ADVOCATING FOR ELLS AS SCHOOLS REOPEN

Based on the August 24, 2020 webinar presented by NYS TESOL’s Advocacy Committee

Links: Archived webinar, Advocacy Committee Padlet, Reopening Questions for Consideration from ELL Perspective

REOPENING PLANS

NYSED released a framework to help guide schools/school districts in creating a school reopening plan. Links to posted plans can be viewed here.

How Can You Advocate?

- Familiarize yourself with SED’s guidance concerning ELLs (pp. 10, 122–130) and raise areas not addressed, not being met or not considered.
- Insist on district funded professional learning opportunities for educators.

Helpful Links:
Supporting English Learners in the COVID-19 Crisis
Being Prepared for What’s Ahead Instructionally and Emotionally
Restarting and Reinventing School: Learning in the Time of COVID and Beyond

INTAKE PROCESS OF ELLS

Schools using in-person or hybrid instruction must complete the Identification process within 30 days of the start of the school year (students who enrolled during COVID-19 school closures in 2019–2020, over the summer and during the first 20 days of school in 2020–21). After this time period, schools must resume the 10 day identification timeline as required in C.R. Part 154.

How Can You Advocate?

- Inform stakeholders (incl. families and translators) of procedures for entering schools for intake and assessment process as well as how to complete remotely.
- Wear a transparent mask when administering the NYSITELL to show lips.
- Ensure identified ELLs are being serviced and scheduled appropriately.

Helpful Links:
Assessing Language Proficiency During Extended School Closures
INSTRUCTION FOR ELLS

ELLs are to be provided required instructional Units of Study based on most recently measured English language proficiency (ELP) level as evidenced in most recent NYSESLAT or NYSITELL assessment during in-person or hybrid learning.

How Can You Advocate?

- Engage in discussions on what integrated instruction will look like during hybrid and online instruction and how to deliver content and language in the target instructional settings with your co-teacher.

Helpful Links:

A Look at the Ramifications of Part 154 Changes to ELL Education
Colorin Colorado: Technology and ELLs
Multilingual Google Classroom Tutorials

PROGRESS MONITORING

Schools are to adopt or develop progress monitoring tools to provide data that identifies gaps in student learning towards English language and content area proficiency in both English and students' home languages. This will ensure students are receiving the appropriate level of instruction (Reopening Guidance p. 127).

How Can You Advocate?

- Discuss the roles of those involved in progress monitoring (administer, apply).
- Look at Progressions for ELLs and Targets of Measurement (TOMs).
- Identify tools and map out how data is used to inform instruction and grading.

Helpful Links:

Checklist for Developing or Selecting ELP Progress Monitoring Assessment

SUPPORTING PARENTS

Schools and districts must provide communications to parents/guardians of ELLs in their preferred language and mode of communication. The reopening plan must address meaningful parent engagement, including providing support and instruction to all parents/guardians regarding the access to and use of technology.

How Can You Advocate?

- Encourage teachers to maintain regular communication with families of ELLs.
- Ensure protocols are in place to provide translated information to families on school reopening, student schedule, following safety procedures, confirmed COVID-19 cases, subsequent school closures and return after quarantine.

Source: New York State Teachers of English to Speakers of Other Languages, 2020