



Distance Learning Resources: Education and Research Supports for English Learners

DISTANCE LEARNING RESOURCES: EDUCATION AND RESEARCH SUPPORTS FOR ENGLISH LEARNERS

Introduction

During this unprecedented time, societal inequities have exacerbated disparities in economic security and access to quality healthcare and education among historically underserved communities. We know that even before the pandemic, research shows that English Learners (ELs) in California encounter many [barriers to obtaining an equitable, high-quality education](#) and that the [quest for equity for ELs](#) has been elusive. To prevent even greater learning gaps from occurring during distance learning, educators are faced with providing ELs with [research-based](#) emotional, language, learning, and cultural supports.

In response to current events and the rapidly changing landscape, Loyola Marymount University's Center for Equity for English Learners (CEEL) curated resources to support educators who serve Dual Language Learner (DLL), English Learner (EL), and Immigrant students and their families. The *Distance Learning Resources: Education and Research Supports for English Learners* document offers a compilation of resources and research focused on (1) Social and Emotional Learning, (2) Integrated and Designated English Language Development, (3) Developmentally Appropriate Practices for Dual Language Learners, and (4) Family-School Partnerships. CEEL's newly developed [Equitable Distance Learning for English Learners Design Principles](#) and the [Collaborative for Academic, Social, and Emotional Learning \(CASEL\) framework](#) guided the selection of resources. The intent of this document is to:

- share curated guidelines and activities for distance learning that consider concerns about equity and the unique social and emotional needs of our multilingual communities;
- inform decision-making about virtual tools, strategies and resources to engage DLL/EL students in research-based learning, including consideration for support features and culturally responsive/sustaining education;
- position collaboration between educators and families in order to maintain higher levels of learning for students during distance learning.

This is an evolving resource list and we will continue to add and update this document in the coming months. The hope is that these resources will position educators and educational systems to capitalize on the momentum of a historic time in the education of [California's 1.2 million English Learners](#) concurrently with implementation of the [CA English Learner Roadmap](#), the increase in the number of students receiving the state [Seal of Biliteracy](#), and the expansion of [dual language programs](#). The opportunity to collectively innovate responds to our moral and legal obligation to address [educational equity](#) for our most vulnerable students.

Our Center's [Communication Series: Education and Research Supports for English Learners \(ELs\) during COVID-19](#) offers accompanying *Voices from the Field* that highlight accomplished teachers' commendable and courageous efforts to serve ELs in distance and hybrid learning spaces. CEEL remains committed to serving to the DLL/EL community by providing services, programs, resources, and professional development that promote equity and excellence for DLL/EL students. Contact us at ceel@lmu.edu with comments, additional resources, or to share your story.

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FOCUS: SOCIAL AND EMOTIONAL LEARNING (SEL) FOR ENGLISH LEARNER AND IMMIGRANT STUDENTS

Resource	Topic/Type	Summary
Website: Advancing K12-Tracking SEL Effort Link: https://www.skyward.com/discover/blog/skyward-blogs/skyward-executive-blog/february-2018/5-sel-data-strategies	Guidance and Resources	This article provides useful tips on responses to intervention, behavior trends and referrals, extracurricular activities, climate surveys, and creating your own SEL measurement scale, and what you should not measure.
Website: American Youth Policy Forum (AYPF) Link: https://www.aypf.org/wp-content/uploads/2017/10/SEL-Special-Populations_Final.pdf	Policy Brief	The AYPF website offers learning opportunities for policy leaders, practitioners, and researchers working on education, youth, and workforce policy at the national, state, and local levels. This AYPF policy brief addresses SEL initiatives that affect traditionally underserved student populations and how they can be tailored to meet the unique needs of different learners, including English Language Learners and Students with Disabilities.
Website: Association of Alaska School Boards (AASB) Link: https://aasb.org/transformingschools/	Guidance and Resources	The AASB's Transforming Schools – A Framework for Trauma Engaged Practice in Alaska provides a holistic framework for trauma-engaged practices and includes a toolkit for engaging school communities in establishing trauma-engaged curriculum and practices.
Website: California Department of Education on SEL implementation Link: https://www.cde.ca.gov/eo/in/socialemotionallearning.asp	Guidance and Resources	This website provides a description of SEL, guiding principles, resource guides, and state-school support.
Website: CASEL Link: https://casel.org/covid-resources/	Guidance and Resources	The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a trusted source for knowledge about high quality, evidence-based social and emotional learning (SEL). CASEL supports educators and policy leaders and enhances the experiences and outcomes for all PreK-12 students.
Website: Center for Human Immigrant Rights Legal Action (CHIRLA) Link: https://www.chirla.org/avada_portfolio/community-education/	Immigrant Advocacy	This website provides Spanish and English language Covid-19 resources for undocumented community members and service providers.
Website: Cognitive Behavioral Intervention for Trauma in Schools (CBITS) Link: https://cbitsprogram.org/	Guidance and Resources	The CBITS is a school-based group and individual intervention program for 5th -12th grade students. For free training courses are offered but by registering to their website access to many free resources are available such as sample materials and forms, videos of experts, and a free download of the CBITS 2018 manual to help schools.

Resource	Topic/Type	Summary
Website: Committee for Children Link: https://www.youtube.com/channel/UC6Aicy3GgIHBqEvSpL2CWfA/playlists	Mindfulness Videos	Committee for Children (CFC) is dedicated to providing research based SEL curricula and resources for educators and parents. They offer the Mind Yeti digital library to assist children and adults with calming their minds, focusing their attention, and connecting better to the world around them. These videos are available in English and Spanish.
Website: Edmentum Link: https://blog.edmentum.com/trauma-informed-teaching-practices-educators	Trauma-Informed Teaching Practices	The Edmentum website provides resources on how to identify students affected by trauma and tips and resources to support students.
Website: Education Week Articles Link: https://blogs.edweek.org/edweek/rulesforengagement/2018/03/teachers_say_social-emotional_learning_is_important_but_they_cant_do_it_alone.html https://www.edweek.org/ew/articles/2017/05/10/teachers-weave-social-emotional-learning-into-academics.html	Guidance and Resources	These Education Week articles discuss the importance of SEL in the classroom and add to the growing body of evidence of the positive effects of implementing SEL in the classroom.
Website: Edutopia Link: https://www.edutopia.org/social-emotional-learning	Building Healthy School Culture	This website offers a multitude of resources for building healthy school culture. This website also provides articles on building students' intrinsic motivation, empathy as a tool for classroom management, providing creative outlets for interests, and maintain relationships in the event of a school closure.
Website: Empowering Education Link: https://empoweringeducation.org/6-trauma-informed-mindful-teaching-practices/	Trauma-Informed Teaching Practices	This website provides programming for schools and districts that enables learning by contributing to the social & emotional wellness of students, families, and educators. This resource provides six tips on trauma-informed mindful teaching practices.
Website: How to Help a Traumatized Child in the Classroom Link: https://greatergood.berkeley.edu/article/item/the_silent_epidemic_in_our_classrooms	Trauma Resources	This resource defines complex traumas, outlines how to recognize complex traumas in students, and provides strategies for teachers on how to address complex traumas in the classroom.
Website: Informed Immigrant Link: https://www.informedimmigrant.com/wp-content/uploads/2020/05/How-to-Support-Students-Experiencing-Anxiety.pdf	Guidance and Resources	Nationally recognized immigrant-serving collective of organizations, lawyers, technologists, and allies dedicated to helping the undocumented immigrant community. Offers guides and different legal, health and other resources including information on basic strategies for dealing with anxiety.
Website: Inside Social and Emotional Learning Link: https://insidesel.com/2020/03/12/covid-19/	Online Multimedia Initiative	This platform serves as an online multimedia initiative focused on curating resources, policy updates, and articles pertaining to social-emotional learning. An initial list of resources, blog posts and guides to assist communities during COVID19 is available.
Website: Local Public Health Institute of Massachusetts Link: http://sites.bu.edu/masslocalinstitute/2011/10/19/dealing-with-stress-in-disasters/	Emergency Preparedness	This site offers training materials, webinars, and resources that assist in the development of emergency preparedness and other competencies including: coping with stressful situations, building psychological resilience, and mitigating the emotional toll that emergencies and disasters take. This website also

Resource	Topic/Type	Summary
		provides the definition of resilience, quizzes, resources, coping strategies, and activities.
Website: Los Angeles Education Partnership (LAEP) Link: https://www.laep.org/	Guidance and Resources	<p>Cultivating Organizational Resilience and Empowerment (CORE) CORE Consulting for School Well-Being LAEP provides professional development and coaching to school teams on a fee per service basis. The goal is to improve school climate outcomes and the well-being and resilience of staff, students, and the entire school community.</p> <p>Restore with CORE: Introductory Workshops for School Employee Well-Being LAEP, in partnership with Kaiser Permanente's Resilience Initiative, offers foundational workshops to implement and promote policies and practices that increase the health and well-being of staff and students and build trusting school climates. These Introductory Workshops focus on how the participants' response to stress impact relationships in both personal and professional settings.</p>
Website: Partnerships for Action, Voices for Empowerment (PAVE) Link: https://wapave.org/social-emotional-learning-part-2-trauma-informed-instruction/	Trauma-Informed Instruction	PAVE provides support, training, information, and resources to empower and give voice to individuals, youth and families impacted by disabilities. This article provides information on trauma-informed instruction.
Website: Positive Psychology Links: https://positivepsychology.com https://positivepsychology.com/art-therapy/ https://positivepsychology.com/self-efficacy-theory/	Science-Based Positive Psychology Platform	Positive Education is science based online resource packed full of courses, techniques, tools, and tips to help you put positive psychology into practice every day. Resources include communication games and activities for kids, teens, and students. This site also contains activities for using positive reinforcement in the classroom, 15 art therapy activities for children and adults, and self-efficacy theory.
Website: Reach Out Link: https://au.reachout.com	Youth Mental Health Organization	Reach Out is Australia's leading online mental health organization for young people and their parents. Their website provides support tools and tips to help young people get through everyday issues and tough times.
Website: Resilient Educator Link: https://education.cu-portland.edu/blog/classroom-resources/trauma-informed-teaching-tips/	Trauma and Resilience Curriculum	The University of Concordia Portland offers trauma and resilience curriculum and classroom resources. A Responsive COVID19: Resilient Educator Toolkit is available, along with articles and resources discussing essential trauma-informed teaching strategies for managing stress in the classroom.
Website: Teaching Tolerance Link: https://www.tolerance.org/moment/supporting-students-immigrant-families https://www.tolerance.org	Support Immigrant Students	Teaching Tolerance provides best practices for serving English language learners and their families. This website also includes resources to support immigrant students and their families. The site also contains resources,



Resource	Topic/Type	Summary
		activities, and strategies on how to respond to Corona Virus-based racism and xenophobia.
Website: The National Child Traumatic Stress Network Link: http://www.nctsn.org/products/children-war-video-educators-2005	Trauma Resources	The website provides a video for educators on raising the standards of care for traumatized children. A resource available through this website if the NCTSN Learning Center which offers free online access to over 200 webinars.
Website: US Department of Education on SEL Needs for Immigrants/ Newcomers Link: https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/chap4.pdf	Support Immigrant Students	<p>Pages 4 through 11 of this report provide ideas for conflict resolution and problem solving: that are critical to the development of newcomer students' social emotional skills. The report includes:</p> <ul style="list-style-type: none"> • Five concepts central to social emotional development presented in four frameworks for SEL program standards. • Examples of four types of formal and informal social emotional supports led by adults or students. • Five approaches to integrating social emotional and academic programs: Illustrative examples from successful programs. • Classroom tools: A description of 10 instructional practices that support social emotional learning, a basic approach to modeling and teaching conflict resolution skills, and a lesson plan for addressing discrimination. • School-wide tools: A graphic organizer and accompanying chart with core stressors for newcomers, and ideas for preventing or responding to hate crimes that target particular racial or ethnic groups. • Professional reflection and discussion activities for professional learning communities or staff meetings. Each activity takes about an hour if participants read the chapter in advance.
Website: Washington State School - Best Practices in Social- Emotional Learning Link: https://www.wasapoly.org/WASA/images/WASA/1.0%20Who%20We%20Are/1.4.1.6%20SIRS/Download_Files/LI%202017/Sept%20-%20Best%20Practices%20in%20Social-Emotional%20Learning.pdf	Guidance and Resources	<p>This resource offers best practices, and key strategies on how to implement SEL in schools. It includes information on the following topics:</p> <ul style="list-style-type: none"> • Components of SEL • SEL Curriculum and Instruction • Restorative Justice • Family and Community Partnerships • Professional Development • Staffing and Resources • Monitoring and Evaluation
Website: We are Teachers Link: https://www.weareteachers.com/kids-mental-health-covid-19/	Child's Mental Health Support	This site provides materials on how to support children's mental health during the COVID-19 Pandemic and provides tips and resources.



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<p>Website: What is Social and Emotional Learning Online?</p> <p>Link: https://www.youtube.com/watch?v=8x1XsOkkB_A8</p>	SEL Webcast	Featuring Dr. Lara Ervin-Kassab (San Jose State University), this webcast provides an overview of social and emotional learning, including ideas and examples of important considerations for synchronous and asynchronous online learning. The CASEL (casel.org) and CRTWC (crtwc.org) frameworks are introduced as visual guides.
<p>Website: Young Minds UK</p> <p>Link: https://youngminds.org.uk https://youngminds.org.uk/blog/tips-for-coping-with-ocd-during-the-coronavirus-pandemic/</p>	Mental Health Support	Resources and materials for teachers and school staff to build their skills and make mental health and wellbeing a core, rewarding part of their job. This website also provides Corona Virus advice and mental health support, advice blogs, coping tips, and resources for teachers.

FOCUS: INTEGRATED AND DESIGNATED ENGLISH LANGUAGE DEVELOPMENT

Resource	Topic/Type	Summary
Website: Center for Applied Linguistic: Online Learning Resources Link: http://www.cal.org/resource-center/freeresources	Distance Learning Resources for English Language Development	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.
Website: Collaboration Tools: A Teaching with Technology White Paper Link: https://www.cmu.edu/teaching/technology/whitpapers/CollaborationTools_Jan09.pdf	Digital Tools to Support Virtual Collaboration during DELD time	This white paper from Teaching with Technology, offers educators a robust background as they consider and implement collaboration tools in order to provide support and scaffolds for ELs during DELD time. Among some of the collaboration tools that are currently being used across school districts are Google Docs , Seesaw , Zoom , Google Meets , Edmodo , Clasdojo .
Title: Collaborative Learning Technologies Link: http://www.ala.org/acrl/sites/ala.org.acrl/files/content/aboutacrl/directoryofleadership/sections/is/iswebsite/projpubs/tipsandtrendswinter2015.pdf	Instructional Technology	With a focus on Academic Library Instruction, this brief explores how a focus on collaborative learning experiences can promote critical thinking and reflection and encourage a sense of community in a virtual learning context. It provides an overview of technology tools for (1) Idea Generation and Brainstorming; (2) Online Group work and Collaboration; and (3) Online Communication.
Title: Common Sense Education Coronavirus Resources Link: https://www.commonsense.org/education/coronavirus-resources	Remote Teaching Resources	This resource can help educators prepare remote teaching resources. It includes materials for Digital Citizenship in English and Spanish as well as materials for family education. The site also presents a compilation and review of educational technology tools organized by content areas, including educational apps that don't require Wi-Fi or data https://www.commonsensemedia.org/lists/fun-apps-that-dont-need-wi-fi-or-data .
Title: Culturally Responsive Education Link: https://crehub.org/remote-learning	Culturally Responsive Instruction	This website provides resources to support educators in centering equity and culturally responsive-sustaining education in online teaching. Access the guidance document on how to use culturally responsive-sustaining remote education to frame the use of education tools and create educational experiences with a cultural view of learning and human development that honors multiple expressions of diversity.

Resource	Topic/Type	Summary
<p>Website: Designated and Integrated ELD – the Left and Right Hand of ELD Instruction</p> <p>Link: https://dataworks-ed.com/blog/2017/05/designated-and-integrated-eld-instruction/</p>	EL Instructional Approaches	Based on the CA ELA/ELD framework , this article explores key differences between IELD and DELD. It also provides a series of vignettes that will be helpful as educators select and design the elements for meaningful DELD instruction. Other resources such as the English Learner Instructional Approaches and Modeling the Metacognitive Strategies for English Learners , will support educators as they frame the development of Designated ELD instruction in connection with digital tools for distance learning.
<p>Title: Digital Learning Resources Matrix</p> <p>Link: https://tech.ed.gov/files/2018/10/matrix-digital-learning-resources-supports.pdf</p>	Digital Support and Learning	Based on insights gained from the National Study of English Learners and Digital Learning Resources, these matrices provide resources to make decisions about use of virtual tools to engage students in learning activities and support students' learning goals. Digital support features with consideration for visual, auditory, translation and collaboration are highlighted in Matrix 2.
<p>Website: English Learners Are Home with Their Home Languages, and That's Okay</p> <p>Link: https://tcf.org/content/commentary/english-learners-home-home-languages-thats-okay/?fbclid=IwAR1ueb0jYycB3nNzNcGbLa11puI8QE45xSvqZu7zBjr_Dx_C97WkoytGAVk&agreed=1</p>	Resource on How to Leverage Home Language to Improve Academic Skills During Distance Learning	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.
<p>Website: Evanston Township High School has used Screencastify integrated with Google tools for education.</p> <p>Link: https://www.youtube.com/watch?v=t9tAlolqUUU&feature=youtu.be</p>	Digital Tools to Support English Language Development	With Screencastify , educators can reach their students with dynamic supports for ELs during DELD. This powerful resource enables educators to engage in online learning. Educators can easily create short videos to model and offer scaffolds for ELs: explore 7 classroom screencasting activities where students will feel encouraged to use language
<p>Website: <i>Going the Distance: Tools and Strategies for Online Teaching and Learning</i></p> <p>Link: https://youtu.be/u35fCOMLCHM</p>	Resources for Online Learning and Designing Distance Learning for ELs	In this webinar presented by the Center for Applied Linguistics, Nicole Naditz explores important design considerations for your remote learning experiences. She includes tools anyone can use to deliver meaningful instruction for DELD. She provides resources that will help educators identify next steps in designing distance learning for ELs.
<p>Website: How My ELL Students Used Padlet to Create a "Picture Data Set"</p> <p>Link: https://larryferlazzo.edublogs.org/2017/05/26/how-my-ell-students-used-padlet-to-create-a-picture-data-set/</p>	Digital Tools to Support English Language Development	Educators need tools to help them create interactive and dynamic lessons to provide support for ELs during DELD. Padlet , as an educational tool , is a collaborative "bulletin" board or wall , that fosters interactions and reflection allowing students to write or record their learning. In his blog , Larry Ferlazzo shares practical ways in which he has used Padlet with his ELL students. Cyndi Kuhn shares examples and ideas that will help educators use Padlet across the curriculum.

Resource	Topic/Type	Summary
Website: Implementing the Common Core for English Learners Link: http://www.cal.org/siop/pdfs/briefs/implementing-common-core-for-english-learners.pdf	Resource on How to Implement Common Core for ELs	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 find tips to lean on as they design, plan and implement meaningful lessons that allow students to practice and apply standard English during Designated English Language Development assignments and activities.
Website: Increased Engagement using Pear Deck while Distance Learning Link: https://youtu.be/hG6qDUheKOU	Increasing Engagement During Distance Learning	Active Learning is central for the teaching of DELD during Distance Learning. This resource can help educators create a wide range of engaging lessons. It is an interactive presentation tool that allows students to actively participate in individual and social learning, with opportunities for meaningful feedback. With Pear Deck, educators can easily transform presentations to support DELD on-line lessons which may include voice recording to model the use of language and offer directions while allowing students access to dynamic connections with their teacher and other students.
Website: Newsela: A Great Way for ELL Students to Master Nonfiction in Any Subject Link: https://hisdmultilingual.wordpress.com/2017/03/24/newsela-a-great-way-for-ell-students-to-master-nonfiction-in-any-subject/	ELD instruction for Distance Learning	<u>Newsela</u> , a platform with rich content that provides relevant leveled text that can be integrated into meaningful Designated ELD instruction for distance or hybrid learning.
Website: Online Teaching in The Target Language Link: http://www.ocwlp.org/teachcontent	Target Language Online Tools for Teachers	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: Putting the Social in Social Distancing: Promoting Oral Language Development <i>in the Home</i> Link: https://www.youtube.com/watch?v=oMWV2IC-DdI&feature=youtu.be	Webinar	Presented by the Center for Applied Linguistics, this webinar provides recommendations to promote oral language development to increase talking and critical thinking with young language learners at home.
Title: Resources that Support Distance Learning Link: https://www.cde.ca.gov/ls/he/hn/appendix1.asp#nine	Distance Learning Considerations	To support transition to distance learning, the California Department of Education compiled a list of available resources to provide educators with options for creating a foundation for communication, sharing, and digital learning. These include English Language Development and Multilingual Resources.
Title: Six Key Considerations for Supporting English Learners with Distance Learning Link: https://seal.org/6-key-considerations-for-supporting-english-learners-with-distance-learning/	EL Support and Distance Learning	This resource presents six key research-based considerations for supporting ELs with distance learning. It is based on the Sobrato Early Academic Language (SEAL) Model and provides links to videos and other resources focused on oral language development, thematic teaching, use of primary language, and other strategies to support ELs in virtual learning.

Resource	Topic/Type	Summary
<p>Title: Supporting English learners through technology: What districts and teachers say about digital learning resources for English Learners</p> <p>Link: https://www2.ed.gov/rschstat/eval/title-iii/180414.pdf</p>	EL Support Through Technology	This U.S. Department of Education report describes data collected to learn about the use of Digital Learning Resources (DLRs) in instructing EL students. The study developed two toolkits, one to inform educators on the range of DLRs and considerations in using DLRs for EL students, and one to inform educational technology developers about recommendations for improving DLRs for instructing EL students.
<p>Title: Supporting Multilingual Learners (MLLs)/English Language Learners (ELLs) during the COVID-19 Shutdown</p> <p>Link: https://tntp.org/assets/documents/ELL_and_EL_D_At-Home_Learning_Support-TNTP.pdf</p>	ELLs and the Pandemic	Published by The New Teacher Project (TNTP), this document offers recommendations and guidance on what to consider as you determine how to best continue your students' language and literacy development during the COVID-19 shutdown.
<p>Website: Teaching Writing online: The Top 7 Online Collaborative Writing Tools</p> <p>Link: https://compose.ly/for-writers/online-collaborative-writing-tools/</p>	Writing tools for Distance Learning	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 DELD time can be accomplished through a variety of collaborative creative writing tools.
<p>Title: Ten Strategies for Teaching English Language Learners Online</p> <p>Link: http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2020/03/ten_strategies_for_teaching_english_language_learners_online.html</p>	Teaching ELLs Online	Part of a multi-series focus, this blog featuring Larry Ferlazzo provides a "top 10" list of items to support the English Learner E-learning journey.
<p>Website: <i>The California English Learner Roadmap: A Middle and High School Teacher Toolkit</i></p> <p>Link: https://www.elroadmap.org/?tag=educators#resources</p>	Resources for Middle and High School Teachers	From Californians Together, this resource for Middle and High School Teachers, shares tools and supports needed as teachers individually and collectively implement the EL Roadmap . https://www.youtube.com/watch?v=SpXnBQdTb1s
<p>Website: <i>The Daily Sync: Learn. Create. Connect.</i></p> <p>Link: https://www.studysync.com/the-daily-sync</p>	Video Resources for Middle and High School Students	This resource available through StudySync , offers a collection of short videos with powerful 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 and be used as a springboard for conversations and applications of academic language for ELs.
<p>Website: Tips for Designing an Online Learning Experience Using the 5 Es Instructional Model</p> <p>Link: https://catlintucker.com/2020/03/designing-an-online-lesson/</p>	Distance Learning Instructional Design Tips for Teamers	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.
<p>Website: Using Multilingual Resources to Support English Learners' Remote Learning</p> <p>Link: https://www.elsuccessforum.org/resources/using-multilingual-resources-to-support-english-learners-remote-learning</p>	Resource on How to Leverage Home Language to Improve Academic Skills During Distance Learning	This resource from the <i>English Learners Success Forum</i> 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.



Resource	Topic/Type	Summary
<p>Website: What Does Distance Learning Look Like for DELD?</p> <p><i>Link:</i></p> <p>https://benchmark.wistia.com/medias/6svhvn0e-sv?fbclid=IwAR1x2-rMz5Ej_cMUoUQFh-LVili44ez6gMrEH7HqT69YBEIQMCMm1cOINec</p>	Virtual Learning Tools for Language Learners during DELD	Through the Biliteracy for Life: Identidad-Lenguaje-Cultura Facebook group, Izela Jacobo leads this webinar presenting an exploration of virtual tools to provide additional access for language learners during DELD lessons. Benchmark resources are used to demonstrate practical examples of scaffolds that can be easily included in lessons through on-line applications to provide necessary supports for DELD lessons and activities. Some of the tools include Seesaw, Screencastify, Slidemia, and Online-recorder. Access the PPT presentation here . These tools can be used to create DELD lessons at any grade level.

FOCUS: DEVELOPMENTALLY APPROPRIATE DISTANCE LEARNING FOR DUAL LANGUAGE LEARNERS IN TRANSITIONAL KINDERGARTEN

Resource	Topic/Type	Summary
Title: Balancing Online/Remote and In-Person Learning for Young Children Link: http://sites.edb.utexas.edu/wp-content/uploads/sites/157/2020/03/English-ECE-Guidance_compressed.pdf	Online and In-Person Learning	Based on principles of how young children learn, this resource, developed by the Agency and Young Children Research Collective at the University of Texas, Austin, provides ideas that support parents and caretakers as they try to balance their children's emotional health, learning activities, and their adult responsibilities. It also includes suggestions for schools and districts to implement on a daily/weekly basis to guide parents through an instructional day and sustain the home-school connection.
Title: Distance Learning Resources for Dual Language Learners Link: https://earlyedgecalifornia.org/coronavirus-resources-for-dual-language-learners/	DLLs and Distance Learning	Early Edge California curates a variety of resources for parents/families and educators of Dual Language Learners. Some examples include videos, screen-free activities (Spanish), links to sites for bilingual stories and songs, television programs, and LMU/CEEL Dialogic Reading modules for teachers.
Title: Emergencies and Disasters: Helping Children and Families Cope Link: https://challengingbehavior.cbcs.usf.edu/emergency/index.html	Coping with Emergencies	This National Center for Pyramid Model Innovations (NCPMI) offers an extensive compilation of resources in English and Spanish for parents, caregivers, and children that explain Covid 19 and the pandemic, why we need to stay at home, how to cope with stress and challenging behavior in children, and ways for adults to manage stress and practice self-care.
Title: English Language Learners and the Five Essential Components of Reading Instruction Link: https://www.readingrockets.org/article/english-language-learners-and-five-essential-components-reading-instruction	5 Component of Reading Instruction	This article from the Reading Rockets website presents recommendations and considerations for English learners for teaching each of the five components of early reading instruction delineated by Reading First.
Title: Family Reading Time/La Hora de Lectura en Familia Link: https://www.easternct.edu/center-for-early-childhood-education/family-reading-time/index.html	Using Dialogic Reading Videos	Developed by Eastern Connecticut State University, this series presents videos of multi-lingual families reading to their children using the questioning techniques of Dialogic Reading to extend conversations around a book. Videos are available in English and Spanish.
Title: Helping Children Regulate Emotions During Challenging Times Link: https://sharemylesson.com/teaching-resource/helping-children-regulate-emotions#	Emotional Regulation Webinar	In this Webinar, Marc Brackett, the Director of the Yale Center for Emotional Intelligence, shares a multi-step process to help adults become emotionally intelligent role models for children and teach them strategies that support healthy self-regulation.

Resource	Topic/Type	Summary
Title: School Responses to COVID-19: ELL/Immigrant Considerations Link: https://www.colorincolorado.org/coronavirus-ell	School Responses to COVID-19	In addition to an extensive list of resources for distance learning with ELLs and their families and COVID 19 information, this website provides recommendations and discussion of the perspective and concerns unique to immigrants/families of ELLs, potential worries about food security, health care, finances, e-learning, and staying connected.
Title: Storybook Reading for Young Dual Language Learners Link: https://www.semanticscholar.org/paper/Storybook-Reading-for-Young-Dual-Language-Learners-Gillanders-Castro/7cb1940a5129696cd60cf14bad1f51b3dd89545f	Storybook Reading Article	Authors Gillanders and Castro describe teaching strategies that have proven successful in engaging dual language learners during Read-Alouds and that support oral language and early literacy development. Included is an example of a Storybook Reading lesson plan and Daily Learning Experiences.
Title: Teaching Young Learners in a Pandemic: Supporting Children Pre-Kindergarten to Grade 3 and Their Learning Partners at Home Link: https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Events#EventId:2260.EventType:archived.Page:1	Teaching During Pandemic Webinar	This Webinar from one of the U.S. Department of Education Regional Education Laboratories, offers suggestions and strategies for meeting the substantial challenge of remote early learning aligned with principles of child development and best practices for engaging children's learning partners. The presenters suggest ideas for synchronous and asynchronous instruction and activities, as well as approaches to coaching parents and other learning partners.
Title: The Early Years: Assets-Based, Language-Focused Family Engagement for Dual Language Learners Link: https://wida.wisc.edu/sites/default/files/resource/FocusOn-EY-Family-Engagement-DLLs.pdf	Family Engagement	This Focus Bulletin from the WIDA Consortium looks at how teachers can maximize family engagement by adopting an assets-based perspective and identifying language goals when working with DLLs and their parents. It also provides suggestions for supporting and how to advocate for families' efforts to achieve language and cultural goals they desire for their children.
Title: Tips for Video Chatting with Young Children – Staying Connected While Far Apart Link: https://www.naeyc.org/our-work/families/tips-video-chatting-young-children	Staying Connected	From the NAEYC's collection of articles for parents on using Digital Media, this short piece is helpful for educators who want to make video sessions more interactive for young children. There are tips for supporting children as well as the adults with whom they are "chatting".
Title: Using Video for Flipped Learning Environments Link: https://betterlesson.com/strategy/292	Videos for Flipped Classroom	The Flipped-Learning strategy has potential for remote learning experiences. This article discusses some of the "how-to's" for teachers who want to implement the strategy, and addresses modifications for English Learners and Special Education.
Website: Arbol ABC Link: https://arbolabc.com/	Spanish Online Activities	Arbol ABC.Com provides free Spanish online activities for students to support learning at home in language arts and math as well as educational games parents can use with their children.
Website: Asia Society Link: https://asiasociety.org/china-learning-initiatives/resources-parents	Resources for Parents	Asia Society is the leading educational organization dedicated to promoting mutual understanding and strengthening partnerships among peoples, leaders, and institutions of Asia and the United States in a global context. Discover dynamic educational content focused on Asian cultures and global learning.

FOCUS: SUPPORTING FAMILY-SCHOOL PARTNERSHIPS

Resource	Topic/Type	Summary
Website: California Association for Bilingual Education (CABE) Link: https://www.qocabe.org/index.php/parents-3/	CABE Portal	CABE promotes biliteracy and family engagement through their programs for families, such as Project 2INSPIRE Family Leadership Development Program. and their Plaza Comunitaria program that encourages families to finish their own education. These programs have reached many districts and schools in California and are based on 10 years of research.
Website: California Department of Education (CDE) Link: https://www.cde.ca.gov/eo/in/lcff1sys-pri3res.asp	Family Involvement	The Local Control Funding Formula (LCFF) resources for this priority requires Family Engagement in decision-making, promotion of family participation in the education process for all students, including students with disabilities.
Website: English Learner Roadmap Resource Hub Link: https://www.elroadmap.org/?tag=families#resources	EL Roadmap Portal	The Resource Hub brings the California English Learner Roadmap to life and makes its vision a reality. Six leading organizations gathered resources from across the field that support families as they work toward effective implementation of the EL Roadmap.
Website: Friends of the Library: Rosarito Lee Link: https://www.friendsofthelibrary.com.mx/	Online Reading Activities	Friends of the Library works with Rosarito schools and libraries in Rosarito, Baja California, Mexico to demonstrate to children and families how reading helps improve life in the community. They have created Spanish online reading activities and ideas parents and teachers can use to increase literacy through fun activities at home.
Website: Magic Blox Link: https://magicblox.com	Online Library	This resource provides an online children's book library, where kids discover and read stories on desktop and laptop computers for free. It's also a self-publishing & marketing tool for authors & publishers.
Website: Ministerio de Educación Perú Link: https://mineduperu.org/situacion-didactica-el-coronavirus/ https://mineduperu.org/como-usar-google-meet-para-dar-clases-virtuales-a-los-alumnos/	Online Tutorials	This website offers tutorials in Spanish that can be shared with parents so they can work with their children at home and support their participation in online classes.
Website: National Association for Family, School and Community Engagement (NAFSCE) Link: https://nafsce.org/	Family Engagement	NAFSCE advances high-impact policies and practices for family, school, and community engagement to promote child development and improve student achievement.
Website: PBS Kids Link: https://pbskids.org/games/spanish	Online Educational Games	PBS Kids is an American <u>digital broadcast</u> and online <u>television network</u> operated by the Public Broadcasting Service featuring a broad mix of live action and animated children's programs which are designed for improving the early literacy, math, and social-emotional skills of young children.
Website: San Diego County Office of Education (SDCOE) Link: https://covid-19.sdcOE.net/Educators/Instructional-Resources-By-Content-Area	Multi-lingual Resources	San Diego COE has a variety of resources in several languages. Content coordinators have developed a list of resources specific to subject matter to support distance learning.



Resource	Topic/Type	Summary
Website: The Dual Capacity-Building Framework for Family-School Partnerships <i>Link:</i> https://www.dualcapacity.org/ https://www2.ed.gov/documents/family-community/partners-education.pdf	Family-School Partnerships	The Dual Capacity-Building Framework for Family-School Partnerships (Version 2) is designed by Mapp, K.L. & Bergman, E (2019) to support the development of family engagement strategies, policies and programs.
Website: We are Teachers-Resources for Learning at home <i>Link:</i> https://www.weareteachers.com/free-online-learning-resources/	Online Learning Resources	The website offers learning-at-home resources for teachers and parents that feature websites, games, apps, and hands-on activities to assist and extend distance learning for students in K-12.

FOCUS: FAMILY ENGAGEMENT

Resource	Topic/Type	Summary
Website: Resources for Family Engagement Link: https://www.cde.ca.gov/ls/pf/pf/resources.asp	CDE Portal to Resources for Family Engagement	The California Department of Education provides Information to assist in building partnerships among families, schools, and communities.
Website: Can proactive parent communication boost student accountability? Link: https://www.common Sense.org/education/teaching-strategies/power-up-your-parent-teacher-communication	Family Engagement	In this resource from Common Sense Education, educators and school communities will find a variety of tools and useful tips to better engage their parents and families. The site provides recommendations for the top 19 Apps and Websites that will encourage active engagement with students and their families.
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=IwAR1ueb0jYYcB3nNzNcGbLa11pui8QE45xSvqZu7zBjr_Dx_C97WkoytGAVk&agreed=1	Family Involvement	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. Resources highlight benefits of fostering meaningful connections with families, primary language, and resources at home.
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	Remote Instruction: Leveraging Multilingual Resources	This resource from the <i>English Learners Success Forum</i> 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.
Title: English Learner Family Engagement During Coronavirus Link: https://www.immigrantsrefugeesandschools.org/post/english-learner-family-engagement-during-coronavirus	Resources for Parents	This article written by <i>Immigrant Connections</i> , provides a collection of resources to support educators to connect with families of English Learners and to empower them as they continue to engage in their children's education.
Title: Successful Family Engagement during Covid-19 Link: https://www.familieslearning.org/pages/successful-family-engagement-covid-19	Videos to Support Parent Involvement	This page from the National Center for Families Learning, aims to inspire educators and school communities with ideas that will help them serve and engage families.
Title: Equity and Family Engagement COVID-19 Resources – A Brief List Link: https://www.teachingforchange.org/covid-family-engagement	Distance Learning and Parent Engagement	Educators and school communities strive to stay connected during these times of social distancing. In this resource from <i>Teaching for Change</i> , educators can access a list of sites that will support their efforts to stay connected and empower families as they maneuver distance learning at home.

Resource	Topic/Type	Summary
Title: 7 Classroom Screencasting Activities Link: https://www.screencastify.com/blog/7-classroom-screencasting-activities	Instructional Technology for Distance Learning	Educators can reach their students and their families with Screencastify. This versatile resource enables educators to engage in online learning and communication. Educators can easily create short videos to model and offer scaffolds for ELs, share announcements or stories. Students and their families can collaborate to create videos to share their learning from home.
Title: Rethinking Family Engagement During School Closures Link: https://www.tolerance.org/magazine/rethinking-family-engagement-during-school-closures	Tolerance Informed Teaching Considerations	As educators strive to find their way in creating pathways to connect with families and engage them as partners in distance learning, Dr. Rachel Mahmood, expresses the importance for educators to check their assumptions about family engagement that can have a great impact in the life of their students and their families.
Title: Families Are the 'Sleeping Giant' That Will Redefine Education Link: https://educationpost.org/families-are-the-sleeping-giant-that-will-redefine-education/	Empowering Family Engagement	Instruction during this season of distance learning has shifted to students' homes where families are an active partner. In this article from Education Post, Veronica Crespín-Palmer, Co-Founder and CEO of RISE Colorado, presents the case for educators and school systems to empower low-income families and families of color to RISE as change agents for educational equity in our public school system.
Title: Making the Connection: Communicating with ELLs and Their Families During School Closures Link: https://www.colorincolorado.org/article/coronavirus-ells-families	Family Engagement	In this resource from <i>¡Colorín Colorado!</i> , Lydia Breiseth explores steps that educators and school communities can take to stay connected with English learners and their families during school closures. Various resources, tools and tips for collaboration are presented.
Title: Supporting Students through Coronavirus Link: https://www.tolerance.org/supporting-students-through-coronavirus	Tolerance Informed Family Support	Through this page in Teaching Tolerance, educators can find a rich list of powerful resources to support families and student's well-being and learning, through the complex and difficult times in our country.
Title: New Pathways for Family Engagement: ETAC Family Engagement During COVID-19 Webinar Link: https://www.nyscommunityschools.org/event/virtual-convo-family-engag-4-16/	Family Engagement during Pandemic Webinar	Through this virtual conversation from educational and community leaders from the New York State, educators and school communities can learn strategies and best practices to help develop solutions to the difficulties faced as a result of distance learning to empower and engage families in this process.
Title: Breaking Down Barriers Between Educators and Families Through Technology Link: https://www.carnegie.org/topics/topic-articles/family-community-engagement/breaking-down-barriers-between-educators-and-families-through-technology/	Family Engagement and Technology	In this essay, Heejae Lim, the CEO and founder of TalkingPoints discusses the mission to "unlock the potential of families and human connections for student learning." TalkingPoints will help educators increase engagement with parents by connecting with families through messages that are translated across over 40 different languages.
Title: Partners in Education: A Dual Capacity Building Framework for Family-School Partnerships Link: https://sedl.org/pubs/framework/	Family-School Partnerships	This publication is a collaboration of Southwest Educational Development Laboratory (SEDL) and the U.S. Department of Education. Based on existing research and best practices, it offers educators a framework to develop family-school partnerships that are centered on student success.

Resource	Topic/Type	Summary
Title: Johns Hopkins School of Education Part 6: COVID-19 and Schools: Family Engagement Link: https://www.youtube.com/watch?v=RbPyPtia5Ik	Family Engagement during Pandemic Webinar	In this video, Joyce Epstein and Annette Anderson, discuss the challenges presented by the COVID-19 outbreak. This conversation will inform educators as they address some of those challenges. Topics explored include How to keep parents informed and the importance of school leadership roles.
Title: Family Engagement COVID Supports-Mental Health Link: https://www.youtube.com/watch?v=yC7vly8zL9A	Family Engagement during Pandemic Webinar	This webinar from the WA State Department of Children, Youth & Families, offers educators a different perspective with fresh ideas for how to support and engage the families they are working with through this time of distance learning.
Website: Tulare County Office of Education: Resources for Families Link: https://sites.google.com/view/tcoe-online-learning/for-families	Resources for Parents	This page from the Tulare County Office of Education, offers families and educators a wide range of resources for all grade levels that range from academic resources , social-Emotional learning , digital citizenship and technology support during Distance Learning.
Title: SEAL Webinar Series: Engaging Families in Distance Learning Link: https://youtu.be/m9ImkEZSXn0	Family Engagement in Distance Learning Webinar	Based on the Sobrato Early Academic Language (SEAL) Model, this video presentation highlights the role of the connection between home and schools. Educators and school staff can also find resources in English and Spanish to support families of English Learners and to prepare for the new school year.
Website: Parent Toolkit Link: https://www.parenttoolkit.com/home?lang=en	Resources for Parents	This website from NBC News Learn, offers parents a Toolkit in English and Spanish to find resources, articles, and guides to support and empower the work that they are doing with their students at home.

FOCUS: LEADERSHIP FOR ENGLISH LEARNERS

Resource	Topic/Type	Summary
Title: CDE Additional Coronavirus (COVID-19) Resources Link: https://www.cde.ca.gov/ls/he/hn/coronavirus/adtlinfo.asp#englishlearner	Allocation of Resources	The California Department of Education has curated a list of resources for schools and districts that include information about English Learners, Health and Safety, School Nutrition, School Fiscal and Business Services, and School Cleaning, among many others.
Title: Community Schools: A COVID-19 Recovery Strategy Link: https://edpolicyinca.org/publications/community-schools?utm_source=PACE+All&utm_campaign=f7e418c156-EMAIL_CAMPAIGN_2019_08_29_05_32_COPY_01&utm_medium=email&utm_term=0_9f1af6b121-f7e418c156-581975270	Community & School Collaboration Equity	This brief from PACE (Policy Analysis for California Education) argues for the creation of community schools as a way to diminish the educational and social impact of Covid-19. In light of the economic and racial disparities revealed by the disease, community schools can respond to conditions of economic, housing, and food insecurity by partnering with community organizations and using resources to create an integrated effort to augment academics, health/social services, youth development, and community engagement. Suggestions for how to establish community schools are enumerated.
Title: COVID-19 Pandemic Resources & Support Link: https://greatlakesequity.org/covid-19-pandemic-resources-support	Equity English Learners	The Great Lakes Equity Center (GLEC) offers considerations for how to provide equity during the time of on-line and distance learning. The Center provides links to other organizations that address teaching ELs during the pandemic and students' social-emotional well-being. The website also has information about anti-racist and equity resources as well as professional learning events.
Title: COVID-19 Spotlights the Inequities Facing English Learner Students, as Nonprofit Organizations Seek to Mitigate Challenges Link: https://www.migrationpolicy.org/news/covid-19-inequities-english-learner-students	Community & School Collaboration	This commentary by the Migration Policy Institute makes the case for the critical collaboration between states, districts, and established immigrant-serving nonprofit organizations. It presents examples of programs /resources that respond to the challenges of distance learning, food insecurity, economic assistance, and communication of important information in the language of immigrant communities.
Title: Culturally Responsive – Sustaining Remote Education Link: https://crehub.org/remote-learning	Equity	CRE HUB (Culturally Responsive Education) provides guidance on how to keep focused on equity, access, and culturally responsive-sustaining education as teaching and learning shifts online? The complete document, Guidance on Culturally Responsive – Sustaining Remote Education , can be downloaded.
Title: Distance Learning Resources and Updates Link: https://mailchi.mp/ccee-ca.org/distance-learning-resources-and-updates?e=596af6117a	Models Best Practices for Remote Learning	The California Collaborative for Educational Excellence (CCEE) provides links to ongoing professional learning opportunities for educators, administrators, parents, and community members. Links to upcoming and archived webinars and other programs are available. Topics on the “Distance Teaching and Learning” page are extensive and include material on strategies for distance learning, continuity, links to professional learning modules/lessons/units of study from the consortium of County offices, a rapid response “toolkit” for District planning and immediate needs, information on setting up

Resource	Topic/Type	Summary
		virtual systems, special education, and community engagement.
Title: Ensuring Continuity of Learning and Operations Link: https://ncela.ed.gov/new-ensuring-continuity-learning-and-operations/sub-page3	Equity English Learners	Examples of plans and resource materials on what districts and States are doing to continue learning for English Learners during school closures are provided by NCELA (National Clearinghouse for English Language Acquisition). There are links to more detailed distance learning plans from States and districts described on the webpage.
Title: Equity and Learning During Covid-19 Link: https://maec.org/covid-19/	Equity English Learners	With a focus on vulnerable populations during the pandemic, the Mid-Atlantic Equity Consortium (MAEC) has made available links to resources for educators and families including on-line conversations, Webinars, a weekly newsletter, and updates to the website. There are resources, among many others, that address equity and access issues, how to address challenges in language learning for ELs, homelessness, students with special needs, and undocumented communities.
Title: GTL Center Insights on Covid-19 Link: https://gtlcenter.org/covid-19	Models Best Practices for Remote Learning	The Center on Great Teachers & Leaders at the American Institutes for Research is collecting and sharing on this website practical resources for educators, districts, and states on a wide range of topics including strategies for distance learning, considerations for students with disabilities, English Language Learners, early education, supporting well-being for teachers and students, and impacts of Covid-19 on policy for K-12.
Title: Lead with Equity: What California's Leaders Must Do Next to Advance Student Learning during COVID-19 Link: https://edpolicyinca.org/publications/lead-with-equity?utm_source=PACE+All&utm_campaign=4ad0f25c9f-EMAIL_CAMPAIGN_2019_08_29_05_32_COPY_01&utm_medium=email&utm_term=0_9f1af6b121-4ad0f25c9f-581975282	Equity	PACE (Policy Analysis for California Education) provides access to a new policy brief with infographic that outlines what state leaders can do to bolster equity and guarantee quality instruction for California's students in response to the Governor's announcement that most impacted counties would be required to teach remotely. The impact of lost learning will be most severe for low-income, Black, and Latinx students. With a focus on equity, this brief calls for strengthening expectations beyond minimal requirements and ensuring sufficient monitoring, support, and resources.
Title: Providing Services to English Learners During the Covid-19 Outbreak (Fact Sheet) Link: https://www2.ed.gov/documents/coronavirus/covid-19-el-factsheet.pdf	Equity English Learners	This resource from the United States Department of Education/Office of Elementary and Secondary Education delineates States' and local educational agencies' obligations to ELs and their parents during school closures and transition to remote learning during the Covid-19 emergency. This Fact Sheet addresses issues regarding annual ELP assessments, instruction, placement, exit decisions, funding, and other services for ELs.
Title: Rethink Education: How are Some States Turning the Challenge of Covid-19 into an Opportunity? Link: https://education-first.com/rethink-education-how-are-some-states-turning-the-challenge-of-covid-19-into-an-opportunity/	Models Best Practices for Remote Learning	On their website, Education First shares their analysis and observations that grew out of work done by the organization in assisting nine states to develop their applications for the U.S. Department of Education's Rethink K-12 Education Models Discretionary Grant Program. The intent of the grant was to help states speed up plans to create a system for remote learning options

Resource	Topic/Type	Summary
		designed to meet the needs of all constituents. A link to the entire publication, <u>Opportunities in the Midst of Covid 19: Innovative Ways States are Using this Moment to Rethink Education</u> , is available on the website.
Title: School Leaders' Toolkit for Responding to COVID-19 Link: https://us.corwin.com/en-us/nam/school-leaders'-online-toolkit	Allocation of Resources	Corwin Publishing has brought together information for school leaders about communication with staff, families, and community, partnering with local businesses and organizations, and connecting with colleagues during the pandemic, among other topics. Formats include a blog, social media, daily virtual coffee breaks, and webinars.
Title: Supporting Learning in the Covid-19 Context: Research to Guide Distance and Blended Instruction Link: https://edpolicyinca.org/publications/supporting-learning-covid-19-context?utm_source=PACE+All&utm_campaign=4ad0f25c9f-EMAIL_CAMPAIGN_2019_08_29_05_32_COPY_01&utm_medium=email&utm_term=0_9f1af6b121-4ad0f25c9f-581975282	Models Best Practices for Remote Learning	PACE (Policy Analysis for California Education) provides access to this new publication that includes a report, policy brief, infographic, and video that offer recommendations for educators and district leaders for implementation of quality distance and blended learning that prioritizes interaction/collaboration, feedback to students, and a focus on differentiated instruction of grade level content.
Title: Strategic Resource Management in Response to COVID-19 Webinar Series Link: https://www.wested.org/wested-news/covid19-resource-reallocation-webinar-series/	Allocation of Resources	WestEd has made available a webinar series that presents best practices for district leaders in response to the Covid-19 pandemic. Information and guidance about budget, use of funds from the CARES Act, leveraging education resources, funding flexibility, resource planning for students with disabilities, and mitigating the impact of Covid-19 for the most vulnerable students are provided.
Title: Systematic Implementation of Equity Toolkit Link: https://www.hanoverresearch.com/reports-and-briefs/systemic-implementation-of-equity-toolkit/	Equity	Hanover Research has created a toolkit to support district leaders and equity committee members in prioritizing equity for all students as they plan for the upcoming academic year amid the Covid-19 pandemic. The report includes strategies for development a district-wide equity mindset, aligning decision making with equity goals, and tools/resources/guiding questions for implementation and integration of an equity mindset.

FOCUS: VIRTUAL LEARNING FOR ENGLISH LEARNERS RECEIVING SPECIAL EDUCATION SERVICES

Resource	Topic/Type	Summary
Title: Assistive Technology for Remote Teaching and Learning: Ctrl Alt Achieve Link: https://drive.google.com/file/d/1WCJ60hvvhZ_8r2G6gSu2NpA9B-DoHFop/view	Guidance and Resources for Instruction	This resource from Imperial County SELPA, offers a wide range of tools and resources to support students with disabilities. Educators can view the webinar to learn how to leverage these resources to support English Learners through distance learning.
Title: California Practitioners' Guide for Educating English Learners with Disabilities Link: https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf	Guidance and Resources	This publication from the California Department of Education offers guidance for educators and school communities to identify, refer, support, assess, and reclassify English learners with disabilities (CDE).
Title: Can Special Needs Children Be Bilingual? Link: https://youtu.be/vOhWg0YelMs	Guidance and Resources	In this video, John Consalvi, CEO/Founder of LinguaHealth and Dr. Brenda Gorman discuss the importance of maintaining a child's native language, and the evidence that bilingualism benefits the communicative potential of children with special needs.
Title: COVID-19 School Closures Supporting Students with Disabilities Link: https://sharemylesson.com/sites/default/files/SML-StudentsDisabilities-Interactive.pdf	Guidance and Resources	This publication from the American Federation of Teachers provides educators with an overview of key points to keep in mind as they provide services to diverse students with special needs. This publication also provides a list of resources, apps and websites as well as digital accommodations and recommendations.
Title: English Learners and Special Education Link: https://www.understood.org/pages/en/school-learning/special-services/english-language-learners/?_u=1*1e1ffy1*domain_userid*YW1wLTVmVkMwX1hiWm5waVU1RnZoVEdVR1E	Guidance and Resources for ELs with Disabilities	The Understood website presents a series of articles related to English Learners around the topic of Special Education, testing, cultural perspectives, and bilingualism. This website is available in multiple languages through Google Translate.
Title: English Learners with Disabilities: Shining a Light on Dual-Identified Students Link: https://www.newamerica.org/education-policy/reports/english-learners-disabilities-shining-light-dual-identified-students/	Guidance and Resources for ELs with Disabilities	This brief from New America provides an overview of the federal policies that determine services available for English Learners and students with disabilities. Key opportunities for equity are presented to identify English Learners with disabilities.
Title: Exploring Equity Issues: Language Difference or Language Disorder? ELs and Special Education Link: https://maec.org/wp-content/uploads/2018/10/Exploring-Equity-ELs-and-Special-Education-1.pdf	Policy Brief	This brief from the Center for Education Equity MAEC provides educators with an overview of the Individuals with Disabilities Education Act (IDEA) criteria to determine if a child is learning disabled. Considerations for referral processes and English Learner placement in Special Education are presented.
Title: Forward Together: Helping Educators Unlock the Power of Students who Learn Differently Link:	Guidance and Resources	This report from the National Center for Learning Disabilities, presents mindsets and practices that help educators reach students with learning and attention issues. Eight key practices are discussed, including

Resource	Topic/Type	Summary
https://ncl.org/research/forward-together		culturally and linguistically responsive pedagogy that can inform best practices for English Learners.
Title: Identifying English Learners with Disabilities Link: https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_NEI_Identifying_English_Learners_with_Disabilities.pdf	Guidance and Resources for ELs with Disabilities	This infographic from the Regional Educational Laboratory Northeast & Islands provides three evidence-based recommendations to help identify when an English Learner may have a disability. Several other resource guides and research publications are also provided.
Title: Imperial County SELPA Link: https://www.icoe.org/selpa/resources/resources-families-community	Online Guidance and Resources	The Imperial County SELPA offers a plethora of resources to support English Learners with disabilities. Educators and school leaders can access resources, webinars, websites, tutorials and more. The resource section includes topics ranging from Assistive Technology to Family and Communities.
Title: Learning and Thinking Differences in English Language Learners Link: https://www.understood.org/en/school-learning/special-services/english-language-learners/understanding-learning-and-thinking-differences-in-ells	Guidance and Resources for ELs with Disabilities	This article from Understood provides educators and parents an overview about key areas to consider for English Learners with learning and processing differences. This article is available in Spanish through Google Translate, and can be used to support parents as they explore their child's learning journey.
Title: Meeting the Needs of English Learners (ELs) with Disabilities Resource Book Link: https://www.mcoe.org/deptprog/SPED/Documents/Resources/EL-SPED%20Resource%20Book%20Revised%202017%20Final_.pdf	Guidance in Research, Policy, Identification and Instruction for English Learners with disabilities	This resource book from the SELPA Administrators is an informative tool for regular and special educators to assist them in meeting the needs of English Learners who have been identified or are in the process of being identified for special education services.
Title: Online Strategies for Special Education Teachers IDEA & eLuma Webinar Link: https://www.youtube.com/watch?v=X3PwO9JdiA&feature=youtu.be	Online Strategies and Resources	Presented by the Illinois Digital Educators Alliance and eLuma Online Therapy, this webinar provides recommendations to implement effective live online instruction for all students. Practical suggestions and strategies are offered to strengthen instruction to support English Learners with disabilities. Strategies to increase asynchronous engagement for students and parents are also discussed. Important self-care and mental wellness strategies while working from home are also highlighted.
Title: Preparing to Reopen: Six Principles That Put Equity at the Core Link: https://www.gettingsmart.com/2020/05/preparing-to-reopen-six-principles-that-put-equity-at-the-core/	Guidance and Resources for Equity	This article from Getting Smart discusses six principles for inclusive preparation for the new year, that positions equity, empathy and the needs of students with disabilities at the center.
Title: Preschool English Learners, 2nd Edition- Principles and Practices to Promote Language, Literacy and Learning Link: https://www.cde.ca.gov/Sp/cd/re/documents/psengleamersed2.pdf	Guidance and Resources for ELs with Disabilities	This publication from the California Department of Education provides research highlights in order to differentiate language differences versus language disorders. In particular, Chapter 7 focuses on English Learners with disabilities or other special needs.

Resource	Topic/Type	Summary
Title: 6 Ways to Support Students with Disabilities during COVID-19 School Closures Link: https://www.nwea.org/blog/2020/6-ways-to-support-students-with-disabilities/	Guidance and Resources for Instruction	This article from NWEA discusses the importance of accessibility and accommodations in distance learning that educators can leverage to enhance instruction for dually identified students.
Title: Teacher's View of Assistive Technology Link: https://www.ctdinstitute.org/library/2018-06-07/teachers-view-assistive-technology	Assistive Technology	This video from the Center for Technology and Disability provides educators with considerations for assistive technology that can help students with a range of learning needs. A Spanish translation of the video is available.
Title: Strategies to Identify and Support English Learners with Learning Disabilities: Review of Research and State Practices Link: https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_NEI_Identifying_English_Learners_with_Disabilities.pdf	Research and Practice	This review of research and state practices from the Regional Educational Laboratory at WestEd offers guidance to aid educators and administrators in identifying and supporting EL students with learning disabilities.
Title: Supporting Children with Autism during COVID-19 (A Guide for Families and Educators) Link: https://www.readingrockets.org/article/supporting-children-autism-during-covid-19	Guidance and Resources	Reading Rockets provides a guide for parents and educators of children with autism. It includes a multitude of resources for supporting literacy and social emotional issues at home as well as links to instructional modules and toolkits to help families cope as professional support services might be reduced or unavailable during the Covid-19 closure of schools and centers.
Title: Using Conscious Discipline Strategies/Resources During School Closure Link: https://www.youtube.com/watch?v=6KqJmMTFuf0	Distance Learning Strategies and Resources	Presented by the Imperial County SELPA, this bilingual presentation features Dr. Becky A. Bailey and presents strategies that can be used to enhance social and emotional learning, culture and climate, and self-regulation. These strategies help establish positive and caring environments in the classroom and at home, during school closure times, to support English Learners and students with disabilities.
Title: Wide Open Schools Link: https://wideopenschool.org/search/?swp=english+learners&audience=families-and-teachers	Online Resources	Powered by Common Sense, Wide Open Schools is a curated, free and open collection of the best online learning resources for students. They offer a wide variety of topics and grade levels for educators, families, and resources in Spanish . This section offers articles focused on English Learners and resources for teachers and families.

FOCUS: SECONDARY NEWCOMER ENGLISH LEARNERS

Resource	Topic/Type	Summary
Title: 5 Effective Modeling Strategies for English Learners Link: https://www.edutopia.org/article/5-effective-modeling-strategies-english-learners	Guidance for Instruction	This article highlights specific strategies to help all learners thrive during distance learning. It leverages specific models that support diverse English Learners.
Title: 8 Strategies for Building Relationships with ELLs in Any Learning Environment Link: https://www.colorincolorado.org/article/building-relationships-ells-distance-learning	Instructional strategies and ELs	One of the biggest challenges during distance learning, especially for educators of English Learners, is building meaningful relationships. This article offers 8 strategies to support ELLs and includes ideas , resources and strategies that can be used with all students, in any learning environment.
Title: The “Best of the Best” Resources to Support Teachers Dealing with School Closures Link: https://larryferlazzo.edublogs.org/2020/03/17/the-best-of-the-best-resources-to-support-teachers-dealing-with-school-closures/	Guidance for Instruction	Larry Ferlazzo, author and high school teacher of ELs, offers in his blog, a list with the best resources and virtual tools to support middle school and high school English learners through distance learning. He shares videos offering personal perspectives and tips to support ELs and their families.
Title: Content and Language Instruction in Middle and High School (Chapter 6) Link: https://www.cde.ca.gov/sp/el/er/documents/mleeducationch6.pdf	Instructional Strategies and ELs	This chapter is included in the California Department of Education’s publication Improving Education for Multilingual and English Learner Students. It provides guidance for educators of ELs to design and implement rigorous and relevant content learning. This publication focuses on instruction that promotes secondary multilingual students’ academic achievement, language development, multilingualism, social and emotional development, and positive identity formation.
Title: COVID-19 Information for ELL and Multilingual Families Link: https://www.colorincolorado.org/coronavirus	COVID-19, ELs and Immigrant families	These multilingual resources will help educators and school communities provide information on how to meet basic needs for families of English language learners and immigrant students as they navigate distance learning in the time of pandemic.
Title: Critical Conditions for English Learners in Distance Learning. Link: https://californiantogether.app.box.com/s/5wp0dtqd2413sx5uweqmt37gjd4lycos	Guidance for critical conditions for distance learning	This document, published as a resource for ELRISE! (English Learner Roadmap Implementation for Systemic Excellence), provides guidance for educators to be grounded in appropriate and supportive instruction centered on EL strategies and considerations aligned to the EL Roadmap . This resource also highlights implications for distance learning and includes links to specific EL-centered strategies from the Sobrato Early Academic Language (SEAL) model.
Title: Distance learning and ELLs: What have we learned so far? Link: https://sharemylesson.com/webinar/distance-learning-ells-lessons-learned	Webinar: Voices from the field	This webinar offers educators various perspectives about lessons learned during distance teaching and learning. Featured educators share honest and personal experiences and offer a wide range of ideas and resources to best serve older ELs during distance teaching.

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Title: Distance Learning for ELLs: Colorín Colorado Guide Link: https://www.colorincolorado.org/guide/distance-learning-ell	Distance Learning and ELs	This guide shares ideas, tools and resources to support ELs with language production and engagement during distance learning. In this two-part article, the author also shares lessons learned and strategies to build relationships and communicate and partner with multilingual families during COVID-19.
Title: Elevating English Learners (ELs) Academic Supports for Newcomer Students Link: https://ncela.ed.gov/files/feature_topics/newcomers/ElevatingELs_AcademicSupportsNewcomerStudents.pdf	Academic support for Newcomers	This paper from the National Clearinghouse for English Language Acquisition (NCELA) offers an overview of the varied experiences and educational and linguistic backgrounds of students who arrive in the U.S. from other countries. Classroom supports and academic considerations are also discussed.
Title: ELLs in Middle & High School: Classroom Videos Link: https://www.colorincolorado.org/videos/classroom-video	Classroom videos: ELs in Middle School	This collection of classroom videos, from Colorín Colorado, is a series of modules that highlight effective instruction for English Learners.
Title: English Language Learner Instruction in Middle and High School Link: https://youtu.be/HEndhIPtBF4	Academic support for Newcomers	In this webcast, Deborah Short, author of Making Content Comprehensible for Secondary English Learners , discusses the unique challenges that educators of adolescent English language learners in middle and high school face. She discusses how to teach content to late-entry ELLs and makes recommendations for leveraging the relationship between oral language and literacy development.
Title: English Learner Toolkit of Strategies Link: https://ccsesa.org/english-learner-toolkit-of-strategies/	Instructional Resources	This Toolkit is designed to be used by K-12 educators in both Integrated and Designated English Development to prepare ELs for literacy in the 21st Century.
Title: Google Classroom Multilingual Tutorials Available on YouTube. Link: https://www.youtube.com/playlist?list=PLONNdzasFTvN-S3ODimsVtFom_nywSJR	Multilingual Resources for Immigrant families	This collection from the New York State Department of Education includes multilingual tutorials to support English Learners and immigrant families to maneuver technology during distance learning.
Title: Helpful Online Resources for Teaching ELLs Link: https://www.edutopia.org/article/helpful-online-resources-teaching-ells	Online Resources and ELs	This article highlights apps, websites, and research based strategies that support English Language learners, including students with disabilities.
Title: Helping Newcomer Students Succeed in Secondary Schools and Beyond Link: https://www.rssed.org/uploaded/District/Federal_Programs/Download_Files/Helping_Newcomer_Students_Report.pdf	Academic support for Newcomers	This report from the Center for Applied Linguistics addresses the successes, challenges and implementation of programs for newcomers . It also identifies how successful programs develop academic literacy and give access to content courses, while guiding students to acculturation to the U.S and career and college readiness.
Title: How COVID-19 is Impacting ELL and Immigrant Families Link: https://www.colorincolorado.org/covid-ell	Distance Learning and ELs	COVID-19 is likely to have a disproportionate impact on immigrants and their children. This article explores the effects of the pandemic on ELLs and immigrant families, and offers valuable tips and guidance for what educators and school communities can do to support

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Title: How to Expand ELLs' Access to Technology for Distance Learning Link: https://www.colorincolorado.org/article/distance-learn-ing-ell-technology	Distance Learning and ELs	Technology can be a powerful tool to transform learning. Yet, during this pandemic, ELs and their families have been deeply impacted by the lack of access to technology . This article offers background for educators to better understand the unique challenges and needs faced by EL students and immigrant families. The authors share priorities and suggestions to identify needs to expand internet access, tech support and training, and to provide multilingual tutorials.
Title: Practical Strategies & Resources to Teach K-12 ELs Online from SupportEd Link: https://padlet.com/diane30/m7j8wz0v3qgb	Online Resources	This Padlet collection lays out a variety of practical strategies and resources to support English Learners and their families during distance learning. Educators can also find powerful professional learning materials and opportunities to create supportive virtual spaces for ELs.
Title: Promoting the Educational Success of Children and Youth Learning English: Promising Futures (Chapter 8) Link: https://www.nap.edu/read/24677/chapter/10	Educational Report on promising practices for ELs	Chapter 8 of the National Academy of Science Engineering and Medicine (NASEM) Report, titled Promising and Effective Practices for Educating English Learners in Grades 6-8 and 9-12, offers teachers and administrators research-based practices to support adolescent English Learners in Middle School (p. 304 - 325).
Title: Series on Socratic Circles and English Language Learners (ELLs) Link: https://www.colorincolorado.org/blog/socratic-circles-and-com-mon-core-introduction-part-i	Instructional Practices with considerations for ELs	This three-part series shares insight to support the implementation of Socratic Circles. It offers educators an example based on a 6th-8th grade CCSS exemplar text with specific attention and considerations for English Learners.
Title: Six Essential Strategies for Teaching English Language Learners Link: https://www.edutopia.org/article/6-essential-strategies-teach-ing-english-language-learners	Guidance for Instruction	This article features the voices of experienced educators who share their effective strategies that can be incorporated into distance teaching.
Title: Strategies for Supporting Newcomer English Learners Link: https://www.rssed.org/uploaded/District/Federal_Programs/Download_Files/Strategies_for_Supporting_Newcomer_ESL_Students.pdf	EL and Newcomer Strategies	This resource from Rowan-Salisbury School System offers educators insights and guidance to support Newcomer English Learners. The authors discuss strategies to provide sensory, graphic and interactive supports for dealing with culture shock, the hidden curriculum, and the school structures faced by newcomers.
Title: Support for Immigrant and Refugee Students: Fostering a Safe and Inclusive Learning Environment in California's PreK-12 School Link: https://www.californiantogether.org/support-immigrant-refugee-students-2/sirs-lesson-plans/	ELs and Immigrant families	This publication from Californians Together and the Center for Equity for English Learners at Loyola Marymount University provides classroom lesson modules and guidance to support immigrant and refugee students' social-emotional needs and literacy development by creating a safe learning environment for students of all backgrounds.
Title: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Link: https://ies.ed.gov/ncee/wwc/Docs/Practice_Guide/english_learn-ers_pg_040114.pdf	Academic support for Newcomers	This practice guide from the Institute of Education Sciences (IES) provides specific, evidence-based recommendations and examples of activities to support English Learners in content area instruction as they build the language skills that are needed to be successful in school.

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Title: Teaching Newcomer English Learners: Four Powerful Vocabulary Practices Link: https://youtu.be/z8GagOVLtyY	Academic support for Newcomers	Produced by the Regional Educational Laboratory Northwest, this video offers educators actual classroom examples of Institute of Education Science (IES) evidenced-based vocabulary practices that offer support for newcomer adolescent English Learners.
Title: Ten Strategies for Teaching English-Language Learners Online Link: http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2020/03/ten_strategies_for_teaching_english_language_learners_online.html	Distance Learning and ELs	In this four-part blog series from Education Week, Larry Ferlazzo, High School teacher and author, discusses strategies to best support English Learners when teaching online.
Title: U.S. Department of Education Newcomer Tool Kit Link: https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/newcomertoolkit.pdf	Toolkit for newcomers	This Toolkit from the Office of English Language Acquisition (OELA) offers elementary and secondary teachers, principals, and school communities guidance to support newcomers with quality instruction and establishing partnerships with families.
Title: Understanding Language, Language and the Common Cores State Standards. Link: https://ell.stanford.edu/publication/language-and-common-core-state-standards	Instructional Resources	In this paper, Leo Van Lier and Aida Walqui, call for thoughtful integration of three dimensions of language that are called for in the standards. They explore what it takes for an EL student to accomplish tasks as called for in the common core standards.
Title: Updated Distance Learning Plan for My Newcomer/Intermediate ELL Class Link: https://larryferlazzo.edublogs.org/2020/07/22/updated-distance-learning-plan-for-my-newcomer-intermediate-ell-class/	Distance Learning and ELs	In his blog, Larry Ferlazzo shares a learning plan for EL students, and includes strategies and resources that he uses. He shares a video recording of one of his classes that demonstrates how he implements EL centered strategies such as rate of speech, sentence frames, use of visuals, and offers other distance learning considerations .
Title: Welcoming Newcomers: Welcome Kit for New ELLs, Resources for Teachers and Newcomers Link: https://www.colorincolorado.org/article/welcome-kit-new-ells	Welcoming Newcomers	Creating a welcoming and supportive environment while guiding adolescent newcomers through our schools is crucial to help them in the transition to many new structures. Colorin Colorado's article offers concrete ideas, to create a "kit" to guide educators in building their own welcome corner that includes school information, calendars, community resources, grade level support materials, videos and links to crucial sites and apps to stay connected, and more. Educators can explore how other districts like Sheridan , Redmond , San Diego and Los Angeles Unified School district also provide ideas to welcome newcomers.
Title: Wide Open Schools Link: https://wideopenschool.org/search/?swp=english+learners&audience=families-and-teachers	Online Resources	Powered by Common Sense, Wide Open Schools is a curated, free and open collection of the best online learning resources for students. They offer a wide variety of topics and grade levels for educators, families, and resources in Spanish . This section offers articles focused on English Learners and resources for teachers and families.