Focus: Designated English Language Development for English Learners at the Secondary Level

CEEL continues to provide Education and Research Supports for ELs during COVID-19. This is the sixth publication in our Communication series based on CEEL's research-based Equitable Distance Learning for English Learners Design Principles.

- **Voices from the Field** - highlighting educators' commendable and intense efforts to serve English Learners and Dual Language Learners in virtual learning spaces during these unprecedented times;

- **Resources and Research** -curated resources focused on ELs/DLLs across a variety of topics such as social and emotional learning, highlights of best practices for distance learning, instructional materials, and professional learning in virtual spaces, and family-school partnerships.

INSIDE THIS ISSUE:

A Voice from the Field – Charlene Fried

As a state and nationally recognized teacher, Charlene Fried has committed her forty-plus-year career as a bilingual/ELD educator to serving immigrant English Learner students at Sierra Vista High School in the Baldwin Park Unified School District. Ms. Fried teaches a variety of English Language Development (ELD) levels as well as general English Language Arts (ELA) for students who speak Spanish, Mandarin, Vietnamese and Tagalog.   On March 13, 2020, the day that her district announced that classes were to be taught virtually, Charlene acted quickly to inquire and listen to how her students were feeling and their early experiences in confronting the pandemic. In her story, Charlene reflects on her and her students' journeys to begin a new academic year in a way that our society has never experienced before. She draws from her overall teaching approaches and the transition to distance learning as she plans for Fall 2020.

Designated English Language Development for English Learners at the Secondary Level: Resources and Research

Distance learning requirements necessitate that educational systems and educators align structural and instructional practices in order to equitably serve California's nearly 1.2 million English Learners. Approximately 355,888, or 31.4% are enrolled in the secondary grades, seven through twelve, and in the ungraded category. ELs in middle and high school are a diverse group and their distinct abilities and needs require teachers to support them linguistically, academically and socio-emotionally. While the vast majority have Spanish as their home language, 74 other language groups are represented, including indigenous languages. A significant proportion of adolescent ELs are Long Term English Learners (LTELs) and their needs are distinct from newcomer students. They have a broad range of experiences and schools must support them to be college and career ready. Secondary schools are complex sites for adolescent learners. However for adolescent English Learners, research points to key considerations: teacher-student relationships, bridging connections to learning across subject areas, high expectations, and supports for language and literacy learning.

In each of our communications we will continue to highlight voices from the field and education and research resources.

Visit our CEEL Website to learn more about our research, professional development, policy work, and programs. Contact us at ceel@lmu.edu with comments, additional resources, or to share your story.

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VOICES FROM THE FIELD
Supporting English Learners at the Secondary Level:
Creating Meaningful Distance Learning Experiences to Build Community, Trust, Hope, Language, and Literacy

Research on adolescent English Learners' language and literacy development has begun shifting from an English-only and deficit perspective towards a more assets-based approach. Charlene Fried puts into practice the research-based California ELA/ELD Framework for grades 9-12 to support her students' language and disciplinary learning in meaningful ways. "English learners in grades nine through twelve explain ideas, phenomena, processes, and relationships within and across texts, explaining inferences and conclusions" (p674).

As former California Association of Bilingual Education and National Association of Bilingual Education Teacher of the Year, Charlene Fried has dedicated her life to advancing the success of her high school EL students. This 2020-2021 school year will be historic and not like any Charlene nor any of us have experienced before. We anticipate teaching fully online, with specific guidance on synchronous and asynchronous instructional minutes required by grade level from the California Department of Education. When Baldwin Park Unified School District published the class schedule indicating which days synchronous/live teaching would take place, Wednesdays are signaled as primarily asynchronous with a one hour window for "office" hours." Charlene drew from her many years of teaching as well as the experiences from the prior semester's online teaching experiences to create a flexible distance learning teaching schedule.

> *"We need to find ways to break down the screen that can separate us; this screen does not have to limit, separate or confine us from each other."*

Charlene builds on her students' assets and makes linguistically informed instructional decisions. She shares several key approaches and projects to develop "listening, speaking, reading and writing abilities" while simultaneously fostering creativity and formal public speaking.

Listen to your students to develop caring relationships.
In addition to live daily instruction, she holds individual, daily synchronous office hours to meet with her students (and their parents) who can't attend daytime classes. In the community where she teaches, many of her students hold jobs to support their families, a reality that has become even more dire during these trying times. Her students also share devices with their parents and siblings, and internet access is sketchy. Recounting the early days of the shift to distance learning, Charlene tells the story of Roberto (pseudonym), a senior who would be graduating in June 2020, but who was not attending online classes. She called his and other students' parents and eventually found out that he had returned to Mexico to work. *"It took me 2 weeks to find Roberto, but when I did he told me that 'I needed to go back to work to put food on my [single] mother's table'."* A daily practice for every class session is to make time to get to know each of her students to understand what is important and meaningful to them.

Scaffold Language and Literacy in Meaningful Ways.
To begin each school year, Charlene normally asks students to draw their body parts and interview each other to "speak through" their peers. The Human X-Ray Profile Project was adapted to the COVID-19 context. These are a form of empathy Interviews from which drawings such as the one Hanna (see Figure 1) drew became the starting point from which to support English oral language and literacy development. These visual representations were used to bridge into writing a composite quote that summarizes the effects of Covid-19 on their lives which then becomes a thesis statement for their essays. To acknowledge the linguistic and cultural resources of her students, especially her newcomers, the essays could be written in Spanish, Mandarin, Vietnamese or Tagalog (her students' primary languages). The writing process would then move towards English by using tools such as Google Translate along with other tools.
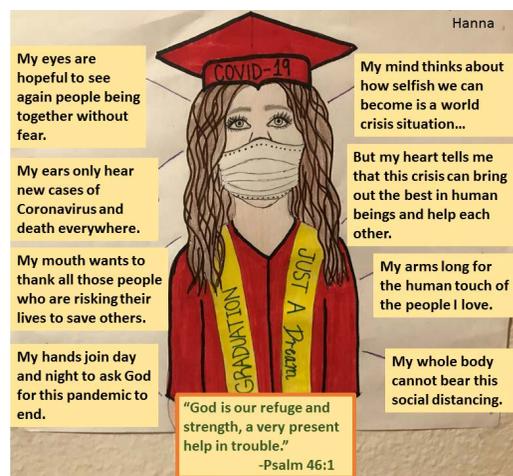

Figure 1: The Human Drawing/ X-Ray Profile Project: Hanna's Human Drawing

Connect with content teachers to bolster academic language and literacy development.
By collaborating with her English Language Arts (ELA) and other content area teachers, Charlene leverages engagement in her school's Professional Learning Communities and intentionally plans for her Designated ELD. She also meets with math and science teachers to identify key vocabulary and concepts to support the students that they share. Building from the Human X-Ray Profile Project, she scaffolds her students' character analysis skills in complex texts from their ELA classes. Students apply the pattern (My eyes see, my ears hear, etc.) to analyze evidence from fiction and non-fiction texts for characters. For example, this was done with one of the core texts for 10th grade EL, Things Fall Apart by Nigerian author Chinua Achebe.

Figure 2: The Super Hero Project:
Irish May's Super Doctor

Build on students' strengths to foster creativity.
The Super Hero Project is an empathy building set of activities which follows the pattern of imagining how we can combat the virus by creating a character and describing her/his attributes. Irish May creates Dr. Super Doctor with the student's choice of materials.

Presentations of work products are also conducted through the Academy Awards Activity, where students work in small groups (breakout rooms) to create a Quickwrite/Quick Share-Tell. They then interview each other with agreed-upon criteria to select a winner and present the award for the best story in the main room. Students are assigned roles, including a Master of Ceremonies, who presents the Award to the Winner, who then delivers a short acceptance speech.

Charlene's innovative approaches provide our ELs with ways to connect during these very challenging times as they continue on their journey towards English language acquisition and content area knowledge. *"We want our students to create rather than consume, and invent rather than mimic. They are the ones who will shape our world as they find ways to end this pandemic and promote peace and justice for all."*
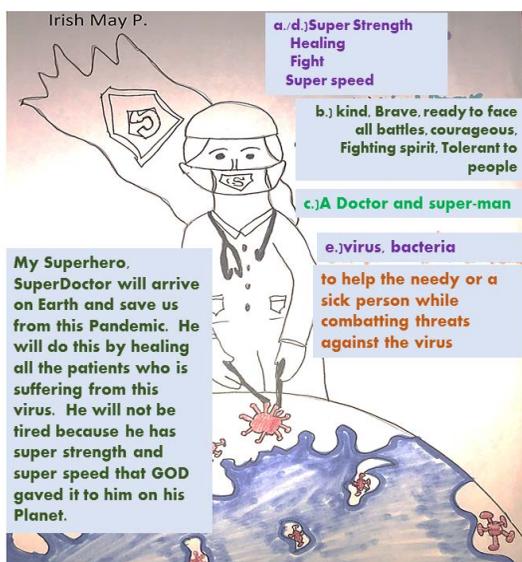
Human X-Ray Content Connection
To view this activity, click **here.**

- **Social Science :** Political Figures, Historical Figures, Philosophers, etc. (Pancho Villa: His eyes see the injustice. His heart bleeds for the working-class people in Mexico. His knees refuse to bend to the people who are oppressing his people. His feet march onward, to liberate his people…).
- **Math:** Famous Mathematicians; Equations, etc.
- **English Literature:** Characters, Authors
- **Science:** Famous Scientists, Living Cell, DNA, etc.
- Students can also compare and contrast after they have created their figures (ex: Stalin vs another historical figure).

Superhero Project Goals
To view this activity, click **here.**

- **Vocabulary**
- **Grammar**
- **Conversation**
- **Comprehension**
- **Creativity**

Note: This is meant to be a fun and creative project where students can express themselves. This project makes an easy transition from your traditional classroom to your distance learning online classroom.

Academy Awards Content Connection
To view this activity, click **here.**

- **Math:** solve a word problem; tell a story while solving a problem
- **Science:** predict the results of an experiment/create a hypothesis
- **English/Spanish/Mandarin:** write a summary, reflection, argument, character analysis
- **Art:** analyze a work of art
- **PE:** reflect on a game
- **History:** analyze a historical event, write about a political decision, write about an historical event that still impacts us today, etc.

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RESOURCES AND RESEARCH

Resources for Designated English Language Development facilitate educators' experiences in designing distance teaching and learning that capitalizes on creating meaningful connections with English Learners while aligning with research-based principles and practices as delineated in the CA English Learner Roadmap.

Title: Center for Applied Linguistic: Online Learning Resources
Link: http://www.cal.org/resource-center/freeresources
Summary: To support the transition to distance learning, the Center for Applied Linguistics (CAL), curated a plethora of resources focused on English Language Development and Multilingual resources to provide educators with options for creating and implementing on-line instruction. The CAL offers a wide range of live discussions and webinars to guide educators as they support ELs and World Language learners.

Title: Designated and Integrated ELD – the Left and Right Hand of ELD Instruction
Link: https://dataworks-ed.com/blog/2017/05/designated-and-integrated-eld-instruction/
Summary: Based on the CA ELA/ELD framework, this blog explores key differences between Integrated and Designated ELD. It also provides a series of vignettes that will be helpful as educators select and design the elements for meaningful DELD instruction.

Title: English Learners Are Home with Their Home Languages, and That's Okay
Link: https://tcf.org/content/commentary/english-learners-home-home-languages-thats-okay/?fbclid=IwAR1ue-b0jYYcB3nNzNcGbLa11pui8QE45xSvgZu7zBjr_Dx_C97WkoytGAVk&agreed=1
Summary: This article focuses on ways in which educators can leverage students' home language to strengthen their academic skills during distance learning. There is significant evidence that strong development of ELs' home language abilities promotes long-term academic success and English acquisition for these students. As educators strive to provide meaningful Designated ELD lessons, making connections to the home language and resources at home will strengthen engagement and learning during distance learning.

Title: Evanston Township High School has used Screencastify integrated with Google tools for education.
Link: https://youtu.be/t9tAlolqUUU
Summary: With Screencastify, educators can reach their students with supports for ELs during DELD. This technology tool enables educators to engage in online learning. Educators can easily create short videos to model and offer scaffolds for ELs. Explore 7 classrooom screencasting activities to support student language use.

Title: Going the Distance: Tools and Strategies for Online Teaching and Learning
Link: https://youtu.be/u35fCQMLCHM
Summary: This webinar, presented by the Center for Applied Linguistics, explores design considerations for remote learning experiences. Dr. Naditz highlights tools anyone can use to deliver meaningful instruction for Designated ELD and provides resources that will help educators identify next steps in designing distance learning for ELs.

Title: How My ELL Students Used Padlet to Create a "Picture Data Set"
Link: https://larryferlazzo.edublogs.org/2017/05/26/how-my-ell-students-used-padlet-to-create-a-picture-data-set/
Summary: Educators can reflect on ways educational tools such as Padlet can help create interactive lessons to provide support for ELs during DELD. Padlet is a collaborative "bulletin" board or wall, which fosters interactions and reflection allowing students to write or record their learning. In his blog, Larry Ferlazzo shares practical ways he has used Padlet with his ELL students.

Title: Implementing the Common Core for English Learners
Link: http://www.cal.org/siop/pdfs/briefs/implementing-common-core-for-english-learners.pdf
Summary: With a focus on the implementation of Common Core for English Learners, this brief explores the language and literacy demands faced by ELs. Educators will learn about key elements to help them design, plan and implement meaningful lessons for Integrated English Language Development.

Title: Increased Engagement using Pear Deck while Distance Learning
Link: https://youtu.be/hG6qDUheKOU
Summary: This resource introduces the use of Pear Deck to engage students in distance learning. With Pear Deck, educators can transform presentations to support Designated ELD on-line lessons which may include voice recording to model the use of language and offer directions while allowing students to connect with their teacher and other students.

Title: Newsela: A Great Way for ELL Students To Master Nonfiction In Any Subject
Link: htttps://hisdmultilingual.wordpress.com/2017/03/24/newsela-a-great-way-for-ell-students-to-master-nonfiction-in-any-subject/
Summary: Newsela is a platform with rich content that provides relevant leveled text that can be used for Designated ELD during distance or hybrid learning.

Title: Online Teaching In The Target Language
Link: http://www.ocwlp.org/teachcontent
Summary: Developed by the Occidental College World Language Project, this resource provides educators with the basics of teaching a target language online, including ideas for strategies and scaffolds that can be applied to asynchronous and synchronous instruction.

Title: Teaching Writing online: The Top 7 Online Collaborative Writing Tools
Link: https://compose.ly/for-writers/online-collaborative-writing-tools/
Summary: The TESOL international association highlights the benefits of peer review for the growth and development of writing. Providing ELs with meaningful feedback and interactions during asynchronous and synchronous Designated ELD instruction can be accomplished through a variety of collaborative, creative writing tools.

Title: The California English Learner Roadmap: A Middle and High School Teacher Toolkit
Link: https://www.elroadmap.org/?tag=educators#resources
Summary: Published by Californians Together, this resource for Middle and High School Teachers shares tools and supports for teachers to individually and collectively implement the EL Roadmap.

Title: The Daily Sync: Learn. Create. Connect.
Link: https://www.studysync.com/the-daily-sync
Summary: This resource available through StudySync, offers a collection of short videos with connections to various content areas for middle and high school students. Educators can use these videos as part of their Designated ELD lessons to provoke curiosity. They can also be used as a springboard for conversations and applications of academic language for ELs.

Title: Tips for Designing an Online Learning Experience Using the 5 Es Instructional Model
Link: https://catlintucker.com/2020/03/designing-an-online-lesson/
Summary: This article provides powerful tips to guide educators as they design instruction that will help create DELD lessons that will support English learners to construct knowledge as they Engage, Explore, Explain, Elaborate, and Evaluate in inquiry based lessons that give them access to science and social studies content.

Title: Using Multilingual Resources to Support English Learners' Remote Learning
Link: https://www.elsuccessforum.org/resources/using-multilingual-resources-to-support-english-learners-remote-learning
Summary: This resource from the English Learners Success Forum presents the emerging challenges faced by educators as they try to support ELs through distance learning. This resource explores emerging best practices to support educators for leveraging home languages for remote learning.