

RESTART & RECOVERY: SERVING ENGLISH LANGUAGE LEARNERS DURING COVID-19

To ensure that all students participating in our public
education system — across backgrounds —
have access to the resources and rigor they need.

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The purpose of this document is to compile resources and information for state leaders on the education of students with disabilities during the novel coronavirus disease (COVID-19) global pandemic. States can repurpose this document to meet their needs. If you repurpose, please use the following language: "This resource draws on a resource created by the Council of Chief State School Officers (CCSSO) that is based on guidance compiled from state education agencies and national and local organizations."

TOPICS	SUGGESTED RESOURCES
<p>Best practices and strategies on improving ELs’ access to and participation in remote instruction (including ensuring that families are informed and supported)</p>	<p>STATES: Michigan; Ohio; Oregon; Washington</p> <p>NATIONAL/LOCAL: Colorín Colorado; MAEC</p>
<p>Teaching strategies that help teachers provide effective distance learning for ELs</p>	<p>STATES: Arkansas; Illinois; Massachusetts; Minnesota; Ohio; Washington</p> <p>NATIONAL/LOCAL: Colorín Colorado; NAELPA; TESOL; TNTF; WIDA</p>
<p>Professional training on distance learning for teachers (like free webinars)</p>	<p>STATES: Washington (see Appendix H)</p> <p>NATIONAL/LOCAL: Center for Applied Linguistics; Colorín Colorado; Stanford University</p>
<p>General selection of appropriate English Language development materials and resources</p>	<p>STATES: California; Mississippi; North Carolina; Texas</p> <p>NATIONAL/LOCAL: ELPA21; WIDA</p>
<p>Distance learning resources by grade level, subject, etc.</p>	<p>STATES: Colorado; Connecticut; Massachusetts; New Mexico</p> <p>NATIONAL/LOCAL: TNTF</p>
<p>Availability of translated versions of resources</p>	<p>STATES: Arizona (under “Recursos Para Familias”); Arkansas; Illinois (under “Remote Learning Recommendations”); Massachusetts; New Mexico (under “Academic Enrichment Opportunities”); Oregon (under “Recommendations for Supporting Emerging Bilinguals” and “Resources for Families”); Texas</p> <p>NATIONAL/LOCAL: Center for Parent Information & Resources; Colorín Colorado; WIDA</p>

STATE RESOURCES FOR EL REMOTE INSTRUCTION & SUPPORT

The following state examples were culled from state education agency websites.

Arizona Department of Education developed [distance learning resources for families in both English and Spanish](#) (scroll down to “Recursos Para Familias” section). The Office of English Language Acquisition Services also published guidance for the field to support students learning English.

Arkansas Division of Elementary and Secondary Education (AR DESE) compiled [resources and supports for teachers of English learners](#) by grade band and [tools to support districts](#) in their Alternative Methods of Instruction plans for ELs during school closures. Tools include strategies and resources for communicating with families and differentiating instruction for different levels of language proficiency. DESE also provided a [bilingual list of resources for parents](#) to support at-home learning.

California Department of Education provided educators with [resources to support remote English Language Development instruction and additional multilingual learner resources](#) (see sections 9 and 10). Resources include ideas, mobile apps, and curricular materials for students and teachers.

Colorado Department of Education compiled [resources to support remote learning for English learners](#) by grade level and language. The Pre-K-Elementary grade range contains the greatest proportion of multilingual learner resources, but multilingual learner resources are available for all grade levels.

Connecticut Department of Education coordinated with Connecticut’s Regional Education Service Center Alliance to provide [resources for distance learning](#), including tools to support English learners and suggestions for their implementation. Additional guidance for families and educators is available on the Department website.

Illinois State Board of Education published [remote learning recommendations for districts](#) as they design and implement their response to the COVID-19 emergency. Recommendations to support multilingual education and engage with multilingual families can be found on pages 21-29, including specific recommendations to support instruction and assessment. The full publication is also available in [Spanish](#), [Polish](#), and [Arabic](#).

Massachusetts Department of Elementary and Secondary Education [published new resources for serving English learners](#) in their efforts to plan for and provide remote learning for these students. The guidance includes considerations for the provisional identification and placement of ELs when in-person screening is not an option, along with strategies and resources to help educators engage EL students and support their learning remotely.

Michigan Department of Education posted [online learning resources](#) to support the needs of English learners and their families. The EL-specific webpage contains recommendations for educators on providing high-quality instruction, communicating with families of ELs, and using translation resources as appropriate.

Minnesota Department of Education provided [guidance for districts and charter schools on serving English learners](#) through distance learning. The guidance provides expectations on student contact, English Language Development, teachers’ support for EL students, and the monitoring of students exited from EL status. Specific resources are also available for teachers working with young multilingual learners and for migratory children.

STATE RESOURCES FOR EL REMOTE INSTRUCTION & SUPPORT

The following state examples were culled from state education agency websites.

Mississippi Department of Education compiled [at-home learning resources for English learners and their families](#), including links to screen-free activities and digital lessons for various grade levels.

New Mexico Public Education Department published a [toolkit for families to support learning at home](#), including general language development. This toolkit lists general language development resources with links and descriptions by grade level and is available both in [Spanish](#) and in [English](#).

North Carolina Department of Public Instruction created a webpage of [remote-learning resources available to educators, students, and families of ELs](#). Visitors can access relevant EL-specific resources related to online teaching and learning, low and no-tech alternatives, professional learning, and more.

Ohio Department of Education developed a [guide for educators to teach and support English learners](#). It includes a frequently asked questions section and covers strategies for teacher-family communication, translation and interpreter resources, and meeting the needs of English learners with disabilities.

Oregon Department of Education developed [guidance for supporting emergent bilingual students](#) during school closures. An at-home learning guide for families is available in both [English](#) and [Spanish](#). Additionally, [resources to support students' mental health](#) are available for migrant and non-English speaking families in multiple other languages.

The **Texas Education Agency (TEA)** English Learner Support Division launched the [Tips for Families with English Learners](#) social media campaign to support Texas families with English learners at home. [Tip sheets for families](#) can be found on the TEA website and are available in English, Spanish, Vietnamese, and Arabic. TEA also frequently posts updates on its [EL-specific website](#).

Washington Office of Superintendent of Public Instruction (OSPI) published guidance to implement continuous learning for [multilingual students/English Learners](#) and for [migratory students \(under Title I, Part C\)](#) as companion resources to OSPI's general continuous learning guidance. They cover a variety of topics on meeting the needs of these two populations, including system readiness planning; family partnerships and communication; social-emotional supports; continuing identification of eligible migrant students; and continuing English language development instruction.

RESOURCES FROM NATIONAL & LOCAL ORGANIZATIONS

The following resources were culled from national and local organization websites.

The **Center for Applied Linguistics (CAL)** is offering multiple [free online learning resources](#) to support educator development. CAL's resource page contains information on upcoming webinars as well as links to past webinars, handouts, and powerpoints.

The **Center for Parent Information and Resources (CPIR)** Covid-19 page provides links to [multilingual resources to help families](#) talk to their children about the coronavirus. They have updated and reorganized this page to include additional resources, including a list of resources that are available in other languages.

Colorín Colorado provides a [broad range of information and resources to support English learners](#) during school closures, including advice for families of English learners and for educators to help schools and communities partner more effectively with multilingual families and provide effective instruction. The website is available in both English and Spanish. Fact sheets in multiple languages are also available. In addition, Colorín Colorado offers a [list of online professional development courses](#).

ELPA21 compiled [resources for remote instruction of English Learners](#), including activities for ELs, free audio books, and early learning resources.

MAEC curated a [list of resources](#) to [address students' language learning needs](#), provide instruction online, and ensure equity for English learners during COVID-19 school closures. MAEC also curated [information and resources for parents](#) to help children with language learning needs.

The **National Association of English Learner Program Administrators (NAELPA)** Executive Board is collecting [resources on online instruction for educators working with ELs](#). Resources include guidance from USED, consortia and national associations, and other distance learning resources. The site will be continually updated as new information and resources become available.

The **National Network for Early Language Learning (NNELL)** compiled [free resources and platforms for early language learning](#), with resources applicable to multiple languages.

Stanford University Graduate School of Education released [free online courses for educators of ELs](#) (through June 30, 2020). Courses focus on “enhancing the capacity of educators (teachers, instructional coaches, and administrators) to plan, implement, and reflect on high challenge/high support lessons that simultaneously develop their students’ content understandings, academic uses of language, and analytical skills.”

TESOL is compiling [resources and information for schools and teachers serving English Learners](#), including articles, information sheets, and strategies for virtual instruction. The hub also includes equity considerations for schools and districts along with resources for dealing with coronavirus-related racism and xenophobia.

TNTP developed [guidance to support multilingual learners and English learners](#) with distance education during Covid-19 related school closures. The document provides a list of tech tools and resources for teachers and families to promote students’ continued literacy and language development. Materials are categorized by English Language Proficiency level and grade level and include guidance on their use.

WIDA released [guidance on opportunities and challenges of teaching multilingual learners in online environments](#) based on the 2019 WIDA Guiding Principles of English Learning. The guidance includes resources and recommendations for teachers of multilingual learners. For families of young children ages 2-7 years, WIDA Early Years also has developed a free, downloadable activity booklet in [English, Spanish, Arabic](#), and [Simplified Chinese](#). Additional updates from WIDA are [available here](#).