

# Virtual Tools for the Teaching Trade

Tools that Benefit ELs



June 17, 2020

**Melissa Banks, LeighAnne Cheeseman, Sandy Elliott**



Technology Support Specialist,  
Assistant State Literacy/English Learner Coordinator (K-3),  
English Learner Intervention Support Specialist

## VISION

---

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## MISSION

---

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1

**ALL**

Students  
Proficient  
and Showing  
Growth in  
All Assessed  
Areas



2

**EVERY**

Student  
Graduates  
from High  
School and  
is Ready for  
College and  
Career



3

**EVERY**

Child Has  
Access to  
a High-  
Quality Early  
Childhood  
Program



4

**EVERY**

School Has  
Effective  
Teachers and  
Leaders



5

**EVERY**

Community  
Effectively  
Uses a  
World-Class  
Data System  
to Improve  
Student  
Outcomes



6

**EVERY**

School and  
District is  
Rated "C"  
or Higher



# Session Norms

- Mute your computer to reduce background noise.
- Add questions in the chat.
- Link for sign-in sheet will be posted at the end of the session.



This session is being recorded

# Session Goals

---

To understand:

- Instructional strategies for supporting ELs
- Tools for supporting ELs in a distance learning setting
- Practical application of digital tools



# Instructional Strategies

Supporting ELs in a Distance Setting





How comfortable are you with the delivery method you are currently using or that you used over last part of the school year to support your EL students during distance learning?

- a. I was not comfortable with the technology and did not feel I was truly meeting my EL students' needs
- b. I was somewhat comfortable with the technology but was not sure that it was adequately meeting my EL students' needs
- c. I was completely comfortable with the technology and felt that it helped me to meet the needs of my EL students
- d. I did not use technology to meet the needs of my EL students.

What assumptions are we making

- About our students' learning environment?
- About our students' access to resources and technology?
- About other family support or other responsibilities our students may have at home?



# Turning Challenges into Opportunities

## Challenges

- Learner variability
- Supporting academic growth along with English language growth
- Managing technology for teachers and for students
- Teachers are not “with” students



# Turning Challenges into Opportunities

- Remove barriers in the learning environment
- Focus on clear learning goals
- Provide multiple means of representation and expression
- Provide guided practice
- Provide scaffolds and embed accommodations
- More time for teacher collaboration
- More opportunities for professional learning



## 6 Key Considerations for Supporting ELs with Distance Learning

1. Develop and maintain a powerful connection between home and school
2. Focus on rich academic language
3. Emphasize oral language
4. Teach thematically
5. Utilize specifically differentiated instruction
6. Encourage continued development of the home language as well as English



## Develop and Maintain a Powerful Connection Between Home and School

- Provide families with multilingual prompts for home conversations about class topics whenever possible
- Utilize open-ended assignments for students to express what they are experiencing during this time (orally or in writing)
- Keep communication open so families can share what is and isn't working for their child
- Use translation devices to ensure all assignments and other instructions are comprehensible
- Encourage family conversation at home to support children's academic learning

# Encourage Development of the Home Language as well as English

---

- Connect to websites, Facebook groups, to support bilingual instruction
- Provide students and families with resources for content and literacy in their home language
- We want to encourage development of the language that children are loved in while developing English language skills

# Virtual Conferencing Tools



Zoom



Microsoft Teams






Google Meet  
(formerly Google Hangout)






*Local school districts have discretion over which technology partners and products are utilized in their districts. For legal advice regarding technology services, please contact your local school board attorney.*

# Virtual Conferencing Tools: Fun Features

Fun Features			
Virtual backgrounds	<b>X</b>	<b>X</b>	
Breakout rooms	<b>X</b>		
Anonymous polling	<b>X<sub>+</sub></b>		
Reactions	<b>X</b>	<b>X</b>	
Non-verbal feedback (Participant List view)	<b>X<sub>+</sub></b>		
Closed-captioning	<b>X</b>	<b>X</b>	<b>X</b>

# Virtual Conferencing Tools: Fun Features

Fun Features			
Transcription of recorded meeting	X	X	
Hand raise	X	X	
Chat box	X	X	X
Screen share	X	X	X
Whiteboard	X	X	*
Annotation	X	*	*



# Virtual Conferencing Tools: Quick Tutorials

---



[Zoom video tutorials](#)



[Microsoft Teams for Education Quick Guide](#)



[Google Meet Tutorial](#)

[Use Google Jamboard as Whiteboard in Google Meet](#)

# Virtual Conferencing Tools: Whiteboard



[https://www.youtube.com/watch?time\\_continue=1&v=6Y6JAwUxOQQ&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=1&v=6Y6JAwUxOQQ&feature=emb_logo)

# Virtual Conferencing Tools: Reactions



[https://www.youtube.com/watch?v=nEEMS\\_5Rogq&feature=emb\\_logo](https://www.youtube.com/watch?v=nEEMS_5Rogq&feature=emb_logo)

# Virtual Conferencing Tools: Breakout Rooms



[https://www.youtube.com/watch?v=dw0B50Rafq4&feature=emb\\_logo](https://www.youtube.com/watch?v=dw0B50Rafq4&feature=emb_logo)

# Virtual Meeting Tools: Ideas and Tips

---

- Make sure to keep your account up-to-date
- Use polling as an exit ticket and for formative assessments
- Utilize breakout rooms for one-on-one, partner, or group work/cooperative learning activities
- Connect your document camera or use your [cell phone as a document camera](#) for demonstrations

# Virtual Ideas and Tips

- Teach virtual etiquette
- Begin each class by screen-sharing an agenda/schedule
- Embrace “the pause” to encourage think time
- Look at the camera to create eye contact with students
- Share your screen often to keep it engaging
- Vary the way students respond



# Independent Practice: Option 1

---

- Using Zoom, Microsoft Teams, or Google Meet, practice using one of the digital tools demonstrated that you are less familiar with and would like to incorporate into your teaching (either remotely or in a traditional classroom setting).
- Write a reflection on the pros and cons of using this tool with English learners and any adjustments you may need to make to best support EL students; include screen shots of your practice in your reflection.
- Submit your reflection to: <https://forms.gle/y3p7TZVLfUP3Dczt8>

# Independent Practice: Option 2

- Read the Article *10 Top Homework Tips for Parents*  
<https://tinyurl.com/ya2rbkk6>
- Write a reflection on how this applies to EL families and any additional considerations when discussing these ideas with parents. Look closely at numbers 9 and 10 and in your reflection. Include additional talking points that you would use when talking to parents about how to facilitate their child's homework completion.
- Submit your reflection to: <https://forms.gle/y3p7TZVLfUP3Dczt8>



## Need CEUs? Virtual Sign-In Sheet:

---

.5 CEUs are being offered to educators who attend all three of the webinars in this summer series in addition to completing the assigned after-session tasks following sessions 1 and 2.

To sign in and show you participated in today's session, visit <https://tinyurl.com/y8q9ec3o> and type in your name.

**This Google Doc will only be open for 10 minutes!**  
**Please sign in before you leave!**

- Article link: 6 Key Considerations for Supporting English Learners with Distance Learning <https://seal.org/6-key-considerations-for-supporting-english-learners-with-distance-learning/>

# Student Intervention Supports

---

## **Bureau Director**

Laurie Weathersby

[lweathersby@mdek12.org](mailto:lweathersby@mdek12.org)

## **Behavior Specialist**

Ginger Koestler

[gkoestler@mdek12.org](mailto:gkoestler@mdek12.org)

## **Secondary Specialist**

Jayda Brantley

[jbrantley@mdek12.org](mailto:jbrantley@mdek12.org)

## **English Learner Specialist**

Sandra Elliott (PreK – 12)

[selliott@mdek12.org](mailto:selliott@mdek12.org)

## **Gifted Specialist**

Jen Cornett

[jcornett@mdek12.org](mailto:jcornett@mdek12.org)

## **Technology Specialist**

Melissa Banks

[mbanks@mdek12.org](mailto:mbanks@mdek12.org)

# English Learner Contacts

## Instruction

LeighAnne Cheeseman  
Assistant State Literacy /  
English Learner Coordinator (K-3)  
[lcheeseman@mdek12.org](mailto:lcheeseman@mdek12.org)

## Intervention/Instruction

Sandra Elliott  
English Learner Intervention  
Support Specialist (PreK – 12)  
[selliott@mdek12.org](mailto:selliott@mdek12.org)

## Assessment

Sharon Prestridge  
ELPT Program Coordinator  
[sprestridge@mdek12.org](mailto:sprestridge@mdek12.org)

## Office of Federal Programs

Farrah Nicholson  
Office Director  
Office of Federal Programs  
[fnicholson@mdek12.org](mailto:fnicholson@mdek12.org)



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

---

## Sandra Elliott

English Learner Intervention Support Specialist

[selliott@mdek12.org](mailto:selliott@mdek12.org)

601-359-2586

**mdek12.org**

