7 BEST PRACTICES IN MEANINGFUL DISTANCE LEARNING FOR ENGLISH LEARNERS (ELs)

Adapted from content shared by Dr. LuzElena Perez of Modesto City Schools during Hanover Research's Superintended Leadership Council on Thursday, April 30, 2020

K-12 Tip Sheets

Use "no harm" grading practices.

Districts, schools, and teachers should emphasize constructive feedback rather than numerical or letter grades.

Use current curriculum resources that have a digital platform and include EL supports in all content areas.

Designated and integrated ELD should be a priority for instructional planning and delivery. ELD should be embedded in all subjects (e.g., science, mathematics), and ELs should also receive targeted instruction for language development during specified times or tasks. Instruction should include supplements such as free digital platforms and TED talks

Assign academic and social language development activities in all four domains: speaking, listening, writing, and reading.

ELs should have ample opportunities to practice all their developing language skills. Teachers should provide feedback to students with specificity on language use. They should also be flexible regarding deadlines for assigned work.

Maximize language supports in both synchronous and asynchronous settings.

Teachers should screencast lessons to make asynchronous settings feel more personal and provide hands on and step-by-step support. They should also use "chat" platforms for engagement and feedback and prepare sentence frames for students that emphasize language functions. Finally, when assigning videos and text that is read aloud digitally, teachers should instruct ELs on how to slow the speed and activate closed captioning.

Hold online and over the phone "office hours" for individualized support, encouragement, and relationship building.

Teachers should give students opportunities for real-time interaction in order to provide differentiated supports and to attend to students' motivational needs. Such opportunities also allow teachers to sustain relationships with students despite distance learning formats.

Encourage development of ELs' primary languages.

Teachers should still support student growth and learning in their primary languages in addition to providing support in English.

Engage families.

Teachers should recognize how critical family engagement is, especially in the current environment. Teachers should reach out to families in constructive ways to support students' learning at home.

Modesto City Schools Enrollment by Language Status, 2019-20		
	Modesto City Elementary Schools	**Modesto City High Schools**
Total Enrollment	15,442	15,663
English Only (EO)	51.5%	56.0%
Initial Fluent English Proficient (IFEP)	1.9%	2.2%
English Learner (EL)	34.8%	10.5%
Reclassified Fluent English Proficient (RFEP)	11.6%	31.2%

Works Cited

"2019-20 Enrollment by English Language Acquisition Status (ELAS) and Grade: Modesto City Elementary Report (50-71167)." DataQuest | California Department of Education. https://dq.cde.ca.gov/dataquest/DQCensus/EnrELAS.aspx?cds=5071167&agglevel=District&year=2019-20

"2019-20 Enrollment by English Language Acquisition Status (ELAS) and Grade: Modesto City High Report (50-71175)." DataQuest | California Department of Education. https://dq.cde.ca.gov/dataquest/DQCensus/EnrELAS.aspx?cds=5071167&agglevel=District&year=2019-20

Thurmond, T. "Designated and Integrated English Language Development." California Department of Education, December 18, 2019. https://www.cde.ca.gov/nr/el/le/yr19ltr1218.asp