

PLANNING FOR LEARNERS ACROSS REOPENING SCENARIOS



ENGLISH LEARNER: NEWCOMER

PURPOSE

*To further understand what actions we need to take to support all learners upon reopening of schools, we can examine the specific and unique needs of diverse learners as they intersect with various reentry scenarios. Doing so builds the team's capacity to **empathize** with student needs, develop **practical** solutions, and define the appropriate set of actions that optimize school **accessibility**. These profiles are not intended to serve every child, every time - but offer a range of prompts, ideas, and resources that support our good faith efforts to do so.*

STUDENT PROFILE

Students who are English Learners and classified as Newcomers will have a combination of academic and social needs, varying from student to student. This profile highlights a Newcomer student who receives instruction in a sheltered EL setting for part of the day and in the general education classroom the rest of the day.

STUDENT CHARACTERISTICS

- Student has a score on the WIDA ACCESS 2.0 Test between 1.0-2.0
- Student has limited English skills
- Student is orally proficient in at least one other language, but may or may not have full literacy in that language.
- Student may be reluctant to actively participate in the classroom at first.
- Student will have a varying degree of schooling experience. Your understanding of this experience will allow you to manage expectations for "school skills" (i.e., note-taking, test taking, group work, library usage, computer skills, etc.).

EXAMPLE EL SERVICES

- Students are required to get 60 minutes of EL service 5 days a week. This may take place in several ways:
 - Services provided in a sheltered EL classroom.
 - Services provided in a co-taught, push-in, or pull-out setting.

TO BE SUCCESSFUL...

Learners benefit from multiple, daily opportunities for explicit instruction in reading, writing, speaking and listening. They will need opportunities to build SEL skills in order for students to feel safe in the classroom and increase willingness to take risks to participate. Learners also need opportunities to connect their home languages and culture to their classrooms. Appropriate graphic, sensory, and interactive supports chosen based on their language proficiency levels will help students equitably engage with the content.

SCENARIO A: Return to School Building (90-100% students in person)



ENGLISH LEARNER

For a beginning English learner, this option would require school teams to consider how the student will be able to engage in interactive peer work and work closely with the EL teacher while maintaining social distancing.

KEY CONSIDERATIONS FOR SUPPORT

Provision of Specialized Services	<p><i>Option: Reduced Class Sizes</i> Classes are relatively the same in full class parts of the lesson, ensuring that students' desks are far enough apart from one another to reduce risk of possible transmission. During small groups, consider having students work independently on tasks with the teacher circulating to provide appropriate supports.</p> <p><i>Option: Tech-Based Group Work</i> During group work time, students use assigned 1:1 device to learn the basic skills of working together to answer questions collaboratively (Microsoft Forms/Word/Google Docs/etc.) while ensuring students are appropriately spaced out. This option builds computer literacy skills in the case that schools must go to remote learning during the school year.</p> <p><i>Option: Project-Based Work</i> Since students may not be able to work in small groups as closely or as effectively as under normal circumstances, consider turning lessons and units into culminating tasks where students work to create something on the computer or on a poster. Regular presentations will provide opportunities for students to practice speaking skills, while still minimizing the risk of exposure to their seated peer audience.</p>
Access to Core Content	Access to core content will remain similar as in normal circumstances. The teacher will continue offering accommodations to assist students in accessing the content, chunking learning objectives into manageable pieces as students practice and demonstrate mastery.
Progress Monitoring	Teachers will consistently collect formal and informal assessment information. Formal monitoring will include entry and exit tickets, assessments, and rubrics. Informal monitoring will include observations of student engagement, oral responses and pronunciation, demonstration of school skills, etc. using the WIDA Can Do Descriptors as a guide.

SCENARIO A: Return to School Building (90-100% students in person)



ENGLISH LEARNER

KEY CONSIDERATIONS FOR SUPPORT (continued)

Setting/ Environment	Consider seating arrangement in class. Desks should be arranged with space between them and small groups should be augmented to allow space. Consider use of technology to collaboration even in this setting. The classroom environment will have many typical supports, but also consider how students may access classroom visual references should classroom movement be limited or a shift to remote learning be necessary. Include classroom visuals in notes, either paper or digital.
Accommodations	<p>Read Aloud for Assignments and Assessments: Space students in a way that allows them to be the required distance apart. Projecting the assignment or assessment or offering paper copies of notes to all students will help students follow along with the lesson.</p> <p>One on One Support: Teachers will need to balance being close enough to students to work while also maintaining social distance. This could be done by having a student and a teacher wear a mask if they need to work in close proximity. The teacher and student will need to use their own pencils and pens and supplies when working together.</p> <p>Small Group Instruction: Individuals within groups may be more spread out, but small group instruction should still continue to take place. Within these small groups, topics such as phonics, guided reading, reteaching materials, and extending lessons into more complex content can take place. Minimize the teacher talk during this time, and challenge students to engage with the four language modalities (reading, writing, listening, speaking).</p>
Roles & Staffing	<p>General Education and EL Teachers: Teachers need to maintain a physically safe classroom environment by adhering to all health standards set by the school and district and also monitoring student engagement with the health standards.</p> <p>Co-Teacher and/or EL Specialist: If the classroom has resources to have a co-teacher and/or EL Specialist, this person may have an area in the room or even a separate classroom where they can convene students for specialized solutions and supports. Consider wearing masks in these situations, having personal sets of supplies, and working with one student at a time to minimize risks for all students. Additionally, these teachers can also assist in read aloud, test administration, and planning content as in normal circumstances.</p>

SCENARIO A: Return to School Building (90-100% students in person)



ENGLISH LEARNER

KEY CONSIDERATIONS FOR SUPPORT (continued)

Family & Community Engagement	Teachers and staff will work with families to continuously update them on student progress and engagement. If possible and appropriate, translated phone calls or messages with examples of student work can be used to engage multilingual families in the classroom. The teacher will work closely with other school staff and community partners to share resources with student families.
Budget Implications	Access to technology, both at school and at home, will continue to be essential. Consider ways to ensure that students have access to computers, wifi devices, internet subscriptions, and reading programs in addition to those already provided by the school.
ACTIONS	<ol style="list-style-type: none">1. Engage families in communication software (TalkingPoints, POSSIP, Whatsapp, etc.) to open lines of communication early.2. Administer a Language + Needs Survey to new families to determine technology needs, languages spoken at home, and what questions they may have.3. Administer an interest survey to students that includes visuals, translated language, and simplified to ensure that ALL students can meaningfully engage with this.4. Meet with collaborating team members (teachers, co-teachers, paraprofessionals, etc.) in person to ensure that everyone clearly understands how to engage with students given new restrictions. Discuss how to ensure that students have appropriate EL supports.

SCENARIO B: Remote Learning (100% students remote)



ENGLISH LEARNER

For a student who is a beginning English speaker, consider how to support families with accessing English content, connecting to the school and teachers, and developing routines to ensure online content is able to be completed.

KEY CONSIDERATIONS FOR SUPPORT

Provision of Specialized Services	<p>Create various How-To videos with simplified language (translate if appropriate) showing students how to login to, access content from, and navigate the platform that is being used for remote learning. Consider doing the same for essential websites and services. Some examples include: Duolingo, Achieve 3000, Quizlet, Imagine Learning, IXL, Kahoot.</p> <p>Ensure that students have access to technology and the internet and can connect with teachers via email, phone call/text message, student information systems, or other applications (TalkingPoints, Whatsapp, etc.). Create or utilize descriptive videos and track students who are able to engage and who are not able to. Follow-up frequently and consistently with all students.</p>
Access to Core Content	<p>Consider what material you want to teach students online. Think about ways to display it that allow students to engage directly with it (text, pictures, videos embedded, translated vocabulary, etc). Develop a standard outline for your lessons so that students know what to expect.</p> <p>Start small and monitor who and how students of engaging with the content. Do you need to:</p> <ul style="list-style-type: none">• Simplify the language?• Reduce the number of tasks?• Standardize more? <p>Consider ways to get feedback for what works for students and captures the learning that you need students to access.</p> <p>Use programs to record speaking and reading aloud content. Students will benefit from hearing how to pronounce words and from hearing from a familiar voice.</p> <p>As much as possible, connect the content to a students' culture, language and current environment.</p>
Progress Monitoring	<p>Teachers should look at student completion of lessons and modules to see which students are engaging, which are not, and which are engaging but not fully completing things. This will allow a teacher to follow up with students based on their needs, including extending the learning, supporting with missing assignments or rearranging logistics of engagement based on technological and family situation.</p>

SCENARIO B: Remote Learning *(100% students remote)*



ENGLISH LEARNER

KEY CONSIDERATIONS FOR SUPPORT *(continued)*

Setting/ Environment	<p>Prioritize interactions and virtual spaces for simplicity, predictability, and clarity. Utilize clear and consistent systems of communication and academic engagement during this time.</p> <p>Lessons and materials need to be standardized so that the content may change, but expectations for students remain consistent.</p> <p>Clearly communicate daily office hours or online classes and monitor for engagement. Maintain consistent timeframes so that families and students and work their schedules around being there.</p>
Accommodations	<p>Read Aloud: Use Loom or Powerpoint recording or TEAMS/Zoom to provide opportunities for the Newcomer to hear spoken English and practice speaking in response. Encourage their use of functions within the data management software (ex. Schoology) to audio or video record answers for which the teacher can give feedback.</p> <p>Small Group Instruction: Build in rhythms for guided reading groups via video call. This could be mandatory or optional depending on the content and desire of the teacher and students.</p> <p>Repeating Material: Provide opportunities for students to listen to directions, read alouds, and questions again. Use programs like Loom or Powerpoint to create a “How To” and explanation video of certain content. Embed these into the lesson page for students to rewatch/listen to the information as much as needed.</p> <p>1 on 1 instruction: <i>(With parent/guardian permission)</i> Set up times for students to engage with the teacher or peers to practice listening and speaking skills.</p>
Roles & Staffing	<p>General Education and EL Teachers: Teachers will administer classes, maintain office hours and online classes while focusing on the engagement of students, and providing supports to EL students.</p> <p>Co-teacher/EL Specialist: This individual could monitor online content, lead guided reading groups or other specific EL supports, and provide feedback on the supports, content, and structure of the online course.</p> <p>School/Technology Expert: This individual will work with students and teachers needing extra support or guidance for administering and being a part of the online learning.</p>

SCENARIO B: Remote Learning (100% students remote)



ENGLISH LEARNER

KEY CONSIDERATIONS FOR SUPPORT (*continued*)

Family & Community Engagement	<p>Reach out to families as often as possible to check in, answer any questions, and share screenshots of their students' work. Ensure that specified family members have "parent access" to the management software (ex. Schoology) so that they can see the work their students are doing.</p> <p>Send home weekly online newsletters via email, text, Facebook, Whatsapp, etc. sharing weekly successes, objectives and announcements. Translate these, and make them heavy on visuals and imagery to increase the likelihood of family engagement.</p>
Budget Implications	<p>Access to technology, internet, etc. will be the biggest budget consideration. Consider if there is a possibility to print some materials as well for students that are having technology trouble. If possible, this will require access and funding for printers, materials, and postage.</p>
ACTIONS	<ol style="list-style-type: none">1. Engage families in communication software (TalkingPoints, POSSIP, Whatsapp, etc.) to begin opening lines of communication early.2. During an initial visit, set families up with parent portal access to student work sites (Schoology, Canvas, etc.) and clearly explain usage and expectations for support. If possible, use a translation program or translator that can help with this important first touchpoint.3. Before the first day of school reach out to families and students to give them their login information and guide them to explanatory How To videos about online access, class expectations, and office hours. Offer to host a mock lesson to see which students are engaging and which are in need of support.4. Set up weekly checkpoints with students around academic progress.5. Meet with school team members (teachers, co-teachers, paraprofessionals, etc.) remotely to ensure that everyone clearly understands how to engage with students with the new restrictions. Discuss how to ensure that students have appropriate EL supports. Ensure that students needs (technology, translation) are brought to the attention of the administration during this time.

SCENARIO C: Hybrid Model (30-50% in school/50-70% remote)



ENGLISH LEARNER

For a student who is a beginning English speaker, this scenario will need to define the optimal hybrid schedule looks like (e.g. what days, what times, consecutive or alternating) as well as determine priorities for in-school vs remote learning.

KEY CONSIDERATIONS FOR SUPPORT

Provision of Specialized Services	<p>During the time period in school, ensure that students are engaging with the same data management software that they will be working with online (i.e. Schoology, Canvas, etc.). Familiarize students with How-To videos of the programs and practice accessing the digital content students will use at home.</p> <p>Classroom instruction in school should mirror the structure of the lessons that you are putting online. Consider creating lessons online that will have a familiar flow to in person lessons. Spend significant time adjusting students to online platforms for out of school work. This will set students up well in the event there is a need to shift to 100% remote.</p>
Access to Core Content	<p>Using the online learning platform in conjunction with other programs/ applications, align students' in person and online material to grade-level content. Plan for the supports (images, read aloud, videos, etc.) that ELs need and include these in the online and in person class settings. Think about how to display content in a way that allows students to engage with it (text, pictures, videos embedded, translated vocabulary, etc). Create a standard for your lessons that are the same online and in person so that students know what to expect.</p>
Progress Monitoring	<p>In person: Students will have consistent formal and informal monitoring. Formal monitoring may include entry and exit tickets, assessments, and rubrics for presentations and projects. Informal monitoring should include observations of student engagement, oral responses and pronunciation, use of notes, etc. Further, the teacher will monitor engagement, completion, and success rates of students engaging with different aspects of the mirrored online curriculum. This will allow the teacher to identify which students are engaging and which need support, something to respond to quickly.</p> <p>Online: Teachers will look at student completion of the various lessons and modules to see which students are engaging and to what extent. This analysis will allow a teacher to understand who to support and in what ways.</p>

SCENARIO C: Hybrid Model (30-50% in school/50-70% remote)



ENGLISH LEARNER

KEY CONSIDERATIONS FOR SUPPORT (continued)	
Setting/ Environment	<p>In Person: Students will continue to work with the same small groups throughout the school year. Consider arranging desks with more room in between and hosting small groups via technology rather than in person. The teacher can post visual supports, but also consider including these references in the notes. When using computers, ensure that all students have access to headphones, know how to use the internet, and are far enough away from others to minimize the possible spread of germs.</p> <p>Online: Prioritize interactions and virtual spaces for simplicity, predictability, and clarity. Utilize clear and consistent systems of communication and academic engagement during this time. Standardize lessons and materials so that the content may change, but expectations for students are consistent. Clearly communicate daily office hours or online classes and monitor for engagement. Maintain consistent timeframes so that families and students and work their schedules around being there.</p>
Accommodations	<p>Read Aloud <i>In Person:</i> Continue to space students appropriately while considering the needs for students to be able to see visual accommodations. This may mean placing visuals in more than one location or giving students individual accommodations.</p> <p><i>Online:</i> Use audio recording technology such as Loom to read aloud materials and lectures. This will provide opportunities for the Newcomer to hear the spoken English and practice responding. Consider having students use functions within the data management software (ex. Schoology) to audio or video record certain answers for which the teacher can provide feedback.</p> <p>1 on 1 Support <i>In Person:</i> Teachers will need to balance being close enough to students to work while also maintaining social distance. This could be done by having a student and a teacher wear a mask if they need to work in close proximity. The teacher and student will need to use their own pencils and pens and supplies when working together.</p> <p><i>Online:</i> (With parent/guardian permission) Set up times for students to engage with the teacher or peers to practice listening and speaking skills.</p>

SCENARIO C: Hybrid Model (30-50% in school/50-70% remote)



ENGLISH LEARNER

KEY CONSIDERATIONS FOR SUPPORT (continued)

Accommodations	<p>Small Group Instruction <i>In Person:</i> Individuals within groups may be more spread out, but small group instruction should still continue to take place. Within these small groups, topics such as phonics, guided reading, reteaching materials, and extending lessons into more complex content can take place. Minimize the teacher talk during this time, and challenge students to engage with the four language modalities (reading, writing, listening, speaking).</p> <p><i>Online:</i> Build in rhythms for guided reading groups via video call. This could be mandatory or optional depending on the content and desire of the teacher and students.</p>
Roles & Staffing	<p>In Person: <i>General Education and EL Teachers:</i> Continue to maintain a physically safe classroom environment by adhering to all health standards set by the school and district, ensuring that students are also able to access the accommodations put in place for their learning.</p> <p><i>Co-teacher/EL Specialist:</i> Consider allowing the co-teacher or specialist a separate classroom or space for pulling small groups of students. They will need to wear masks and ask students to do the same, have their own supplies when working with students. Consider prioritizing one-on-one instruction instead of group instruction.</p> <p><i>School/Technology Expert:</i> Work with students and teachers needing extra support or guidance for creating, administering, and preparing for distance learning while students are still physically in school. Utilize in-person time to troubleshoot virtual learning difficulties that arise.</p> <p>Online: <i>General Education and EL Teachers:</i> The teacher will administer classes, maintain office hours and standing online classes, engagement of students, and provide supports to students.</p> <p><i>Co-teacher/EL Specialist:</i> Continue to monitor online content, be involved with guided reading groups, and offer feedback on the supports, content, and structure of the online course. Co-teach and plan with the general education teacher to meet student service needs.</p> <p><i>School/Technology Expert:</i> Work with students and teachers needing extra support or guidance for online learning. With administration permission, consider doing home visits with a translator for students who need assistance.</p>

SCENARIO C: Hybrid Model (30-50% in school/50-70% remote)



ENGLISH LEARNER

KEY CONSIDERATIONS FOR SUPPORT (continued)	
Family & Community Engagement	<p>Consider reaching out to families once a week to check in, either online or in person, and update them on student work. Ensure that these family members have “parent access” to the management software (ex. Schoology) so that they can see the work their students are doing and offer support.</p> <p>Send home weekly online newsletters via email, text, Facebook, Whatsapp, etc. sharing successes, work being done and announcements. Use this time to share community resources with families. Communications should be translated and incorporate visuals and images to support family engagement.</p> <p>Connect families with school technology support personnel to ensure the students and families have access to all the online content and supports.</p>
Budget Implications	<p>Access to technology will continue to be essential. All students need to have access to internet and a computer at home. Consider budgeting for additional support programs for English Learners.</p> <p>Also consider if there is a possibility to print some materials as well for students that are having technology trouble. This might require additional sets of materials and copies provided during in-person times that students can keep at home during remote learning.</p>
ACTIONS	<ol style="list-style-type: none">1. Engage families in communication software (TalkingPoints, POSSIP, Whatsapp, etc.) to begin opening lines of communication early. Give families login information and guide them to How To videos for engaging with online classes, content, office hours, etc.2. Early on, host socially distant, by-appointment meetings with families where translators are present. Set families up with parent portal access to student work sites (Schoology, Canvas, etc.) and explain usage and expectations for support.3. When students arrive on-site, administer an interest survey and use the results to help design content, think about projects, and hear about student expectations for school.4. Meet with school team members (teachers, co-teachers, paraprofessionals, etc.) remotely to ensure that everyone clearly understands how to engage with students with the new restrictions. Discuss how to ensure that students have appropriate EL supports. Ensure that students needs (technology, translation) are brought to the attention of the administration during this time.

KEY RESOURCES FOR STUDENT SUPPORT

ENGLISH LEARNER



RELATED RESOURCES

For more resources focused on diverse learner reentry support, please visit www.dlresourcecenter.com.

[Providing Services To English Learners During The Covid-19 Outbreak](#)

This US Department of Education fact sheet outlines States' responsibilities to English learners (ELs) and their parents during the extended school closures and, in some cases, the move to remote learning due to the national emergency caused by the novel Coronavirus disease 2019 (COVID-19).

[Teaching Multilingual Learners Online](#)

Since many schools are moving to online instruction, WIDA reached out to educators in the WIDA International School Consortium to identify some of the unique opportunities and challenges for multilingual learners in online environments.

[Using Multilingual Resources to Support English Learners' Remote Learning](#)

Multilingual resources can address some of the current access to learning issues so that our students are able to stay academically active and the opportunity gap does not continue to grow. This guidance and the resources that follow are provided to help families reinforce content learning in the home language.

[Suggestions for ESL Classes and Activities: COVID-19 Guidance](#)

School communities understand the importance of consistent, regular support for students who speak a language other than English as it relates to English-acquisition. An important part of that directly connects to the amount of exposure that children have to the English Language. Below are some ways in which schools and districts can consider ongoing support of students, even when school takes form of distance learning.

[Four Buckets for Virtual School Tech](#)

How do we determine which tech tool to use for online schooling? This is not an article about which virtual school tech tools to use. It's about how to assign a job for each of the tech tools in your repertoire. By starting with your learning objectives and considering which tech tool to use to help students access that objective, you can learn to filter the myriad of tech tools in your tool belt into a workable framework.

[English Learners with Disabilities: Shining a Light on Dual-Identified Students](#)

The following brief provides an overview of the separate but intersecting federal policies that govern the identification of and services provided to English learners and students with disabilities. This overview will frame key opportunities to serve ELs with disabilities more equitably with the aim of helping policymakers, advocates, and practitioners take more strategic action on behalf of these students.

We believe educators are stronger together! The Diverse Learners Cooperative is a nonprofit organization that connects teachers and leaders with professional learning, resources, and networks to propel best practice for diverse learners. We are aware that these resources alone may not be sufficient in meeting your reentry planning needs. If you're interested in receiving more targeted support, [please be in touch directly](#).