Getting Ready for Supporting Multilingual Learners with Blended Learning: Programming and Instructional Delivery Models

PURPOSE

This document supports school administrators and teachers in planning for the needs of K-12 multilingual learners and English Language Learners (MLLs/ELLs) in both English as a New Language (ENL) and Bilingual Education programs (Dual Language and Transitional Bilingual Education) for the upcoming school year. This guidance takes into consideration ELL policy, programming, and instructional delivery models in a blended learning classroom. We must value and promote the assets that our MLLs/ELLs bring to our school communities as we plan for a successful start to the school year, specifically, their language, culture, racial identity, and life experiences. This will ensure that MLLs/ELLs engage in all learning opportunities afforded by the blended learning environment. Additionally, it highlights the need for MLLs/ELLs to be integrated into the larger school community, not isolated in a schedule that limits heterogeneous classrooms of learners. We recognize the importance of social emotional learning (SEL) for all students, including MLLs/ELLs. It is essential that all educators of MLLs/ELLs have access to and engage in the same professional learning as their colleagues to be able to support the social-emotional needs of MLLs/ELLs in their classrooms.

COMMISSIONER'S REGULATIONS (CR) PART 154

New York City Department of Education (NYC DOE) offers three program model types for the education of ELLs, namely, Dual Language (DL), Transitional Bilingual Education (TBE), and English as a New Language (ENL). The program goals of each program model are distinct. As such, it is critical that the goals of each program are taken into consideration as you plan ELL programming in the blended learning context for SY 2021. Additional supports above and beyond the mandates should be considered depending on individual student need. Irrespective of program model, consider how ELLs will be grouped and scheduled so they can engage in all learning opportunities afforded by the blended learning environment and meaningfully participate in the larger school community including opportunities to work with students of all English language proficiency levels.

GETTING STARTED ON MLL/ELL PROGRAMMING

Commissioners Regulations (CR) Part 154 requires mandated ENL units of study according to each student's English language proficiency (ELP) level and the components of Bilingual Education programs continue to be provided in all settings. Schools must take ELL policy changes as related to COVID-19 into account when designing a program that meets each student's individual needs. The Fair Student Funding English Language Learners Roster report (RFSF) in ATS provides English Language Proficiency levels for ELLs, former ELLs, and potential ELLs. This report should be used in order to ensure CR Part 154 Units of

Study are planned for and met in each of the programming and ELL instructional models. Additional student indicators such as the Student with Interrupted Education (SIFE) flag and IEP flag along with specific IEP recommendations must be considered when developing student schedules. Schedules should consider additional supports for SIFE students and the mandated services of ELLs with IEPs.

PROGRAMMING CONSIDERATIONS FOR ENL PROGRAMS

- Take an inventory of the teachers on staff with English to Speakers of Other Languages (ESOL) certifications. Consider teachers with dual certifications on staff and their experiences working with ELLs previously. How many of these teachers will be working remotely? How many will be providing instruction in-person?

- Review the RFSF report in ATS to determine the number of ELL students at each grade level and each proficiency level, as well as former ELLs. Additionally, consider that newly admitted potential ELLs must receive ENL instruction equivalent to an ELL at an Entering level of proficiency until they are formally identified, and proficiency level is attained on the NYSITELL. How many students will be attending remote only learning?

- Consider how students are grouped for blended learning. For example, group students at an Entering and Emerging level of English language proficiency together since they are entitled to Stand-alone ENL instruction. Furthermore, former ELLs who continue to be entitled to Integrated ENL may be grouped with ELL students who will also be receiving Integrated ENL.

- Consider that for ELLs in a general education setting, the maximum allowable grade span for grouping instruction in grades K-12 is two contiguous grades.

- Include ENL providers in the co-planning process so that integrated ENL is seamless, Stand-alone ENL instruction is planned to ensure that students can access the content, and instruction is age and grade appropriate.

- Take an inventory of the trained pedagogues on the ELL identification process. Ensure their programs consider the formal identification of newly admitted potential ELLs in order to adhere to timelines established by NYSED.

PROGRAMMING CONSIDERATIONS FOR BILINGUAL EDUCATION PROGRAMS

- Take an inventory of the teachers on staff with Bilingual Extension certifications. Consider teachers with dual certifications on staff and their experiences working with ELLs previously. How many of these teachers will be working remotely? How many will be providing instruction in-person?

- Include bilingual education teachers in co-planning with their grade-level peers. This will ensure that students in bilingual education receive age and grade appropriate instruction as students across the grade in monolingual classes.

If Implementing a Dual Language Model:

- Consider the program model for DL in order to holistically plan for meeting program goals. Programming should consider a 50/50 language distribution across delivery of instruction so that DL language program goals of bilingualism, biliteracy, and biculturalism are met.

- Review the RFSF report in ATS to determine the ELLs, Former ELLs, and newly enrolled potential ELLs in the Dual Language program. For K-6, the Early Childhood or Common Branch teacher with a Bilingual extension can provide the ENL component within a bilingual education setting only. Consider grouping students entitled to Stand-alone strategically within the DL class so that the teacher can meet the required Stand-alone ENL instruction within the English component of the program.
- Ensure students within the DL program are receiving Home/ New Language Arts and their Bilingual Content Area/s as per CR Part 154; additionally, that ELLs and former ELLs are receiving their mandated ENL.

If Implementing a Transitional Bilingual Education Model:

- Review the RFSF report in ATS to determine the ELLs in the TBE program. Ensure all ELLs in the TBE program have a shared home language.
- For K-6, the Early Childhood or Common Branch teacher with a Bilingual extension can provide the ENL component within a bilingual education setting only.
- Ensure ELL students within the TBE program are receiving ENL, Home Language Arts and their Bilingual Content Area/s as per CR Part 154. Consider grouping ELLs at an Entering and Emerging levels of English proficiency together, and ELLs at the Transitioning and Expanding levels of English proficiency together so that the Home Language instruction can be tailored to meet their specific needs.

ENL DELIVERY MODELS (Standalone and Integrated)

The primary role of an ENL teacher, in both a standalone and an integrated model, is to support ELLs with the language needed to access grade-level content. Depending on the language proficiency of the students, teachers will ensure that supports are inclusive of teaching vocabulary, language structures, activating prior knowledge, linking new information to old information, and building background knowledge, to name a few. These supports are always designed in relation to a text and/or task in a given content area (for example, a unit in social studies, a math problem, an ELA text, science journaling), and never in isolation. These scaffolds, while common in a brick and mortar classroom, are equally necessary and possible as part of a blended learning setting. For more specific examples that incorporate digital tools, please see this K-12 scaffolding document.

When it comes to selecting the most suitable blended learning model for supporting ELLs, this should be a school-wide decision based on students' needs, content (to what extent the teachers have access to digital standard-based curriculum), tasks at hand, the capacity of schools to support students with technology, and CR Part 154 mandates. Yet, there are some essential research-based ideas that we know are instrumental in supporting ELLs. In alignment with the Instructional Leadership Framework (ILF), these are: (1) ensuring that ELLs have multiple exposures to key ideas and key vocabulary; (2) teaching big ideas from the shared curriculum using a set of cohesive of instructional routines; and (3) ensuring that there are sufficient and redundant opportunities that promote ELLs' interactions with the content and with each

other. In a nutshell, ENL and content-area teachers must ensure that principles of Advanced Literacy are embedded in the instructional design and are presented as outcomes of students' learning. As you continue to read this document, have in mind the Four Hallmarks of Advanced Literacy and how both brick and mortar and home learning examples connect to the hallmarks.

In both the ENL Standalone and Integrated models the ENL teacher is responsible for lesson design, lesson implementation, and assessment. However, in the Integrated model, it is in collaboration with the common branch or content area teacher. The ENL teacher explicitly targets the language development for students with a focus on building their academic language as a means towards accessing and engaging in grade-level instruction.

In the Standalone model, it should be noted that language development occurs through content. To ensure that there is consistency in *what* is being taught and *how* it is being taught, the focus of the content learning (for example, ELA, social studies) should be an additive approach to students' learning of language and content.

The following examples illustrated are not exclusive to one model, but in fact can be built as part of any model within the blended learning environment; it is up to ENL and content area teachers to make that decision together as they plan instruction. It is essential that ENL and content area teachers have the dedicated time for their planning.

Blended Learning Examples

These examples correlate with each other to ensure continuity of content understanding and language development and are meant to ensure that there is a fluidity of learning between remote learning and in school learning, and it is not meant to address distinct teacher assignments

Brick & Mortar	At Home
• Introduce the most challenging texts (or portion of a text) for instruction. This might include a focus on the academic language features that support comprehension. • Model strategies that aide comprehension, for example, an annotation strategy that students can apply and practice independently. • Use a small set of protocols that promote collaborative discussions amongst peers. Students are supported to engage in discussion	• Build background and activate schema with a short video or text that students can comprehend independently on the same topic and demonstrate understanding through questions or summarizing their thinking in writing before reading a challenging text or introducing new content. • Extend opportunities for independent reading of text where students note their annotations digitally. Create tasks that allow students to build on their collaborative discussions (for example, dialogue journal, summary) that

Brick & Mortar	At Home
that enforces discipline-specific language in order to demonstrate content understanding. • Focus on oral language development as a way for students to rehearse language and content needed to be successful in discipline-specific classes. • Teach vocabulary that has utility across disciplines; create multiple opportunities for interaction with these words. Provide visuals (when and where possible) and user-friendly definitions for target vocabulary. • Introduce writing tasks that are designed to generatively build and show students' understanding of content. Ensure that students have the language to express their ideas in writing. Use templates and sentence starters for students newer to English. • Invite students to use their home language as a support. If available in the classroom, use translations in Google Classroom and explore content learning in their home language, when applicable.	demonstrate the multiple perspectives shared in class. Set students up to engage in small group discussion via live meetings (for example, Zoom). • Create opportunities that ask students to share knowledge and discuss ideas orally with family members, in English or the home language when relevant and appropriate to the task and student learning. • Have students reread a text to ensure multiple exposures to the content. This allows them to increase ownership of new language features and academic words leading to increased comprehension. • Assign content or disciplinary appropriate writing tasks that promote engagement with targeted high utility vocabulary from the unit. Have students post their writing for peer and teacher feedback. • Provide tools for students to access, such as sentence stems and frames, word banks, glossaries so they can use them for discussion they will have and writing they will produce while home. Students can use digital tools such as Flipgrid and Padlet for peer-to-peer interaction at home. • Invite students to use their home language as a support. For example, use translations in Google Classroom and explore content learning in their home language, when applicable.

BILINGUAL DELIVERY MODEL (Dual Language and Transitional Bilingual)

Dual Language

In addition to the roles described above for the ENL teachers, the role of a **dual language bilingual** teacher is to support MLLs/ELLs on their way to becoming bilingual and biliterate. In so doing, the teacher needs to ensure access and engagement with grade-level content in both languages of instruction. Teachers and school communities need to ensure that their distribution of the two languages and content is consistent and coherent across the grades.

Transitional Bilingual

In addition to the roles described above for the ENL teachers, the role of the **transitional bilingual** teacher is to support ELLs with the language needed to access grade-level content in English and home language, by using scaffolds and home language strategically in order to build academic proficiency in English.

Important Considerations for Bilingual Programs

Consider the necessity of grouping students strategically for instruction within a blended learning environment. This calls for flexibility as students benefit from homogeneous and heterogeneous groups depending on instructional needs. Teachers should also be encouraged to use heterogeneity when and where appropriate. For example, students are to be grouped heterogeneously during content-based instruction to ensure that there are language models; however, students are to be grouped homogeneously (small group) for explicit language instruction that supports their needs.

Bilingual Instructional Models: Dual Language or Transitional Bilingual Education

Bilingual teachers are also responsible for lesson design, lesson implementation, and assessment in both languages. Furthermore, bilingual teachers explicitly support students with language and content development. Bilingual teachers and/ or school communities should maintain coherence in the way language and content are delivered to ensure that there is consistency in *what* is being taught and *how* it is being taught.

Blended Learning Examples

These examples correlate with each other to ensure continuity of content understanding and language development. These examples are also mindful of the language of instruction as well as consistency and continuity across language and content. Furthermore, they are meant to ensure that there is a fluidity of learning between remote learning and in school learning and are not meant to address distinct teacher's assignments.

Brick & Mortar	At Home
- Use read alouds to model a think-aloud strategy so that students can view and ask questions in the chosen language of instruction. Provide scaffolds (for example, visualization and paraphrasing) to allow students to express their knowledge of the content in the language of instruction. - Employ protocols while talking about text to facilitate collaborative discussions in the language of instruction. - Model, using a fishbowl technique, the expectations for collaborative conversations with a student. Use an anchor chart (with side by side language conversation frames) so students can increase the number of interactions with their partner or small group. - Create opportunities for students to engage with academic words, in both languages, in order to build their content knowledge and language proficiency (for example, collaborative conversation frames, use of rubrics to provide peer feedback, etc.). - Provide opportunities to launch an extended writing task, for example, how to write an expository text so students can synthesize information from two or more informational texts, in the language of instruction. - Allow for independent practice and provide additional guidance using home language as support relevant to either skills and/or content to be learned.	- Create tasks that allow for students to build background knowledge or activate schema. Be strategic as to whether students will employ the home or target language. Tasks can include, viewing a video and responding to questions in writing. - Create follow up tasks using the same set of protocols where students can use the same language of instruction. Students can join a group chat/ meeting through zoom, and in small groups, where they share their annotations and clarify questions together. - Students reread a text that includes opportunities to engage with targeted high utility vocabulary, as well as increase content knowledge. Students respond orally and in written form using the high utility words. Students can use reading tools in Immersive Reader that allow for text, or individual words to be pronounced in English or translation of the language of choice, as well as word definition. - Students use the skills/ strategies modeled to generate their first draft of their expository texts with the aid of graphic organizers, sentence frames, word banks, and exemplar or model text (as needed). Students use a rubric to assess their draft and provide peer feedback through the chat function in google docs, in the language of instruction. - Students watch videos that support content development in home language and/or target language of instruction using programs such as edpuzzle.com that support their engagement and learning of content.

BLENDED LEARNING CLASSROOMS

Guiding Questions

As you engage in reading the following vignettes, please think of the following:

a. How do the decisions made empower the continuity between "home" and "brick and mortar" of instruction and accelerate students' knowledge and skills for students?

b. How did the teachers' planning and actions yield intentional opportunities for student learning?

Vignette A

Ms. Young, an ENL teacher has been assigned to support ELLs in Mr. Hernandez' 9th grade social studies class this year. The two met to discuss possibilities of how they can ensure that all students, ELLs included, have the most seamless learning experience as they move from remote learning home to blended learning back to school learning. There are 17 ELLs in Mr. Hernandez' class and they vary from emerging to expanding levels of English language proficiency; the rest of the students are English proficient.

In planning for instruction, Ms. Young and Mr. Hernandez are considering the following:

- What were some of the successes and challenges during remote learning?

- What are some common linguistic needs of ELLs in this social studies classroom?

- How comfortable are the two of them (Ms. Young and Mr. Hernandez) with various digital tools available to them through Google and D2L for content delivery?

- What blended learning model is most suitable for their context (content, students, and teachers)?

After having discussed these initial questions, Mrs. Young and Mr. Hernandez, decided on the following: First, given the need to offer language support, it seemed that a flipped model of instruction might serve their unique teaching context (Integrated ENL) for now. They agreed that in order to support ELLs, during the at-home learning days, Ms. Young would design various tasks with the goal of promoting ELLs' autonomy with content learning. That can be carried out by either providing ELLs with videos and online resources that they can use to build background knowledge or activate prior knowledge. Ms. Young will ensure that there is a low stakes accountability task that students will complete at the end of these at-home learning tasks. At the same time, these tasks will serve to start in-class engagement with the content when the students are back in school. They both agree that at-home tasks must have an intentional connection to what is going to be taught when students come back. Also, Ms. Young will provide ELLs opportunities to do some initial pre-reading of a text or set of texts that are accompanied by guiding questions and glossaries for students to exercise autonomy building; students can also be encouraged to translate these texts and read them in both home language and English, before completing the assigned task in English.

Knowing that ELLs need multiple exposures to new language structures and vocabulary, Ms. Young and Mr. Hernandez agree that they will use the station rotation model in tandem with the flipped classroom. This will allow students to rotate through centers and interact with Mr. Hernandez, other peers, and Ms. Young as they continue to build content knowledge and language simultaneously.

Vignette B

Mr. Cooper is an ENL teacher assigned to Ms. Lew's fourth-grade class. Every week, they plan together to make sure that the ELLs have ways to access grade-level content while also developing language. Ms. Lew's class comprises mostly English proficient students; however, out of the twenty-two students in the classroom, there are ten ELLs of varying proficiency levels (ranging from Entering to Expanding). Mr. Cooper instructs the ELLs in the class in both integrated and stand-alone delivery models.

During their planning time, Mr. Cooper and Ms. Lew meet to discuss how they can utilize blended learning for ELLs to learn the language in service of the content, specifically within the integrated model of ENL instruction. Based upon their experience with remote learning, they both believe that the flipped classroom approach would help the ELLs in the class gain access to content, promote agency, and help build background knowledge in the presented content. For pre-work (at home), they both agreed to create videos for the students to view before a lesson which not only stresses the content being taught but also emphasizes the language components needed to make meaning of the content as well. The video, which can be replayed as many times as needed, can also help students build background knowledge on the content being taught.

Furthermore, after the pre-work is completed by the students, Mr. Cooper and Ms. Lew decide that the students will partake in an informal formative assessment (for example, multiple-choice questions, open-ended questions, writing sample, oral response), making sure the students' content and linguistic knowledge on the task-at-hand is assessed. Based upon the chosen formative assessment piece, Mr. Cooper and Ms. Lew would be able to gauge and inform their instruction that occurs during "brick and mortar instruction" (integrated ENL instruction). More specifically, Mr. Cooper would be able to meet with smaller groups (heterogeneous or homogeneous) and/or design differentiated stations and tasks for ELLs to receive the instructional support needed for them to access the content and language. In addition, both teachers acknowledge that these prescribed stations can cultivate oral language development since many of the stations would be created to foster rich discussion with reading and writing prompts.

Mr. Cooper and Ms. Lew also discussed the ways Mr. Cooper will align ENL Stand-Alone time to the content. Mr. Cooper, during brick and mortar instruction, said that he would explicitly teach the high-utility vocabulary words as well as the sentence structures utilized within a unit of study during this time period. This would allow students to analyze words deeply aligned to the content taught in the classroom. In addition, within the flipped approach, they decided that, when appropriate, the ELLs would have short assignments (to be done at home) allowing them to investigate and analyze words and sentence structures. When they returned to school, Mr. Cooper would be able to assign tasks that allow

the students to utilize the vocabulary within the conversation and in prose aligned to content taught in the classroom.

Vignette C

Ms. Gomez teaches a second-grade dual language 50-50 classroom (Spanish and English). Of the twenty students in this classroom, eight are ELLs (emerging and transitioning levels), five students are English proficient from homes where English is spoken only. Also, seven students are considered heritage speakers who are all proficient in English but have varying levels of proficiency in Spanish. Ms. Gomez is very committed to ensuring that students continue to develop their literacy skills as well as language skills in both Spanish and English through grade-level content. Ms. Gomez and her 2nd grade team meet to discuss different ways they can ensure coherence as students move from home to school learning. The second-grade teacher teams are comprised of DL, DL ICT, and Monolingual teachers, as well as the literacy coach.

In planning for instruction, Ms. Gomez and the team consider the following:

- What supports were provided to families to support them with digital tools as well as second language learning?

- What are some common linguistic needs of MLLs/ELLs in the classroom?

- How comfortable are her students using various digital tools implemented during the past school year?

- What blended learning model is most suitable for their context (content, students, and teacher)?

Based on their analysis of the last available reading data, the teachers realize the students had difficulties with comprehension. Apart from the reading data, they all admit that students' reading skills were impacted by summer slide and potential learning loss in the spring. As a result, they chose to enhance interactive- and shared-reading experiences via a flipped approach. This will expose students to an abundance of text-based learning opportunities. The teachers will build and/or activate prior knowledge through intentionally designed tasks and guiding questions (for example, using videos, pictures, and texts in tandem with using familiar digital tools such as Nearpod and Flipgrid) for students to preview. The DL ICT Spanish teacher will collaborate in planning the Spanish Read aloud with Ms. Gomez. They will plan to support the similar needs of their students. In the case of Ms. Gomez's students, when learning at home it will be in their home language as a support for understanding the concepts and big ideas in the targeted language. Ms. Gomez takes her students and the goals of the dual language programs into consideration. Therefore, she provides two read alouds in both languages (with appropriate scaffolds and instructional routines) daily to ensure that the students have language models for fluency and comprehension. She focuses on building fluency and comprehension through strategic think alouds and other scaffolds using the data collected from at-home activities. She bridges the home and brick and mortar instruction by beginning the read aloud with a connection prompt to the pre-work done at home, providing students with the pertinent vocabulary needed in the targeted language of instruction to discuss their

connections. Ms. Gomez will continue to adhere to her centers model approach along with the flipped classroom instruction.

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