Embrace, Educate, Empower

FACE to FACE:

Supporting English Learners Up Close and at a Distance *(In-Person, Hybrid, and Virtual Models)*

Welcome

Katy Lichon, Ph.D.

Amanda Hamilton , M.Ed.

EMBRACE
EDUCATE
EMPOWER

Catholic School Advantage's Core Goals:

- **Embracing** the future of the Church through an increase in Latino enrollment
- **Educating** culturally and linguistically diverse children through excellent academic formation
- **Empowering** all Catholic school stakeholders through the celebration of faith, language, and culture

GOALS

Three domains to consider with ELs

Understanding the process of language acquisition

Employing research-based instructional strategies

Developing culturally sustaining classrooms

Ways ENL Can Support Your School

Teacher Development

Hernandez Fellows:
18-Credit Hour Certificate Program

Onsite Professional Development
Online Learning Modules

Assessment & Resources

English Oral Language Assessment

Free library of 15 on the 15th: podcasts, webinars, articles

School level

Latino Enrollment Institute
Adelante Conference
School Pastors' Institute
Latino Educator & Administrator Development (LEAD)

Two-Way Immersion School Formation

EMBRACE
EDUCATE
EMPOWER

7:00 - 7:40 p.m.

Four Core Instructional Practices for Serving EBs
Rationale
Instructional Strategies (In-Person, Hybrid, and Virtual Models)

7:40 - 8:00 p.m.

Continuing the conversation in small groups

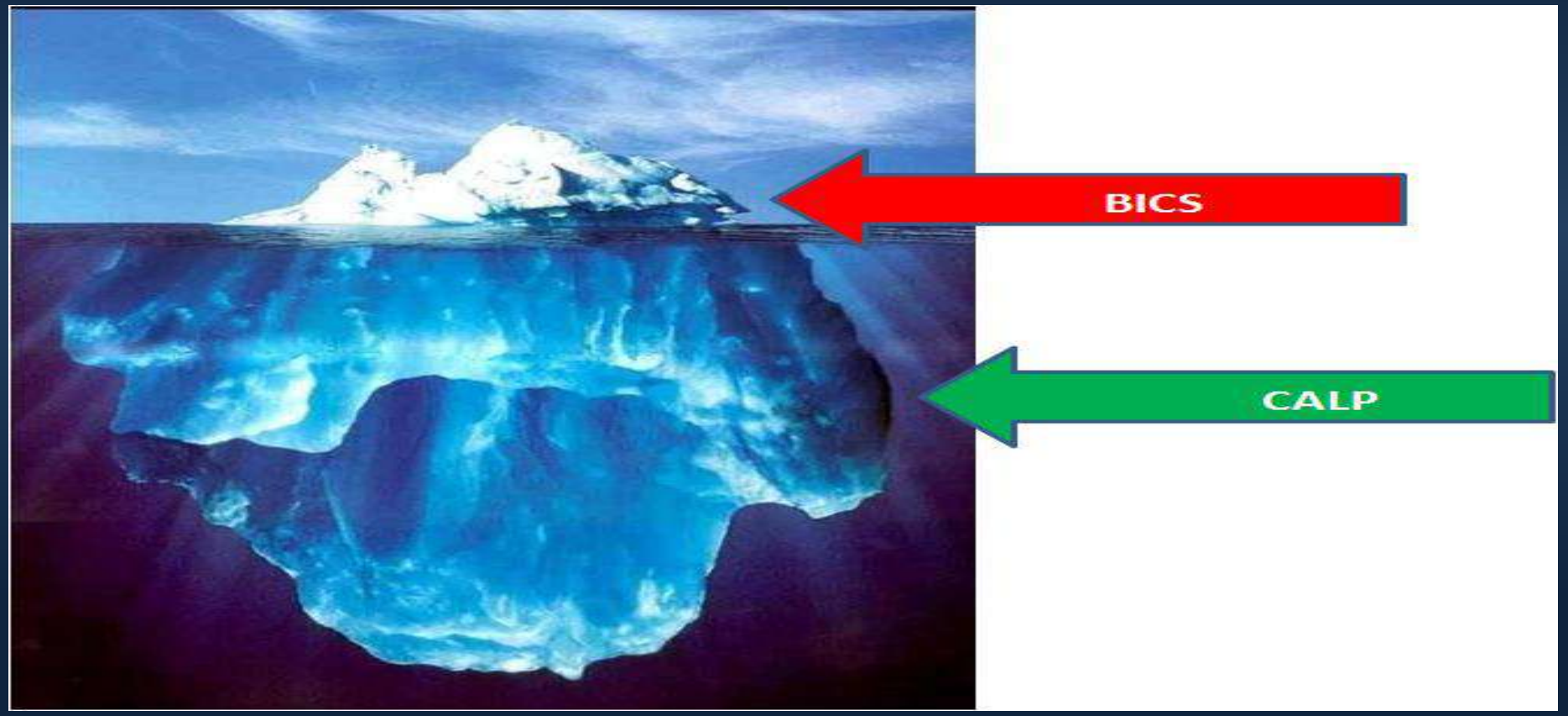
Core Instructional Practice #1

Teachers possess a deep understanding of the ***process of second language acquisition*** *and teachers* ***modified assessment based on the five stages of language acquisition***

The Five Stages of Second Language Acquisition

Silent Period	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency
• 0-6 months • 1-500 words • Point, act out, match, label, yes/no • Show me… • Circle the… • Where is…?	• 6 months-1 year • 1000 words • One or two word responses, short phrases • Yes/No • Either/Or • Who …? • What …? • How many…?	• 1-3 years • 3000 words • Simple sentences, some errors • Why …? • How …? • Explain … • Questions requiring short answers	• 3-5 years • 6000 words • Complex sentences, can speak at length, few errors • What would happen if …? • Why do you think …?	• 7 – 10 years • Content specific academic vocabulary • Near native fluency, grade-level expectation

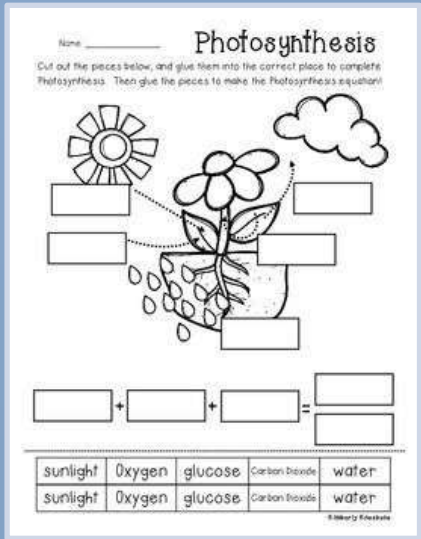
Social Language and Academic Language



The Five Stages of Second Language Acquisition

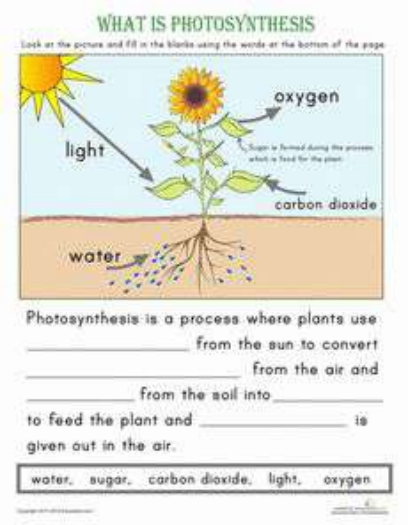
Silent Period

Label (word bank)



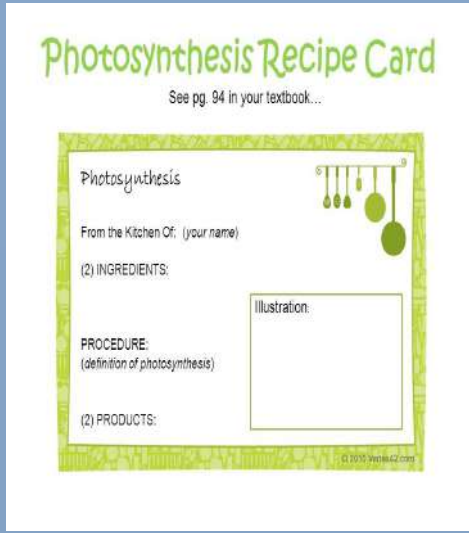
Early Production

One word response



Speech Emergence

Longer sentences, explain



Intermediate Fluency

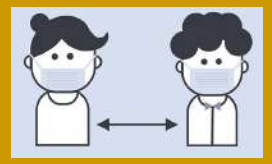
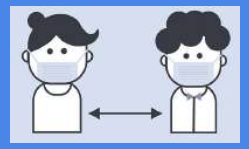
Complex writing, why, grammatical mistakes

Classroom Implications: Tailoring instruction based on proficiency

What does this look like in face-to-face classroom?

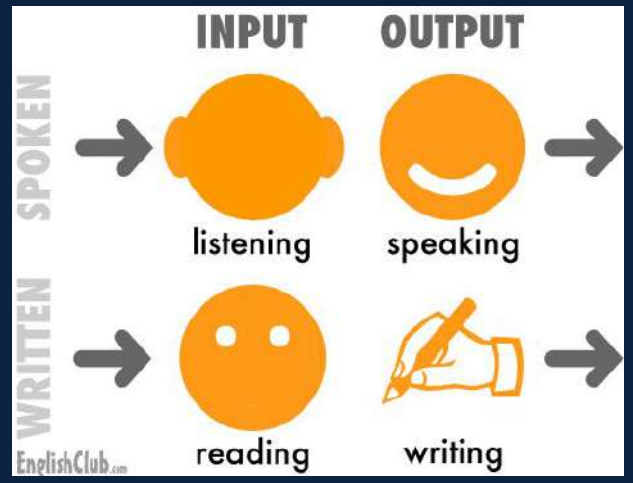
What does this look like in a digital environment?

- **Give directions thoughtfully**:
  - Am I using **simple** language?
  - If I make a video, am I speaking **slowly**?
  - Are my instructions **familiar** to students? Are they similar to the routines of the classroom or am I constantly changing formats and throwing something new at my students?
  - Am I providing **repeated exposure**? Am I giving instructions both **orally** and **in writing**?
    - Helpful Hint: **Remind.com** and other texting services give teachers the ability to record short voice texts in addition to written texts. These are especially helpful if your students or parents are not yet literate in English.
    - Am I providing a **visual model** of what I want students to produce?

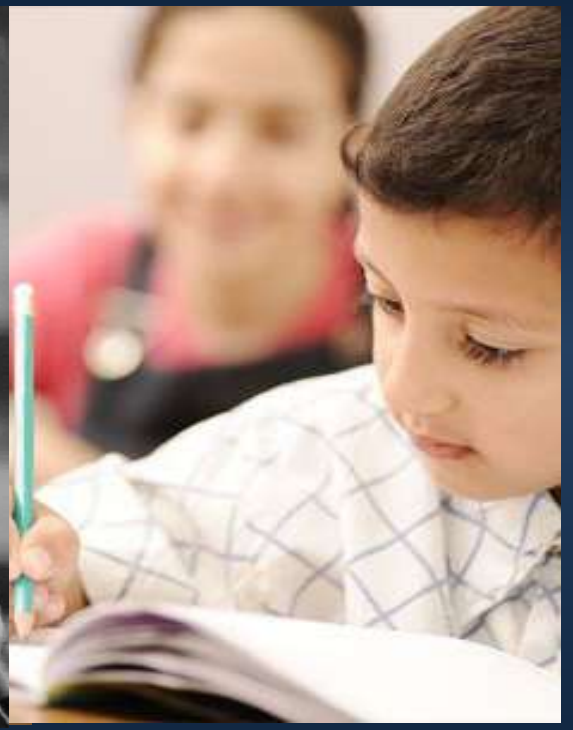
In-Person	Hybrid Mix of in-person and virtual	Virtual
		
• Identifying the needs of your EBs • Grouping according to language levels • Academic language supports (word walls, sentence frames, visuals, word banks, translations, etc.)	• Identifying the needs of your EBs (home language environment) • Academic language supports (word walls, sentence frames, visuals, word banks, translations, etc.)	• Identifying the needs of your EBs (home language environment) • Routines, assignments, and directions on level • Clear and modeled directions • Adaptive software • TRACKING

Core Instructional Practice #2

Teachers provide students opportunities
to practice all four language domains during instruction

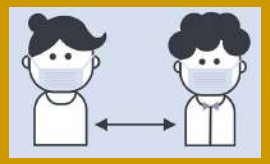
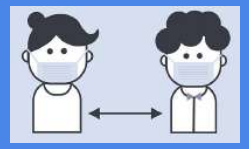


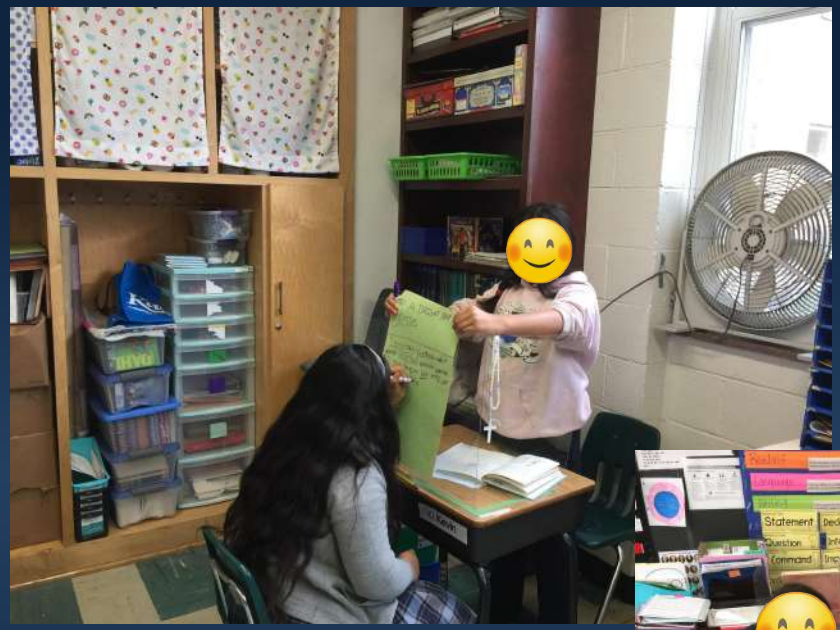
Four Domains of Language

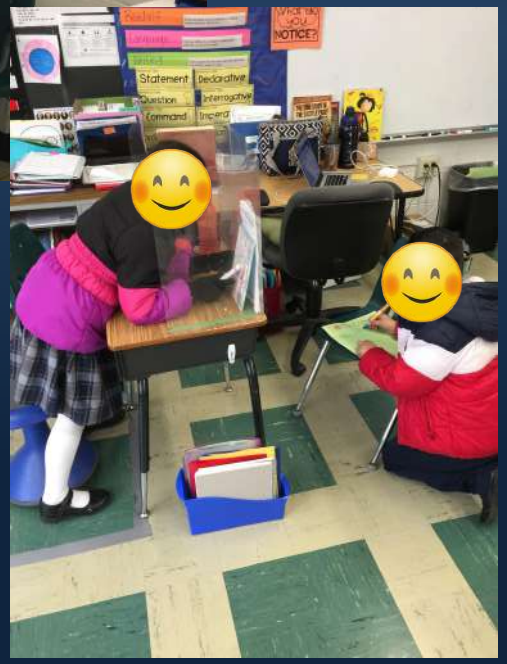


Receptive Language - listening, reading

Expressive Language - speaking, writing

In-Person	Hybrid: Mix of in-person and virtual	Virtual
		
• **Oral Language Strategies** ○ Cooperative Learning ■ Timed Pair Share ■ Rally Coach ○ Discourse Frames ■ Agreeing /Disagreeing politely ■ Connecting/ Building ■ Praising ■ Greeting/ Salutation • **Oral Practice before writing** ○ Heavy modeling & coaching ○ Start with class building topics before transitioning to academic content	• **Oral Language Strategies** ○ Cooperative Learning ■ Whole class meetings in place of table work ■ Be strategic with online platforms & specialists ○ Discourse Frames ■ Assign them as homework to practice with parents or siblings • **Oral Practice before writing** ○ Empower students to do this independently at home	• **Oral Language Strategies** ○ Assign and model fluency passages ○ Allow students to record themselves ○ **Cooperative Learning** ■ Breakout rooms ○ Discourse frames ■ Prioritize depth over breadth • **Oral Practice before writing** ○ Rubrics sent home ○ Model and coach via video call or recorded lesson

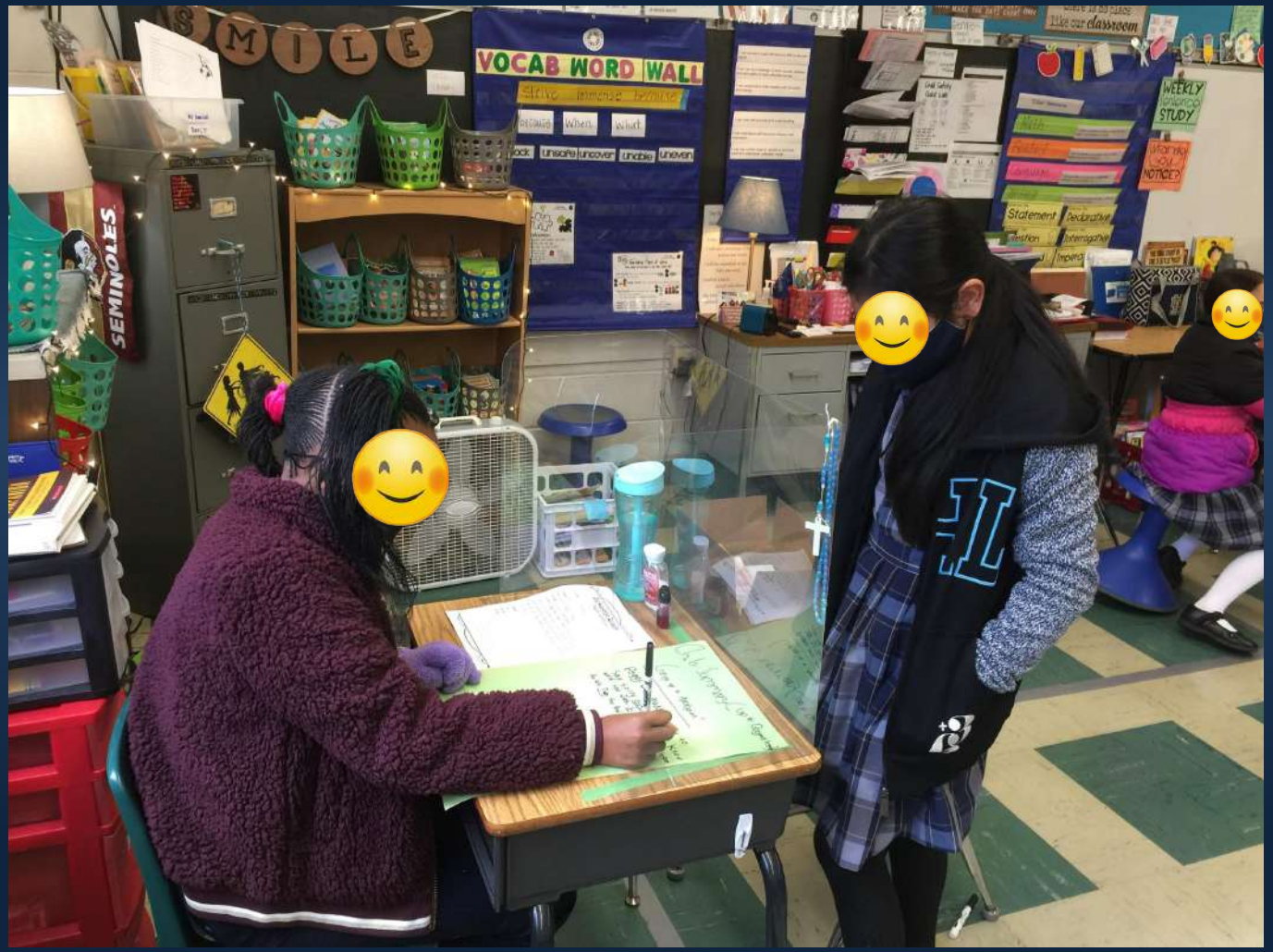




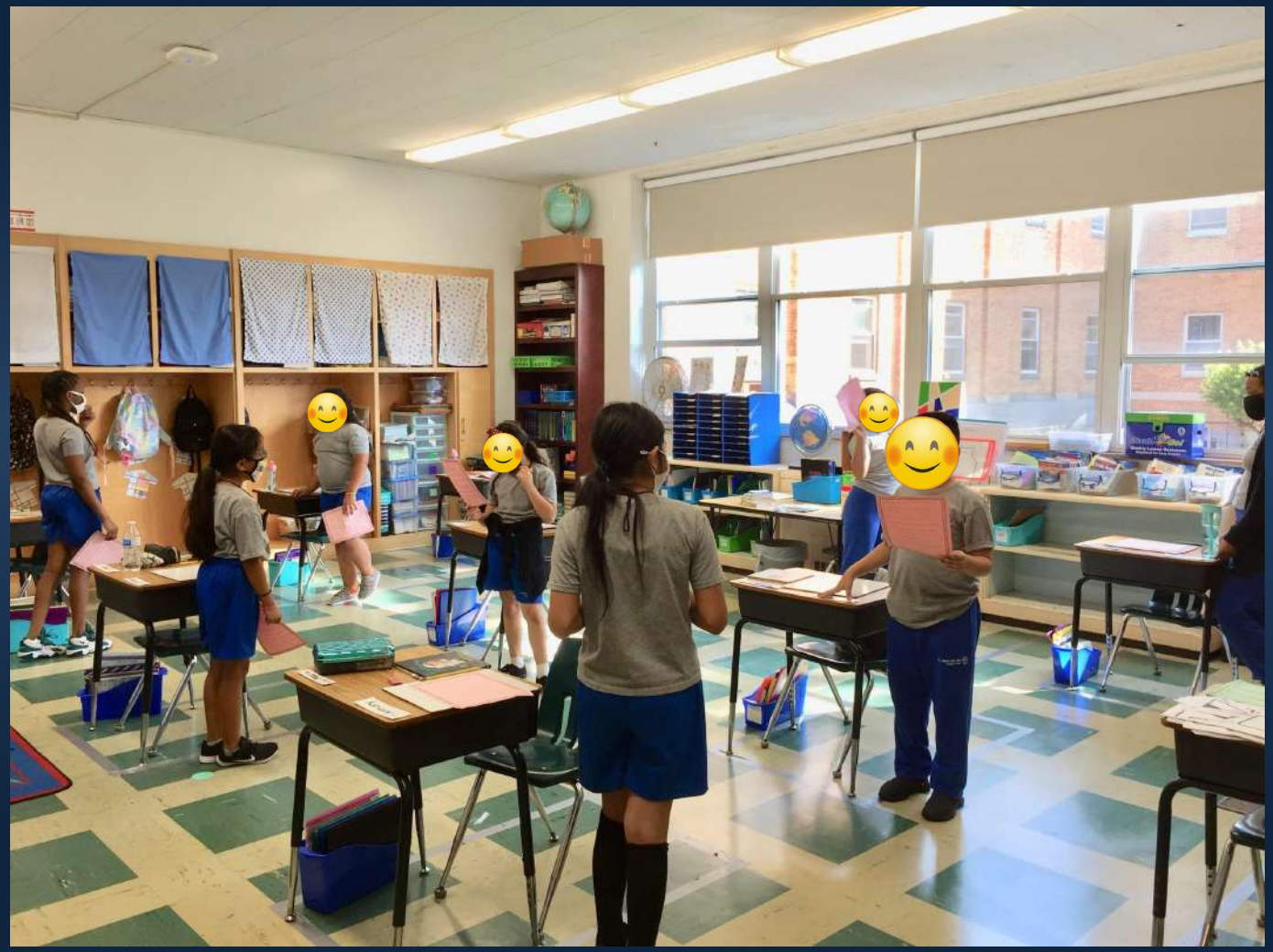
Cooperative Learning: Rally Coach

-Partner Work with ‘sneeze-guards’

-Routine timers



- Partner work with peer coaching



Cooperative Learning: Timed Pair Share

- Six feet apart
- Clear expectations & sentence frames

- Oral practice before writing
- This applies to all subjects
- Added benefit: quick formative assessment

Core Instructional Practice #3

Teachers instruct academic vocabulary explicitly and bridge to meaning

Make Content Visual

Realia

Pictures

Videos

Word Walls

hurricane

A huge storm with heavy rain, strong winds, and large waves.

In October of 2018, **Hurricane** Michael hit the United States.

scarce

Not enough of something

Antonym = Abundance

- lots of something

Sentence Frames and Word Banks

Fractions are like decimals **because** ___.

Fractions are like decimals, **but** ___.

Fractions are like decimals, **so** ___.

fractions
decimals
parts
whole

prefix

1-2

re-: _____

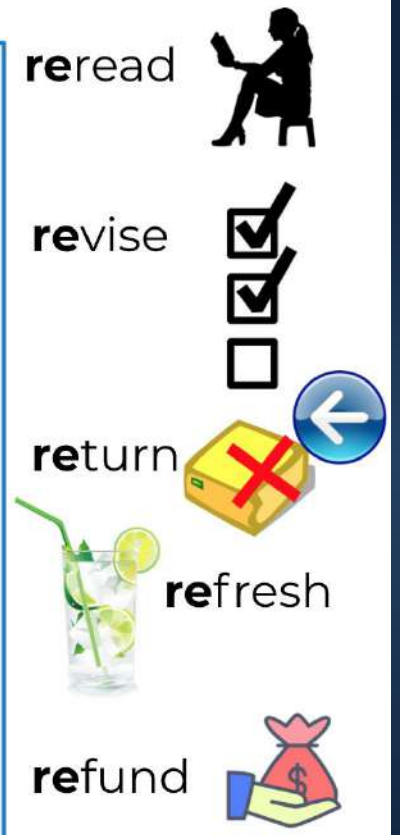
reread – (v) to read something again
revise – (v) to make changes to correct or improve something
return – (v) to go to a place again; to send or take something back to the place it came from or where it belongs
refresh – (v) to make someone have more energy and feel less tired or less hot; to fill a glass or cup again
refund - (v) to give back money that someone paid for something

What do these words have in common? _____

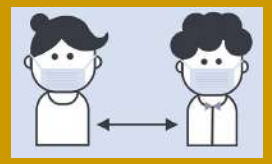
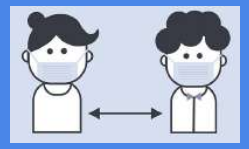
_____

_____

© 2016 Chalk & Apples

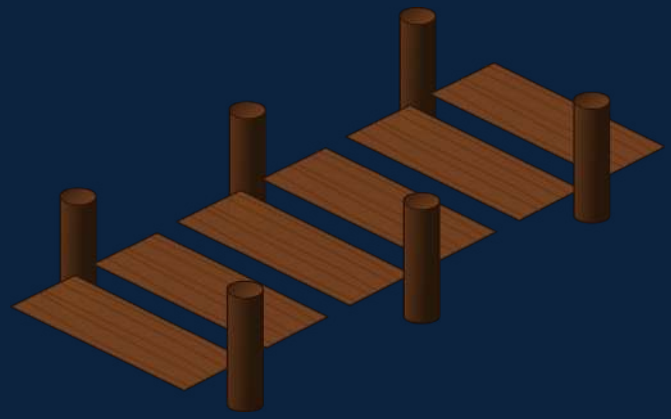


TPR: prefixes word study

In-Person	Hybrid Mix of in-person and virtual	Virtual
		
• Frontloading • Language rich classrooms	• Energizers • Scavenger hunt • Digital modeling of language • Digital word walls • Thinglink	• Energizers • Scavenger hunt • Digital modeling of language • Digital word walls • Thinglink

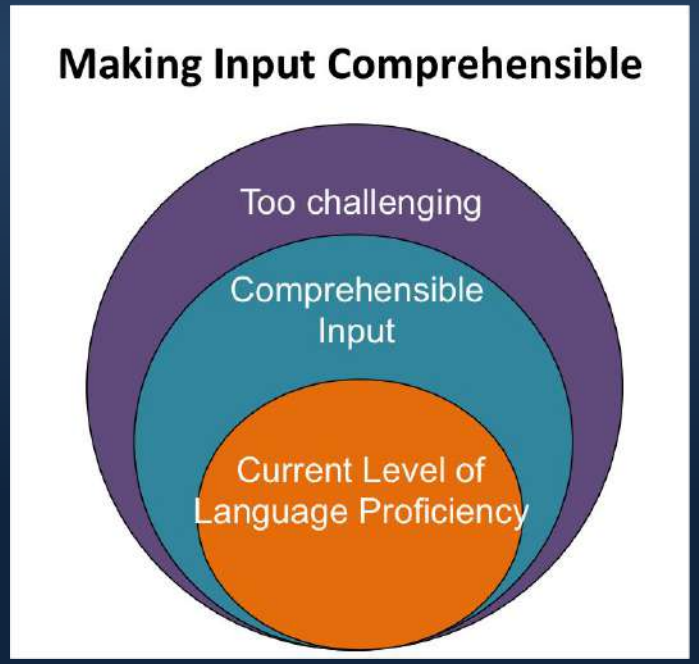
Core Instructional Practice #4

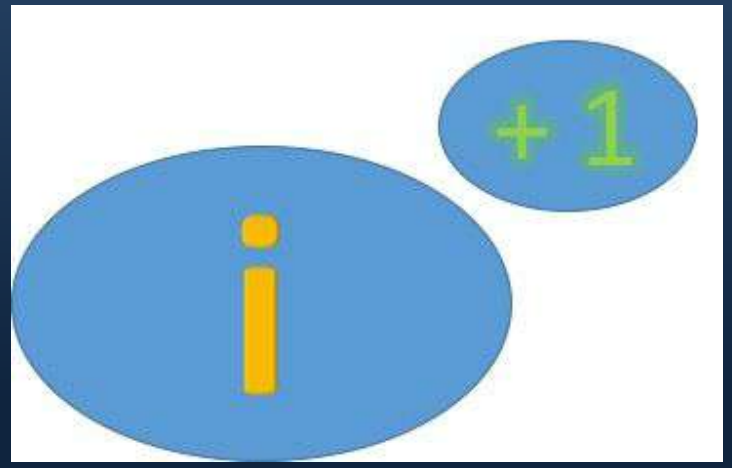
Teachers create comprehensible input and build bridges to comprehension



Rationale

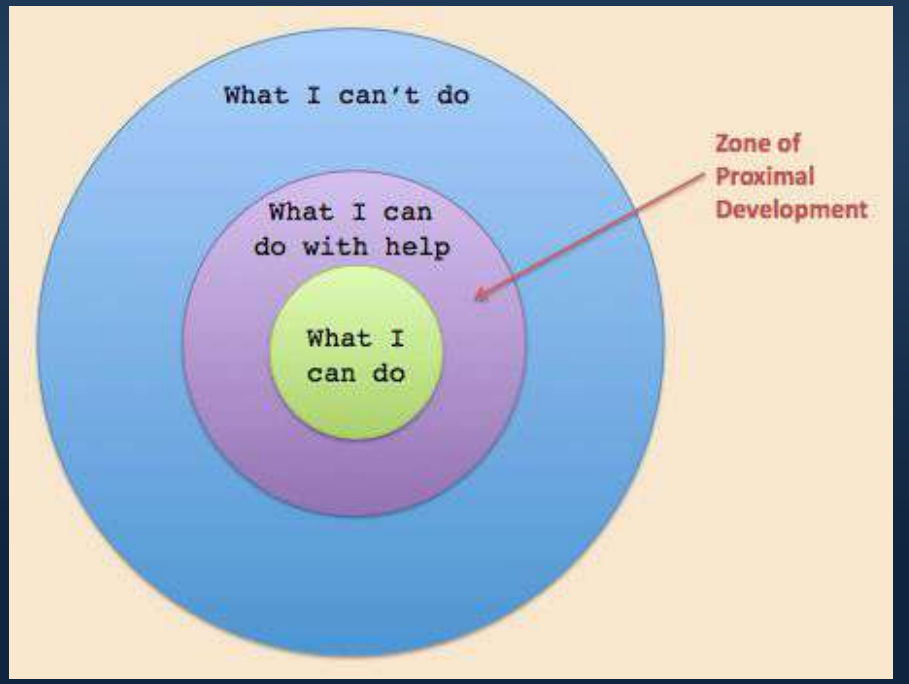
- "Time on Task" Myth
- Stephen Krashen (1981) - Comprehensible Input

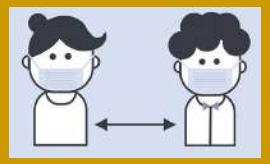
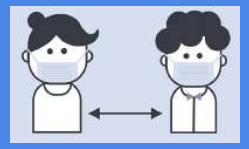




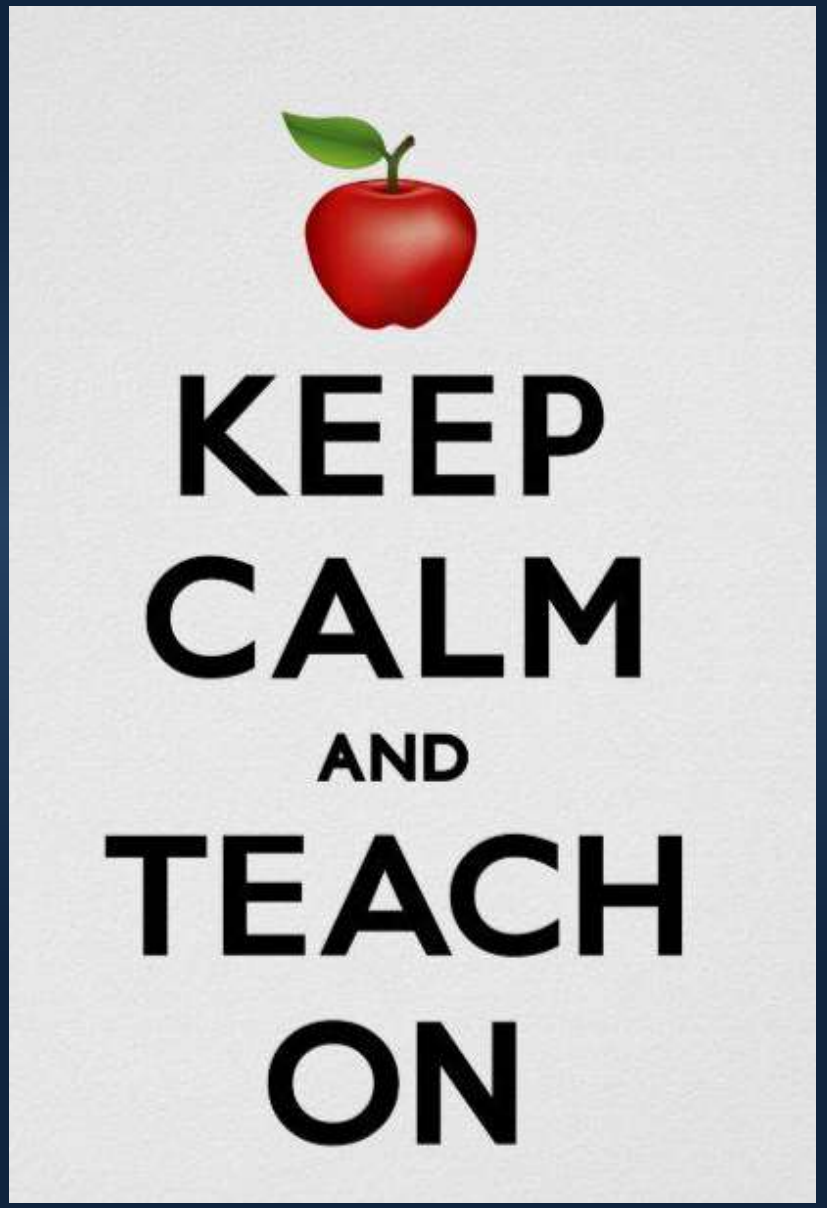
Classroom Implication

Scaffolding is essential



In-Person	Hybrid: Mix of in-person and virtual	Virtual
		

• Sentence Frames
  ○ Frontload academic vocabulary
  ○ Teach both explicitly and organically
  ○ Gradual release of responsibility
  ○ TTQA (Turn That Question Around)
• Scaffolding
  ○ Leveled Texts
  ○ Amplified content
• Modeling
  ○ All the time, everything
	• Sentence Frames
	  ○ Model in class, send home
	• Scaffolding
	  ○ Leveled online texts
	  ○ Audio recordings
	  ○ 'Walk- throughs'
	  ○ Targeted questioning for troubleshooting
	• Modeling
	  ○ Invite students to model for parents or siblings
		• Sentence Frames
		  ○ Use bold or colors
		  ○ Explicitly teach them how to recognize and use them
		• Scaffolding
		  ○ Online leveled texts
		  ○ Adaptive practice if available
		  ○ Small groups if possible
		• Modeling
		  ○ Utilize academic video content that already exists if possible


KEEP
CALM
AND
TEACH
ON

Ways ENL Can Support Your School

Teacher Development

Hernandez Fellows:
18-Credit Hour Certificate Program

Onsite Professional Development
Online Learning Modules

Assessment & Resources

English Oral Language Assessment

Free library of 15 on the 15th: podcasts, webinars, articles

School level

Latino Enrollment Institute
Adelante Conference
School Pastors' Institute
Latino Educator & Administrator Development (LEAD)

Two-Way Immersion School Formation