



Facilitator's Guide

Title of Training:	Scaffolding for ELLs in Distance Learning or Hybrid Settings
Description:	Explore strategies for scaffolding content instruction at varying proficiency levels and fostering ELLs' access to content during distance learning and hybrid instruction.
Materials Provided:	• Scaffolding for ELLs - recorded webinar presentation • Scaffolding for ELLs slide deck ◦ PPT ◦ Google Slides • Padlet resource sharing tool • Scaffolding tools packet
Objectives:	• Describe challenges and opportunities for ELLs during distance or hybrid learning • Define scaffolding for ELLs • Explore strategies for scaffolding tasks for ELLs during distance or hybrid learning • Apply a 5-step framework to scaffold content instruction for ELLs in a distance or hybrid learning environment
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Notes to Facilitator

The webinar recording is intended to be watched with the tools packet on-hand. Throughout the presentation participants will be asked to pause and reflect to themselves or pause and complete something in the tools packet. The tools packet can be printed out, or the contents of the tools packet will also be available for download on the Padlet.

There are several opportunities to take these resources and use them with a group of educators synchronously.

Delivery Option 1

Gather a team of educators. View the recorded webinar together. For each “stop and think” question, engage in a discussion.. Work through the Tools Packet collaboratively as suggested in the recorded webinar. Have each educator post a scaffolded lesson to the Padlet in the appropriate grade-level column. Keep in mind that in order to have meaningful discussion and to fully plan a scaffolded lesson, it may take longer than 1 hour.

Delivery Option 2

Chunk the material. Work through portions of the recorded webinar and Tools Packet together, taking the time to dig into and apply the content. This option allows time for educators to apply the strategies and tools in their classrooms and come back together to debrief. The following chunking is recommended:

Part 1: Recorded webinar slides 1-37

- In this portion of the webinar, educators consider challenges and opportunities for ELLs in distance and hybrid learning. They then define scaffolding for ELLs and look at various examples of scaffolds from real classrooms. Educators reflect on scaffolds they currently use in their classroom, and consider what types of additional scaffolds could be added to better support the ELLs in their context.
- Recording timing 0:00 - 29:52; Keep in mind that additional time will be needed to engage in discussion.

Part 2: Recorded webinar slides 38-47

- In this portion of the webinar, educators are introduced to a 5-step framework to scaffold instruction for ELLs. Five tools are introduced. Educators explore the tools and consider how they could be applied in their context.
- Recording timing 29:52 - 36:50; Keep in mind that additional time will be needed to engage in discussion and review the 5 tools.

Part 3: Recorded webinar slides 48-53

- In this portion of the webinar, educators apply their learning and plan for a scaffolded lesson. Educators post a scaffolded lesson to the Padlet in the appropriate grade-level column.
- Recording timing 36:50 - 40:04; Keep in mind that additional time will be needed to engage in the lesson planning process

Delivery Option 3

In small groups, such as a grade-level or content-area team, educators collaboratively work through the entire recorded webinar. They discuss “stop and think” questions together and explore the tools from the Tools Packet as they are introduced. After viewing the recorded webinar, the team collaboratively decides on an upcoming lesson to scaffold. Together, they plan the lesson and then implement the lesson in their individual classrooms. After implementing the lesson, the team comes back together to debrief. Which scaffolds worked for your students/class? What changes would you make for next time? This planning cycle could then be repeated.

Participant Materials

One-hour recorded webinar presentation

A PDF packet of tools for supporting implementation of strategies

An online resource sharing tool (Padlet)

Technical Requirements

Access to the webinar: <https://youtu.be/SQIG0d1ntOI>

Access to Padlet: bit.ly/eTeachNYELLS

Walkthrough

Beginning the session

In this PD session, we will explore scaffolding instruction for English language learners, while working in distance learning or hybrid instructional settings. We will watch a recorded webinar that includes some pauses along the way for us to stop and think. It also includes a Padlet of resources, and a tools packet. The webinar is designed to be used with the tools packet and we will reference the tools throughout the presentation. You can print out the Tools Packet if you have access to a printer and would like to be able to fill in the tools with a pen/pencil. For your convenience, the materials from the tools packet are also included on the Padlet, in case you would prefer to download them and use them digitally on your computer.

There are four objectives for this webinar. It is expected that by the end of the webinar you will be able to...

1. Describe challenges and opportunities for ELLs during distance or hybrid learning
2. Define scaffolding for ELLs.
3. Explore strategies for scaffolding tasks for ELLs during distance or hybrid learning, and
4. Apply a 5-step framework to scaffold content instruction for ELLs in a distance or hybrid learning environment.

If doing the application activity (lesson planning template) together

To support your work in the 5 steps for scaffolding a lesson, we can now take some time to complete the distance learning lesson planning template. This is a lesson planning tool that can be used to synthesize the strengths and needs of your ELLs, particular challenges they might have with the content, and scaffolds that you might potentially use in the three categories of instruction, materials and student grouping.

This scaffolded lesson planning template is available in your tools packet on page 11. It is also linked on the Padlet.

The first step is to pick a lesson you have taught or will teach in the future. What is the topic of your lesson and what are the objectives? Next, complete Step 1 to describe ELLs (home language literacy, English language proficiency levels) and their context (access to technology, responsibilities outside of school, possible barriers to engaging in distance learning).

In Step 2, we will think through the academic demands and challenges in the lesson. Which key vocabulary will be unfamiliar and is essential to teach? What support might ELLs need at the sentence level? What support might ELLs need at the discourse level? What other support might ELLs need in terms of background knowledge and cultural expectations?

In Step 3, we will plan the lesson by thinking through what scaffolds you will provide to ELLs of varying proficiency levels during distance learning. You can refer to the Suggested Scaffolds at Each Proficiency Level tool. We will also think through how you will incorporate scaffolds to be used with only some students, and how to model the scaffolds if some of your students are remote.

Step 4 is about materials selection and adaptation. What materials do you already have developed for the lesson? What materials need to be developed? And what materials need to be adapted to appropriately support ELLs in this lesson being taught in distance or hybrid instruction?

Finally, Step 5 of the lesson planning template is to teach the lesson, adapting scaffolding and materials as needed. You can plan for how you might collaboratively teach the lesson and revise your scaffolds for ELLs.

Remember that if any of these steps feels particularly challenging to complete right now, you can return to the tool for that step and use it going forward to focus on that particular area.

Ending the session

We've now come to the end of our PD session. I'd like to thank you for joining me in exploring this important topic and engage in exploring research and strategies for scaffolding instruction for ELLs. Thank you again for all the work you are doing to support students through uncertain times.