

FOCUS: INTEGRATED ENGLISH LANGUAGE DEVELOPMENT

CEEL is pleased to provide the third in a series of communications focused on ***Education and Research Supports for ELs during COVID-19*** featuring two components and our newly developed research-based Equitable Distance Learning for English Learners Design Principles:

- * **Voices from the Field** - highlighting educators' commendable and courageous efforts to serve English Learners in virtual and real-time spaces during these challenging times;
- * **Resources and Research** - addressing a variety of topics, including resources for ELs such as social and emotional learning, highlights of best practices for Integrated and Designated English Language Development, instructional materials, and professional learning in virtual spaces.

Mayra Lavadenz—A Voice from the Field



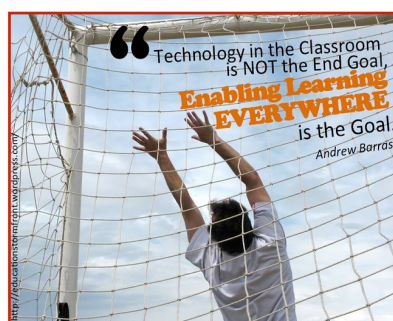
Mayra Lavadenz has inspired and instructed students (K-5th grade) for over 20 years in the Montebello Unified School District. This year she teaches fifth grade at Bell Gardens Elementary School where she engages in teaching and learning for 32 students and their families. Bell Gardens Elementary serves a predominantly Latino neighborhood and her class is comprised of 94% language learners – 10 English Learners (ELs) and 20 Redesignated Fluent English Proficient (RFEP) students. In the transition from “In Real Life” teaching to designing virtual learning Mayra provides us with insights on prioritizing language and literacy learning for her students. Mayra intentionally designs synchronous and asynchronous virtual learning experiences based on research-based practices for English Learners, with an explicit focus on Integrated English Language Development for STEAM (Science, Technology, Engineering, Arts, and Math). She challenges herself, and her students, to “stay current and creative” by bridging connections, maximizing engagement, and fostering transfer of research-based EL learning routines to home and virtual spaces.

Integrated English Language Development Resources and Research

This Communication focuses on Integrated English Language Development in virtual teaching and learning contexts. We feature CEEL's research-based Equitable Distance Learning for English Learners Design Principles intended to help educators design

instructional experiences for ELs during the unexpected challenges of the COVID-19 pandemic. We also provide curated resources to inform decision-making about virtual tools, strategies and resources to engage EL students in research-based learning, including consideration for support features and culturally responsive education. 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.



In each of our communications we will continue to highlight voices from the field and education and research resources as we walk this journey in partnership with our colleagues, fellow educators, advocates, and friends.

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—INSIGHTS ON “IN REAL LIFE” BEST PRACTICES FOR INTEGRATED ENGLISH LANGUAGE DEVELOPMENT IN VIRTUAL LEARNING CONTEXTS

Mayra Lavadenz is committed to continuous professional learning and peer collaboration, and employs looping as a research-based practice to foster strong teacher-student relationships and improve academic achievement. She maximizes learning opportunities for students by team teaching, especially now as teachers are rapidly adjusting to teaching in virtual contexts. Leveraging each other’s strengths as teachers, Mayra focuses on teaching math and science, “I’m a math lover – I love teaching math!” Her partner teacher teaches language arts, history social studies, and Designated English Language Development (ELD). Each deliver Integrated ELD for their respective content areas and incorporate visual and performing arts and physical education/movement. “[The] number one thing that has made us more successful is that we have amazing teachers to share and to learn from.”



Mayra approaches her transition to virtual teaching with a spirit of continuous improvement, “I’ve made lots of mistakes and I’m learning every day.” Prioritizing the language and learning needs of her English learners, she intentionally plans for Integrated ELD content instruction and shares, “One of the best things I am doing is applying the best practices that I did ‘In Real Life’ (IRL) to the distance learning forum.” Three research-based practices frame Mayra’s approach to Integrated ELD instruction as she envisions and designs “IRL” practices to virtual learning, ensuring that she “maintains all of the routines to help student make connections to what they know and to feel successful in what they are doing independently at home.”

Best Practice #1— Thematic Instruction: Mayra uses a mind map to identify interdisciplinary connections across content areas. In a virtual context, thematic instruction for ELs includes considering how to best select and apply digital platforms that support content and language learning. Mayra applies EL-focused text selection criteria to identify articles from platforms such as Newsela to engage students in learning, “what’s amazing about Newsela is that they have articles in Spanish in addition to various Lexile levels.” She looks for articles that connect to the selected theme, are relevant for her students, and present opportunities to create projects in the virtual home-classroom settings. Mayra uses her Google Classroom platform to organize digital materials, resources, and learning so that students can visualize and understand thematic connections across content areas. “I love thematic teaching and it really solidifies vocabulary and concepts not only for ELs, but for everybody.”

Mayra and her partner teacher, Judy McKiernan, plan virtually along with mentor teacher Leslie Hiatt to coordinate weekly learning experiences that integrate language and learning across content areas. Leveraging each other’s strengths as teachers.

Best Practice #2— Interactive Journals: In her virtual classroom, Mayra uses Interactive Journals/Notebooks to integrate reading and writing routines for math and science. She transitioned this “IRL” best practice for English Learners using several virtual learning platforms and strategies. Mayra anticipated the remote use of the Interactive Journals and asked her students to take them home to use as a learning tool. To support home-use, she creates mini-lectures and posts them to YouTube. These include think alouds, visuals and vocabulary support to model expectations and scaffold EL student output. She’s sure to “always make connections to my life and how I used to remember little things”. She consistently collaborates with her partner teacher to “use the same expectations for writing”, focused on ELD standards to bolster writing skills related to cause and effect, modifying and adding details, and connecting and condensing ideas. The use of Interactive Journals coupled with varied digital learning strategies allows students multiple opportunities to access supports and produce written output that promotes accountability and creates formative assessment opportunities. Mayra holds students accountable for journal entries and they “take a photo of journal work and upload it to Google classroom as part of their assignment.”

Best Practice #3— Student Planning and Self-Monitoring Tool: During Integrated ELD, Mayra continues to foster metacognitive strategy development such as self-reflection and autonomous learning. Her virtual classroom includes a student planning and monitoring tool that help students organize and monitor their learning. “Every week I create a google slide organized by thematic lessons and inclusive of various content areas, including art extensions with consideration for varied materials available at home.” This virtual tool simulates learning agendas and monitoring tools uses familiar routines for students to translate metacognitive processes to their virtual setting.

Mayra acknowledges that this type of teaching is “really, really hard, not easy”, but is satisfied that the translation of “IRL” best practices to distance teaching has allowed her to address what is in her control so that she can continue to facilitate and support equitable access to learning using EL-focused best practices to maintain the “constant connection to motivate my kids who need me.” Mayra maintains a positive outlook and is committed to staying “current and creative!”

FOCUS: INTEGRATED ENGLISH LANGUAGE DEVELOPMENT RESOURCES AND RESEARCH

CEEL curates resources to support English Learner students' access to research-based Integrated English Language Development during these challenging times. These resources 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.

Title: Collaborative Learning Technologies

Link: <https://acrl.ala.org/IS/wp-content/uploads/2014/05/winter2015.pdf>

Summary: 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.common sense.org/education/coronavirus-resources>

Summary: 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.common sense media.org/lists/fun-apps-that-dont-need-wi-fi-or-data>.

Title: Culturally Responsive Education

Link: <https://crehub.org/remote-learning>

Summary: 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.

Title: Digital Learning Resources Matrix

Link: <https://tech.ed.gov/files/2018/10/matrix-digital-learning-resources-supports.pdf>

Summary: 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.

Title: Putting the Social in Social Distancing: Promoting Oral Language Development in the Home

Link: <https://www.youtube.com/watch?v=oMwVv2IC-DdI&feature=youtu.be>

Summary: 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>

Summary: 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/>

Summary: 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.

Title: Supporting English learners through technology: What districts and teachers say about digital learning resources for English Learners

Link: <https://www2.ed.gov/rschstat/eval/title-iii/180414.pdf>

Summary: 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.

Title: Supporting Multilingual Learners (MLLs)/English Language Learners (ELLs) during the COVID-19 Shutdown

Link: https://tntp.org/assets/documents/ELL_and_ELD_At-Home_Learning_Support-TNTP.pdf

Summary: 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.

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

Summary: 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.