In planning instruction for Multilingual Learners in the coming school years, districts should (*adapted from Council of Great City Schools):*

1) prioritize grade-level content and learning, while maintaining instructional rigor
2) focus on the depth of instruction, rather than the pace
3) strengthen and implement the districts' instructional vision and commitment to equity,
4) identify and value the assets of each learner
5) identify and address gaps in learning through instruction
6) consider multiple measures (not solely on standardized assessment results) when assigning students to small group instruction
7) consider focusing on the commonalities that students share in this time of crisis, not just on their differences

Additional considerations that target accelerated learning for Multilingual Learners:

Including linguistic/academic priorities while planning instruction (ELD and content standards)	Ensuring that students and families have the resources they need to meaningfully engage in school
Providing rigorous, scaffolded, and amplified ELD instruction and assessment (ESL and content teachers)	Fostering family and community engagement
Flexible grouping to address MLLs' linguistic and academic needs	Creating culturally responsive environments
Realizing shared responsibilities (ESL/Content teacher collaboration) with administrative support	Addressing social-emotional considerations

Connecting with Learners and Families	Resources
• Authentically engage learners in genuine ways to help them thrive socially, emotionally, and academically. • Partner with family and community members to extend support to students at home. • Adjust curriculum and instructional approaches based on feedback from students and families.	• Empathy and Connection Rubric (adapted from Contra Costa, CO) • Daily or Weekly Check-In Sample, appropriate for newcomers (Jennifer Findley • Ways to get to know your students (Lawndale Elementary School District) • Distance Learning for English Learners: Needs Assessment (see Family Engagement) (Colorín Colorado) • Offline Learning at Home: Examples of high engagement activities in the four language domains (Colorín Colorado) • Tapping into Learning at Home (Stanford Graduate School of Education) • Learning menus with technology free activities to support development of English and affirm the home language (Tulare COE) • Supporting Families of Immigrant and Refugees During Remote Learning (Immigrant Connections and Seidlitz Education) • Communicating with families and accessing family funds of knowledge (English Learner Success Forum) • 5 Essentials For Engaging Families and Community Partners in Reopening Efforts

Connecting with Language	Resources
• Focus on language learning and practice that builds English language proficiency through targeted goals, supports, and meaningful engagement. • Provide ample opportunities to practice oral and written discourse. • Use performance-based assessments to gather evidence of student learning with a focus on language development, conceptual understanding, and metacognition. • Use formative assessments that focus on collecting information on student progress in language acquisition, measuring the development of language and content simultaneously.	• Collaborative conversations- video model (McGraw-Hill) • Video examples of interaction strategies (Palmdale SD) • Alignment of CA ELD standards to examples of language resources (Tulare County Office of Education) • Facilitating secondary oral language development while distance learning (West ED Collaboration) • Comprehensive guide on assessing in culturally responsive ways, providing strategic scaffolding and linguistic accommodations during distance learning, (Council of the Great City Schools) • 2020 WIDA ELD Standards Framework *Proficiency Levels Descriptors* • Engaging all language domains as part of distance learning (Tulare County Office of Education) • Formative assessments in remote learning for diverse learners (Understanding Language, Stanford) • Strategies for scaffolding instruction based on research-based principle of language learning (Center for Applied Linguistics) • Formative Assessments for ELs (Padlet from MABE) • An Asset-based Approach Supporting English Learners' Reading Skills • Supporting Multilingual Learners in Hybrid Classrooms • 3 Tips to Remember When English Language Learners Struggle
Connecting with Learning	**Sample Lessons**
• Connect language practice to the content students are learning across content areas. • Prioritize teaching of language skills that are inherently embedded in content standards to accelerate the development of language and content simultaneously. • Content teachers and language development specialists collaborate to organize and plan curriculum and instruction for multilingual learners.	• Sample ELA and designated ELD lessons using Wonders (Santa Clara COE) • Sample newcomer student facing deck (Riverside COE) **Resources** • Digital Content Delivery and instructional design considerations for language learners (San Diego DOE) • Guide to language functions, graphic organizers for discourse and designated ELD (Sobrato Early Academic Language) • Do's and Don'ts for remote learning for English learners in ELA and Math (EL Success Forum) • Aligning structural and instructional practices to promote EL Success in 2020-2021 Recording (National Clearinghouse for English Language Acquisition) • 4 Buckets to Manage Our Virtual School Tech • Info graphs and Charts: Adapting to Online Learning for ELs • Hybrid Teaching Strategies for Elementary Classrooms • Addressing Unfinished Learning After COVID-19 School Closures • TNTP Learning Acceleration Guide • Restart and Recovery Access and Equity for English Learner Students and families During COVID-19: Recommendations for State Leaders • Supporting Multilingual Learners during the 2020-2021 School Year • PDE Accelerated Learning Through an Integrated System of Support

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