



CCNETWORK
Comprehensive Center Network



REGION 17
Idaho
Montana

Acceleration of Learning–Multilingual Learners

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Photo is for illustrative purposes only.
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Building State Capacity to Improve Student Outcomes

As education leaders in Idaho and Montana work to improve student outcomes, close achievement gaps, and increase the quality of instruction, the Region 17 Comprehensive Center (CC) is at their side.



Agenda

- >> Essential question
- >> Strategies to consider
- >> Taking stock




What are we hearing and noticing about our pandemic experience?

Countering the “Learning Loss” Narrative

- Accelerate, not remediate
- High-quality learning experiences that have an impact on our most vulnerable





**How can we address
the intent of ARP to
meet the needs of our
multilingual learners?**



Strategies to Consider

EdResearch for Recovery

SUPPORTS FOR STUDENTS WHO ARE ENGLISH LEARNERS

Madeline Mavrogordato | Michigan State University
Rebecca Callahan & David DeMatthews | University of Texas at Austin
Elena Izquierdo | University of Texas at El Paso

Brief No. 15

This brief is one in a series aimed at providing K-12 education decision makers and advocates with an evidence base to ground discussions about how to best serve students during and following the novel coronavirus pandemic. [Click here](#) to learn more about the EdResearch for Recovery Project and view the set of COVID-19 response-and-recovery topic areas and practitioner-generated questions.

CENTRAL QUESTION

Recognizing longstanding educational inequities, what research-backed practices can district administrators, school leaders, and classroom teachers use to support English Learner (EL) students' academic success and linguistic development in an instructional context transformed by COVID-19?

KEY INSIGHTS

Breaking Down the Issue

- EL students are a rapidly growing and diverse population entitled to English language development instruction that will allow meaningful access to academic content.
- Complex federal laws govern the education of EL students and continue to hold state and local education agencies accountable for their academic performance even during the pandemic.
- School leader and teacher training rarely provides sufficient support for how to meet the unique needs of EL students.

Strategies to Consider

- Concrete steps to embrace the cultural and linguistic assets of EL students, families, and communities can lead to higher levels of trust and engagement among all stakeholders and improve students' academic identity and achievement.
- Continuous professional learning, inquiry, and collaboration between EL and general education teachers can improve instruction for EL students.
- High-quality instructional resources designed specifically for EL students coupled with carefully-selected technologies can increase student achievement and language proficiency.
- Attendance monitoring systems coupled with targeted outreach efforts in students' native language can help improve attendance for all students, but particularly ELs.
- Additional funding for EL students provided through Title III and the CARES Act can be invested in key strategies such as extended learning time and small group tutoring.

Strategies to Avoid

- Even prior to the financial strain caused by the pandemic, there have been concerns about districts diverting funding earmarked for EL students to other uses.
- Mere translation of content is insufficient to meet EL students' needs.

Small-Group Instruction

- Aids in strong teacher-student relationships
- Embracing funds of knowledge
- Students' sense of self and recognizing that they belong
- Can lead to higher levels of trust and engagement
- Encourage families to draw upon their native language
- Family engagement programs



High-Quality Resources and Technologies

- Provides more targeted, specific approach
- Potential to provide multimodal demonstration of learning.
- Instructional materials explicitly designed to develop English proficiency
- Designed specifically for English Learner students coupled with carefully selected technologies
- Translations, ebooks, etc.



Extended Learning Time and Small-Group Tutoring

- Provides needed additional support
- Provides targeted intervention
- Meaningful, scaffolded access to content
- Extended learning time and small-group tutoring
- Groups are flexible to target English Learner students' common learning needs



Collaboration Between English Learner and General Education Teachers

- Shared vision/belief that students benefit from the wisdom and expertise of all teachers in a grade level or subject, rather than just their own teachers (Fisher et al., 2021)
- We are all teachers of language
- Shore up Tier 1 learning experience
- Provide continuous professional learning, inquiry, and collaboration between EL and general education teachers
- Establish norms around co-planning time
- Set clear co-planning expectations
- Establish a culture around the belief that every teacher is a language teacher



Jamboard

- >> What are you currently doing?
- >> What sparked your interest?




Taking Stock

Taking Stock

- >> Questions for reflection and possible action
- >> EdResearch for Recovery briefs





**How can we address
the intent of ARP to
meet the needs of our
learners: students
with disabilities ?**



Strategies to Consider

EdResearch for Recovery

ACADEMIC SUPPORTS FOR STUDENTS WITH DISABILITIES

Nathan Jones | Boston University
Sharon Vaughn | University of Texas at Austin
Lynn Fuchs | Vanderbilt University

Brief No. 2

This brief is one in a series aimed at providing K-12 education decision makers and advocates with an evidence base to ground discussions about how to best serve students during and following the novel coronavirus pandemic. [Click here](#) to learn more about the EdResearch for Recovery Project and view the set of COVID-19 response-and-recovery topic areas and practitioner-generated questions.

CENTRAL QUESTION

How can schools intervene to reduce learning gaps between students with disabilities and their peers, which have likely widened during school closures?

KEY INSIGHTS

Breaking Down the Issue

- All current federal guidance indicates that, even during COVID-19 stay-at-home orders, schools still need to provide students with disabilities an education that a) is individualized and b) ensures they make appropriate progress.
- Students with disabilities are one of the student populations likely to have regressed the most during COVID-related distance learning.
- The single most important service schools provide for students with disabilities is additional intervention time devoted to students' specific areas of need.

Strategies to Consider

- Small-group or one-to-one intervention three to five times per week is a proven way to meet individualized needs.
- Many features of effective academic and behavioral interventions may still be successfully delivered in a distance learning setting.
- Interventions need to be supported by regularly collecting student data, focusing on skills and concepts known to predict academic or behavioral outcomes, and using these data to make instructional decisions.
- Special educators' time is best used for the delivery of interventions in small groups or one-on-one.

Strategies to Avoid

- Co-teaching, an approach where special educators support students with disabilities in the general education classroom, will likely be insufficient to meet students with disabilities' current needs.
- Parents and guardians cannot be the primary providers of students' educational and/or behavioral interventions.
- Postponing evaluations that determine eligibility for special education services will likely lead to more severe student difficulties in the future.

Small-Group Intervention

Explicit systematic instruction in foundational skills coupled with frequent opportunities for student practice and immediate, specific feedback



Interventions Supported by Regular Collection of Student Data, Focusing on Skills and Concepts Known to Predict Academic or Behavioral Outcomes

- >> Progress-monitoring tools
- >> Use of formative assessment



Strong Instruction

- >> Most qualified with most vulnerable
- >> Training for paraeducators



Jamboard

- >> What are you currently doing?
- >> What sparked your interest?



**Thank you for all you do
for Idaho students!**

Resources

<https://annenbergbrown.edu/recovery>

[https://annenbergbrown.edu/sites/default/files/EdResearch for Recovery Brief 15.pdf](https://annenbergbrown.edu/sites/default/files/EdResearch%20for%20Recovery%20Brief%2015.pdf)



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