

REIMAGINING EDUCATION DURING COVID-19 and BEYOND

Learning School English in a Virtual, Distance, or Remote Environment

**2020 Fall Virtual Instructional Leadership Conference
October 6-7, 2020**

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Session Logistics

- **Handouts:** Session handouts are available for download in the handouts section on your screen and at www.gadoe.org/sdeevents
- **Questions:** Use the question box to type questions or comments throughout the presentation
- **Feedback:** We ask all participants complete the pop-up feedback survey after the close of the session
- **Recording:** A link to the session recording and certificate of attendance will be emailed in 24-hours
- **On Demand:** All sessions will be available on-demand following the conference on the [SDE Events and Conference webpage](#)



Session Goals

1. Understand the legal obligations for schools to teach English learners (ELs) the English of school, even in a virtual, distance, or remote environment.
2. Recognize how Georgia's ESOL delivery models would work in virtual and hybrid environments.
3. Become familiar with resources for teaching ELs virtually.
4. Identify ways to support diverse families and provide equity in education.

Building Background: Vocabulary Acronyms

1. DLRs
2. ELs
3. ESOL
4. ELP
5. IES
6. LEA
7. NCELA
8. OELA
9. REL
10. USED

Poll:

How many of these acronyms do you know?

- A. Less than 3
- B. 3-6
- C. 7-9
- D. All 10



Vocabulary Acronyms

- | | |
|----------|--|
| 1. DLRs | 1. Digital Language Learning Resources |
| 2. ELs | 2. English learners |
| 3. ESOL | 3. English to Speakers of Other Languages |
| 4. ELP | 4. English language proficiency |
| 5. IES | 5. Institute for Education Sciences |
| 6. LEA | 6. Local Education Agency |
| 7. NCELA | 7. National Clearinghouse for English Language Acquisition |
| 8. OELA | 8. Office for English Language Acquisition |
| 9. REL | 9. Regional Educational Laboratories |
| 10. USED | 10. United States Department of Education |

Federal Mandates & State Framework

Why we do what we do.



*Offering a holistic education to **each and every child** in our state.*



Federal & State Guidance

Federal Laws

- USED's Office for Civil Rights & the Department of Justice's [*Dear Colleague Letter: English Learner Students and Limited English Proficient Parents*](#) (Jan 7, 2015)

State Guidance

- [State Board of Education Rule 160-5-4-.02](#) (updated 2017)
- [State-funded ESOL courses](#)
- [Reporting ESOL Delivery Models](#)

ESOL Language Program – LEAs' Legal Obligations

Title VI of the Civil Rights Act of 1964 and EEOA

1. Monitor and evaluate EL students progress in English and academic grade-level knowledge;
2. Exit them when they are proficient in English; and
3. Monitor exited students to ensure they were not prematurely exited.

Evaluate the effectiveness of the LEA's ESOL Program to ensure EL students acquire English and that the program is reasonably calculated to allow ELs to attain parity of participation in the standard instructional program with a reasonable time period.

Meet the needs of EL students whose parents opt them out of ESOL

2. Ensure English learners have equal opportunities to participate meaningfully in curricular and extra curricular activities.

Provide EL students with an educationally sound and successful ESOL Program.

Identify and screen all potential EL students in a timely, valid, and reliable manner.

Provide prepared and trained ESOL teachers and staff.

Avoid unnecessary segregation of EL students (i.e. Sheltered & Pull-out Models).

Ensure meaningful communication with EL parents.

Ensure that EL students who have or are suspected of having a disability under IDEA or Section 504 are identified, located, and evaluated in a timely manner and that their language needs are considered in evaluations and services.

USED Fact Sheet: Providing Services to English Learners



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

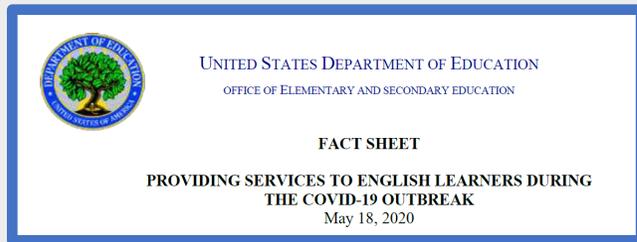
FACT SHEET

PROVIDING SERVICES TO ENGLISH LEARNERS DURING
THE COVID-19 OUTBREAK
May 18, 2020

Handout #1

- **Q5** – *Must an LEA providing remote learning provide language instruction services to ELs?*
- **YES**, if an LEA is providing remote learning for its students, the LEA must provide language instruction services & supports to ELs to the greatest extent possible.

USED Guidance



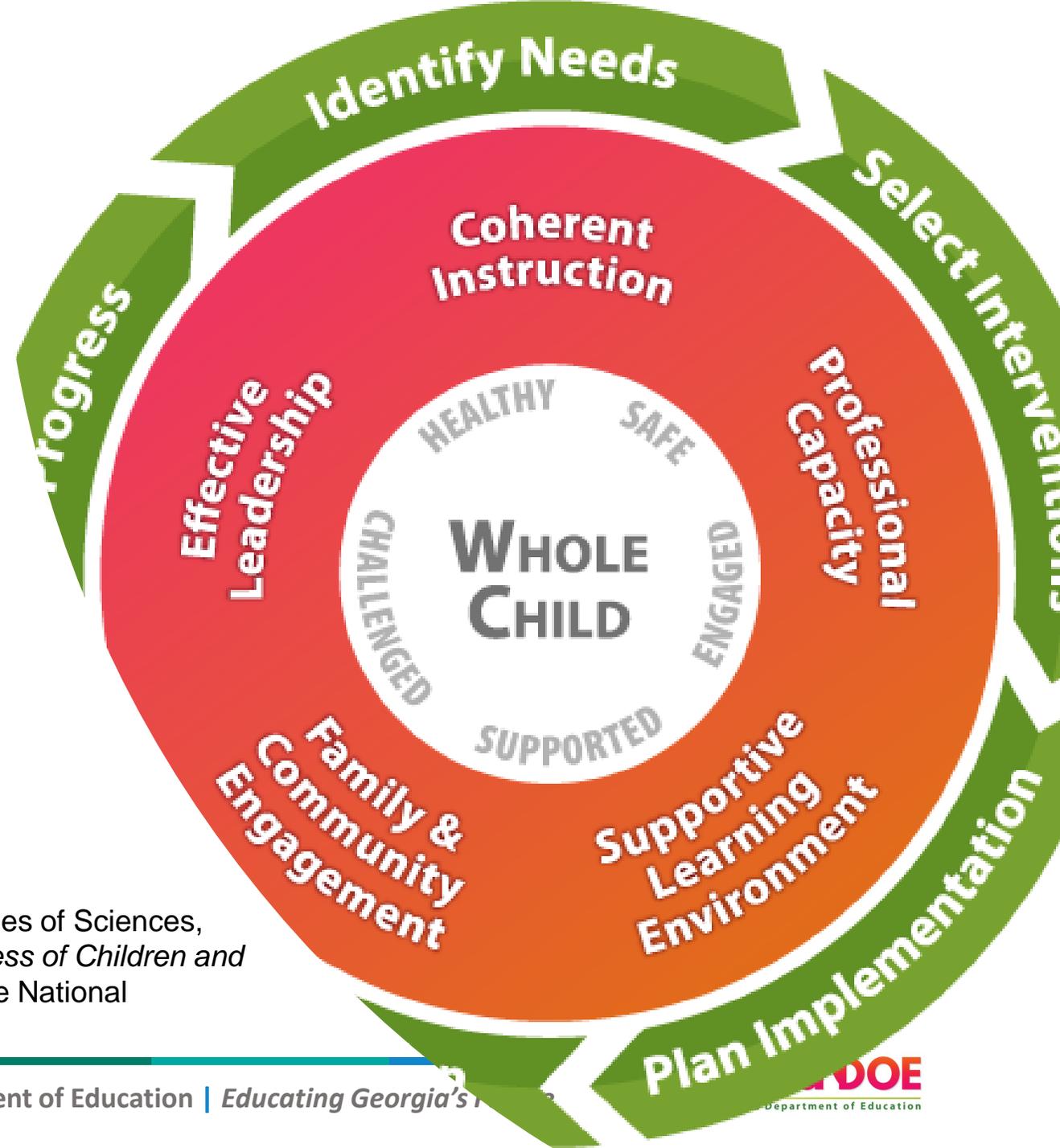
Handout #2: ESOL Distance Learning Plan Template (optional)

- EL services may be provided virtually, online, or via telephone.
- Alternative access to the curriculum or services provided to other students
- Digital language learning resources (DLRs)
- Digital meetings
- Non-technology-based strategies
- Online data tracking
- Remote instruction
- Teacher check-ins
- Telephone calls
- Tutorials
- Documentation of services, supports, and accommodations* is important!

A Coherent Instructional System

Research studies typically do not identify district factors that will help educators serve ELs more effectively, however, having a **coherent academic program** in which administrators and teachers are focused on doing whatever it takes to ensure ELs' academic success is the key overarching factor across studies.

Coleman and Goldenberg, 2010, as cited in the National Academies of Sciences, Engineering, & Medicine (2017) *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*. Washington, D.C.: The National Academies Press. <https://doi.org/10.17226/24677>, p. 271.



How coherent is virtual instruction for English learners?



[School & District Effectiveness](#)

- Planning for quality instruction
- Delivery quality instruction
- Monitoring student progress
- Refining the Instructional System



Georgia's ESOL Delivery Models

What works virtually?

Link to Prior Learning (Poll)



Which ESOL Delivery Models in Georgia tend to segregate EL students from their English-speaking peers?

- A. Pull-out, Scheduled ESOL, & Sheltered Content
- B. Dual-language Immersion and Sheltered Content
- C. Push-in and Resource/Lab
- D. Scheduled & Sheltered at Newcomer Programs only

Some ESOL Delivery Models

1. **Scheduled Language Acquisition** – EL students receive instruction in the English for academic purposes using grade-level content as a medium for building language skills.
2. **Push-in/Co-teaching** – EL students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from an ESOL teacher.
3. **Sheltered Content** – EL students receive language and content instruction in a class composed only of ELs.
4. **Resource/Lab** – EL students receive language instruction in an individual or group setting supplemented by multimedia resources or digital language learning resources.

What do these look like in a virtual environment?

- ESOL teachers should continue to provide language development instruction to EL students who were served in a [Scheduled ESOL Delivery Model](#).
- ESOL teachers should continue to **collaborate** with the content teacher to ensure appropriate supports, modifications, and language differentiated scaffolds are provided to ELs in distance or remote learning classes using the [Push-in or Collaborative Delivery Model](#).
- Content teachers who are ESOL endorsed/certified and mainstream teachers should continue to provide appropriate supports and accommodations to EL students who were previously in [Sheltered Content or mainstream classrooms](#).

Documentation: Handouts #2 & #3

From SDE's Handbook – ESOL Section

- Instructional Schedule
- Communication with parents/guardians
- Student Progress Monitoring

From ESOL - GA's Optional English Language Development Plan (Fillable)

- Proficiency Levels in 4 domains
- Language Goals
- Language Plan
- Language Assessments
- Language Accommodations



Resources for Teaching ELs in Online Environments

Where do we go?

Supporting ELs through Technology – Five Principles

1. Understand what educational technology offers for instructing English learners
2. Discover the types of educational technology available
3. Maximize the supports that educational technology offers English learners
4. Seek out hands-on, instruction-focused professional development
5. Learn more about English learners and educational technology

U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, National Study of English Learners and Digital Learning Resources, Educator Toolkit: Using Educational Technology—21st Century Supports for English Learners, Washington, D.C., 2018. This toolkit is available on the Department's website at:

<http://www2.ed.gov/about/offices/list/oepdp/ppss/reports.html>

Educator Toolkit - <https://www2.ed.gov/rschstat/eval/title-iii/educational-technology-educator-toolkit.pdf>

Questions to Ask!

- Am I keeping the needs of English learners (ELs) in mind as I seek out & explore educational technology?
- Do I ask whether the resource will support the specific languages of our EL students and their levels of English language proficiency (ELP)?
- Are the resources culturally appropriate?



Supporting English Learners (ELs)
Through Technology

September 26, 2019

See Handout #4

https://ncela.ed.gov/sites/default/files/Technology_Study_PPT_9.26.2019_FINAL_0.pdf

Choosing Effective Digital Language Learning Resources (DLRs) for ELs

- Include visual and auditory and other support features
 - Text to speech for highlighted words or text selection
 - Read aloud in multiple languages
 - Visual and/or auditory definition with visuals/videos
 - Closed captioning
 - Record/replay voice
- Engage students in academic content while building language and literacy skills
- Provide supports in multiple languages (translation by spoken or printed word/text)
- Provide grade-level content and age-appropriate design or older ELs at English Proficiency Level 1

Other Resources

1. National Clearinghouse for Language Acquisition (NCELA) [Ensuring Continuity of Learning:](#)
 - [Facilitating Online Learning](#)
 - NCELA: [Resources to Share](#)
 - NCELA: [Distance Learning Plan](#)
2. [USED's Office for English Language Acquisition \(OELA\)](#)
3. [Office of Educational Technology – EdTech for English Learners](#)
4. [Immigrant Connections – Supporting Educators and Organizations](#)
5. **Abriendo Puertas Opening Doors: [NEW RESOURCE: Latino Parent Voices: What Our Families Need Now](#)**
6. [WIDA – Teaching Multilingual Learners Online](#)

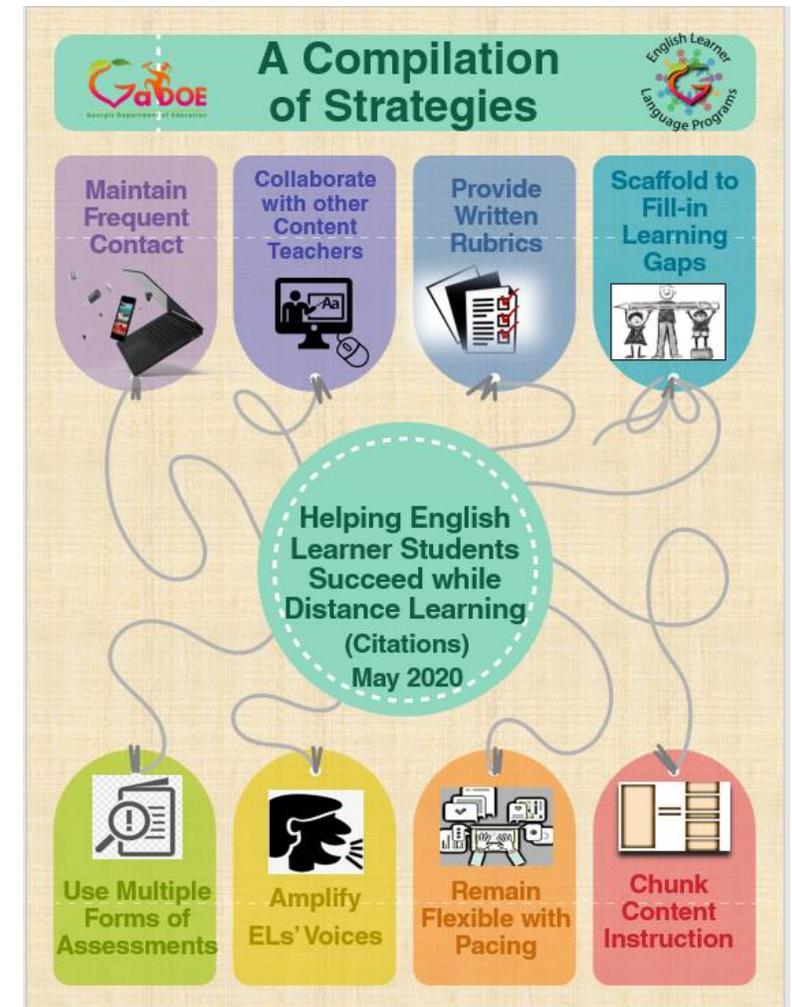
More Resources

- Institute for Education Sciences (IES) - [*FAQs on Meeting the Needs of ELs in an Online Environment*](#)
- CAL – Center for Applied Linguistics – [*Free online learning resources*](#)
- RIDE (Rhode Island Department of Ed) – *Consejos para aprender en línea.*
- Regional Educational Laboratories (REL) – *Locating the latest research on K12 Online & Blended Learning*
- WestEd – *How to Support ELs in Distance Learning*

Resources on GaDOE ESOL Language Program website

Continuity of Language Learning Resources

- Georgia's Optional ESOL Distance Learning Plan Template (Fillable)
- USED EL Fact Sheet: Providing Services to ELs during School Closures
- Strategies for Assisting English Learner Students Online
- Online Resources for ESOL Teachers
- CCSSO Compiled List of State Resources for the Education of ELs
- Suggestions for Online ESOL Classes and Activities
- Resources for Parents at Home
- Infographic: ESOL Teacher Strategies for Distance Learning



Supporting Diverse Families during Online Education

What do they think they need?



Activating Background Knowledge

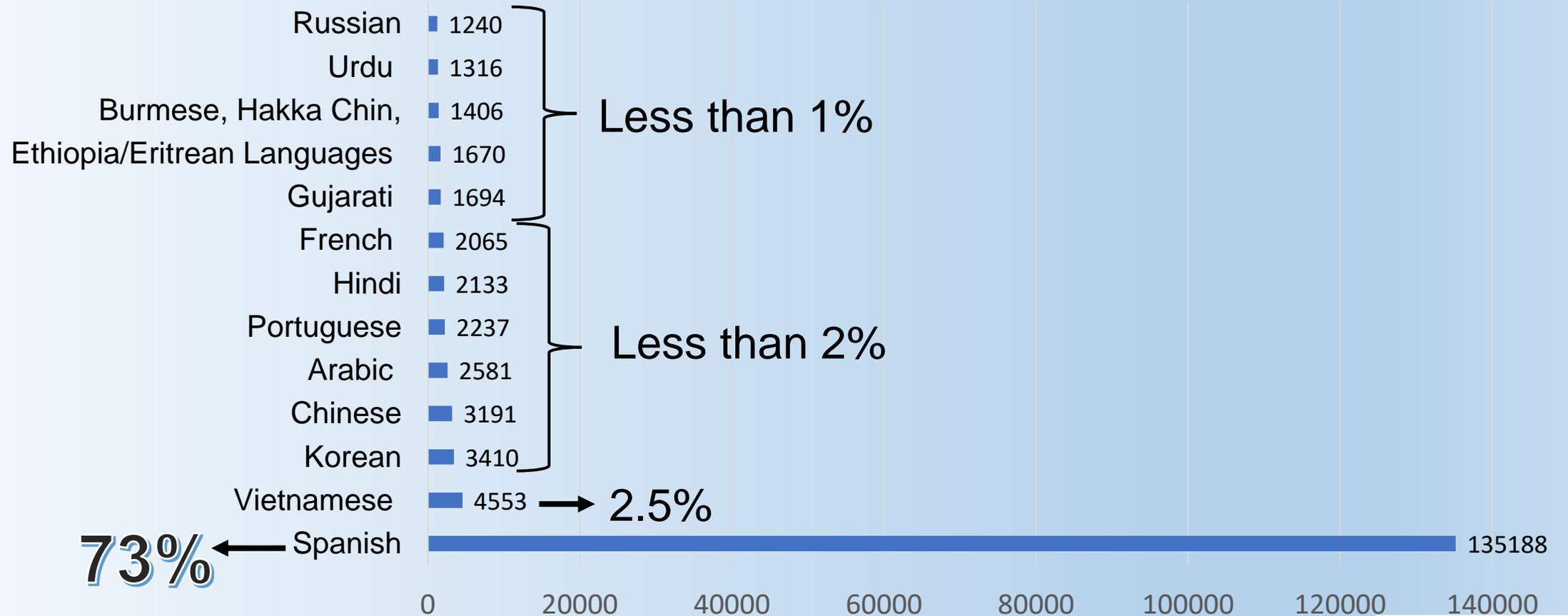
After English & Spanish, what were next three top languages in Georgia's schools in 2020?

- A. Vietnamese, French, Portuguese
- B. Korean, Chinese, Arabic
- C. Portuguese, Hindi, French
- D. Vietnamese, Korean, Chinese
- E. Arabic, Urdu, Gujarati



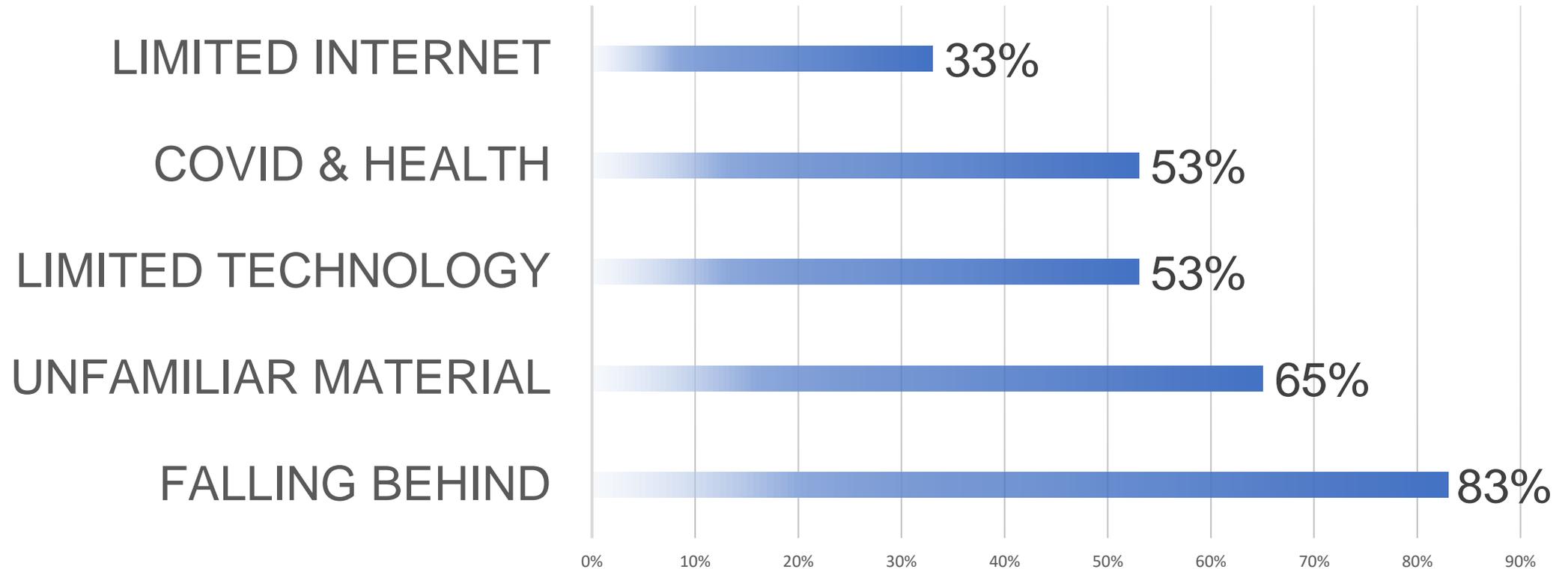
Top Ten Languages in Georgia Schools in 2020

Out of 90 Languages in addition to English

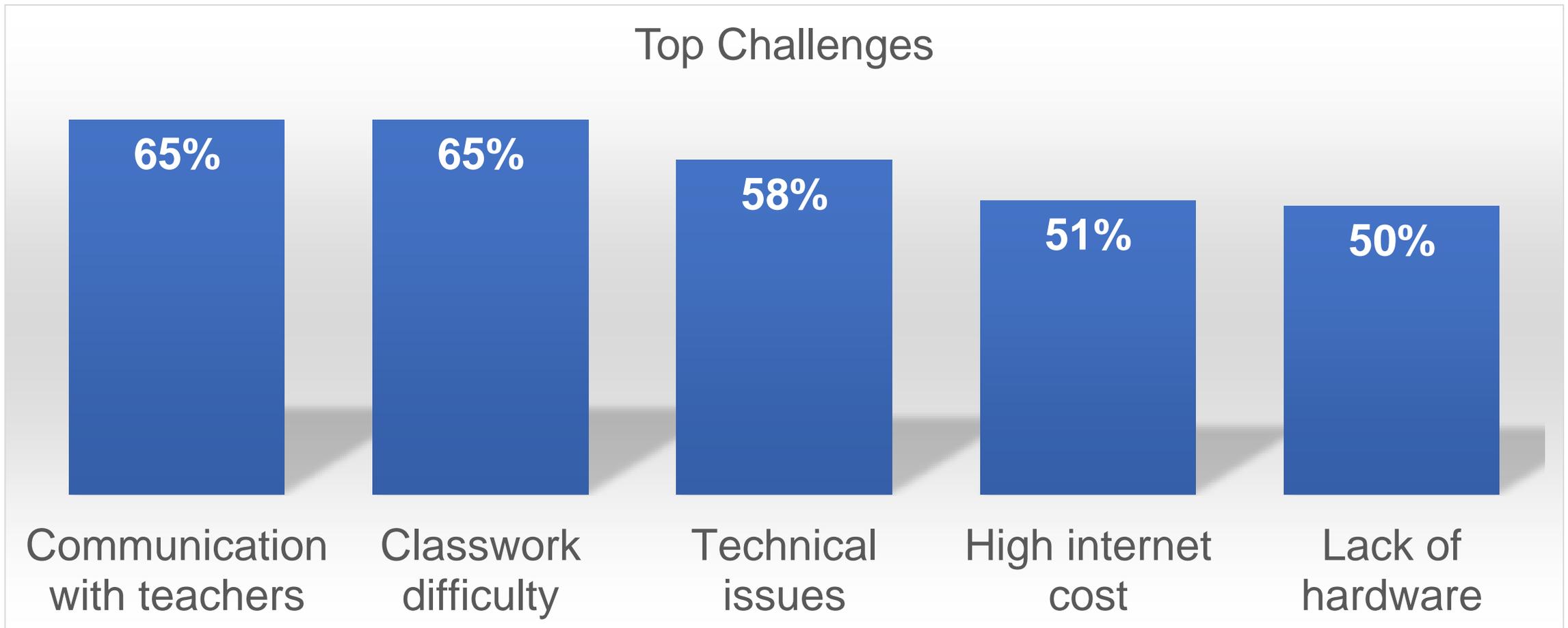


¡Ayúdame! ¡Soy padre-maestro!

HISPANIC PARENTS' KEY CONCERNS



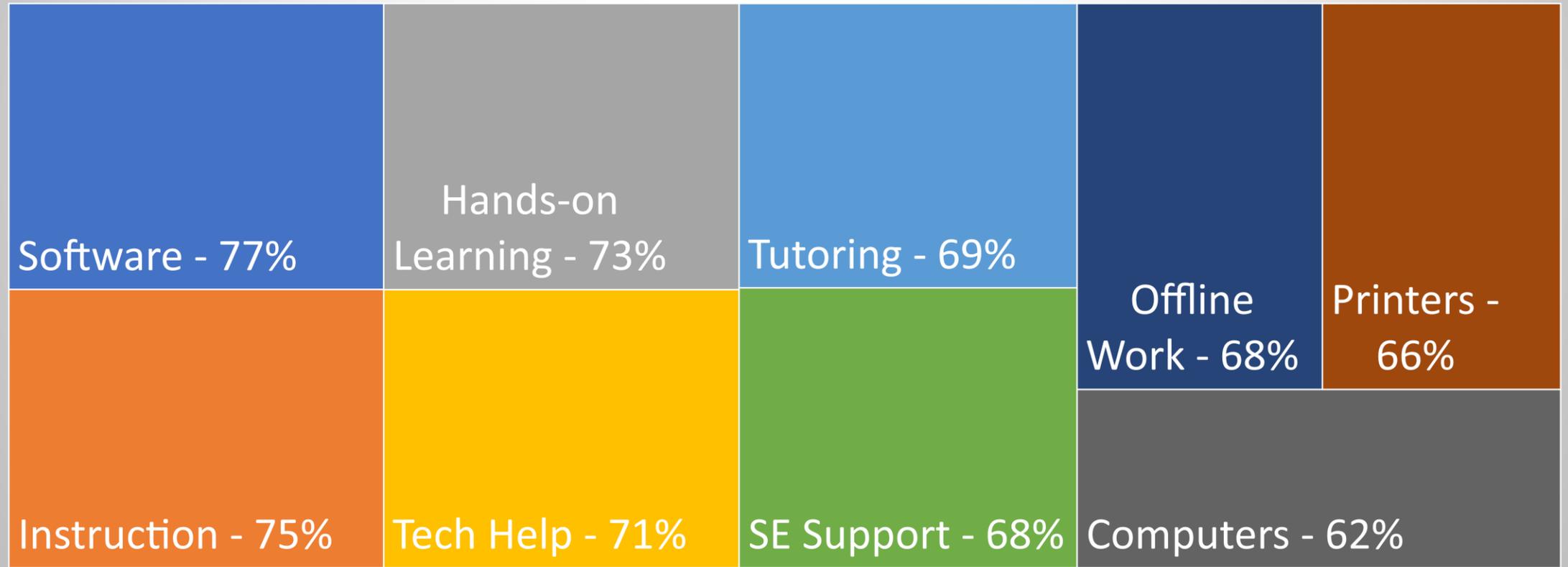
Spanish-speaking Parents' Top Challenges for Distance Learning



SOURCE: Latino Parent Voices: What Our Families Need Now, <https://nationalsurvey.ap-od.org/>

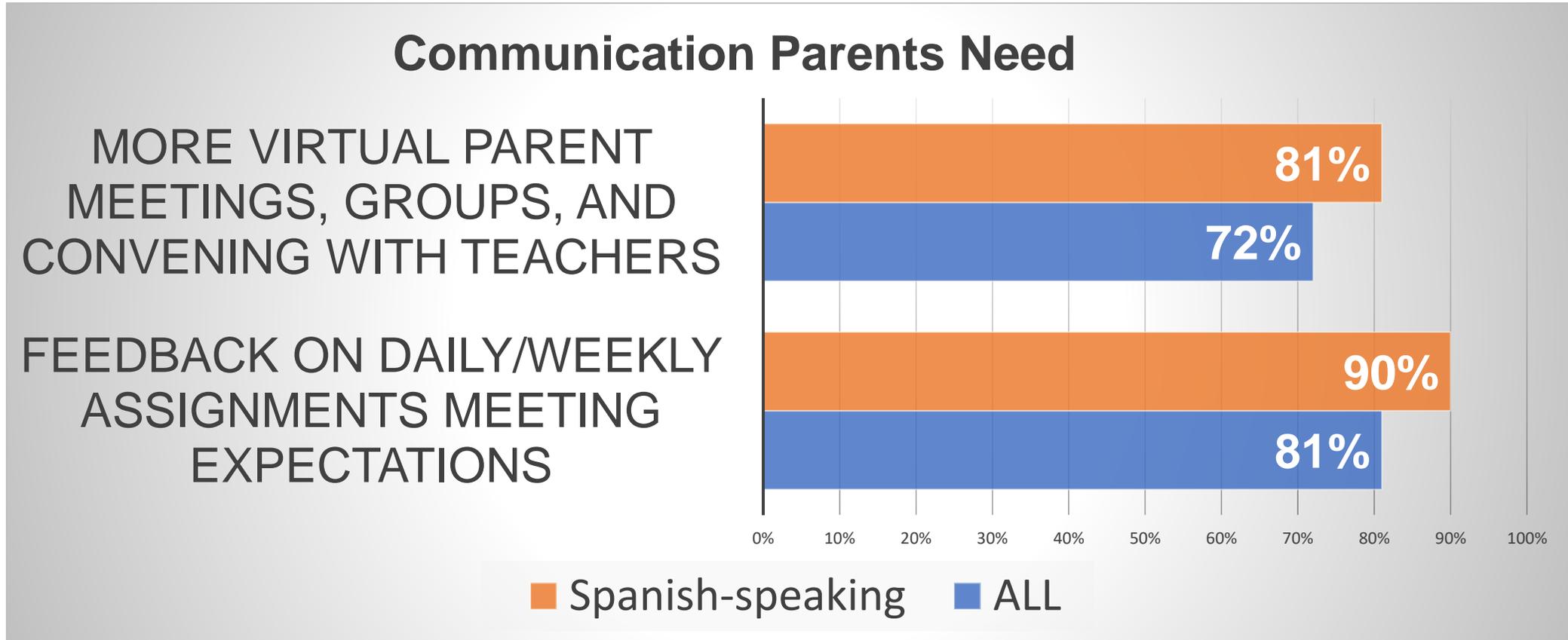
Lo que necesitamos, ¡ahora!

What Hispanic Parents Say they Need for their Children to be Successful Learning at Home



SOURCE: Latino Parent Voices: What Our Families Need Now, <https://nationalsurvey.ap-od.org/>

Comunicate conmigo, por favor.



SOURCE: Latino Parent Voices: What Our Families Need Now, <https://nationalsurvey.ap-od.org/>



Review Session Goals

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[youtube.com/c/GeorgiaDepartmentofEducation](https://www.youtube.com/c/GeorgiaDepartmentofEducation)

EL Language Programs Helpdesk:

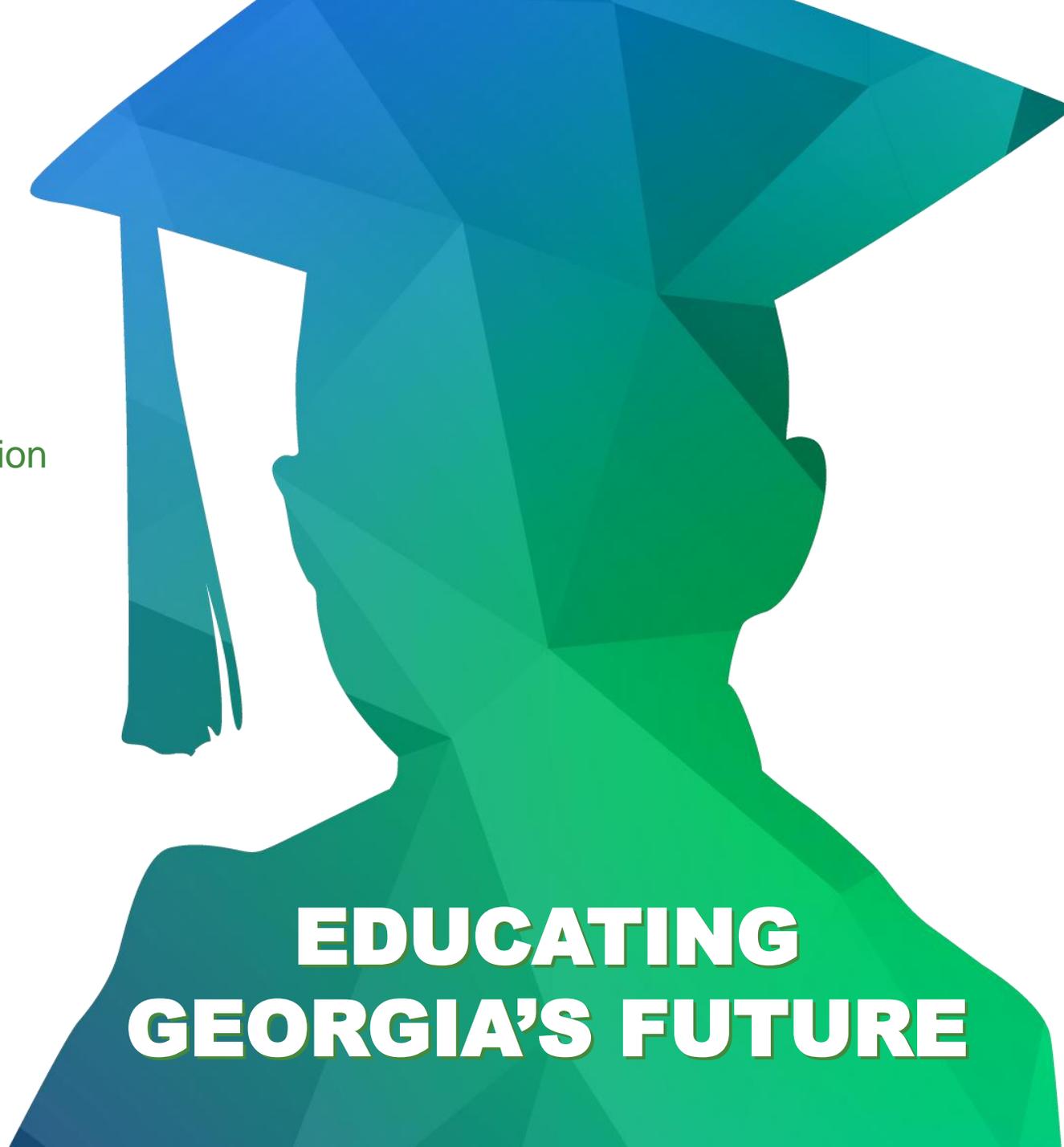
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Georgia Department of Education



**EDUCATING
GEORGIA'S FUTURE**



Session Feedback

The Georgia Department of Education believes in continuous improvement and would appreciate your feedback to ensure the presentations we provide are of the highest quality and meet the needs of the specific audience.

Please take a moment after the session ends to complete the pop-up feedback survey.

Share your conference highlights now!

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