

A Compilation of Strategies

Maintain Frequent Contact



Collaborate with other Content Teachers



Provide Written Rubrics



Scaffold to Fill-in Learning Gaps



Helping English Learner Students Succeed while Distance Learning
(Citations)
May 2020



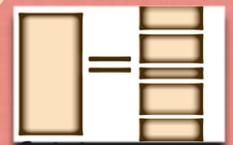
Use Multiple Forms of Assessments



Amplify ELs' Voices



Remain Flexible with Pacing



Chunk Content Instruction

A Compilation of Strategies

Strategy #1: Maintain Frequent Contact with your English Learner Students

- Personal interactions are critical for EL students' success.
- Establish regular opportunities to meet face-to-face in a virtual platform.
- Create a welcoming learning environment.
- Reach out frequently to your students and their families.
- Focus on the whole child (academic, emotional and physical health).



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Strategy 2: Collaborate with the Other Core Content Teachers

- Use online tools and applications to ensure the content objectives have aligned language objectives.
- Provide vocabulary supports and resources to develop comprehension skills necessary for success in content classes.

Succeed While Distance Learning



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Strategy #3: Provide Written Rubrics

- Specifically state language and content expectations.
- Chunk assignment into parts that make it easy to assess.
- Review written rubric with students.
- A short video would be useful to provide ELs with multiple opportunities to understand expectations.

Students Succeed While Distance Learning



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Strategy #4: Scaffold to Fill-in Prior Learning Gaps

- Provide background information necessary to comprehend new material.
- Use resources that make content information accessible to your students' level of English language proficiency (ELP).
- Provide opportunities for ELs to explore self-selected topics as needed to promote engagement.

Learning



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Strategy #5: Use Multiple Forms of Assessment

- Focus attention on learning to reduce some of the stress of the assessment itself.
- Provide multiple options for assessments to remove the burden of language proficiency vs. content mastery:
 - PowerPoint presentations with voiceovers,
 - Screencast of themselves reviewing different online resources,
 - Drawing a mind map or other artistic expression to demonstrate understanding of the material.
- When scoring assignments, provide purposeful feedback beyond “correct” and “incorrect.”

Assessing language skills is different than assessing content skills.



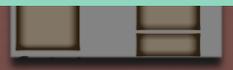
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Strategy #6: Provide Opportunities for English Learner Students to Amplify their Voices.

- Use features of electronic videoconferencing platforms to encourage ELs to speak, write and communicate as a whole group or in small groups.
- Use multimedia-rich digital tools to scaffold opportunities for your ELs to create their own content or stories and to communicate and think beyond translations.
- Use technology to scaffold more person-to-person communication by giving ELs space to record themselves, listen back, and re-record before sharing with others. And then, provide opportunities to work with partners or in small groups.
- Give ELs an authentic audience for their work by using their classmates, peers, friends or family to provide meaningful communication in the world.
- Record responses to ELs questions and provide feedback to your students based on their input.

Strategy #7: Remain Flexible with Pacing.

- Be prepared to differentiate due dates for students who struggle with the rigor or style of remote learning or just need more time due to their level of ELP.
- Try working with “windows of time” instead of specific due dates for some assignments.
- Be consistent in the schedule, expectations and communication with ELs.
- Have all work for the week posted by the start of the week and due at the end of the week (or even over the weekend).

Consider individual learning styles.



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Strategy #8: Chunk Content Instruction

- Limit the frequency of assigning long text passages or even long videos to EL students.
- Chunk or intentionally pace instruction to deliver one idea at a time or one step at a time.
- Add visuals to represent ideas.
- Provide online interactions to allow EL students opportunities to discuss ideas or process the information learned.



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Sources

Guidance on Remote Learning for English Learners. Massachusetts Department of Elementary and Secondary Education. (n.d.). Educational Resources for Students and Families. Retrieved April 21, 2020, from <http://www.doe.mass.edu/covid19/ed-resources.html>

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