

# Planning for Diverse Learning in a Remote Setting

Brooklyn North – ELL/MLL Department





# Discussion: Traditional vs. Remote



## Traditional Classroom

- Students sit with table-mates in their small groups or with a partner. Students would have peer to teacher discussion as well as peer-to-peer discussions.
- MLLs/ELLs would be heterogeneously grouped based on needs and language supports throughout the lesson or activity.

## Remote Learning Classroom

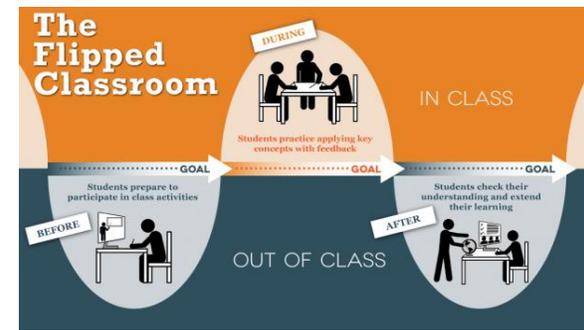
- How can we still give MLLs/ELLs the needed time to have meaningful discussion and conversations with peers and their teachers/paraprofessionals?
- How can we leverage the home language to have meaningful discussion on content taught throughout the week?

# Discussion Considerations for MLLs/ ELLs

- Give ample time for language learners to respond to class discussions, video chats. As well as discussion boards.
- Small group interaction in both homogeneous and heterogenous grouping. Students need to have exposure to both peers as language development comes from interaction.
- Provide information to students ahead of time by video, picture and/or using home language supports.
- Provide question before, during, and after the lesson as a way for students to know expectation or “look-fors.”
- Allow students to discuss and respond to topics in their home language.
- Provide opportunities for culturally responsiveness.



# Traditional vs. Flipped Classroom



## Traditional

- Students receive new content, skills, and information in the classroom from the teacher
- Students practice content or skill at home

## Flipped

- Students receive scaffolded content or skill on their own at home via text (printed, video, digital, etc.)
- Students receive scaffolded and differentiated support/feedback during class
- Students practice content during class

# The Flipped Classroom

DURING



Students practice applying key concepts with feedback

IN CLASS

GOAL

GOAL

GOAL

Students prepare to participate in class activities

BEFORE



AFTER

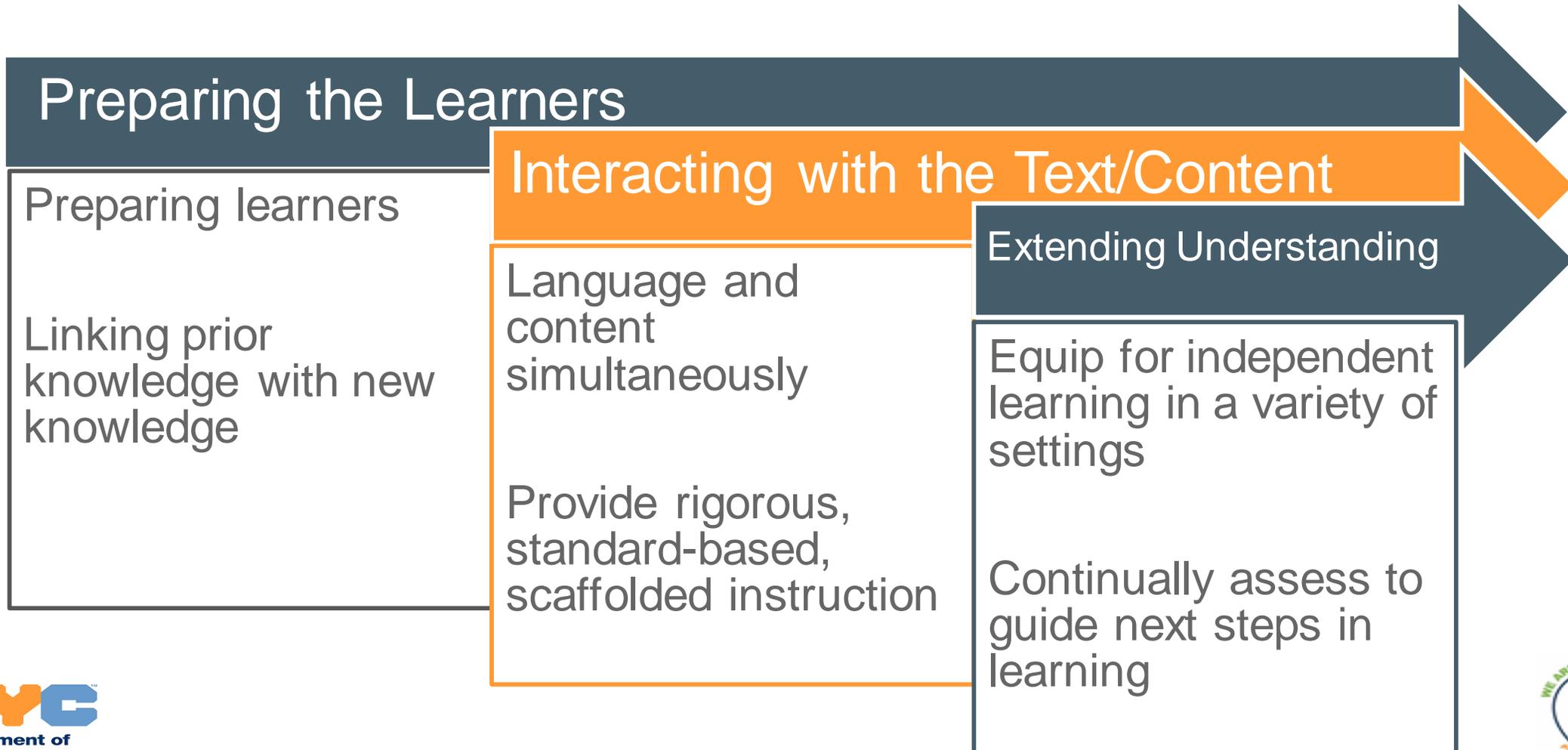
Students check their understanding and extend their learning



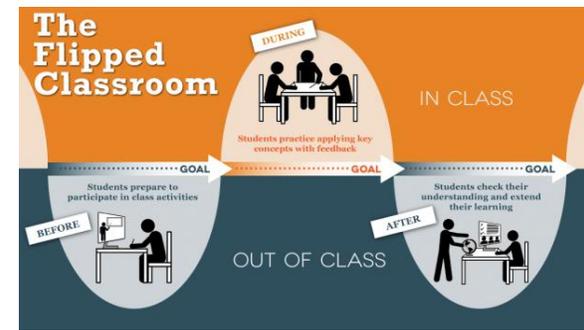
OUT OF CLASS

# QTEL – Quality Teaching for English Learners

Three Moments in a Lesson



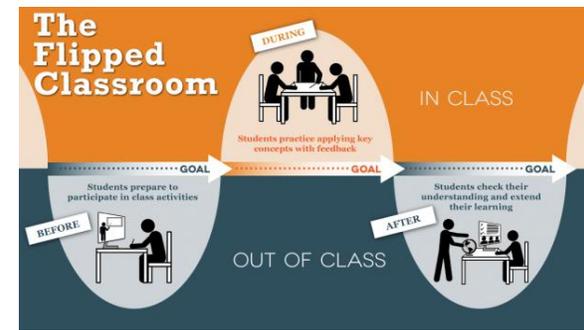
# Strategies in Remote Flipped Classroom for MLLs/ELLs



## Before (Pre- work)

- Share short appropriate videos, images, links to appropriate text
- Use applications that can help with translations (CC)
- Scaffolded graphic organizers
- Preview high utility vocabulary words

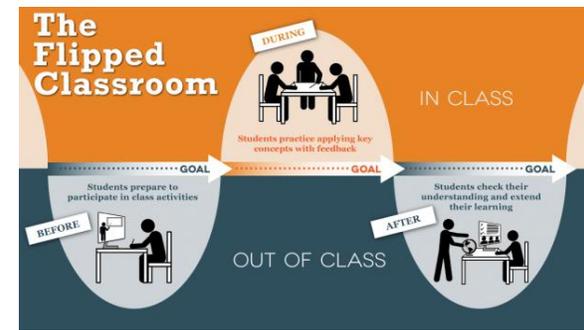
# Strategies in Remote Flipped Classroom for MLLs/ELLs



## Formative/ Summative Assessment

- Using Microsoft forms or Quiz assignment in Google Classroom, add visuals
- Translate (Microsoft Forms)
- Respond using different modalities(i.g. Flipgrid for speaking and listening)

# Strategies in Remote Flipped Classroom for MLLs/ELLs



## “Class” Time (During)

- Explicit teach and review concept that may have been missed
- Amend a graphic organizers based on student answers
- Use of Immersive Reader
- \*\* If most of the class needs support on the topic, you may need to relook at your pre-work stage

# Examples of Remote-Learning Apps that Make Lessons Accessible for ELLs

<b>Flipgrid</b>	Flipgrid is a website that allows teachers to create "grids" to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called "topics," and their students can post video responses that appear in a tiled grid display.	<a href="http://www.flipgrid.com">www.flipgrid.com</a>
<b>Peardeck</b>	Pear Deck Slides are very similar to a PowerPoint or Google Slides presentation. But instead of simply static, informational slides, you get to create Interactive Slides that let every student respond to your questions or prompts.	<a href="http://www.peardeck.com">www.peardeck.com</a>
<b>Padlet</b>	Padlet is an online virtual "bulletin" board, where students and teachers can collaborate, reflect, share links and pictures, in a secure location.	<a href="http://www.padlet.com">www.padlet.com</a>
<b>Kahoot</b>	Kahoot! is a tool for using technology to administer quizzes, discussions or surveys. It is a game based classroom response system played by the whole class in real time.	<a href="http://www.kahoot.com">www.kahoot.com</a>
<b>Newsela</b>	Newsela is an instructional content tool that allows teachers to find articles with appropriate reading levels for their students	<a href="http://www.newsela.com">www.newsela.com</a>
<b>Sceencastify</b>	Screeencastify is an ultra simple screen recorder that will supercharge the way you communicate at work. Record, edit and share HD videos in seconds.	<a href="http://www.screencastify.com">www.screencastify.com</a>

# Family Resources on NYCDOE InfoHub

## Remote Learning for Families of Multilingual Learners/English Language Learners:

<https://www.schools.nyc.gov/learn-at-home/activities-for-students/multilingual-learners-and-english-language-learners>

## Translated Resources for Remote Learning:

<https://www.schools.nyc.gov/learning/multilingual-learners/translated-support-for-remote-learning>

# Resources

- The Flipped Classroom DML – <https://web.microsoftstream.com/video/0bf3e76e-72d3-417d-b49e-b94da7312a2a>
- BSE Remote Learning series 2 – Designing Engaging Google Classroom Presentations and Discussions
- Brooklyn North Remote Learning Resources: <https://brooklynnorth.strongschools.nyc/remote-learning-resources>
- MLLs/ELLs DOE Resources: <https://www.schools.nyc.gov/learn-at-home/activities-for-students/multilingual-learners-and-english-language-learners>