



Dual Language Guidance During Virtual Learning

Source	Objective
<p>Alief ISD Dual Language Guidelines Alief ISD, TWDL Program Guidelines</p>	<p>The purpose of this document is to provide guidance for the implementation of the Dual Language Program (both TWDL and OWDL) during the virtual learning environment. Although we hope this document will be beneficial to you, please reach out to the SLE Department for additional support and guidance.</p>
<p>Expectations</p>	<ul style="list-style-type: none"> ● Dual language students need to continue developing as bilingual/biliterate students ● 2nd- 4th: students should be heterogeneously mixed throughout content area instruction for all content ● Kinder- 1st: students should be heterogeneously mixed for math, science and social studies instruction ● Pillars of Instruction should be implemented as the school year progresses ● Teacher partners need to be course administrators for each others' courses in Schoology for Reading/Language Arts. You may not add kids from one course to another. That will interfere with ESP and we have been instructed not to do so.
<p>Language Arts Instruction (2nd - 4th Grade)</p>	<ul style="list-style-type: none"> ● Reading workshop schedule: student should alternate languages following a weekly schedule (i.e. week 1: Spanish, week 2: English) ● Writing workshop schedule: students should receive instruction in the same language throughout the modules (i.e. module 1: English, module 2: Spanish) ● Grammar: Options <ul style="list-style-type: none"> ○ Option 1: Synchronous teaching: All lessons are recorded (recording follows AISD guidelines) and both groups are able to view as a pre-loading lesson. Then, the differences and similarities between languages can be discussed with students during synchronous teaching. <ul style="list-style-type: none"> ■ I.e. Teacher A teaches Spanish grammar lesson and records the lesson (AISD expectation). Teacher B teaches English grammar lessons and does the same. Both teachers highlight the similarities and differences of any given skills during their lesson. Students view recorded lessons as pre-loading. The recording can also be used to review a lesson, parent resources, refresher, etc. <ul style="list-style-type: none"> ● Train students, be intentional, on how to utilize the recordings ● Build a reward system to encourage student's participation ● Use the "analytics" part of Schoology to track who is actually using the recording lessons

	<ul style="list-style-type: none"> ○ Option 2: Students continue to be heterogeneously grouped. Combine two lessons and alternate languages within the week with day five for review. (i.e. Group A receives instruction (combined lessons) in English for two days, and instruction (combined lessons) in Spanish for two days. 5th day is used as a review, pointing out the similarities and differences between languages if applicable, and extra independent practice if needed)
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Pillars of Instruction	Actions and ideas
Sentence Stems	<p>Follow I Do/You do/We do. Ensure to scaffold and provide additional practice before releasing students to complete independent work. For reading and writing, utilize resources for English Learners and Dual Language Supports as found on HMH.</p> <p>Example:</p> <ul style="list-style-type: none"> ● Teach vocabulary first; linked with visuals, ● Listen & repeat; integrate vocabulary words into sentence stems. ● Provide 3 sentence stems (Beginner, Intermediate, Advanced). Listen & repeat: whole group; individual students. ● Should be provided for every lesson/assignment (both synchronous and asynchronous) ● It is recommended to take time to practice and use them with students (i.e. listen and chorally repeat them) ● A culture of “speaking in complete sentences” needs to be created with lots of repetition and practice ● Differentiated sentence stems by proficiency levels can be gradually added for both synchronous and asynchronous teaching
Preview-View-Review (PVR)	<p>PVR is a strategy that is mostly used in bilingual classroom settings (any model: Early Exit, One-Way Dual, Two-Way Dual, etc), in which material is presented (or previewed) in the students’ native language/home language. The lesson is then taught (or viewed) in the target language. Finally, the lesson is reviewed in the students’ native language/home language. Here is a video that highlights the preview and view parts of PVR: Preview and View (source: TEA)</p> <p>Example 1: Science: What is the target language of instruction? (Spanish) What is the students’ native language/home language for your non-English dominant group? (English) Therefore: Preview = English, View = Spanish (target language of instruction), Review=English</p> <p>Example 2: Social Studies: What is the target language of instruction? (Spanish) What is the students’ native language/home language for your non-English dominant group? (English)</p>

Therefore:

Preview = English, View = Spanish (target language of instruction), Review=English

Example 3:

Math: (teacher is not Spanish bilingual)

What is the target language of instruction? (English)

What is the students' native language/home language for your non-English dominant group? (Spanish)

In this case, the math teacher would collaborate with her/his teacher partner so the partner teacher can cover the "preview" and "review" part of PVR.

Therefore:

Preview = Spanish (done by the partner teacher), View = English (done by the math teacher), Review=Spanish (done by the partner teacher)

Whenever possible, it is highly encouraged for teachers to do their own PVR. This not only maximizes instructional time but reduces additional planning.

Additional considerations for PVR:

- The preview (wearing a "language cap") prior to doing the View part of the lesson.
- For the review, the teacher wears the language cap again to check for understanding.
- Teaching this component virtually is not only doable but extremely important to the development of language.
- Please be mindful and limit your "preview" and "review" for no more than 5-7 minutes.
- If only one teacher is bilingual, he/she can record a five minute preview (of Math concepts in Spanish) and post it in the Math teacher's course
- PVR can be done in all content areas. However, the reading and writing curriculum is still fairly new so please work with your teacher partner to see if you are ready for PVR in reading and writing. If you are self-contained, it may be easier to link the concepts and preview or review in the partner language. **If you are not ready to embed PVR in reading and writing, please continue to implement it in the other content areas.**
- When conducting PVR, please refrain from translating content.

Videos from our wonderful Alief Teachers:

Thank you for granting permission to share your videos!

Ms. Esparza

Targeted student audience: 4th TWDL Self-contained

Concept: Prefixes, Suffixes, Context Clues, The Writing Process

Review in English (lesson taught or viewed in Spanish)

[Word-Study: Prefixes \(Review part of PVR\)](#)

[Word-Study: Suffixes \(Review part of PVR\)](#)

[Word-Study: Context Clues](#)

[The Writing Process](#)

Ms. Contreras

Targeted students audience: 1st grade OWDL

	<p>Concepts: gráficos de marcas y gráficos de barra (Math) Preview in Spanish (lesson taught or viewed in English) Preview lesson (Spanish math preview)</p>
Language Partners	<p>K-1: Start very small - ie. students find out each others' favorite color. The point of it is to teach them the structure of the break-out room with adult supervision (adult must be a teacher or classroom aide). Another way is for children who are writing, responding through a dialogue between partners through the "chat box"</p> <p>Zoom Break-Out Rooms when appropriate and with teacher (or aide) supervision. Teacher provides a task, visual & sentence stems prior to breaking students into rooms. Students cannot be left in break-out rooms unsupervised.</p> <ul style="list-style-type: none"> ● Language partners can be utilized with the use of breakout rooms (Zoom) ● Teachers need to practice both the behavior and the expectations ● In order to minimize the number of breakout rooms, students can be placed in bilingual groups (where two groups of language partners are placed together) <p>Zoom Video Breakout Room (how to link)</p>
Oral Language Development	<p>Oral language development is the umbrella for sheltered instruction, which entails: sentence stems, PVR, language partners & language news. Not a separate component.</p> <ul style="list-style-type: none"> ● Every lesson needs to be planned with a language development goal (Spanish and English depending upon the lesson's target language) ● In addition to the sentence stems, provide word banks (both brick and mortar words) with visuals ● ie. Build it on a slide/include words and pictures/refer to it as you teach/add it as a resource on the Schoology folder <p>Alief Example: Ms. Contreras Alief Example: Dr. Reyna</p>
Intentional Planning	<ul style="list-style-type: none"> ● Schedule times when you do check-ins with your partner. ● Suggested times for check-in with your partner teacher: <ul style="list-style-type: none"> ○ Before students switch language of instruction in LA (between module weeks). Check with your partner to see where students are in their learning and understanding ○ If you need to discuss students and their academic and language development ○ To discuss what will be graded in LA for the upcoming week ○ To discuss PVR if the teacher partner is providing the Preview and Review for upcoming lessons (math/science/social studies)
Language News	<ul style="list-style-type: none"> ● May begin in September Special thanks to these wonderful Alief teachers <ul style="list-style-type: none"> ○ Alief Example: Ms. Cruz (Kinder example) ○ Alief Example: Ms. Skidmore (1st grade example) ● After training students, can be asynchronous ● A Bitmoji classroom could be utilized ● 1st grade can start with oral language development and introduce phonics once students know how to utilize the resources

Other Considerations	Actions and Ideas
<p>Considerations for Spanish development for K-1 English Dominant Students</p>	<p>https://docs.google.com/document/d/1Yj-98xHeqpPe5GIbq3tk-TApr9I2had5xLApjVF1DaQ/edit?usp=sharing</p>
<p>Grouping Considerations for Face-Face Instruction (timeline per the AISD Phase-In Plan)</p>	<p>https://www.aliefisd.net//cms/lib/TX01917308/Centricity/Domain/7032/AliefISDHealthSafetyPlan20200909English.pdf</p>
<p>Grading Language Learners in L2</p>	<ul style="list-style-type: none"> ● Follow AISD Grading Guidelines (page 24) and campus expectations on grade reporting and grading scale. ● Ongoing communication with your partner teacher to gauge student’s progress: <ul style="list-style-type: none"> ○ ie. Is the student grasping the concept or is it that the student is not able to produce it in the partner language (part of the review in PVR) ○ ie. A second grade student is introduced to the skill of main idea in L1. The student demonstrated mastery in L1. When the topic is then covered in L2, the student is not demonstrating mastery. After teachers engage in dialogue, it is confirmed that the student is lacking vocabulary in L2 to produce mastery of the concept. In this example, this is the first time that this second grader receives targeted literacy instruction in L1 and L2. The student will not be penalized in their L2 for lack of proficiency, therefore, L2 teacher moves to provide additional scaffolds (vocabulary bank, pictures, simplified language, etc) to reduce language context and demand. ● Literature reviewed (e.g., Waldsburger, 2012) notes several recommendations for improving grading systems for Spanish language learners (SLLs) and English language learners (ELLs). Similarly, several authors (e.g., Jung & Guskey, 2010; Tomlinson, Moon, & Imbeau, 2015) recommend three grades for differentiated classrooms

based on a student’s product (mastery of content), process (effort, motivation, and participation), and progress (improvement over time).

- The following five recommendation are drawn by research synthesized on grading second language learners and best practices in grading second language learners to create equitable grading for students learning a second language:

Sentence

Pillar 1: Identify the content and language standard(s).

In setting up a system in which language learners can be graded fairly, teachers first need to define which content as well as language standards they would like their students to meet. Hand in hand with these two sets of standards go content and [language objectives](#) for language learners based on these standards. It is recommended that teachers share these content and language learning objectives with ELLs using “student-friendly” versions to the degree possible. Also, it is further recommended that teachers identify success criteria for language learners in meeting the objectives, and share models of strong work samples with language learners so that students are aware of teachers’ expectations. Model work samples should also include models produced by language learners at different [levels of proficiency](#) so language learners can see themselves reflected in exemplary student work.

Pillar 2: Incorporate scaffolding to support language learners in achieving the standards.

Depending on their level of L2 proficiency, most students will not be able to access grade-level content standards without appropriate scaffolding. It is recommended to use three types of scaffolds in the areas of materials, instruction, and strategic grouping of students to work toward removing linguistic barriers for the students. In implementing scaffolds, a recommendation is to do so based on the student’s L2 proficiency level as well as individual strengths and needs and also the demands of the particular lesson (Staehr Fenner & Snyder, 2017). In addition, teachers set expectations with students for the gradual removal of scaffolding, as appropriate. Students should be aware that scaffolds are temporary and will be removed as they gain language proficiency and content knowledge and skills. Further, it’s crucial for teachers to collaborate to [determine appropriate scaffolds](#) for their students to meaningfully access content.

Pillar 3: Support students progress toward mastery.

Grades should not be used punitively for any students, and especially not for students that are developing a second language. Therefore, it is suggested to provide students with sufficient time and opportunities for learning, such as offering “[lunch bunch](#)” and after-school opportunities to do schoolwork with guidance from teachers, tutors, or peers. In addition, focus on the student’s progress towards mastery as well as their achievement. It is important to underscore that we are evaluating language learners *progress towards* mastery, not just whether they have mastered the objective or not. In spite of careful scaffolding, all grade-level standards may not always be 100% achievable for certain students. It may be more motivating for a language learner to recognize his or her progress than to see an achievement score alone.

Pillar 4: Assess language learners progress equitably.

In order to equitably assess students, teachers need to design assessments and supports that allow students to access and demonstrate mastery of content and/or language objectives. To equitably assess L2 progress, it is critical to also scaffold assessments (not just instruction) for language learners based on individual student's strengths and needs. For example, depending on the student's L2 level of proficiency, the student could be provided sentence frames, images, or a word bank to lighten the "linguistic load" of the assessment to be able to provide a more valid picture of what that student knows and can do in a particular content area. During instruction, students should have ample classroom opportunity to practice with any scaffold that will also be provided during an assessment. Another aspect of equitably assessing students' progress comes in the form of group work. While we recommend strategically grouping students as a form of scaffolding instruction, for grading group work we recommend assigning individual scores instead of a group grade to students. In this way, individual students aren't penalized if all students aren't contributing equally to a particular group project.

Pillar 5: Involve students, families, & colleagues.

Students and their families may or may not have a full understanding of grade-level expectations, how grades are given, and what each section of a report card means. We advocate for explaining grade level expectations, the grading process, and report cards to students in their home language whenever possible. In addition, students and their families should be involved in the entire grading process, beginning the school year or their enrollment in school with an overview of what the grading expectations and processes look like. Such meetings are also a good time for students and their families to set goals for their learning. Finally, while collaboration and co-teaching have been on many teachers' radar for some time now, co-grading may not be. We strongly recommend that teachers co-grade, collaborating to assign grades to students on formative and summative assessments as well as discussing final grades on report cards. In that way, the level of collaboration will strengthen, and all teachers can leverage their expertise when it comes to their students.

References

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- Jung, L. A., & Guskey, T. R. (2010). Grading exceptional learners. *Educational Leadership*, 67(5), 31-35.
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Staehr Fenner, D., & Snyder, S. (2017). *Unlocking English learners' potential: Strategies for making content accessible*. Thousand Oaks, CA: Corwin.

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Tomlinson, C.A., Moon, T. and Imbeau, M.B. (2015). Assessment and student success in a differentiated classroom, Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved from <http://www.ascd.org/ASCD/pdf/siteASCD/publications/assessment-and-di-whitepaper.pdf>

Waldspurger, T. (2012, March). *A? B? C? Assigning meaningful grades for ELLs*. Presented at the TESOL Convention, Philadelphia, PA.

Universal Design for Learning: Assessments

Some of the assessments make it difficult for students developing a second language to show what they know. The goal of universal design principles is to improve access to assessments for all students. Here are a few considerations:

Top 10 UDL Tips for Assessment: [PDF](#)

10. Build communities of practice that support curricular modifications from assessment data	5. Eliminate unnecessary barriers in assessments
9. Reflect on summative assessments for future lesson design	4. Include frequent formative assessments
8. Involve learners in their learning progress through assessment data	3. Assess engagement as well as content knowledge
7. Use and share rubrics to clarify expectations	2. Offer authentic opportunities for assessment
6. Support learner variability through flexible assessments using UDL Guidelines	1. Align assessments to learning goals

Reference:
Cast Professional Learning, <http://castprofessionallearning.org>; retrieved August 11, 2020

Schoology, ED, and ESP

Schoology and Ed (HMH) are not linked - courses should include a balance of items within Schoology, and having students to work in ED with it's more robust resources. The district is looking at linking in the future, but this has had limited functionality in courses where piloted.

	<p>Schoology Courses and Grade Passback - Teachers should create their courses for the ease of use by students (and parents). They should not create separate courses for Reading, language arts, spelling, and handwriting. As we've discussed, students should access one course for assignments for these 4 areas. Teachers will need to record any assignment grades in the combined Schoology course and enter them into ESP under the appropriate ESP course. Additionally, automatic grade passback sync has been turned off for <u>all</u> elementary/intermediate courses. Teachers can manually sync assignment grades in Schoology for all content <i>except</i> for the items in their combined language arts course.</p>
Schoology Courses	<ul style="list-style-type: none"> ● Partner teachers should be administrators of each other's courses ● Please allow students time to understand which folder needs to be completed (2nd-4th: group A and group B) ● Post weekly reminders for students when the language of instruction switches in Reading and Writing ● Follow AISD: Alief Learns at Home
Additional Resources	<p>Top Practices to Refine in the Bilingual Classroom</p> <p>Stages of Second Language Acquisition</p> <p>Using Cognates to Develop Comprehension in English (or Spanish)</p> <p>7 Steps to a Language-Rich Classroom</p> <p>Integrating the 7 Steps' 6 & 7 in Online Language Learning (Webinar-YouTube)</p> <p>Free Webinars: A multitude of resources for the dual language teacher</p> <p>Schoology: Second Language Education, PK-6th Grade Access Code SV675-W4KDW</p>

Live Instruction: K-6

Subject	Live Time + Frequency	Group Size
ELA and Math	Whole group lesson for 15 minutes, Monday - Friday	All students
Small groups	Multiple times a week based on differentiation need	3-5 students
Science: Using 5E model “live” during Explore (hands on) and Explain (key vocabulary)	Whole group lesson, 15 minutes, 2 days per week	All students
Social Studies: Tuesday (Direct Teach), Friday (Assess)	Whole group lesson, 15 minutes, 2 days per week	All students
Block/Specials (Music, Art, PE, & Health Tech)	Includes a mix of pre-recorded direct instruction & live video conferencing opportunities; varies by subject	All students
Other Live touchpoints (Includes Advisory, SEL lessons, Library, ELD support, *Special Programming- see next slide)	Whole class, 15 minutes, 2x week	All students