Addressing the Gap:

Resources and Tips for Returning to School

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Session Norms

- Mute your computer to reduce background noise.
- Add questions in the chat.
- Link for sign-in sheet is provided in the chat.

This session is being recorded!
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
State Board of Education Goals

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 Goals

Addressing the Gap
• Identifying current levels
• Addressing the learning gaps
• Supporting growth
• Pacing Technology
Poll Question

How is your district planning to return to school in August?

a. 100% traditional school
b. 100% virtual school
c. A hybrid model using both in school and virtual school
d. I do not know
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
Tools for Identifying Current Levels

- Language levels
- Academic levels
How do we know where they are linguistically?

<table>
<thead>
<tr>
<th>Using ELPT Scores</th>
<th>Without ELPT Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Proficiency Report</td>
<td>EL Progress Checklist</td>
</tr>
<tr>
<td>Diagnostic screener data</td>
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</tr>
<tr>
<td>Parent and Teacher input (EL and general education)</td>
<td></td>
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</table>
The Student Proficiency Report

All teachers with EL students need to be given this data at the beginning of every school year.
# Student Proficiency Report

<table>
<thead>
<tr>
<th>Language Context Strands</th>
<th>Speaking</th>
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<tr>
<td></td>
<td>RGA</td>
<td>Points Obtained</td>
<td>Points Possible</td>
<td>RGA</td>
</tr>
<tr>
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<td>13 ▲</td>
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<td>6</td>
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<td>7</td>
<td>14</td>
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<td>5</td>
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RGA: The Reference Group Average is the expected average performance of the student sample used in LAS Links Field Testing.

▲ = Indicates student scored at or above Reference Group Average.
X = Scores not reported for strands with less than three points.
N/A = Not Applicable.
INV = Test Invalidation.

*The Academic scores for each Skill Area include all language context strands except the 'Social, Intercultural, and Instructional Communication' strand.
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EL Teacher Checklist

• Based on the LAS Links Proficiency Level Descriptors
• Created to support school personnel in identifying student levels in the event of no ELPT reports
• Addresses 4 domains of listening, speaking, reading and writing
• Includes separate checklists for each grade band
## Kindergarten EL Progress Checklist

Please provide feedback for domain specific skills for this EL student.

### Student Name

Teacher(s) completing this form

Subject(s) you teach/taught this student

### Speaking (K)

#### Above Proficient
1. The student can produce simple sentences and use correct grammar when:
   - (check all that apply)
   - making requests
   - asking for clarification
   - describing situations
   - vocabulary
   - grammar appropriate for their age

#### Proficient
1. The student can produce simple sentences and use correct grammar when:
   - (check all that apply)
   - making requests
   - asking for clarification
2. The student can use appropriate words and phrases to:
   - label and describe the purpose of less common objects
3. The student can use accurate vocabulary to
   - narrate a story related to a sequence of pictures about school-related activities
4. Minor errors
   - do not interfere with communication

#### Intermediate
1. In social and academic settings, the student can use appropriate words and phrases when:
   - (check all that apply)
   - conducting transactions
   - making requests
   - asking for clarification
2. The student can narrate a story related to a sequence of pictures about school-related activities using vocabulary that is:
   - mostly accurate
   - limited
3. The student provides mostly clear information although errors interfere with communication

#### Early Intermediate
1. In social and academic situations, students typically use basic vocabulary and simple phrases to:
   - (check all that apply)
   - name or describe common objects
   - express opinions or preferences.
2. The student can narrate a story related to a sequence of pictures about school-related activities using:
   - restricted vocabulary
   - developing grammar which limits expression
3. Errors
   - frequently impede communication

### Additional comments:

Based on LAS Links Proficiency Level Descriptors
# Ninth – Twelfth Grade EL Progress Checklist

Please provide feedback for domain specific skills for this EL student.

**Student Name**

**Teacher(s) completing this form**

**Subject(s) you teach/taught this student**

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**Additional comments:**

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## Reading (9-12)

### Above Proficient

1. The student (check all that apply)
   - recognizes uncommon synonyms, salient gradations of meanings using context clues, and unfamiliar idioms
2. The student uses prediction to read fluently, make inferences from challenging texts, synthesize text, recognize literary techniques, and uses self-monitoring techniques to check for understanding

### Proficient

1. The student typically (check all that apply)
   - draws complex conclusions from lengthy passages and distinguishes nuances of meaning
2. The student interprets alternate expressions of ideas, analyzes the organization of passages, and identifies theme, tone, and author’s purpose
3. Errors
   - do not interfere with comprehension

### Intermediate

1. The student typically (check all that apply)
   - uses knowledge of high-frequency affixes and context clues to determine word meanings and identify synonyms of high-frequency social and academic vocabulary
2. From a simple narrative, the student can (check all that apply)
   - recall stated and implicit details, distinguish main ideas, compare and contrast information, draw conclusions, and make some inferences
3. Errors
   - interfere with comprehension

### Early Intermediate

1. The student (check all that apply)
   - recalls simple information from text, identifies main ideas and supporting details, and makes simple inferences
2. The student can (check all that apply)
   - identify common idiomatic expressions and paraphrases passages
3. Errors
   - frequently impede comprehension

### Beginning

1. The student is starting to develop: (check all that apply)
   - receptive skills in English
   - productive skills in English
How to Use the Checklist

Collaboration is Key!

• EL and general education teachers should work together to consider student capabilities

• Can be based on end of 19-20 school year abilities or summer abilities if the student attended summer school

• Can be completed at the beginning of the year to determine goals for LSP

• Can be used as a guide for teachers in ensuring they are working on goals to grow the student's linguistic skills
Addressing the Gaps

Summer Slide +

- Linguistic
- Academic
Term used to describe the learning loss students can experience over the summer while they are out of school.

In an average school year, students can be expected to lose 20% of their year's learning gains in ELA, and 27% of their year's learning gains in mathematics.

However...
Concerns Due to COVID-19: Mathematics

Figure 1. Mathematics forecast

Concerns Due to COVID-19: ELA

• In addition to possibly losing content knowledge over the summer months, English Learners also have the potential to lose some of the gains they made with their language acquisition.

• Even if they are not actively practicing using their English, ELs can still build strong foundations for future learning by continuing to engage with learning over the summer in their first language.
Summer Learning vs. Summer Slide

- Reading and talking about texts in their home language
- Expanding L1 vocabulary will provide a foundation for L2 acquisition
- Watching television and movies in English is still exposure to English – encourage it
"There is no one reality students have experienced as they were out of school. Nor was anybody static. Everyone had experiences that will influence them and that they can draw from... All students will come to school having learned, whether learning entrenched in academics or focused more squarely on pragmatic life lessons. All learning and experiences have value."

How are students' needs unique during COVID?

All students now have interrupted schooling

- Stress
- Literacy and academic gaps
- Frustration
- High risk of dropping out
Addressing Content Amidst Unfinished Learning
Students must be talking and actively producing language.

- Emphasize oral language even in virtual spaces.
- During videotaped or live read alouds: model thinking aloud, ask comprehension questions, leave time for students to think and respond (even if no one is there to hear their answers).
- Practice academic vocabulary and fluency with chants and songs. For students without an online option, send home chant and song booklets, and encourage students to practice with their families.
- Incorporate technology to break students into smaller groups to discuss content material/topics.
Principles and Strategies for Addressing Unfinished Learning

1. Stick to grade-level content and instructional rigor
2. Focus on the depth of instruction rather than the pace
3. Prioritize content and learning
4. Maintain the inclusion of every learner
5. Identify and address gaps in learning through instruction
6. Focus on the commonalities that students share in this time of crisis, not just their differences
• Keep the focus on grade-level content and rigor

• Address learning gaps as needed with the context of grade-level work
What should we do?

- Provide scaffolded support to help students comprehend the content being taught
- Allow students the opportunity to express thinking and ideas with peers
- Incorporate daily re-engagement of grade-level content
Focus on the Depth of Instruction, Not the Pace

- Utilize a “just in time” teaching strategy
- Take the time to provide patient, in-depth instruction
- Allow issues related to gaps or unfinished learning to surface naturally
- Address gaps in the context of grade-level work
Prioritize Content and Learning

• Consider: What is the importance or purpose of this topic?
• What is expected level of rigor by the district?
• What are the associated language demands?
Ensure Inclusion of Each and Every Learner

- Some ELs may have been disproportionately affected by the recent school closures.

- While remediation may be needed, it is essential that all ELs have equitable access to engaging grade-level content and instructional rigor.

The greater the level of inclusion, the greater the level of academic growth.
Ensure Inclusion of Each and Every Learner

Maintain an asset-based view of ELs

- Emerging bilinguals bring a capacity to use language as a thinking tool
- Students from different cultural backgrounds bring new ways to think about learning that can benefit all students

ELs require the same challenging work as their peers in order to develop academically and learn content material
Identify and Address Gaps in Learning Through Instruction

Focus on

• Creating learning environments that feel both physically and psychologically safe for students and staff
• Reengaging students
• Emphasizing the importance of the school community and the joy of learning
New common experiences that can serve as the basis for work across subjects in the first weeks of school:

- virus
- school closures
- social distancing
- nationwide protests
Provide educators with a way to focus on grade-level texts and content that

• is less dependent on prior learning and

• is engaging and topical

• reaffirms students’ understanding of themselves as members of a learning community
Guidance on Extended Distance Learning for ELs

Practical guide on:

- Instructional strategies for supporting growth in listening, speaking, reading, and writing using technology and screen free supports
- How to adapt best practices for supporting ELs in distance learning situation and
- General supports for supporting ELs during distance learning
• Can be given to parents upon determination of EL eligibility
• Helps parents understand their rights as parents of English Learners and
• Provides general guidance on information about what is entailed when a student is an English Learner
Pacing the Integration of New Technology
What instructional activities **must** be completed with the teacher?

- Skills/lesson introduction
- Guided practice
- Modeling speech and pronunciation

How can these activities be shifted to a digital setting?
What instructional activities can be completed independently?

- Center activities
- Independent practice
- Enrichment activities
- Unit review
What **technology tools** are you currently using in your classroom?

- Quality over quantity
- Start early, use often
- Provide training for students and families (how-to videos, step-by-step guides with images)
What **accessibility tools** are available to level the playing field for your students?

- Device
- Online tools and resources
- Training for students and families

Speech-to-text
Text-to-speech
Translation tools
Closed captioning
Visual supports
Dictionaries/glossaries
Integrating Technology

Organize your digital classroom

- Where will assignments and content be posted?
- When will assignments be due?
- How many assignments will students complete each week?
- How will students and families contact you?
- How will you provide interaction with you and other students?
- How will you provide feedback to students?
- How will you celebrate hard work and accomplishments?

Consistency is key!
General Suggestions

• Mask with clear mouth
• Social Emotional learning is going to need regular check-ins
• Focus on what we can do…don’t stress over what we can’t change
CEUs & RESOURCES
An email will be sent with information regarding CEUs with

- A link for the evaluation
- A link to sign-up for CEUs/payment information

Please make sure you have uploaded or emailed your independent practice items by close of business July 1, 2020.
Resources

- MDE Guidance on Extended Distance Learning for English Learners: https://tinyurl.com/ydf8zp89
- Digital Learning Plan: https://tinyurl.com/y7n333pw
- Digital Learning Lesson Plan: https://tinyurl.com/ydfrd7mv
Student Intervention Supports

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