

Adult ELLs: Student Engagement and Learning. What does that look like in a time of crisis?

May 14, 2020 2pm – 3pm



WORLD EDUCATION

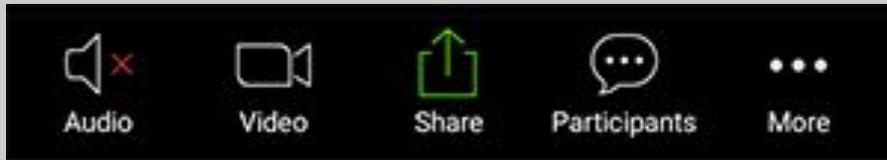


(Webinar Title Here). We'll get started shortly!

Webinar Controls (PC) can be found at the bottom of your Zoom window (hover mouse pointer to make this appear).



*Meeting Controls for Mac appear as shown below:



Click **Raise Hand** to notify host if you have a question or comment.



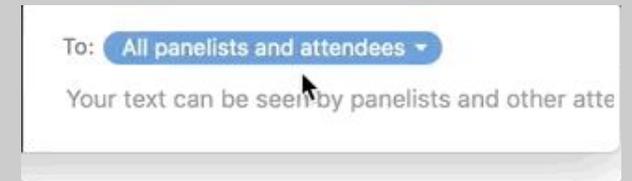
Click **Lower Hand** to lower it.



You can **access chat** by clicking the icon on the control bar



To change who you are chatting with, click the drop down beside "To:"



Click the **Unmute** button in the bottom-left corner of the meeting window to speak when the presenter requests it.



Click the **Mute** button to mute yourself.



Contact:

Welcome!

Heather Ritchie, PD Specialist, Carlos Rosario International PCS

Lindsey Crifasi, Instructor, Carlos Rosario International PCS

Genevieve Rene, Instructor, Carlos Rosario International PCS

Sheryl Sherwin, Instructor, Carlos Rosario International PCS

with Priyanka Sharma, NELRC Director



TODAY'S PLAN

1. *Share practices we implemented in the moment of Emergency DL*
2. *Explore lessons learned and future considerations*
3. *Provide resources & ideas for supporting and engaging learners online*

CARLOS ROSARIO PCS

Two campuses with over 2,000 students Harvard Street and Sonia Gutierrez

- Literacy (English & Spanish)
- ESOL Beginning and above
- GED in English and Spanish
- Computer Classes
- Citizenship
- Workforce Training Classes



BIG PICTURE STRATEGIES

DL Guide
Communication
Boundaries
Weekly Plans

DISTANCE LEARNING GUIDE - NORMING



CARLOS ROSARIO
INTERNATIONAL PUBLIC CHARTER SCHOOL

Distance Learning Guide
in a
Time of Change/Covid/Crisis

SG Expectations|

Top 10 DL Concepts

Curriculum Alignment & Instruction Delivery

Resources List

Addendums:

- Activities for synchronous instruction (social-emotional and instructional)
- Activities by level

TOP 10 EMERGENCY DISTANCE LEARNING CONCEPTS

<https://bit.ly/wedlcr2020>

- 1. Conduct essential self-care activities first, preferably right after you wake.**
 - a. Take care of yourself. Exercise, eat, spend time with family.
- 2. Plan your week.**
 - a. Don't approach this day-by-day. Plan a time for lunch, a time to disconnect from devices.
 - b. Know things will take longer in this new format, and allow for that.
- 3. Create boundaries.**
 - a. Set some alarms on your phone to enforce structure.
 - b. Create a dedicated work/study space if possible.
 - c. Set times that students can access you and times that are for your family/self.
 - d. teachers refer students to SSD when conversations move toward counseling needs,
- 4. Backwards Map: Identify what you want students to accomplish, then determine how to get there.**
 - a. Don't let the tech tools drive the instruction. Utilize the tools to support your goals.
 - b. Identify what activities/skills matter most to students. Start there.
- 5. Help students build habits and create routines.**
 - a. Activities: "If we change our approach to tasks every lesson, students have to think about how to do the task, which distracts them from doing the task and learning about it." We want students' focus to be on learning and language as much as possible vs. learning new activities and using new tools. (If they coincide - wonderful.)
 - b. "Pick 2-3 simple activities which can be applied to multiple topics in a worthwhile way."
 - c. Set consistent meeting times
- 6. Reset "class" norms and create an on-line learning community.**
 - a. Start each class with a check-in (on-line circle resources here).
 - b. Student Government brought up a need for motivation (motivational resources, videos).
 - c. Foster a sense of community and connectedness (student to student, students and teachers).
 - d. Create ways students can be learning partners at a distance - not just relying on the instructor.
- 7. Ensure students know exactly what you want them to do and why.**
 - a. During virtual conversation, check-in with students on the what and why.
 - b. Post activities and share why they are important/what they are helping students do.
- 8. Choose the simplest tech solutions.**
- 9. Be a model of flexibility, optimism, creativity, and openness.**
- 10. Keep monitoring student understanding and adapting your teaching.**
 - a. Monitor and share data with students more than you would in person.
 - b. Build in reflective and feedback focused questions on a daily/weekly basis..

COMMUNICATION AND CONNECTIONS

► Ways to connect

- PD/DL Meetings or Faculty
- Cohort Meetings
- Partners (Teacher to Teacher Support)
- Individual calls

► How does it support faculty?

- Share ideas
- Social-Emotional
 - Not the only one struggling
 - Supports not feeling isolated



BOUNDARY SETTING - MULTIPLE LEVELS OF CONSIDERATION

1. Privacy

- a. Share personal number or not?
- b. What does one show with Synchronous Classes

2. Time

- a. Time not “on”
- b. Clear expectations with students on responding

3. Family/Other Personal Situations

4. Social/Emotional for Self

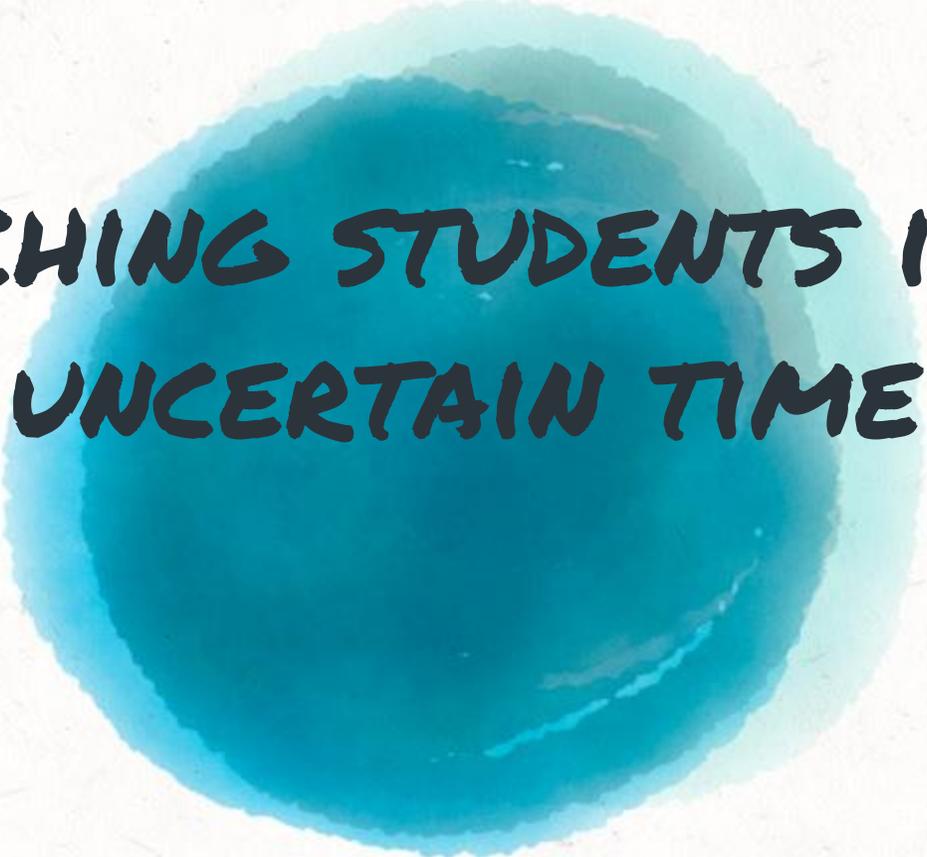
5. Teacher and Connector vs. Counselor or Social Worker



WEEKLY PLANS, OUTLINE, CONSISTENT TOOLS



1. Consistent Weekly Routines
2. Admin/Student Point of View
 - a. Accountability
 - b. Reduces confusion
 - c. Still allow for student pacing and teacher flexibility
3. Choose one idea/tool and invest, then try the next idea/tool



**REACHING STUDENTS IN AN
UNCERTAIN TIME**

“

*Know the subject; love the subject;
like your students; know your students.”*

Gilbert Highet

GET TO KNOW YOUR STUDENTS ANEW: NEEDS ASSESSMENT

- Students receive packets
- Smartphone - how old?
- Space on phone
- Time/Availability - changing schedules
- Tech savviness
- **Support at home



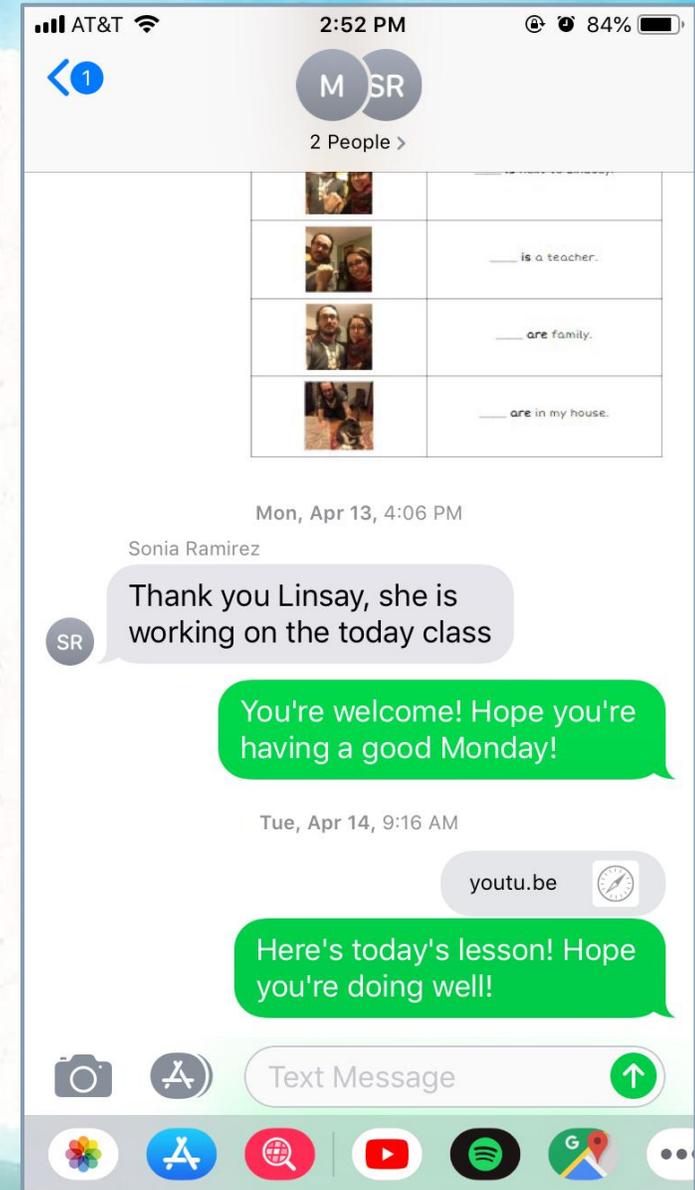
GET TO KNOW YOUR STUDENTS ANEW: WHO IS AT HOME?

Family/At Home Support

- One of the most critical resources for my level of students
- They provide:
 - Language support
 - Tech support

Challenges

- Noise
- Distractions
- Tight spaces



VARYING LEVELS OF ENGAGEMENT



- Some student are right on time every day
- Some want to say “hello” and engage with classmates but don’t do the work
- One doesn’t have the data or wifi to access that classes so I call her almost every day
- Some are dealing with so much at home that they just need wellness checks once a week or biweekly

**EXPERIENCES IN THE
LITERACY - HIGH
BEGINNING SPACE**

KNOW WHO'S AT HOME

- ★ Helped me target who needs more individual attention
 - Just as you would be scanning your classroom
- ★ Delved deeper into this topic through goals conversations earlier in the semester
 - If you're trying something new, like Zoom, this support network is imperative
 - Helped me understand levels of engagement and understanding about how much to encourage or give space

WHERE WE STARTED AND WHERE WE ARE NOW

Remind → Whatsapp → Zoom Fridays :-)

- From scattered messages to synchronizing the class...
- Not having the time to help students transition to tech and establish those routines made it hard.

Remind:

Pros - Privacy, easy to use

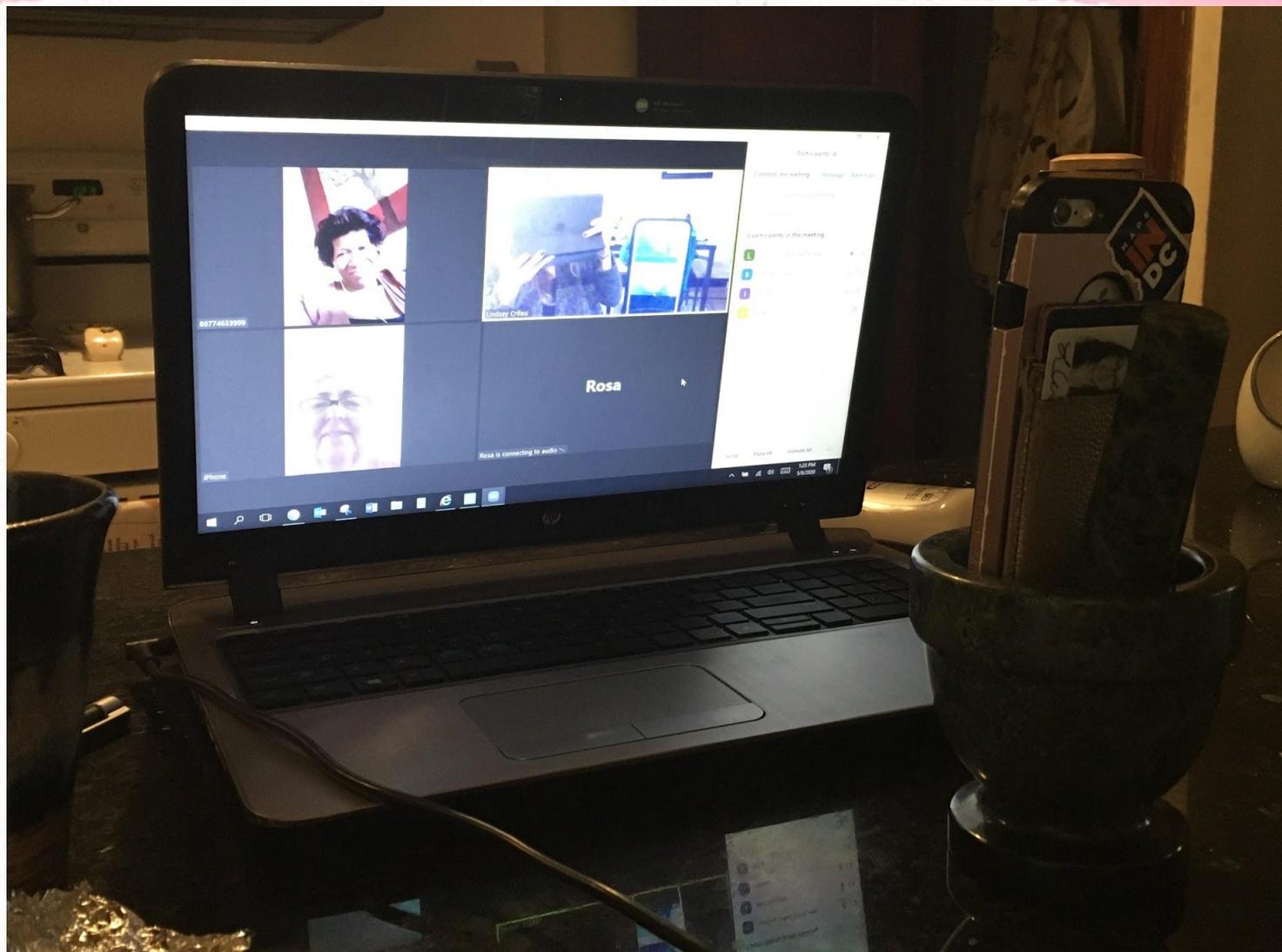
Cons - Ss not as familiar as Whatsapp, limited number of characters in group text msgs, Ss must open app to see msgs

Whatsapp:

Pros - Easy to use, Ss very familiar, audio msgs are very useful

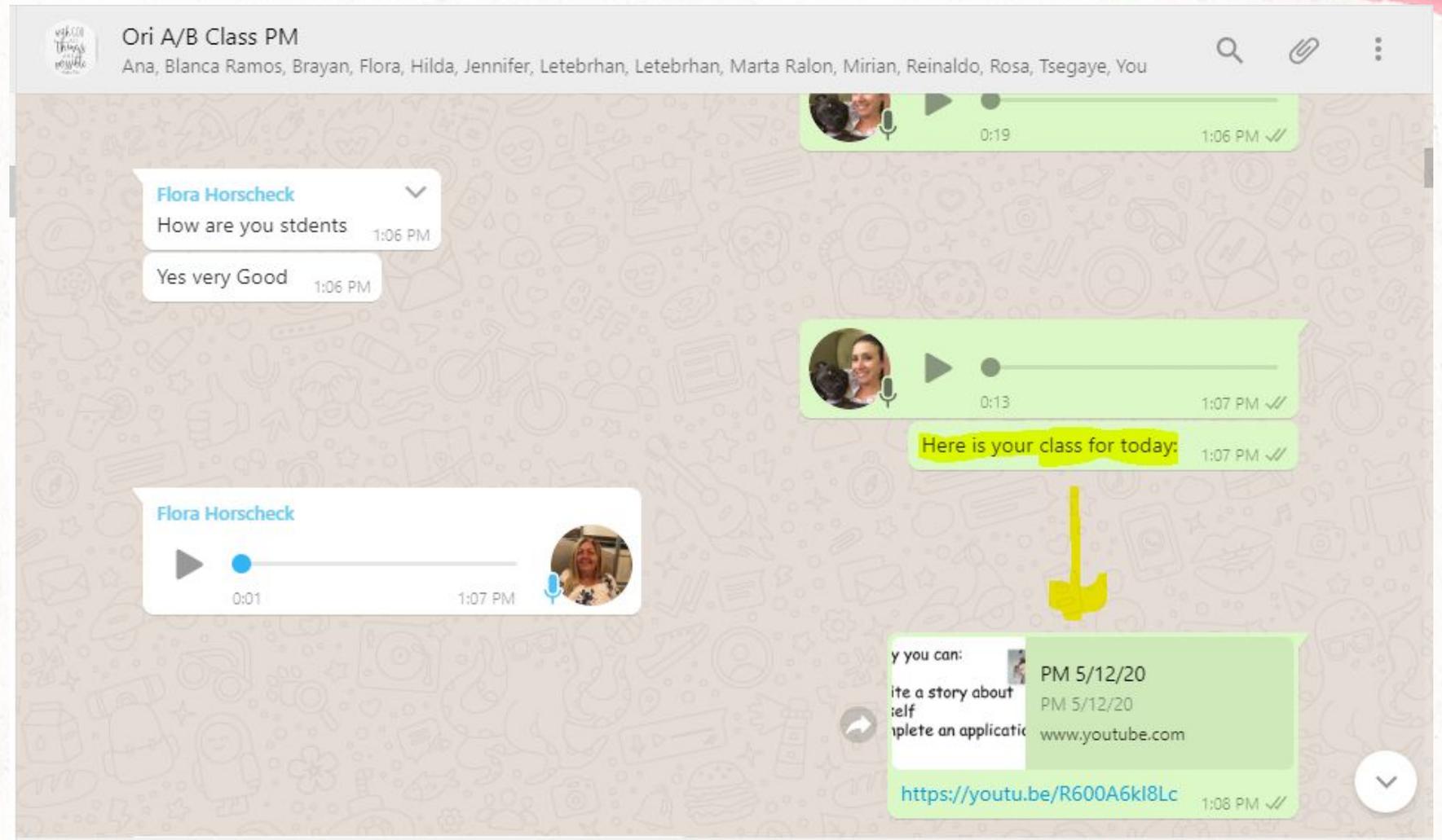
Cons - loss of privacy and boundaries

BLESS THIS MESS



ROUTINES

1. Check in with students, call them by name
2. Present the lesson through a screencasted video
3. Wait as responses come in and “circulate”



WHATSAPP CLASS

Full Group

The screenshot shows a WhatsApp group chat interface. At the top, the group name is "Ori A/B Class PM" and the participants listed are Ana, Blanca Ramos, Brayán, Flora, Hilda, Jennifer, Letebrhan, Letebrhan, Marta Ralon, Mirian, Reinaldo, Rosa, Tsegaye, and You. The chat background has a pattern of educational icons. There are five voice messages and one text message. The first voice message is from an unnamed sender, 0:14 long, sent at 1:00 PM. The second voice message is from Hilda King, 0:03 long, sent at 1:00 PM. The third voice message is from Ana Combita, 0:04 long, sent at 1:01 PM. The fourth message is a text message from Flora Horscheck saying "Good afternoon. Teacher" at 1:02 PM. The fifth voice message is from Marta Ralon CR, 0:17 long, sent at 1:02 PM. At the bottom, there is a text input field with the placeholder "Type a message" and a microphone icon.

WHATSAPP CLASS

Small Group

Group 1 Speaking Practice
Ana, Flora, Hilda, You

Hilda King
0:07 2:32 PM

Flora Horscheck
0:02 2:32 PM

Flora Horscheck
0:02 2:33 PM

Hilda King
0:08 2:33 PM

Flora Horscheck
0:04 2:33 PM

Type a message

Individual

Mirian CR
last seen today at 2:49 PM

Month Information
2:05 PM

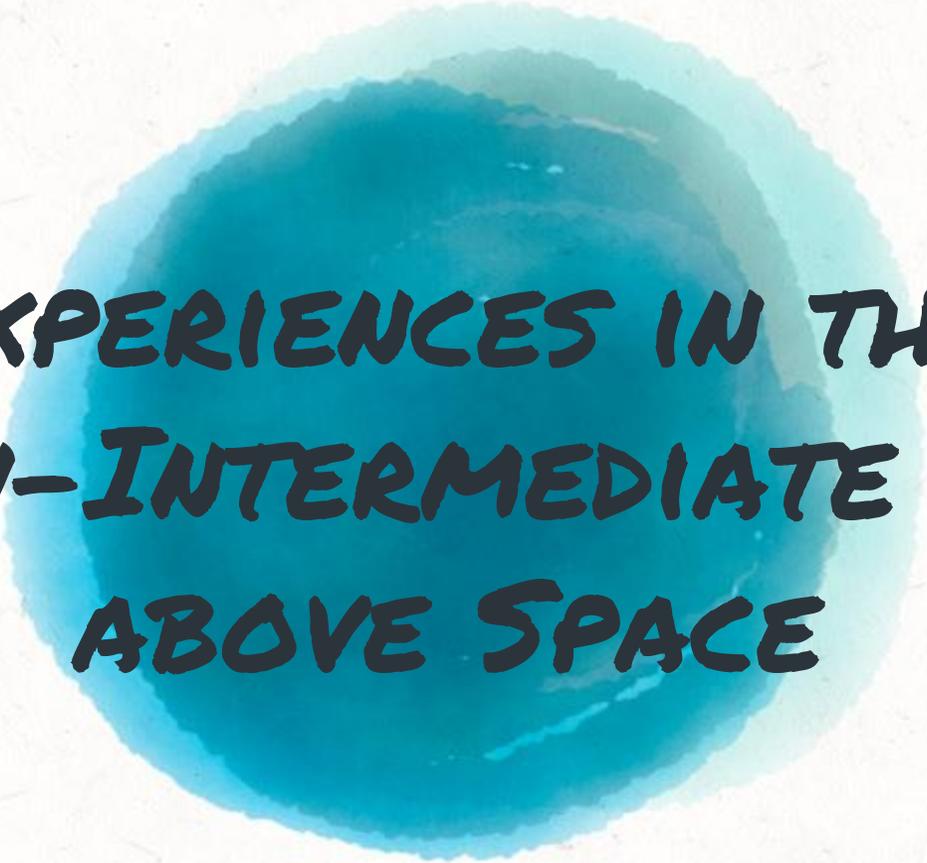
Week is
Today is Wednesday May 6 2020.
6/4/20
Month day year
How many syllables in my first name
I have three syllables in my first name.
How many syllables do you have in your last name
I have three syllables in my last name
2:05 PM

0:03 2:14 PM

Type a message

CHALLENGES

- Didn't have the time before quarantine to establish new expectations, routines, etc
- Balancing checking in with students and adding extra stress during a difficult time
- Establishing boundaries to when I answer student messages
- Keeping students motivated
- Maintaining my own mental health



**EXPERIENCES IN THE
LOW-INTERMEDIATE AND
ABOVE SPACE**

STARTED FROM THE BOTTOM NOW WE'RE HERE

- ▶ Prepared the students as much as possible before school closed
- ▶ As a cohort we came up with a list of apps that all the students should have on their phones.
- ▶ Throughout this experience we have been able to adjust and change as needed

ACCESS TO LESSONS...

- ▶ We use the LMS (Learning Management System) Schoology, but it can be any platform
- ▶ The students are very familiar with Schoology, we had been using it on laptop and phones from Day 1
- ▶ This is where we post the daily assignments
- ▶ Students are familiar with navigating the application and get access to the lessons and assignment for the day

ACCESS TO LESSONS (CONTD)

- Here is how the daily set up looks
- The students see the folder for the day and what it contains
- After you click, you can see the assignment

>  **Day #34- May 11, 2020**
Here is the lesson for today:

1. Read article in Newsela
2. Zoom chat to finish up Problem solution essay



Available after 5/11/20 9:30am



Newsela Article: Takei discusses his social activism

ACCESS TO LESSONS....(CONTD)

- Here is an example of the folders I have in my classes.
- Once the week is over we put them all together, so the students can go back and complete the work they missed



SEAMLESS SWITCHEROO

- ▶ Be flexible!!!
- ▶ After 1 Google Meet, we had so many people having issues
- ▶ Then when we saw how crisp Zoom was, we sent a message to delete Google Meet and download ZOOM!!
- ▶ SEAMLESS!!!



STUDENTS' WEEKLY SCHEDULE

- Consistency and routine is KEY!!!
- This is the weekly lesson rotation
- Posted in the course on Schoology

	Monday	Tuesday	Wednesday	Thursday	Friday
	<ul style="list-style-type: none">• Zoom • Essay Practice• Newsela 	<ul style="list-style-type: none">• Zoom • Listening Practice • Schoology • Grammar	<ul style="list-style-type: none">• Zoom: Grammar • Essay Practice• Summary	<ul style="list-style-type: none">• Zoom • Speaking Practice • Grammar Quiz	<ul style="list-style-type: none">• Spark3000 • Schoology 

TEACHERS' WEEKLY SCHEDULE

- We meet every Friday as a cohort
- We plan for the week

Week Outline: 4/27-5/1

Grammar: somebody, anybody, nobody...

One World: We proceed at each class's pace

Listening: <https://youtu.be/S1ucmfPOBV8> **Main idea/fact vs opinion/2 vocabulary words in sentences**

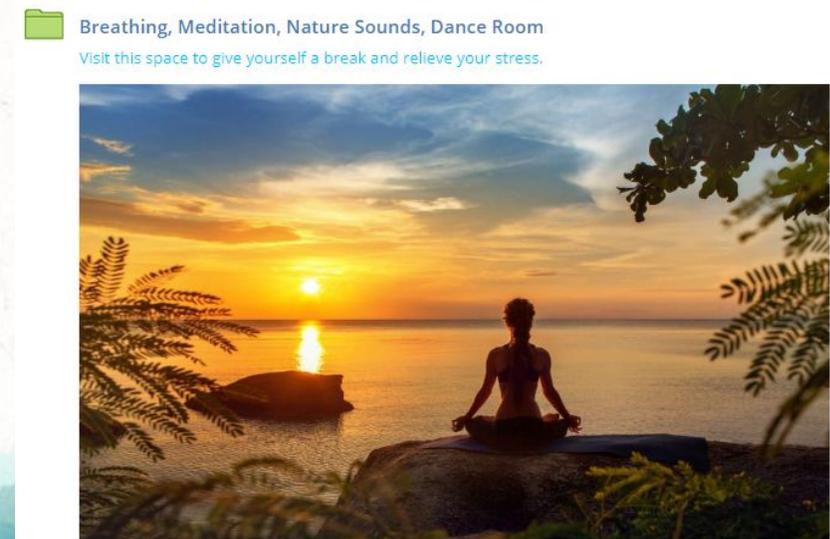
Newsela: "Herd of Goats Takes Over Deserted Resort" **4 question quiz**

Spark: "Preparing to Interview" **respond to the poll question; one vocab word in context**

One on Ones with students for next semester

THE CALM IN THIS STORM

- Zoom on Mondays and Wednesday
 - Grammar lesson
 - Review of a quiz they took the week before
 - Writing lesson on 3 paragraph essays
- Monday and Wednesday we do a check in and some sort of calming activity
 - Activities available in course
- Zoom on Tuesdays and Thursdays
 - Office Hours
 - Supplemental lessons





**LESSONS LEARNED FOR ALL
LEVELS**

TROUBLESHOOTING AND WORKAROUNDS, OR...

HOW TO BE AN IT PERSON FROM YOUR DINING ROOM TABLE

TOOLS FOR TROUBLESHOOTING:

- Screen sharing on Zoom
- Test it out with a friend who has a similar phone or device
- YouTube it
- Google it
- Make a screencast-o-matic
- Use Super Screen Recorder app



WORKAROUNDS:

- Ss take pictures of their work
- Use “Paint” to make comments or the Mac “Paintbrush”
- Use WhatsApp, Remind, Instagram to send videos
 - Use Liveworksheets

PROVIDE A COMBINATION OF SYNCHRONOUS AND ASYNCHRONOUS LEARNING

SYNCHRONOUS:

- Set up a routine/schedule for Zoom classes
- Zoom classes give students an opportunity to connect. They love it!
- Use the Zoom breakout rooms to allow them to connect in smaller groups without teacher
- WhatsApp groups with students; teacher steps away



Monday, May 11th



1. Zoom class at 10

* Creating an outline for your essay

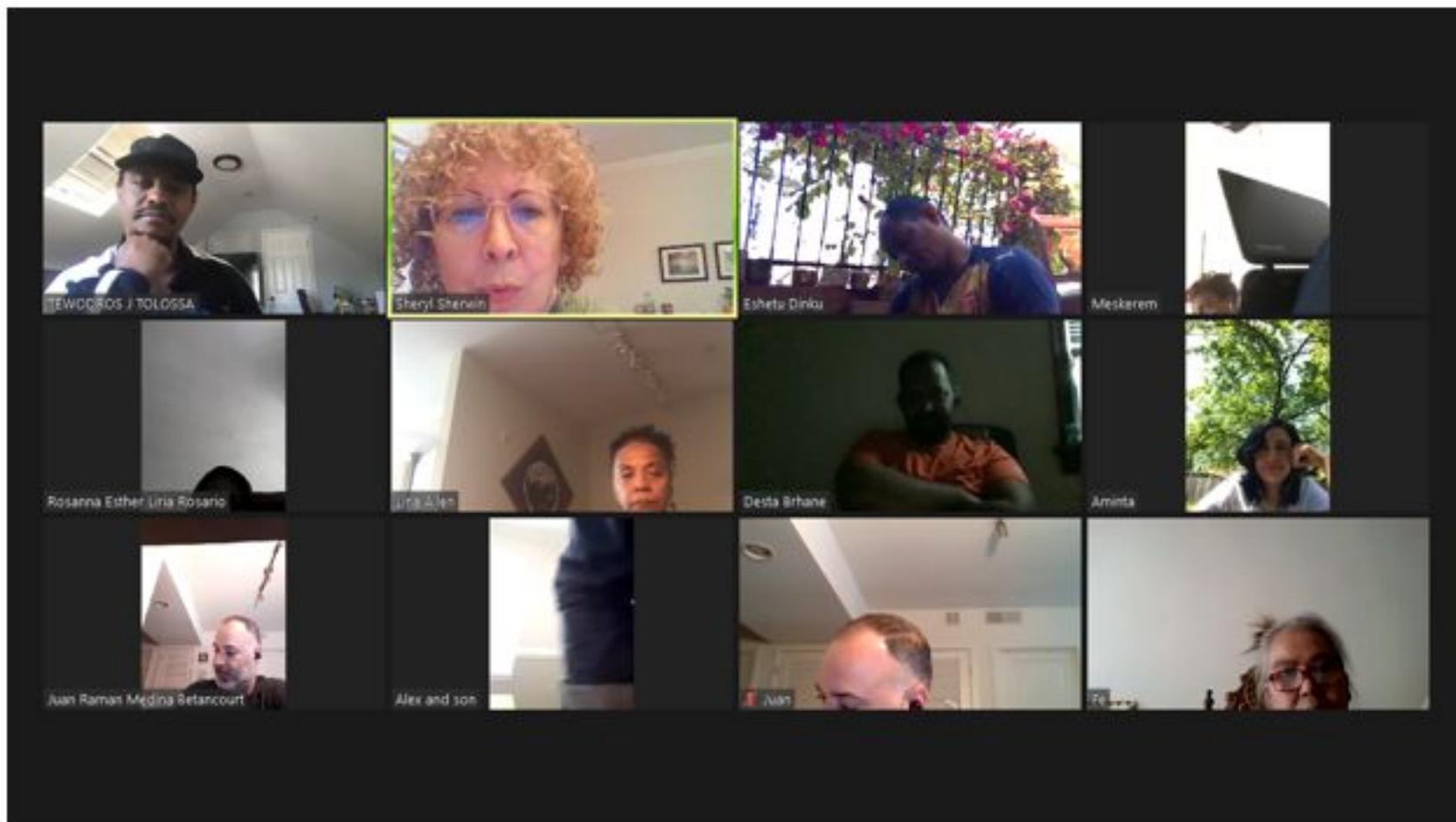
*Review of POV and Claim

*Breakout rooms to discuss the outline and discuss your POV and Claim

* Two minute meditation

2. Newsela reading

GENEVIEVE'S AND MY PM CLASS ON ZOOM



PROVIDE A COMBINATION OF SYNCHRONOUS AND ASYNCHRONOUS LEARNING



PLATFORMS FOR ASYNCHRONOUS LEARNING

- Provide activities for Ss to do independently
- Schoology (LMS)
- Google Classroom
- Canvas
- Remind
- WhatsApp

ASYNCHRONOUS LEARNING TOOLS

CONTENT READY:

- Newsela
- Spark3000 (not free)
- Voice of America

TEACHER PREPARED:

- Nearpod
- Flipgrid
- Quizlet
- Quizzes
- Kahoot!
- Learning Chocolate
- Live Worksheets
- Randall's ESL Cyber Listening Lab
- ELLLO listening

MULTIPLE LINES OF COMMUNICATION, CLEAR EXPECTATIONS AND OPEN ACCESS

- Be familiar with multiple lines of communication
- Whatever platform you use, write clear, detailed instructions and expectations
- There is a question about whether to have due dates of leave assignments open and available without time limits



USING REMIND TO TELL STUDENTS ABOUT THE LESSONS OF THE DAY

Genevieve Rina



ESL 6 PM Spr. 20

Good Morning Loves!! Happy Thursday!!

Remember today there is a Zoom meeting to talk to Assistant Principle: Ernest. It is at 12:00 I will send the code.

I will be available before after the meeting with Ernest to help anyone with questions.

The work is posted in Schoology:

1. Inference Practice
2. Flipgrid (please complete!)
3. Work on Essay- Send a picture of your Intro paragraph. There is a space in the Essay Practice Materials folder.

If you have any questions, let me know!! See you at 12:00PM.



Tell us what you have been reading and summarize.



Now that we have practiced summarizing, I would like you to try it yourself. Use the formula
somebody --- wanted --- but --- so

You can set it up like this:

somebody:

wanted:

but:

so:

Then put it together in one sentence.

Here's one of our examples:

somebody: Students

wanted: a good education and good reading lessons

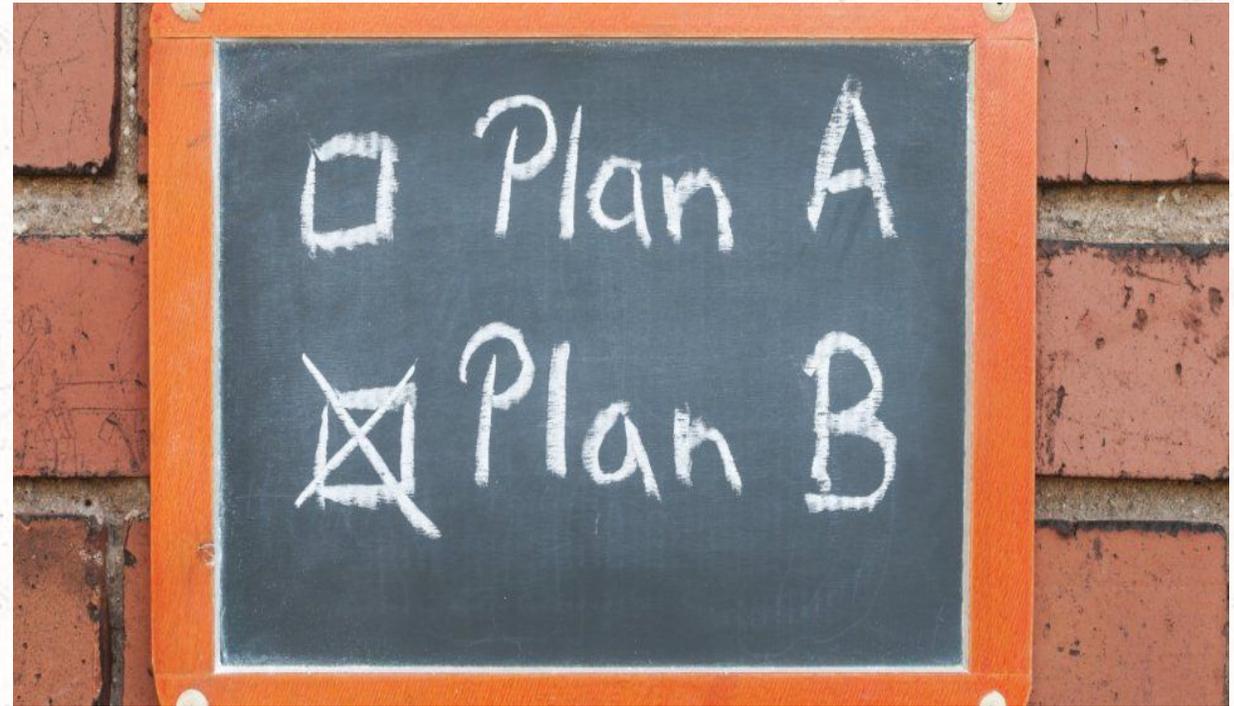
but: the schools didn't have enough money and books

so: the students filed a lawsuit with the courts

Students wanted a good education and good reading lessons, but the schools didn't have enough money and books, so the students files a lawsuit with the courts.

ALWAYS HAVE A PLAN B!

- Set up multiple lines of communication in case one fails
- If lessons involve students having completed an assignment, be prepared to do another activity if they haven't done it



DON'T THINK OF THIS AS ONLY A LINEAR DAY TO DAY
APPROACH TO LESSONS

**BALANCE
CONTINUITY
WITH STAND
ALONE LESSONS.**



SUMMARY, RESOURCES AND NEXT STEPS

- Ideas and best practices for communicating with students
- Ways of planning and providing instruction in this new space
- This was our process and lessons learned. How can you use these ideas to inform your instruction in the future?
- Our product was the Distance Learning Guide. How can your school norm and capture what works best for present and future planning?



<https://bit.ly/wedlcr2020>

QUESTIONS WE ARE CONSIDERING FOR THE FUTURE

1. How will we ramp up in the fall to full programming?
 - i. Utilize content-rich tools more vs. teacher created?
 - ii. Support cohort levels with co-creating courses?
2. If we do not have CASAS or other assessment tools, what do student assessments for promotion look like?
 - i. recreate our internal tests?
 - ii. use products that have assessments built in
3. How do we sustain this effort for a year? Keep connected and balance work/life?



Thank You for attending!

For questions or more information, please contact:

Heather Ritchie - hritchie@carlosrosario.org

Priyanka Sharma - priyanka_sharma@worlded.org

Recording will be available soon at nelrc.org/pd