

Lifting Up Our ELLs: Opportunities, Challenges, and Resources for 2021-2022



A Union of Professionals
AFT Teachers

Today's Presenters



Giselle Lundy-Ponce, AFT



Kristina Robertson (Roseville, MN)



On the Agenda

- Introduction
- Return to Better:
 - Family Engagement
 - Social-Emotional Support
 - Instruction
 - Collaboration & Advocacy
- Colorín Colorado Resources



Resource Collection

Resources and videos from these slides are online here:

<https://www.colorincolorado.org/return-better>



ELL PD & Webinars from AFT

Archived:

- What ELL Educators Need to Know As Schools Reopen

Upcoming:

- How ELL Educators Can Prepare for 2021-2022 (TEACH)
- AFT's Summer Educator Academy



Icebreaker: Celebrations

What are some strengths you saw in your ELLs or other students during the pandemic?

Me: Are you ready to do your story map?

Girl: Excuse me Mrs. Miera, I have to get my baby sister

Me: Oh okay, take your time

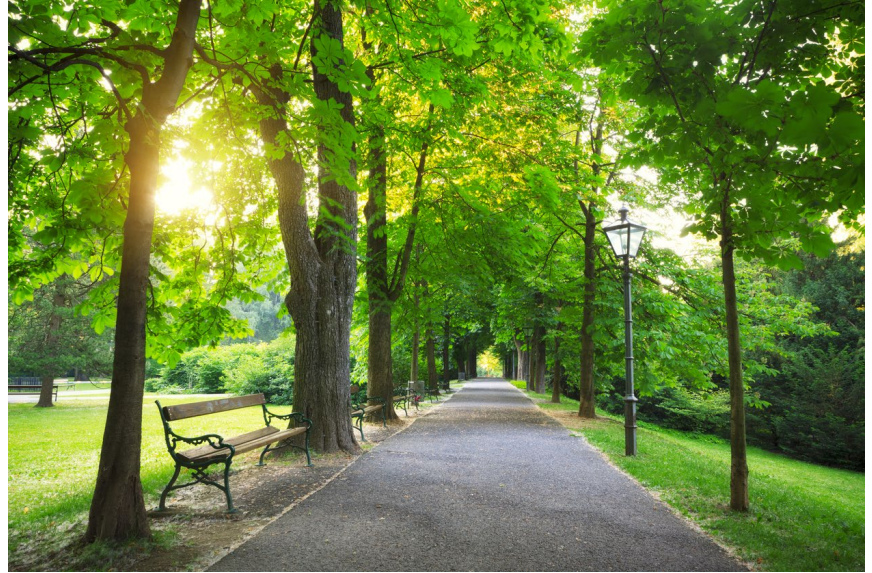
Girl: Mrs Miera, can you play with my little baby sister, I have to get her bottle (puts sister down in front of the screen)

Me: Peekaboo, where is the little bunny.....peekaboo ❤️❤️



Time for Reflection

- Successes
- Challenges
- Your strengths
- Your students' strengths
- Looking ahead



New video: Teacher Voices

If I knew then what I know now....



Return to Better

What can we do better than we were doing before?

What will we keep or let go?



Return to Better for ELLs

1. Multilingual family engagement
1. Social-emotional support for the whole child
1. Equity in instructional planning and collaboration



ELL Family Engagement

TIP: Build on this year's successes.

- Apps & messaging
- Facebook Live
- Zoom Town Halls



Social-Emotional Support

TIP: Coordinate your SEL work with others.

- Advocate for professional mental health services (bilingual if possible).
- Connect with in-district support staff and help them understand the multilingual student needs.
- Get training on [mental health first aid](#).



Social-Emotional Support

TIP: Use mood meters for students (and you!).

[Mood Meter](#) can be used for a daily check-in.

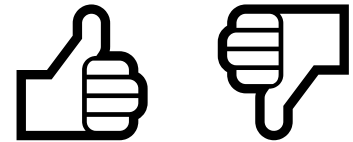
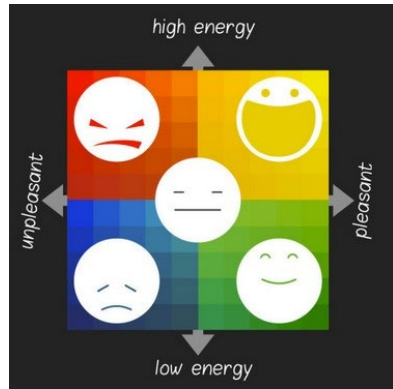


Image from Mood Meter app.

Social-Emotional Support

Using a Strengths-Based Approach with ELs: Supporting Students Living with Trauma, Violence and Chronic Stress

By [Debbie Zacarian](#), [Lourdes Álvarez-Ortiz](#), [Judie Haynes](#) (2017)



Learn why a strengths-based approach is so important and effective for English language learners (ELLs) who have experienced violence, trauma, and chronic stress, and what kinds of strategies to use in the classroom in order to begin integrating this approach.

Your Questions



ELL Instruction

TIP: Slow down.

There is no shortcut to this...Nothing else is going to happen unless those kids feel safe and secure and loved. The best way to help them is to slow down.

-Sue Stanley, Elementary Principal



Collaborating on Behalf of ELLs

TIP: Use collaboration to minimize disruptions.

- Many teachers prioritized collaboration during the pandemic. Keep up the focus.
- Identify one or two collaboration strategies you will hold sacred, such as intentional collaborative planning time.



Advocating for ELLs

TIP: Reframe the conversation.

- What have students learned?
- Monitor language and refer to “interrupted learning” instead of “lost learning.”
- Consider the well-being of students before ramping up the academic pressure.



Advocating for ELLs

TIP: Learn more about funding in your district and beyond.



MAY 2021

ACTION GUIDE: TARGETING RESOURCES FROM THE AMERICAN RESCUE PLAN TO ADDRESS THE NEEDS OF ENGLISH LEARNERS

By The Next100, UnidosUS, and The Education Trust

For more than 16 months, students, families, and educators across the country have been adjusting to new ways of teaching and learning while navigating a deadly virus, an economic downturn, and social distancing. But the most challenging effects of these crises were borne by communities that were already underserved and under resourced, including immigrant communities, migrant farm worker communities, refugees, and linguistically diverse families. For example, when the heads of households are undocumented, families have had to experience the pandemic with little to no support because of their exclusion from federally funded programs meant to mitigate the challenges, including stimulus relief checks, unemployment insurance, and rent-relief programs.

There are currently 6 million students, accounting for 20% of school-aged children, who are classified as English learners; they are enrolled in 70% of public schools throughout the United States and their enrollment is growing across rural, suburban, and urban school districts. This number does not include the millions of **adult English learners**, who are proficient in English but continue to face similar challenges as current English learners. In addition, there are about **8.1 million** children growing up with an undocumented family member. Of course, there are various states and school districts where these issues are much higher. The pandemic has only heightened a longstanding need to fully support these students and their families.



1



Funding English Learner Education Making the Most of Policy and Budget Levers

ISSUE BRIEF

MARCH 2021

EL INSIGHT #5

BY JULIE SUGARMAN

1 Funding an Equitable K-12 School System

In a country with high levels of wealth inequality, institutional racism that has affected communities for generations, and a tradition of strong local control over schools, budgeting for equity is a critical element of realizing the nation's promise of equal opportunity for all students in the United States. But despite decades of research documenting resource inequalities across communities, states have yet to implement school funding formulas that ensure adequate and equitable funding for all children in K-12 schools.

Budgeting for equity is a critical element of realizing the nation's promise of equal opportunity for all students in the United States.

It is frequently stated that the quality of students' education should not be based on their zip code—that is, when schools are primarily funded through local tax revenue, it would be unfair for some communities not to have sufficient resources while others provide their children and youth enormous advantages. There is also widespread agreement that some students need more and different resources than others. Both of these equity issues are highly

relevant to English Learners (ELs), who make up nearly 10 percent of the U.S. school population, have unique learning needs, and are disproportionately likely to attend low-resourced schools with high concentrations of ELs and low-income students.¹

Under the 1974 U.S. Supreme Court decision *Lau v. Nichols*, schools have an obligation to provide services to ELs to ensure they have access to the same education as their non-EL peers. Naturally, to do this, schools need funding to hire teachers, purchase materials, develop curricula, and carry out administrative functions. While many schools and districts have made big strides since *Lau* to improve EL instruction, the COVID-19 pandemic has shined a spotlight on critical areas where progress remains inadequate, including training general education teachers to work with ELs and increasing schools' capacity to meaningfully engage parents with limited English and/or digital literacy skills. Gaps in learning opportunities resulting from COVID-19-related school building closures—as well as the trauma of the pandemic and the associated economic downturn—are predicted to have an outsized impact on ELs and to reverberate for years to come, and schools will need to prioritize resources for interventions to help EL students recover.²

Title III of the Every Student Succeeds Act (ESSA) is the most frequently discussed source of funding for EL education, but there are numerous policy and



Advocacy in the ELL Profession

Our New Normal: How ELL Educators Are Advocating for Our Students and Our Profession During COVID-19

By [LeighAnn Matthews](#) (2021)



How can ELL educators sustain their advocacy for their students and themselves during the COVID-19 pandemic? One district ESL coach shares some of her lessons learned.

Supporting Educator Self Care

Juliana Urtubey
2021 National Teacher of
the Year

How administrators can
support teacher wellness



Colorín Colorado Resources

- Creating a welcoming classroom
- Partnering with families
- Supporting social-emotional health
- Planning for next year
- Updates on social media



Photo by Allison Shelley for EDUimages.



A bilingual site for educators and families of English language learners

New on Colorín Colorado!

- Unaccompanied Minors: What Schools Need to Know
- Supporting Indigenous Latinx Students
- Partnering with Indigenous Guatemalan Families



Hands-On Learning

Our latest article features an award-winning Title I school serving mostly ELLs that has embraced:

- Project-based learning
- Legos & robotics
- MakerSpace
- Art
- Gardening



Salina Garden
Salina Elementary
School, Dearborn, MI



You Are Welcome Here



New video: Syracuse, NY

Finding a Friend after
Hurricane Maria



Videos: New Teachers of ELLs

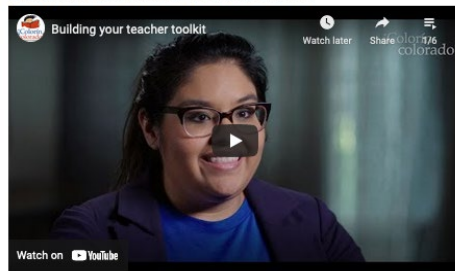
Featured video: Supporting an ELL with special needs



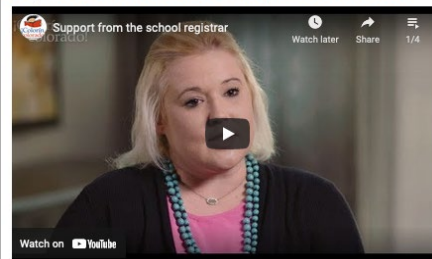
Playlist: New teachers share student success stories



Playlist: Tips from new teachers of ELLs



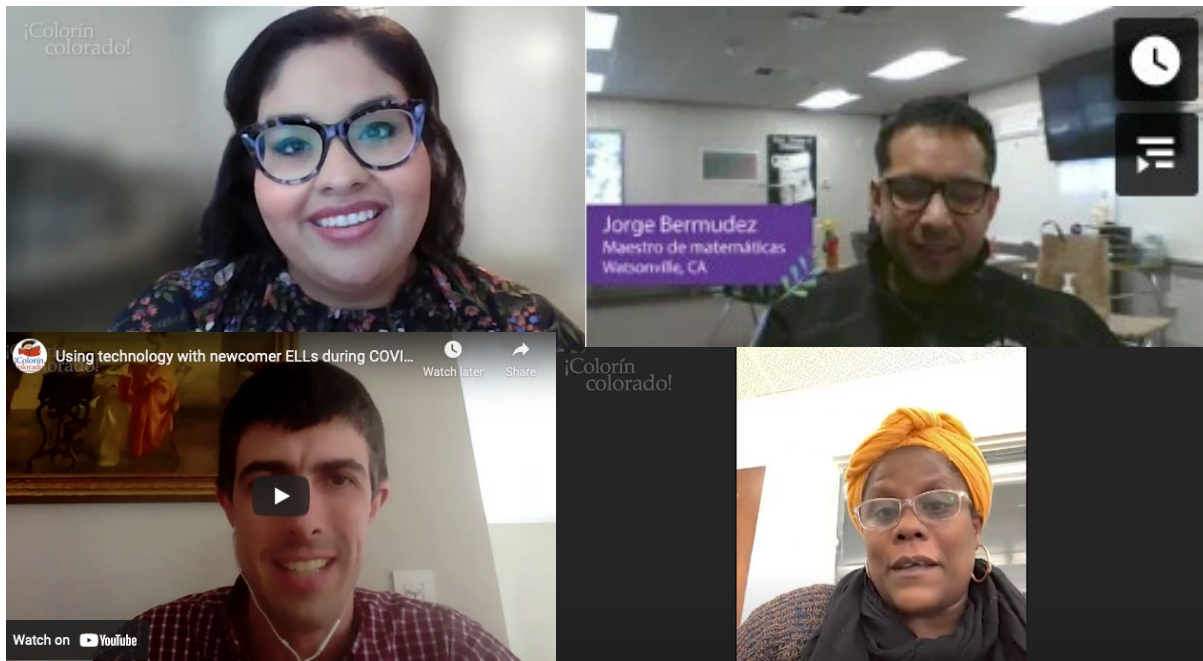
Playlist: New teachers share examples of collaboration



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Videos: Teaching During COVID-19



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New Literacy Tips in 16 Languages



ENGLISH

TIPS FOR FAMILIES
Help Your Child Learn to Read

Your children's teachers are working hard to teach them to read you can do at home that can help, too. Here are some ideas to:

- 1** Speak to your child in your home language. Children are able to learn many languages at once. Using your home language will not confuse them, even if they speak English.
- 2** Talk about the benefits of being bilingual with your child:
 - a strong connection to family and culture
 - more opportunities for education, careers, and travel
 - lifelong benefits for the brain
- 3** Share stories, songs, games, and rhymes from your culture. Children love stories! Share family stories as well as songs, games, and rhymes from your childhood.
- 4** Share special traditions and recipes from home. Talk about important traditions from your culture and choose some special recipes to prepare together.

ESPAÑOL/SPANISH

CONSEJOS PARA FAMILIAS
Ayude a su niño a aprender a leer

Los maestros de sus hijos están trabajando duro para enseñarles a leer. Hay muchas cosas que las familias pueden hacer en casa que también les ayudarán. ¡He aquí algunas ideas para empezar!

- 1** Hablen con su niño en su idioma de origen. Los niños son capaces de aprender muchos idiomas a la vez. El uso de su idioma de origen no lo confundirá, incluso si ellos hablan en inglés.
- 2** Hablen con su niño sobre los beneficios de ser bilingüe:
 - una fuerte conexión con la familia y la cultura
 - más oportunidades para la educación, las carreras y los viajes
 - beneficios de por vida para el cerebro
- 3** Compartan historias, canciones, juegos y rimas de su cultura. ¡A los niños les encantan las historias! Compartan historias familiares, así como canciones, juegos y rimas de su niñez.
- 4** Compartan tradiciones y recetas especiales de casa. Hable sobre tradiciones importantes de su cultura y elija algunas recetas especiales para preparar juntos.

5 Hablen con su niño acerca de su día. Pídanle que les cuente algo que disfrutó, algo que les resultó difícil o algo que aprendió.

6 Anímen a su niño a escribir todos los días. Pídanle a su niño que les ayude a escribir su lista de compras o una nota a un familiar. Puede escribir un mensaje de texto en su teléfono, un correo electrónico en la computadora o una nota en papel.

7 Escuchen a su niño leer en voz alta. Pídanle a su niño que lea un libro, algo de su teléfono móvil o las etiquetas de la comida.

8 Si tienen servicio de Internet pueden:

- registrarse para sacar una tarjeta de biblioteca gratuita para descargar libros electrónicos
- buscar sitios web, videos y aplicaciones educativas

For more ideas ...
ColorinColorado.org/reading



Ayude a su niño a aprender a leer

Háblenles a sus niños sobre los beneficios de ser bilingües.


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Multilingual Family FAQ on Special Ed



ENGLISH

FAQs FOR MULTILINGUAL FAMILIES

Special Education and Your Child

GETTING STARTED


What is special education?
Special education is a free service that schools offer to students with disabilities. It might include instruction, therapy, behavioral support, or social-emotional support.

Does my immigration status, or my child's, affect special education?
No. Your child is eligible for special education regardless of immigration status.

My child does not have a physical disability. Why does the school say there is a disability?
Learning disabilities aren't visible. They relate to how a child learns, reads, writes, or pays attention. Students may need to work in small groups or use special learning strategies.

Who will lead the special education process from the school?
Every school is different. Some schools have a special education team, which might include a

EDUCATOR	ROLE
Classroom teacher	Teaches grade-level content
Special education teacher	Teaches and supports students with disabilities
Reading or speech specialist	Provides support in reading or speech/ language development in English
English as a Second Language (ESL) Teacher	Helps multilingual students learn English
Bilingual teacher/specialist	Offers instruction and support in two (or more) languages
Interpreter	Interprets conversations between families and the school



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Supporting AAPI Students

How School Leaders Can
Respond to Anti-Asian
Bullying



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Your Questions



Thank you!

