ diversity?
Building Community in a Distance Learning Environment

Connect

Communicate

Collect
Engaging and Providing Access to English Learners via Distance and Hybrid Learning
Identify and Align Supports for English Learners

**Visual and Auditory**
- images, graphics, videos
- text-to-speech
- read alouds

**Translation**
- oral and/or in writing (word, sentence, paragraph, whole text)

**Collaboration**
- collaborate, communicate, share
Focus for Synchronous Learning ...

First teaching!

Engage students in language learning, use, and practice with you and their peers.

Designated ELD instruction by proficiency level

Design rich collaboration for all language strands:

L, S, R and W, use platforms that allow users to provide feedback to each other.

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Some Synchronous Learning Tools and Strategies

**Tools for Students to Engage in Meaningful Talk**
- Zoom breakout rooms
- Google hangout with captions
- Microsoft Teams
- Phone calls, WhatsApp
- Google Duo

**Strategies for Students to Engage in Meaningful Talk**
- Storytelling
- Think-Pair-Share
- Jigsaws
- Collaborative work
- Feedback protocols

Source: [3 ways to make remote learning more engaging](https://www.iste.org/), Jorge Valenzuela, ISTE, 2020
Focus for Asynchronous Learning ...

Language practice, review, extension and enrichment

Access to language and content via

- teacher videos that may include TPR,
- audio clips in English and the primary language,
- videos with closed captions,
- primary language resources,
- explicit routines that incorporate the use of symbols or "action buttons" for specific tasks,
- supplementary programs
Some Asynchronous Learning Tools

Tools for Teachers to make their design and content more engaging

- Nearpod
- Keynote
- Recap
- Screencastify
- Screencast-o-matic
- Jamboard

Tools for Students to Engage in Meaningful Talk

- Vocaroo
- Flipgrid (Educator’s Guide)
- Seesaw
Maximizing Access to the Content for English Learners

- Produce teacher videos introducing the task in English (and other languages, if possible),
- Create clear, concise, agreed-on, consistent, and color coded Teacher directions,
- Record audio clips for the Teacher directions in English (and other languages, if possible),
- Provide videos and other text to activate and build prior knowledge in English (and other languages, if possible),
- Incorporate tools that allow you to present the learning task via various modalities,
- Add tools that allow students choice to express their learning in multiple formats.

Offer all of the above in the primary language for additional support!
Activity 1: Observing the Sky

1. Tell me what to do

The first picture shows a telescope. A telescope helps us look at things in the sky that are very far away.

The other picture shows things we can see in the sky.

Do you know what they are?

3. Turn and Talk

What do you see in the sky when you wake up in the morning?
Recursos para apoyo en español en casa:

1. Dime que hacer

Mira el video. ¿Qué aprendiste sobre el sol y la luna?

2. Escucha el cuento

¿Por qué el Sol y la Luna viven en el cielo?

Al comienzo del mundo, el Sol y la Luna eran gemelos: un hermanito y una hermanita. A ellos solo les interesaba jugar y nunca hacían la tarea.

—Te toca hacer el día, Sol —le decía su papá. Pero Sol no le hacía caso y se iba a jugar con Luna.

—Debes provocar la marea, Luna —le decía la mamá. Pero Luna se iba rápido a jugar con su hermanito Sol.

Como jamás hacían la tarea, los hombres les dieron las quejas a sus padres.

—Disculpe señor, pero no podemos vivir así. Sin la luz de Sol no crecen los vegetales y pasamos mucha hambre —dijo un agricultor.

—Y sin la marea de Luna no podemos atrapar peces en la orilla —dijo el pescador.
What other ideas do you have to increase engagement and access for your English learners?

Time to check in within the Chat Box
More Resources
Resources for Building Community in a Blended or Virtual Learning Environment

Focus on

- Safety
- Communication
- Shared values and interests

- Weekly surveys to check in with students,
- Virtual office hours,
- Virtual drop-in times for students to interact socially (with teacher monitoring),
- Establish virtual classroom community agreements,
- Conduct a classroom culture inventory (what is or is not happening),
- Scaffold responsibility.

Click here, and/or here for ideas on how to build community in virtual or hybrid learning.
CCEE-SDCOE K-12 Distance Learning Units

Integrated Units of Study in Grades K-5, and thematic units in grades 6-12

Units provide flexibility for teachers and students by integrating content across ELA, ELD, Mathematics, Science, History/Social Science, Arts, Computer Science, Physical Education, and Health

Units are designed to develop increased understanding, retention, and application of key learning concepts by incorporating flexibility and choice throughout the lessons

Lessons within units utilize text, media, and simulations to support learning
Distance Learning Unidades en español

Link to Access Distance Learning Units of Study en español:
bit.ly/SDCOE-DL-Learn

This recorded session will be made available soon to download and share.

To inquire about individual support regarding instructional design or implementation of the units of study for your district please contact:
izela.jacobo@sdcoe.net
Resource Quick Links

SDCOE Innovative Digital Learnings (Over 140 archived trainings and webinars)

SDCOE Ensuring Equity in Distance Learning Resources

SDCOE Trending Tech Tools- Appy Hour Training

SDCOE Mental Health and Wellness Resources

SDCOE Zoom Resources and Trainings
MCAP FALL 2020 WEBINAR – 4th of Series

Topic: Supporting English Learners in the Rural Setting
This session will focus on how educators can connect with their English learner students and how they can provide language and learning in a rural setting. The session will also include guidance on the use of a statewide document that can be used to support Designated English Language Development in remote learning.

Speakers: Lisa Clark, Holly Harding and Angelica Hurtado

Date: Wednesday, November 4, 2020
Time: 3:15 pm - 4:00 pm (PST)
Registration: FREE

SAVE THE DATE
Next Series: Nov 18 & Dec 2

Questions? Please contact Dr. Alma Castro at alma@gocabe.org or Alexandria Ramos at alexandria@gocabe.org

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Thank you!

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