

Best Practices for Continuity of Instruction – Guidance # 3
Bilingual Education (Transitional Bilingual Education and Dual Language)**Standalone ENL Instruction ♦ Integrated ENL Instruction ♦ Supporting MLLs Across Content Areas**

Staff in this category may use online platforms and email with students and parents to provide assignments in alignment with the subject content standards and requisite skills of their respective classes. It is strongly recommended that teachers interact with students, parents, and colleagues within the contractual workday.

Guidance #3 provides administrators, ESOL and Bilingual teachers strategies and supports for Multilingual Learners. It reviews the scope of learning and services that a Multilingual Learner might encounter in distance learning environments in which MLLs/ELLs receive instruction. As we continue to expand our distance learning skills additional resources will be available.

Bilingual Education (Transitional Bilingual Education and Dual Language)

If you have not done so already, please read the [Best Practices for Electronic Learning Guidance #1](#) to be sure you are aware of the roles and responsibilities for teachers during remote learning time. Bilingual teachers should provide instruction that is consistent with the appropriate bilingual education program model during remote learning. All teacher responsibilities outlined in the *Best Practices for Electronic Learning* are the same for bilingual teachers.

Teachers in bilingual education programs are encouraged to plan or consult with their grade level colleagues to ensure a consistent delivery of instruction across content areas.

If your school community is using your own resources for planning and delivering instruction, please continue to do so as per your administrator. Additional resources designed to support MLL/ELL instruction will be made available on the [Electronic Resources MLL Channel](#) on the Yonkers Public Schools Website.

Stand-alone ENL Instruction

If you have not done so already, please read the Best Practices for Electronic Learning to be sure you are aware of the roles and responsibilities for teachers during remote learning time. This guidance is the same for ENL teachers providing stand-alone instructional time as mandated by CR Part 154.

There is the option to provide Stand-alone live or archived to meet students' language development.

If your school community is using your own resources for planning and delivering instruction, please continue to do so as per your administrator. Additional resources designed to support MLL/ELL instruction will be made available on the [Electronic Resources MLL Channel](#) on the Yonkers Public Schools Website.

Integrated ENL Instruction

As per the [Best Practices for Electronic Learning Guidance #1](#), the expectation is that co-teachers plan and deliver lessons in the same model remotely. Planning and delivering instruction collaboratively is possible on digital platforms such as Microsoft 365 and Google Classroom. You should work with your co-teacher to set up access in these types of platforms, as they will need to include you in the co-taught classroom. Co-teachers can perform all teacher tasks after they join the platform.

Integrated ENL Instruction

Consider leveraging the same instructional approaches you use in face-to-face instruction, as they are still available in the remote classroom. Such supports may include, but not be limited to:

- Promote collaboration within lessons and assignments, including with teachers and family members by creating opportunities to elicit student responses and engage in productive interactions with one another. Examples of empowering student talk and interactions with one another can be done through live video chats, video recordings (e.g., [Flipgrid](#)), and/or student created podcasts and voice recordings that can be shared with the teacher and with the class.
- Do daily check-ins to ensure students are engaged with assignments. The assignments can be content and/or language focus. Keep students writing through discussion boards, blogs, or instant messaging.
- Provide access to videos and audio resources that allow for comprehensible input and build prior knowledge for our ENLs. Curate a short list of audio books (e.g., [Audible](#)), videos, and [podcasts](#) that are culturally relevant and high interest for students.
- Provide multiple opportunities for students to read. Incorporate read-aloud, either teacher-recorded or available text to speech online software. Keep students reading using reading adaptive programs such as [Read Theory](#) (on Clever).
- Utilize videos and online resources for [virtual field trips](#) (e.g., [Discovery Education](#), [Smithsonian](#)) and movement/mindfulness exercises such as dance (e.g., [GoNoodle](#)). Ask students to reflect and write about their experiences.
- Incorporate best practices such as providing visuals and user-friendly definitions for target vocabulary.
- Utilize home language supports such as use of translations. Refer to the *YPS Language Access Supports* document for more details.

Supporting MLLs Across Content Areas

MLLs will need language support as they learn new content through distance learning. As you plan and deliver instruction, keep in mind the language and literacy needs of your MLLs. Consider some of the recommendations for the Integrated ENL classroom (see above) that can support students in their development of a new language. Some recommendations are easy to implement in an online platform:

- Assign students to preview a video through the school's electronic platform (ex. Microsoft 365 and Google Classroom) to build background knowledge.
 - Share a link to a resource in the home language
 - If there are different versions of a leveled text share the lower Lexile version for MLLs/ELLs to preview before reading the grade level version with the rest of the class.
 - Refer to the Language Access Resources document for additional supports to mitigate language barriers.
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Supporting MLLs Across Content Areas - continued

The flow of online learning is unique. In any given week, we recommend each course accomplish three tasks: preview, prepare, and engage in learning.

Teacher Posts	Using These Tools
Preview Update: <ul style="list-style-type: none"> • Overview of the lesson • Objectives & connections to prior lessons/learning • Quick Attendance Check (to ensure students are present and following along) 	Preview <ul style="list-style-type: none"> • Post an update in your Google Classroom • Screencast (via screencastify)
Prepare Assignment: <ul style="list-style-type: none"> • Course readings (textbook, novel, packets), digital texts, podcasts, video content, recorded lecture, screencast lesson, etc . 	Prepare Create/Post content: upload audio, video, screencast, text, links to docs, images... Access existing curated content: SHP Library , Library of Congress , TED , NatGeo , PBS , Smithsonian , Bio.com , Discovery Education , History Channel , Khan , ListenWise Bozeman Science , CommonLit , NYTimes Learning , Newsela
Engage Assignment: <ul style="list-style-type: none"> • Reflective writing, journaling, guided note-taking • Discussion boards, assignment submission, post/share/ respond to audio, video, images, media • Writing, collaborating, peer editing google docs • Virtual labs/simulations; home labs/observations • Remote synchronous class • Practice problems • Research, writing, projects • Online assessments • Quiz, formative assessment • Summative assessment 	Engage Asynchronous Tools: <ul style="list-style-type: none"> • Google Suite (docs, slides, forms/surveys, sheets) • Screencastify • Quizlet, Kahoot • Flipgrid • Checking for Understanding Synchronous Tools: <ul style="list-style-type: none"> • Zoom (audio or video) • Google Hangouts • Livestream.com

Key Terminology for Online Learning

Though much of teaching and learning online is the same as in the shared physical classroom, there are a few key terms that will help you navigate the shift.

Asynchronous: Class interactions happens through an online management system without real-time interaction. Students engage in class materials and complete work at their own pace, typically within a given timeframe, often using discussion boards to drive peer-to-peer engagement.

Synchronous: Class interactions happen in real time, at the same time. Students may virtually attend class together via video conference, livestream, or chat. Online courses can be a blend of synchronous contact and asynchronous study/work. *Asynchronous* instruction works best for deep learning, whereas *synchronous* instruction is essential for maintaining relationships.

Key Terminology for Online Learning - continued

Screencast: A digital video recording of your computer screen, usually including audio narration. Screencasts are a form of instructional video.

Video Conference: A virtual meeting in which participants in different locations are able to communicate with each other with audio and video.

References

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<https://www.schools.nyc.gov/learning-at-home/activities-for-students>

NYSED. English Language Learner/Multilingual Learner Educator Resources. Retrieved from:
<http://www.nysed.gov/bilingual-ed/english-language-learnermultilingual-learner-educator-resources>

WIDA. Teaching Multilingual Learners Online. Retrieved from:
<https://wida.wisc.edu/memberships/isc/newsletter/teaching-multilingual-learners-online>

Additional resources designed to support MLL/ELL instruction will be made available on the [Electronic Resources MLL section](#) on the Yonkers Public Schools Website.
