

This chapter on Distance Learning With English Language Learners is provided free-of-charge by the authors, Larry Ferlazzo and Katie Hull Sypniewski, and Jossey-Bass, the publisher of *The ESL/ELL Teacher's Survival Guide, 2nd Edition*.

The second edition of the popular *Survival Guide* will be published in 2021. We'll be keeping most of the first edition's content, with minor changes. We'll also be adding content that will double the size. We'll be writing several new chapters ourselves, and will also include new ones from other great ELL teachers like Carol Salva, Valentina Gonzalez, Tan Huynh, Cindy Garcia, Stephen Fleenor, Antoinette Perez, Carlota Holder, Jenny Vo and Jessica Bell.

You might also be interested in Larry and Katie's other books, including *The ELL Teacher's Toolbox* and *Navigating The Common Core With English Language Learners*.

You can visit Larry's Websites of the Day blog, his Classroom Q&A column for Education Week, and his numerous other education books.

This chapter is being made available early to help educators as they grapple with the challenges of teaching in the age of COVID-19. Though it is focused on teachers of ELLs, the advice and resources can be helpful to *all* teachers. It is a draft, and the final version will be informed by feedback from readers and Larry and Katie's daily teaching experience.

There are a few references to other chapters in this one. If you want to access that information, it is all available in the first edition of *The ESL/ELL Teacher's Survival Guide*. All the student-handouts for that book are also freely available to download. You can find that information, along with book excerpts at "Here's Info On Our ELL Book (Along With Excerpts)" <https://larryferlazzo.edublogs.org/2012/05/03/heres-the-cover-of-my-upcoming-book-along-with-excerpts/>.

Again, this document is being made free to everyone. We trust that people will provide proper credit when its content is used, and, please, do not try selling its contents anywhere.

ABOUT THE AUTHORS

Larry and Katie are longtime teachers in the Sacramento City Unified District and, like all educators, students and their families, are trying their best to cope with the pandemic and the changes it is bringing to schools and our communities.

NOTE ABOUT TECHNOLOGY RESOURCES

There are several specific "Tech Tool" boxes located throughout the chapter. In addition to those resources, all teachers - whether they teach ELLs or others - can find additional resources at "Best Lists Of The Week: Teaching Online Amid School Closures" <https://larryferlazzo.edublogs.org/2020/03/22/best-lists-of-the-week-teaching-online-amid-school-closures/>.

CHAPTER TWENTY-TWO

Distance Learning With ELLs

With a little luck, and with a lot of science, we hope that the COVID-19 crisis has largely passed by the time you are reading this book.

If the crisis hasn't ended, you'll find this chapter helpful.

If the crisis has ended, but you've decided to teach English Language Learners online (a job chosen by *many* educators around the world), you'll also find this chapter helpful.

And, if the COVID-19 crisis has passed but we're unfortunate enough to face another pandemic in the future, this chapter will definitely come in handy.

We've divided this chapter into several sections, framed as questions:

How can we best support English Language Learners who are in our own ELL classes during a distance learning situation?

How can we best support English Language Learners when they are in "mainstream" classes during a distance learning situation?

How can we best support English Language Learners and their families when they are at home during a distance learning situation?

How can we best support and maximize the assets brought by English Language Learners and our own skills as ELL teachers so that they - and we - can improve school wide teaching and learning during a distance learning situation?

NOTE ON "SUPPORTING RESEARCH"

For the reader's convenience, we are repeating some of the "Supporting Research" sections that have appeared earlier. We also try to highlight the relevant, though limited, research available on virtual learning.

How can we best support English Language Learners who are in our own ELL classes during a distance learning situation?

EMPHASIZE RELATIONSHIP-BUILDING

Researchers have found that “relatedness” is a key element needed to create conditions that support student intrinsic motivation. In other words, will the activities that students do bring them into relationships with those whom they respect and like (Ferlazzo, 2015, March 25)?

The first step towards respecting and liking someone, of course, is getting to know him/her!

Whether you’re in a hybrid teaching situation (two days face-to-face and the rest of the week online) or working entirely online, we think that it is critical to spend substantial time on relationship-building at the beginning of a school year - more than we would ordinarily do in a normal school situation.

That being said, however, it’s never too late to build or solidify relationships! Though it’s ideal to start the year with these activities, they’re good to use at any time during the school year.

Working online creates obvious barriers to getting to know someone well. When you add to that challenge the complication of teachers and students speaking different languages, then it’s time for teachers to put on their creative “thinking cap.”

We’ve found that, like teaching in a physical classroom, having students create short presentations that they make to the entire class or in rotating virtual small groups (the latter is the way to go if you have a large class - there is nothing more deadly than an endless series of class presentations) can be a good first step towards building these relationships. Using the “I Am Project” that is discussed in Chapter Two can be a good framework for these presentations online or “face-to-face.” Whether you use those sentence-starters or others, a key is making them simple and accessible even to Newcomers with no background in the English language. Doing this online could make this activity less intimidating to students, so there are some advantages to distance learning!

In addition, consider having a “question-of-the-day” that students can answer about themselves. If the responses are just a sentence or two (teachers may need to provide sentence-starters), it’s fine to do it as a class. If answers are going to be longer ones, rotating groups would be the way to go.

Here are some potential questions:

What was your best experience in school and why was it so good?

What was your worst experience in school and why was it so bad?

What do you like to do in your free time and what do you like about those activities?

What is your favorite subject and why?

What are your future goals?

In the best of all worlds, teachers are able to use these relationship-building activities to also help teach English. However, remember that *relationships* are the primary focus at this time. If that's the case then, once again, being online offers some advantages. If you have students share their responses in small groups, after they answer in English they could be encouraged to become more expansive in their home language while all students use a tool like the free Microsoft Translator (<https://translator.microsoft.com/>). The Translator lets you speak in your home language while others see it simultaneously (more-or-less) translated in the language of their choice. By the time you're reading this book, though, we assume that even more sophisticated tech tools will be available - see the Tech Tool box for where you can find updated information.

“Show and tell” can also be a nice relationship-building activity. Ask students to identify three-to-five items they have that are important to them. Provide them with this sentence starter:

This is _____ It is important to me because _____.

Students can make these twenty-second class presentations once a day for a few days. Teachers could even provide “question-starters” for the “audience” members to ask, like:

“When did you get the _____?”

“How much time do you spend using _____?”

“Where do you keep the _____”

“Two truths and a lie” is another old standby that can be used to help students get to know each other. Once-a-day, a student can share two things that are true about them and one thing that is a lie. The teacher can model it the first time, and offer to help students ahead of time with how to say their “truths and a lie” in English. Classmates can write their guesses in the chat box.

If ELL students have not been born in the United States, it's important for teachers to know their immigration “story.” However, if they have been in the U.S. for awhile, they might be tired of telling it - it's an assignment they might have had to do countless times in multiple classes. In class, we've had students tell it in different formats - like in comic strip form - to make it more interesting to both those telling and those listening to it. Here, again, teaching online might offer advantages - there are many tools available for creating online slideshows, comic strips, and animations (see the Tech tool box for links). These same tools, of course, can also be used on devices if you are in a physical school.

All these activities can help build relationships. In addition, learning students' personal stories and interests can be helpful when teachers are developing lessons. By taking this information into consideration, teachers can increase engagement by tying into another critical element needed to create conditions to support student intrinsic motivation - relevance (Ferlazzo, 2015, March 25). In other words, the work must be seen by students as interesting and valuable to them, and useful to their present lives and/or hopes and dreams for the future.

It's also important for teachers to make time for individual conversations with students - in the physical or virtual classroom. A weekly ten-minute video conference call to review student work *and* to check-in on their social-emotional lives can go a long way towards building and solidifying a relationship.

We think that staying in touch outside of school hours is also an important way to solidify relationships. We have given our cellphone number to all students and their parents for years, and it's never been abused. If we get a text when we're doing something else, we just don't respond until we have time. And if you're not comfortable giving your number out, just have everyone sign up for Remind (<https://www.remind.com/>) or a similar app where you can send a text to any student, or to the entire class, and they can send one to you, but it goes *through* the app so no one knows anyone's real number.

And we can't forget about building relationships with parents! As we've discussed earlier in our book, they can be critical allies for teachers. Look for reasons to call home with positive comments about their children, and ask for their advice, too - for example, learn from them about the times they think their kids have felt most positive about schools and what their teachers had done at those times. The translation tools linked to in the Tech Tool box can help if parents don't speak English and you don't speak their home language. We'll also talk more about working with parents in a distance learning situation later in this chapter.

Supporting Research. Positive student-teacher relationships are connected to a host of student benefits, including increased academic achievement, class engagement, and improved Social and Emotional Learning skills (Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2020, p. 102; Sparks, 2019). Research on the impact of positive student-student relationships finds similar benefits, including increased engagement, motivation, and willingness to participate in class discussions (Wanders, Dijkstra, Maslowski, & van der Veen, 2020, p. 268).

TECH TOOL

Translation Tools

To find the latest online tools that can help with simultaneous or almost-simultaneous translations, go to "The Best Sites For Learning About Google Translate & Other Forms Of Machine Translation" <https://larryferlazzo.edublogs.org/2012/06/04/the-best-sites-for-learning-about-google-translate/>.

TECH TOOL

Slideshow, Comic Strip & Animation Tools

Though Google Slides is our "go to" tool for presentations, there are plenty of other alternatives. You can find them at "The Best Ways To Create Online Slideshows" <https://larryferlazzo.edublogs.org/2008/05/06/the-best-ways-to-create-online-slideshows/>.

Comic strip and animation-creation tools can be found at "The Best Ways To Make Comic Strips Online" <https://larryferlazzo.edublogs.org/2008/06/04/the-best-ways-to-make-comic-strips-online/> and at "The

Best Ways For Students To Create Online Animations” <https://larryferlazzo.edublogs.org/2008/05/11/the-best-ways-for-students-to-create-online-animations/>.

HAVE FUN

In a distance learning situation, our classes have many direct competitors, including sleeping late, video games, music, television, jobs to help support families, child or elder care for family members, etc. All of those alternatives can be more enticing or demanding when students are at home as opposed to being in front of us in our physical classroom.

Learning *can* be fun and, in addition to keeping in mind the other elements needed to support student intrinsic motivation, keeping it fun can support higher levels of engagement with an online class.

Having a sense of humor is an important quality of an effective online and a face-to-face teacher. Larry often uses sarcasm, too. Sarcasm can work great *if* it’s not “weaponized,” as some do, for belittlement and abuse. A key is to only use it after solid relationships are built, so students genuinely know it comes from a base of love and caring. Self-deprecation is also a sure winner - Larry has gotten a lot of “miles” out of being bald and being “old”!

Playing games is another obvious way to reinforce learning to inject fun into an online class. It’s easy to adapt many of the games in Chapter Twenty-One (including Pictionary - also known as “Draw and Guess”) - instead of physical whiteboards and physical small groups, just use online whiteboards/simultaneous screen sharing and break-out rooms available on most video conference platforms (there are also specific whiteboard tools like Whiteboard.fi <https://whiteboard.fi/>). Other games that are easy to play online and practice English include:

“Picture Dictation,” discussed in Chapter Three, is another fun activity that can easily be moved online.

“Twenty Questions,” where one person picks something and others have to write in the chatbox questions to help determine what it is - but the questions can only be answered by “yes” or “no.”

Saying a letter (the “sayer” can be the teacher or a student) and then giving everyone thirty seconds to find something in their home that begins with that letter to show and tell. Students could also be asked to bring “food,” “something small,” “something red,” etc.

The teacher shares a portion of the screen (many video conference apps provide that option) and invites students to guess what it is (without seeing the entire image) by completing a sentence frame in the chat box like “I think it is _____ because _____.”

Charades, where a student acts out a (classroom appropriate) action. The teacher can send the “actor” two-or-three options of actions. Students can write guesses in the chat box or on virtual whiteboards.

Categories, where the teacher (or a student) says the name of a category and gives students thirty-seconds or one-minute to list as many things as they can that fits that category. Students can write them in the chat box and be reminded not to click “enter” until time is up.

There are also *many* online games that are easy to play in a video conference, and work well for reviewing previously-taught words and concepts. See the Tech Tool box for links to our favorites.

Supporting Research. The use of games in remote teaching is characterized as a “best practice” for promoting student engagement (Prettyman & Sass, 2020, p. 4) and is especially found to be effective for learning new languages in a virtual setting (Education Endowment Foundation, 2020, p. 16).

TECH TOOL

Online Games

You can find our favorite games to play online at “The Best Online Games Students Can Play In Private Virtual ‘Rooms’” <https://larryferlazzo.edublogs.org/2009/02/10/the-best-online-games-students-can-play-in-private-virtual-rooms/> and at “The Best Websites For Creating Online Learning Games” <https://larryferlazzo.edublogs.org/2008/04/21/the-best-websites-for-creating-online-learning-games/>.

EMPHASIZE SYNCHRONOUS STUDENT COOPERATIVE ACTIVITIES

One of the major reasons we feel that engagement has been high in our distance learning classes is because when students are not in online live classes with us, they often have the option to work with another student or in small groups on projects. We generally, though not always, tell students they can work alone if they want, but almost everyone chooses the cooperative option.

But it’s not just the “cooperative” aspect of the activity that makes a difference.

We make sure the project can be done using an online tool that allows synchronous cooperation. In other words, multiple students can work on the project simultaneously. They can work on a slideshow presentation, document, comic strip, infographic, timeline, or even create an eBook. You can find information about which tools provide this capability in the Tech Tool box.

Students can work on the project while, at the same time, see each other and communicate on a free video conference call in their browser or phone. It mimics what it’s like to work face-to-face in class. We think the social connection and the inherent mutual capability is a win-win for everybody!

Supporting Research. Cooperative small group learning has been characterized as “one of the most studied pedagogical interventions in educational research” with countless and academic and engagement benefits for students (Darling-Hammond et al., 2020, p. 113). Similar benefits have been found in K-12 virtual learning environments, though most of those studies have focused on older students (Education Endowment Foundation, 2020, p. 4).

TECH TOOL

Online Cooperative Tools

Find our favorite online collaborative tools, and our students' favorites, at "The Best Online Tools Students Can Use Collaboratively To Create Projects" <https://larryferlazzo.edublogs.org/2020/06/28/the-best-online-tools-students-can-use-collaboratively-to-create-projects-please-please-please-add-your-favorites/>.

MAKE CONTENT STUDENT-DRIVEN

One of the advantages that ELL teachers often have is that we have flexibility with the "content" we use to teach English - we pretty much use anything to teach English. Yes, there is certain basic content that we must use to familiarize students with the language but, really, we can learn student interests and, though it may take us a little longer than if we used a pre-packaged curriculum, structure classes around those interests.

During the initial COVID-19 crisis, Larry asked his students what they would like to learn. Their response? The Coronavirus, jobs, and the military (several were members of our school's JROTC).

Larry was able to structure lessons and games the rest of the year around those topics, and student attendance was comparable, if not better, than when his class physically met in school. He was able to adapt many of the strategies found in Chapter Three fairly easily to online use.

As we mentioned earlier, students feeling like the content they are learning is relevant to their lives and goals is a critical component of supporting intrinsic motivation. There might be other content that is important to cover to support students' future academic career, and we're not saying *everything* has to be student-driven.

But we have to maintain a balance.

There might be a lot of curriculum we feel students *should* learn.

But even though we might think we have the greatest curriculum in the world, it doesn't matter if students won't do it.

Supporting Research. As mentioned earlier, students feeling that class content is directly relevant to their lives increases motivation and engagement (Darling-Hammond et al., 2020, p. 122).

OFFER CHOICE

Student autonomy - having a degree of control over what needs to happen and how it can be done - is another needed element in creating the conditions to support intrinsic motivation (Ferlazzo, 2015, March 25).

One relatively simple way to offer choice is to do just that when it comes to student homework. Yes, there are specific assignments we give students to reinforce skills and concepts that we teach in our classes - in the writing, speaking, listening and reading domains. For example, our specific assignments might include online games, interactive videos, interactive grammar sheets, short writing-about-a-picture prompts and, perhaps, asking students to verbally record a short answer to a question - all designed to reinforce concepts we taught that week. Links to those resources can be found in the Tech Tool Box.

As we mentioned earlier, we would also include projects that students could work on collaboratively.

Importantly, though, we also asked students to spend at least fifteen minutes each day - and, for some students, challenged them to do more - on sites that offered wide choices in those same domains. This is where “choice” can come in. Again, you’ll find links to those sites in the Tech Tool Box.

Supporting Research. Students tend to value content more when they have some degree of choice about what they are learning and how they are learning it (Darling-Hammond, 2020, p. 122).

TECH TOOL

Homework Sites

You can find links to our favorite homework sites for students at “The Best Online Tools For Remote Teaching” <https://larryferlazzo.edublogs.org/2020/06/08/the-best-online-tools-for-remote-teaching-share-your-own/> and at “Four Questions – And Answers – About Teaching English Online” <https://www.teachingenglish.org.uk/blogs/larry-ferlazzo/four-questions-answers-about-teaching-english-online>.

DO NOT TEACH THE SAME WAY IN A REMOTE CLASSROOM AS YOU WOULD IN A PHYSICAL CLASSROOM

During remote teaching, we sat in on the virtual classrooms of some educators from around the country who we know (because we’ve seen with our own eyes) are great teachers in the physical classroom. However, their online teaching was falling flat because they were handling things in the same way as they did at school.

The challenge is that remote teaching is different, but also very similar to a physical classroom.

The basic instructional strategies that researchers and teachers have found to be effective in the classroom also work virtually:

- providing clear explanations and scaffolding,
- incorporating peer and teacher interactions and feedback,
- using games and simulations to help keep students engaged, and
- being sure material and technological support are available. (Prettyman & Sass, 2020, p. 4)

The difference that we have found - and it's a BIG difference - is that we need to do tons more of these strategies when we are teaching virtually than when we are in the classroom. The available distractions, lack of physical movement, and inevitable technical problems create an environment that requires increased attention by educators to *everything*, including teaching *everything* in smaller chunks, and helping to maintain student engagement and attention by constantly inviting student interaction.

In addition to keeping in mind what we've said in the previous sections, here is what we have found to be effective when teaching live classes remotely:

- Keep any videos you show in your live classes to two-or-three minutes (or show a longer video and break it into segments between doing activities related to it)
- Do not record your classes. One, it can make students self-conscious. Two, many students who miss the class won't watch that long of a video. Instead, videotape a very short summary of class' key points and post it for viewing. The Tech Tool box has a link to one of Larry's "recap" videos.
- If you can't explain instructions in two sentences or less, either change the activity or break it into smaller chunks so you can explain each new "chunk" after the previous one has been accomplished.
- Ask students to do something at least every three minutes (ideally, more often). These "somethings" can include:
 - * answering a poll question
 - * repeating a word
 - * answering a question in the chat box
 - * drawing or writing on a virtual whiteboard
 - * going into a breakout room to answer a question with a partner
- Bring *a lot* of energy to your classes. It is harder for students to see and feel our enthusiasm online than in the physical classroom, so we have to work harder at showing it. We are exhausted after teaching our live classes. If you have a large class, consider dividing it into two and, if you have to, shorten the time for each.

Here is a sample agenda of a half-hour live class that Larry did with Newcomers. An extended class would follow the same plan, except that the "lesson" time would include at least one breakout session where students would have an assignment to do with a partner or two, and then report back to the entire class. In a longer class, students might also divide into break-out rooms to practice before speaking to the class, either with another student or with another student *and* a peer tutor.

1. Welcome & "Warm-up" - The fast-moving warm-up could be: a simple question-answer related to the thematic unit (if we are studying Food, it could be "What is your favorite food?") with students taking turns asking and answering; a question from the Relationship-building section earlier in this chapter; a Reflection question from Chapter Three; sharing their Retrieval Practice Notebook, or sharing a "Personal Thematic Report" (see Chapters Three and Four) that they completed for homework.
2. A quick review of the previous day's lesson

3. The primary lesson of the day, including *a lot* of interaction using instructional strategies found in Chapters Three and Four
4. An online game reinforcing that day's lesson
5. Explaining homework and inviting students to stay for a few minutes to either ask questions or just chat.

We think teaching K-12 students remotely, and doing it successfully, requires preparation, and a “performer” mindset from the teacher. There are no “captive audiences” when teaching remotely.

Supporting Research. In this section, we explain that researchers have found that good teaching methods in the virtual classroom are similar to good teaching methods in the online classroom (Prettyman & Sass, 2020, p. 4). This makes perfect sense to us and we apply those strategies in our remote teaching. However, bear in mind that - to this point - all research on virtual learning has been done with teachers and students who have freely *chosen* that teaching and learning environment. Now, of course, we are all in a virtual education environment and practically no teacher or student wants to be there! We can't cite research specifically supporting the increased frequency in which we apply those interactive strategies in our virtual classroom, but our experience so far leads us to believe it's the right way to go....

TECH TOOL

Online Tools to Use During Class & “Recap” Videos

You can see the tools we tended to use during live classes at “Four Questions – And Answers – About Teaching English Online” <https://www.teachingenglish.org.uk/blogs/larry-ferlazzo/four-questions-answers-about-teaching-english-online..>

You can see an example of the “recap” video Larry did for one of his Newcomer classes at “Video: Here's An Example Of My Daily Online Lesson For ELL Newcomers” [https://larryferlazzo.edublogs.org/2020/04/20/video-heres-an-example-of-my-daily-online-lesson-for-ell-newcomers/.](https://larryferlazzo.edublogs.org/2020/04/20/video-heres-an-example-of-my-daily-online-lesson-for-ell-newcomers/)

FOCUS ON FEEDBACK & LESS ON GRADES

Think about the vast amount of time we teachers typically spend on giving feedback - formal and informal - to students:

- Walking around the class while students are working and pointing out accurate work, mistakes, good efforts
- Scanning the room and noticing who is focused and who is not, and giving the appropriate private feedback
- Reinforcing behavior that promotes academic growth and a positive classroom culture
- Having short individual conversations/conferences with students about particular concepts or skills they might be struggling with.

Whether we're doing full-time distance learning or working in a hybrid model, we will be spending less time with our students, which means less time for these feedback opportunities. We have found, however, that it's in these moments when learning is most likely to occur, and not through using grades as a cudgel, which is the way they are sometimes used by teachers and perceived by students.

Here are a few ways to maximize the use of feedback in distance learning:

- Keep notes on individual students during classes so you can provide the feedback in your weekly individual meetings, which we mentioned earlier in this chapter.
- Incorporate regular opportunities for students to quickly “self-assess.” These could take many forms - asking students to, as education researcher Dylan Wiliam (2016) suggests, to jot down something they found easy in the lesson, something they found hard, and something they found interesting, which could be handed in to the teacher; asking students to briefly comment on something they could have done better that week; or having students compare their work with an exemplar that a teacher or previous student has created (we're not big fans of rubrics, and research has shown that showing examples is more effective (Ferlazzo, 2019, March 21).
- Providing opportunities for peer assessment, which may happen during class, but could occur as “homework,” too. Research has shown that peer assessment is helpful to students pretty much any way you do it (Double, McGrane, & Hofenbeck, 2020), and the Tech Tool box offers links to a variety of ideas and student handouts.

When it comes to grades, we have found that the best way to ensure that they promote self-reflection and fairness is by incorporating them in a process of self-assessment. See Exhibit 22.1 and Exhibit 22.2 for examples of grading forms we ask students to complete. Both when we teach in the physical classrooms, and when we taught online, ninety percent of students gave themselves the same grade we would have given them. Ten percent resulted in individual conversations and minor adjustments either way.

Supporting Research. For this section, we have incorporated the research into the narrative.

EXHIBIT 22.1 Intermediate ELD Grade Self-Assessment

U.S. History, World History, Intermediate English & Geography (if I disagree with you, we will meet individually & you can make your case)

NAME _____ Period _____

Personal Grade Reflection -- Answer and Give supporting examples (you may write on back)

1. Do you initiate working and learning most or all of the time in this class, or does Mr. Ferlazzo have to push you a lot?

2. Do you take risks and try challenging tasks in this class even if you make mistakes (and learn from them). Or do you "play it safe" most of the time?

3. Do you try to teach other students if you understand something more than they do? Do you just give them the answer, or do you help them learn? Or do you only focus on your own work and ignore students who need help?

4. When you don't feel like doing the assignment, most of the time do you do your best anyway, or do you try to put it off and/or not do your best or not do it at all?

5. Think about the answers you made to the last four questions, and think about the quality of your school work this quarter -- tests, classwork, computer assignments, etc. What grade do you think you deserve and why?

EXHIBIT 22.2 Beginning ELD Grade Self-Assessment**Beginning ELD**

NAME _____ Period _____

1. I work hard (Circle one):

All The Time 90% of the time 80% of The Time 50% Of The Time 20% of The Time

2. I read or learn English on the computer at home (Circle one):

Every Night 5 Nights A Week 4 Nights A Week 3 Nights A Week 2 Nights A Week Never

3. When I have my cellphone out in class, I am using it to learn English (Circle one):

All The Time 90% of the time 80% of The Time 50% Of The Time 20% of The Time

4. I have my homework done on time (Circle One):

All The Time 90% of the time 80% of The Time 50% Of The Time 20% of The Time

5. I am respectful to my classmates and teachers -- listening, doing what they ask (Circle One):

All The Time 90% of the time 80% of The Time 50% Of The Time 20% of The Time

6. I go to seventh period tutoring (Circle one):

All The Time Two Days A Week One Day A Week Never

6. My Grade Should Be An (Circle One):

A B C D F

TECH TOOL

Peer Assessment

Find links to research, strategies and student hand-outs related to peer assessment at “The Best Ideas On Peer Review Of Student Writing” <https://larryferlazzo.edublogs.org/2019/05/12/the-best-ideas-on-peer-review-of-student-writing/>.

TEACH LIVE CLASSES AS OFTEN AS POSSIBLE

Distance learning isn't great but, in certain situations, it's all we got.

Given that situation, we would strongly encourage doing live classes with ELLs as often as possible. As we mentioned earlier in the chapter, there may very well be value in dividing your class in half and having two shorter classes instead of a longer one. Doing that might increase the numbers of students participating (because of their other responsibilities) and the level of engagement (since there will be fewer students for the teacher to focus on).

We are highly motivated people, but can't imagine what it would be like learning Spanish in an asynchronous environment. Larry had enough troubles with it when he was fully immersed in Mexico and Guatemala, living with a local family and going to school full time!

Our students' success in other classes is at least partially dependent on their ability to learn English with *us*. Our classes function as their “home room” or their “advisory.” It's hard to do that asynchronously.

Supporting research. Some research has found synchronous teaching to be more effective (Prettyman & Sass, 2020, p. 5), other research suggests that asynchronous remote teaching can work just as well (Education Endowment Foundation, 2020, p. 4), and limited studies on teaching English found that a blend of the two could benefit students (Perveen, 2016, p. 1).

So, on the question of synchronous or asynchronous classes, one can find research pretty much supporting any position you want. Nevertheless, based on our experiences and the experiences of many other ELL teachers with whom we have spoken, we will stick with recommending as many live classes as possible.

FIGHT FOR EQUITY, NOT EQUALITY

We believe that one of the biggest mistakes districts made when they had to initially close was that they treated all students “equally,” instead of focusing on “equity.” In other words, there was little recognition that some students, like ELLs, needed more support during the emergency than others, like our International Baccalaureate students. Our IB students would likely have turned out just fine with optional enrichment classes, but our ELLs (and other vulnerable populations, like students with unique needs and those who were in danger of failing classes) could have benefitted so much from receiving extra attention.

As your districts develop and modify their programs between distance and hybrid learning, we ELL teachers can advocate for as much face-to-face time with ELLs in the classroom as possible - done safely with social distancing, masks and other precautions. Without it, the “opportunity gap” will only widen.

RECOGNIZE THAT WE WON'T BE PERFECT

We're all going to try our best and fail often.

That's how it goes for us when we're in the physical classroom during a normal environment.

We're all going to try our best in a distance learning environment, and we're going to fail *more* often.

It's a crazy and unfair situation for everybody.

Just as we can't beat ourselves up for messing up during normal times, we need to be especially careful of not doing so in what will be particularly stressful pandemic conditions.

This doesn't mean we can't *learn* from our failures.

But there is a big difference between learning from our failures and self-flagellation.

Remember that difference.....

NOTE: TEACHING IN A HYBRID ENVIRONMENT

We have not yet worked in a hybrid situation where students are on campus part-time and doing online work independently the rest of the week and are very reluctant to provide advice about something we have not yet experienced.

Though it is not yet clear, we believe that we might be facing this situation at some point during the upcoming school year and, if that is the case, will be writing about it in the final version of this chapter.

Absent that direct experience, however, we believe that the guidance we are offering here would basically work for hybrid classes: Trying as much as possible to be on our “A” game when students are physically in class, emphasizing relationship building activities, providing students assignments they could work on collaboratively outside the classroom, giving students “choice” as much as possible, and providing assignments that reinforce the concepts we taught in the physical classroom.

The key question in the above list is if we teachers can sustain that level of energy in the classroom when we are with students (who may be different ones) four or more days a week. We are high-energy teachers, but we are also human - in a normal classroom environment, we are sometimes tired, stressed, or distracted, and are unsure what percentage of time we sustain that

level. It's a little different if we are teaching shorter and fewer classes online, which we will likely be doing because of the responsibilities many of our older students will have during the pandemic, including work and child and elder care.

How can we best support English Language Learners when they are in “mainstream” classes during a distance learning situation?

Many, if not all, of these scaffolds were discussed in Chapter Seven “Teaching Language Learners in the Mainstream Classroom.” They bear repeating. In addition to implementing them on your own if you are “pushing-into” a mainstream classroom to support ELL students in the class, please also talk with your co-teacher(s) about these ideas and to other teachers in your school with whom you may not work with, but who still have ELLs in their classes.

Remember, good ELL teaching is good teaching for everybody. All students in every class can benefit from these kinds of supports. And if some students don't need them - no problem. Don't give it to them! That's what differentiated instruction is all about!

We've already discussed three components needed to create supportive conditions for student intrinsic motivation - relatedness, autonomy, and relevance.

The fourth, and final element is “competence” - students need to feel that they have the ability to do what is being asked of them (Ferlazzo, 2015, March 19). The scaffolds discussed in this part of the chapter can help students move in that direction.

GRAPHIC ORGANIZERS, SENTENCE FRAMES, WRITING FRAMES, & WRITING STRUCTURES

Providing *simple* graphic organizers to accompany assignments can help ELLs organize thinking and writing tasks. We're emphasizing the word "simple" because we have seen quite a few graphic organizers that even we can't understand. And, please, don't put too many circles in your Venn Diagrams!

Use sentence starters, writing frames, and writing structures to support students doing assignments. Sentence starters are short fill-in-the-blanks ("The most important idea in this passage is _____"), writing frames are basically longer sentence starters, and writing structures provide more limited guidance. The Tech Tool box shares links to many downloadable versions of frames and structures, as well as to graphic organizers.

Supporting Research. Researchers have found that graphic organizers can help English Language Learners learn content (Clarke, 2015), understand text (Ziegenfuss, Odhiambo, & Keyes, 2014, p. 59) and improve their writing (Hanover Research, 2015, p. 32).

TECH TOOL

Graphic Organizers, Writing Frames & Structures

Many downloadable resources can be found at “The Best List Of Mindmapping, Flow Chart Tools, & Graphic Organizers” <https://larryferlazzo.edublogs.org/2009/02/09/not-the-best-but-a-list-of-mindmapping-flow-chart-tools-graphic-organizers/> and at “The Best Scaffolded Writing Frames For Students” <https://larryferlazzo.edublogs.org/2016/12/01/the-best-scaffolded-writing-frames-for-students/>.

MODEL, MODEL, MODEL

Model, model, model! Almost every lesson we’ve ever done in any class that has flopped (and, believe us, we’ve done many!) can be traced back to not taking enough time to model or provide models of how to accomplish tasks or of providing examples of what completed tasks should look like. Those examples don’t necessarily have to be ones of the exact assignment, if you’re concerned students will just copy it, but can be from similar ones.

We discussed in Chapter Three the value of the “cognitive modeling” (Shanahan, 2020) we demonstrate when doing “Think Alouds.” We also mentioned earlier in this chapter the value of showing student work samples (Lemov, 2015) created by students previously or by the teacher - they could be of the actual product (if it doesn’t “give away too much”) or of similar ones. For example, if a teacher is modeling how to use a particular writing frame, the teacher can show a completed one from a different writing prompt than the one students will actually be working on.

Supporting Research. Though we included important sources of research in the narrative portion of this section, you may also find additional research on the role of modeling when teaching at “The Best Resources To Learn About The Importance Of Teacher Modeling” (Ferlazzo, 2020, January 6).

USE IMAGES

Substantial research (Ferlazzo, 2015, February 5) and many teachers’ experiences, finds that *all* students learn more when a concept or new vocabulary term is also associated with an image (or a gesture). The use of more than one sense when learning something new improves one’s ability to recall it.

REMEMBER “WAIT TIME”

Researchers have found that often the time between when a teacher asks a question and when the teacher calls on a student to answer it is one second or less. Studies have also found that the quality of student responses and learning improves substantially if the amount of wait time is extended to three-to-ten seconds (Kelly, 2020; University Center, n.d.; Wasik & Hindman, 2018).

Though this is important to apply to all students, it is doubly so when teaching English Language Learners who may be processing both the question and their response in *two* languages. Prior to asking a question, we will often say, “I am going to ask you a question, but I just want you to think about it first - please do not shout out an answer.”

Supporting Research. Though we included important sources of research in the narrative portion of this section, you may also find additional research on the role of wait time at “The Best Resources On The Idea Of ‘Wait Time’” (Ferlazzo, 2014, November 4).

MAKE VIDEOS MORE ACCESSIBLE

Use closed-captioning to support comprehension, whether you're showing videos, using a video-conferencing tool for a live class, or using Google Slides. All—or, at least, most—provide free closed captioning (admittedly, however, they can be flawed).

Supporting Research. As we explained in *The ELL Teacher’s Toolbox*, research shows the use of video in ELL instruction can benefit learners’ comprehension, language skills, and motivation (Morat & Abidin, 2012, pp. 96-97).

Specifically having students watch videos with the same language subtitles (e.g. watching a video in English with English subtitles) can result in better word-recognition and comprehension skills (Brady-Myerov, 2015).

ENCOURAGE COMMUNICATION

Sometimes your colleagues (and you) might be in a situation where you feel you need to talk with an ELL student (perhaps you or another teacher notice that something is clearly bothering them, or that you don’t think he/she truly grasps an important concept), but you don’t speak his or her home language, and the student has a low English-Proficiency level.

A quick aside: we can never remind our colleagues too often that a “low” English Proficiency level does NOT mean a “low” intelligence level. ELL students are just as smart as other students, but just don’t speak English as well. Interestingly, many of our ELL students speak multiple languages fluently - just not English, YET.

Now, back to the challenge of communicating with someone who does not speak English. What do you do?

If you or a colleague needs to communicate in that situation, we really like:

- Microsoft Translator (<https://translator.microsoft.com/>) which lets you easily text “chat” with students who speak various languages. You speak in English and the site automatically types it in English on your computer. However, at the same time, your student is seeing it typed out in their home language on their screen. It’s obviously not perfect, but well-suited to distance learning and can get main points across. See the Tech Tool box for details.

- The Google Assistant phone app can act as a verbal interpreter. You can use it with a student in your classroom, or put a landline on speaker and use the phone app in tandem. Again, see the Tech Tool box for information.

TECH TOOL

Translating Tools

You can find a link to the Microsoft Translator and information about it at “Microsoft Translator Might Be Helpful When Working With Newcomers Online”

<https://larryferlazzo.edublogs.org/2020/03/18/microsoft-translator-might-be-helpful-when-working-with-newcomers-online/> and learn about Google Assistant’s “Interpreter” at “Google’s New Interpreter Mode Makes It Easier For Teachers and Parents To Talk if They Don’t Speak Each Other’s Languages” <https://larryferlazzo.edublogs.org/2019/12/13/googles-new-interpreter-mode-makes-it-easier-for-teachers-parents-to-talk-if-they-dont-speak-each-others-languages/>. You can stay updated about new translation tools at The Best Sites For Learning About Google Translate & Other Forms Of Machine Translation <https://larryferlazzo.edublogs.org/2012/06/04/the-best-sites-for-learning-about-google-translate/>.

ENGINEER THE TEXT

We can “engineer the text” (Billings & Walqui, n.d.) of materials by providing white space, headings in bold, vocabulary definitions at the bottom, etc., to make it more accessible to students. The idea is to “amplify” the text, not “simplify” it, as researcher Pauline Gibbons describes the goal of ELL teachers (Mohr & Mohr, n.d.).

ACTIVATE & SUPPLY NEEDED BACKGROUND KNOWLEDGE

In addition to looking for opportunities for ELLs to access and highlight their background knowledge (for example, in math class, teachers can encourage ELLs to share the numbering systems from their home countries), it is important for teachers to *provide* background knowledge to ELLs that will help them access upcoming lessons. For example, when we plan a U.S. history lesson, we will often find a chapter from another textbook online that has a summary available to download in a student's home language and give it to him/her a week ahead of time. Or a math teacher can do the same with a Khan Academy video in their language or a Brainpop one in Spanish. See the Tech Tool box for resources.

Supporting Research. As we explained in *The ELL Teacher’s Toolbox*, research on the brain confirms it is easier to learn something new when we can “attach” it to something we already know (Carnegie Mellon University, 2015).

Much research supports the idea that activating prior knowledge is a critical step in the learning process and a major factor in reading comprehension (Shanahan, 2013).

Additional research specifically with English Language Learners finds that activating and building prior knowledge plays a big role in improving their academic literacy (Short & Echevarria, 2004-2005).

TECH TOOL

Online Multilingual Resources

Multilingual resources in all content areas can be found at “The Best Multilingual & Bilingual Sites For Math, Social Studies, & Science“ <https://larryferlazzo.edublogs.org/2008/10/03/the-best-multilingual-bilingual-sites-for-math-social-studies-science/>. You might also be interested in “The Best Resources For Learning About The Importance Of Prior Knowledge (& How To Activate It)” <https://larryferlazzo.edublogs.org/2016/01/09/the-best-resources-for-learning-about-the-importance-of-prior-knowledge-how-to-activate-it/>.

How can we best support English Language Learners and their families when they are at home during a distance learning situation?

Parents are being challenged to take on an enormous amount of extra responsibility during the pandemic crisis.

In addition to dealing with the potential extreme economic stress of losing a job and perhaps not being able to pay the rent, or perhaps of having to continue to work at a job at the risk of their health, they may also have to be supervising their child’s education.

Teachers may be trying to lead distance learning with students for short periods of time during the day but, let’s face it, it’s more important than ever to build a partnership with parents to support their children - our students - in their learning journey.

Given this situation, we do not recommend providing parents with a laundry list of actions we want to “guilt trip” them into taking. No, we want to support them in what they are doing now, and, perhaps, offer a few simple suggestions for them to keep in mind.

Figures 22.1, 22.2, 22.3 and 22.4 are English and Spanish visualizations of the parent engagement recommendations we offer in this chapter. They can be shared with both parents and colleagues.

THE MOST IMPORTANT WAY TO SUPPORT PARENTS

The best thing *teachers* can do when it comes to parent engagement is to emphasize to parents that, by far, the most important thing they can do to help their child’s schooling is by doing what they are most likely already doing: modeling how to face crisis and adversity in our world today with courage and compassion.

Period.

Researchers have found that a parent's sense of self-efficacy - their belief that they can help their child be successful academically - is a major factor in impacting how much they become involved in supporting their child's academic work (Emerson, Fear, Fox, & Sanders, 2012, p. 37). Reinforcing the tremendous positive impact parents are having on their children by being role models not only is the truth, but it may also make them more likely to feel that they can take other actions (like some of the ones listed in this section) to support their child's schoolwork.

After this point is made clear, and if parents seem not unduly stressed, here are a few ideas you might share with them. We also have to recognize that though they may seem simple to many of us, some or all of them may just be too much for parents depending on the stress of their home and economic situation. The ability to empathize is a critical skill for teachers to have all the time, and there is unlikely to be another moment when it is needed more than *now!*

PARENTS CAN ASK THEIR CHILDREN QUESTIONS

Plenty of research has found that one of the most important actions parents can take is just asking their children about what they did and what they learned each day while doing their academic work (California Department of Education, 2014, p. 41; Emerson et al., 2012, p. 19). We, like all parents, have often received a response of an initial, "Nothing!". However, pushing a little bit more can often get a positive result, like asking "What are the three most important or interesting things you learned today?" or "What is one thing you learned in Science today?" If parents have time, they can ask students to show and explain to them the work they did for class.

READING TO THEIR KIDS

Parents reading with their children is universally acknowledged as an important way they can support academic growth (California Department of Education, 2014, p. 41) It's ideal if it's a book, but just reading a newspaper article together - whether it's on paper or online - can serve a similar purpose. And it doesn't have to be in English. Countless studies have shown that reading together in a family's home language helps students develop literacy skills that they can apply when learning English.

TELLING FAMILY STORIES

Additional research (Chandler, 2013; Reese, 2013) has found that parents telling family stories to their children enhances a student's sense of identity and self-esteem. Every family has stories to tell of present and past adventure, resilience, and perseverance. Encourage parents to share these stories, and then create opportunities in their online class for students to be able to tell them to the world - or, at least, to their classmates.

A SET PLACE & TIME TO DO SCHOOL WORK

Parents can encourage students to try to stay on some kind of school schedule, and we're not just talking about getting them to log-on to a class they might have to attend online. Much work during this crisis will be independent, and having a set time each day that their children dedicate to doing it could provide a much-needed routine.

Suggest that, if possible, parents work with their kids to identify one set place in their home or apartment where children can sit and do their school work (California Department of Education, 2014, p. 41; Emerson et al., 2012, p. 18). The physical school provides safety in structure, and the more parents can do the same at home, the better for everybody.

TECH TOOL

Online Parent Engagement Resources

You can find many additional parent engagement resources at “A Collection Of ‘The Best...’ Lists On Parent Engagement” <https://engagingparentsinschool.edublogs.org/2011/12/03/a-collection-of-the-best-lists-on-parent-engagement-2011/>, including many resources specially geared towards supporting parents of English Language Learners. In our parent section of this chapter, we included research in the narrative about each strategy instead of having separate research sections. However, if you would like to learn more about parent engagement research, you can explore “The Best Research Available On Parent Engagement” <https://engagingparentsinschool.edublogs.org/2011/10/30/the-best-research-available-on-parent-engagement/>.

FIGURE 22.1 Infographic: “7 Tips For Parents Supporting Remote Learning”

Lindsay Kuhl created this infographic illustrating our key parent engagement points. It is being published here with her permission.

Lindsay is an EAL (English as an Additional Language) teacher at Seoul Foreign School,

You can download a PDF version at https://drive.google.com/drive/folders/1wB16qmgr3w76p8K8c7rM3KC2u-LXHibD?fbclid=IwAR3N1NYIDHpaZ18yQ_8VzC9NSayo60PjgFaDcionv0KyYE11ymXCyMROdVo

You can also see a video version - in English, but with Spanish subtitles - at https://www.youtube.com/watch?v=Srx1VX2daFI&feature=emb_title

7 TIPS FOR PARENTS SUPPORTING REMOTE LEARNING

From Larry Ferlazzo
@Larryferlazzo

- 

1 MODEL HOW TO FACE CRISIS WITH COMPASSION

 - Model with courage and compassion
 - Model how to take care of yourself
- 

2 HELP YOUR CHILD MAINTAIN A SCHEDULE

 - Have a set time each day when kids can do their work.
- 

3 DEDICATE A SPACE IN YOUR HOME FOR SCHOOLWORK

 - Identify a place in the home where your child can sit and do work.
- 

4 ASK YOUR CHILDREN ABOUT WHAT THEY'RE LEARNING

 - What are the three most important things you learned today?
 - What is one thing you learned in science today?
- 

5 READ WITH YOUR CHILDREN

 - Read a book or an article
 - Read in your family's home language
- 

6 TELL FAMILY STORIES

 - Every family has stories to share
 - It enhances identity and self-esteem
- 

7 WRITE ABOUT WHAT YOU'RE GOING THROUGH

 - Start a diary to share what you're seeing, feeling, and experiencing during this historical time
 - Write together in your family language to process what everyone is going through

CREATED BY @LKUHLIO

FIGURE 22.2 Infographic: “7 Tips For Parents Supporting Remote Learning” Spanish Version

Lindsay Kuhl created this infographic illustrating our key parent engagement points. It is being published here with her permission.

Lindsay Kuhl is an EAL (English as an Additional Language) teacher at Seoul Foreign School.

Educator Xatli Stox translated Lindsay's infographic into Spanish. It is being published here, also with her permission.

You can download a PDF version at https://drive.google.com/drive/folders/1wBl6qmgr3w76p8K8c7rM3KC2u-LXHibD?fbclid=IwAR3N1NYIDHpaZ18yQ_8VzC9NSayo60PjgFaDcionv0KyYE11ymXCyMROdVo

You can also see a video version - in English, but with Spanish subtitles - at https://www.youtube.com/watch?v=Src1VX2daFI&feature=emb_title

Xatli Stox is an ESL/Title III consultant at the North Carolina department of public instruction.

7 CONSEJOS PARA PADRES DE FAMILIA APOYANDO EL APRENDIZAJE A DISTANCIA

Por Larry Ferlazzo

@Larryferlazzo



1 SEA EJEMPLO DE COMO AFRONTAR LA CRISIS CON COMPASION

- Sea ejemplo de valor y compasión.
- Sea modelo de cuidado personal.



2 AYUDE A SU HIJO(A) A MANTENER UN HORARIO

- Establezca un horario diario en el que los niños puedan hacer sus tareas.



3 DESIGNE UN ESPACIO EN SU HOGAR PARA HACER TAREAS ESCOLARES

- Encuentre un lugar en casa en el que su hijo(a) pueda sentarse y hacer sus tareas escolares.



4 HABLE CON SUS HIJO(S) SOBRE LO QUE ESTAN APRENDIENDO

- ¿Cuáles son las tres cosas más importantes que aprendiste hoy?
- ¿Cuéntame algo que aprendiste en ciencias naturales?



5 LEA CON SUS HIJO(A)S

- Lea un libro o un artículo.
- Lea en español.



6 COMPARTA HISTORIAS FAMILIARES

- Cada familia tiene historias que compartir. Esto ayuda a fortalecer la identidad y la autoestima.



7 ESCRIBA SOBRE LO QUE ESTAN VIVIENDO JUNTOS

- Comience a escribir en un diario para compartir lo que están viendo, sintiendo y experimentando durante este momento histórico.
- Escriba en español para procesar juntos lo que están pasando.

CREATED BY @LKUHLIO
TRANSLATED INTO SPANISH BY @TEACHERXATLI

FIGURE 22.3 Visualization: “7 Tips For Parents Supporting Remote Learning”

Educator Wendi Pillars created this visualization of our recommendations, and it’s reprinted here with her permission.

Wendi Pillars, NBCT, has incorporated visual notes into her teaching for more than two decades.

You can download a PDF version at

https://drive.google.com/drive/folders/1wB16qmgr3w76p8K8c7rM3KC2u-LXHibD?fbclid=IwAR3N1NYIDHpaZ18yQ_8VzC9NSayo60PjgFaDcionv0KyYE11ymXCyMROdVo



FIGURE 22.4 Visualization: “7 Tips For Parents Supporting Remote Learning” Spanish Version

Weindi Pillars created this infographic illustrating our key parent engagement points. It is being published here with her permission.

Wendi Pillars, NBCT, has incorporated visual notes into her teaching for more than two decades.

Educator Xatli Stox translated Wendi’s infographic into Spanish. It is being published here, also with her permission.

Xatli Stox is an ESL/Title III consultant at the North Carolina. department of public instruction.

You can download a PDF version at

https://drive.google.com/drive/folders/1wBl6qmgr3w76p8K8c7rM3KC2u-LXHibD?fbclid=IwAR3N1NYIDHpaZ18yQ_8VzC9NSayo60PjgFaDcionv0KyYE11ymXCyMROdVo



How can we best support and maximize the assets brought by English Language Learners and our own skills as ELL teachers so that they-and we- can improve school wide teaching and learning during a distance learning situation?

Teaching in the time of COVID-19 is a crazy time. Everyone is stressed and trying to figure out how to teach effectively online and in a hybrid environment.

ELL teachers are experts in simple and clear communication, dividing instructions and lessons into accessible parts, and assisting students who have experienced trauma.

We can be invaluable allies to our colleagues who may very well need assistance in all of those areas.

MODEL & TALK WITH OUR COLLEAGUES

Model these strategies in your classes, and invite your colleagues to sit in. And offer to do the same with their classes.

Be careful to not bill yourself as “The Expert,” but don’t sell yourself short, either. “Conspire” with your principal about the best ways to support your colleagues. It’s in everybody’s interest!

FIGHT FOR EQUITY & AGAINST RACISM

Earlier, we discussed the importance of fighting for equity, not equality. At the same time, we should not shy away from confronting the racism that many of our ELL and non-ELL students face from both their classmates and some of our colleagues. Research shows that racial bias among teachers reflects a similar percentage of the general population (Starck, Riddle, Sinclair, & Warikoo, 2020).

Just as good ELL teaching is good teaching for everybody, though we may primarily only teach English Language Learners, we need to have a mindset of being present to and advocates for *any* and *all* of the students who face the challenges of racism, prejudice and poverty at our schools.

We are uniquely positioned with our skills and with our knowledge.

Let’s use them both.

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