Making Language and Content Accessible for Emergent Bilingual Students with Special Needs

WS# 201731 Remote Check-In Code: #DLUpdate

Karina E. Chapa, M.Ed.

Language Proficiency, Biliteracy, and Cultural Diversity Director

Region One ESC

kchapa@esc1.net @esc1bilingual @bilingualpride

www.esc1.net/bilingual

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Professional Learning Essential Agreements

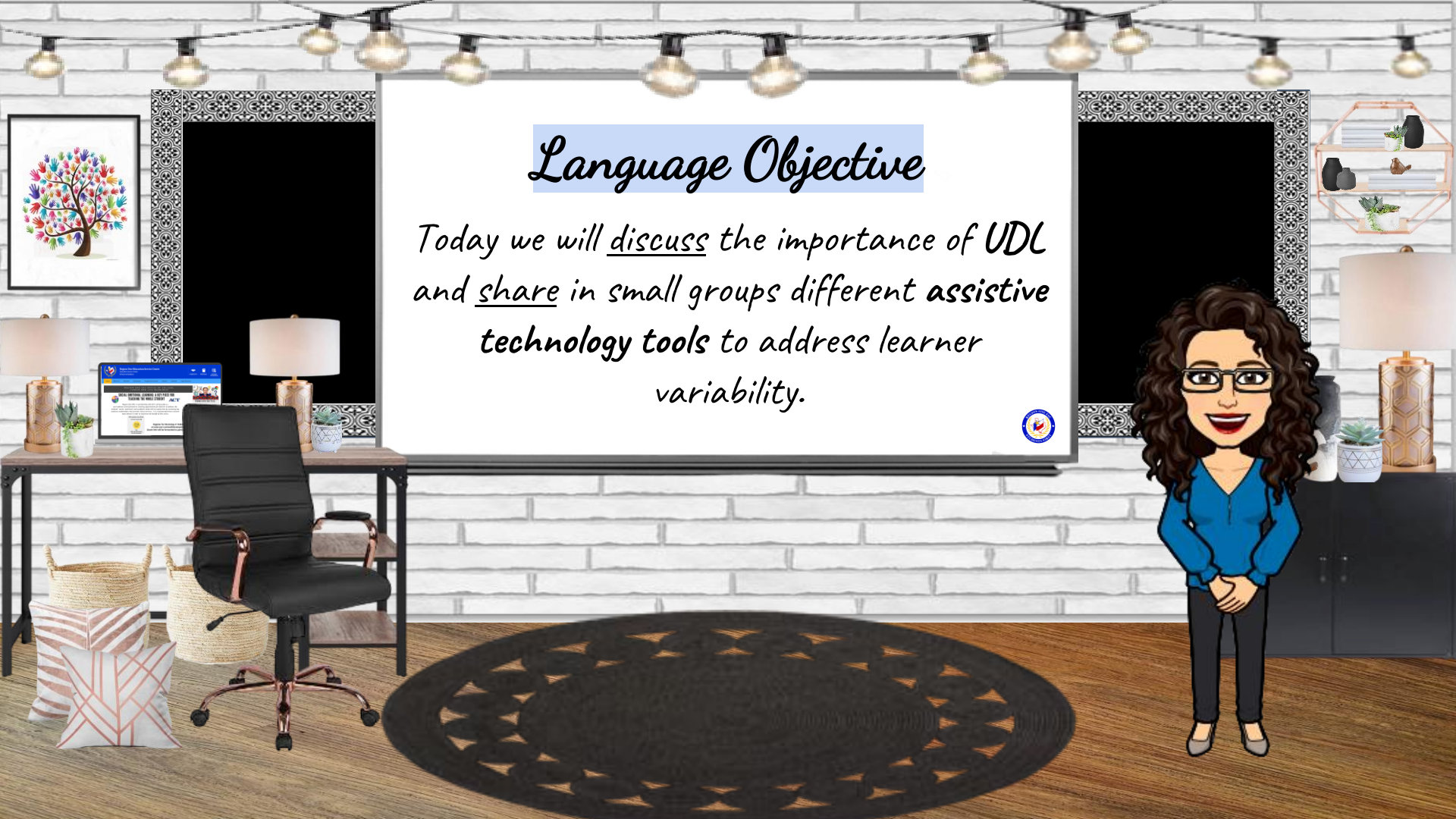
1. Be respectful of others
2. Be an active participant
3. Take care of your needs
4. Use electronic devices as learning tools:
   2 devices if possible
5. Paper, pencil, markers...

Content Objective

Today we will review the principles of **Universal Design for Learning** and explore different **strategies to make content and language accessible** for emergent bilingual learners with special needs.

Language Objective

Today we will discuss the importance of **UDL** and share in small groups different **assistive technology tools** to address learner variability.



Karina Elizabeth Zuno Cooley

Karina Chapa

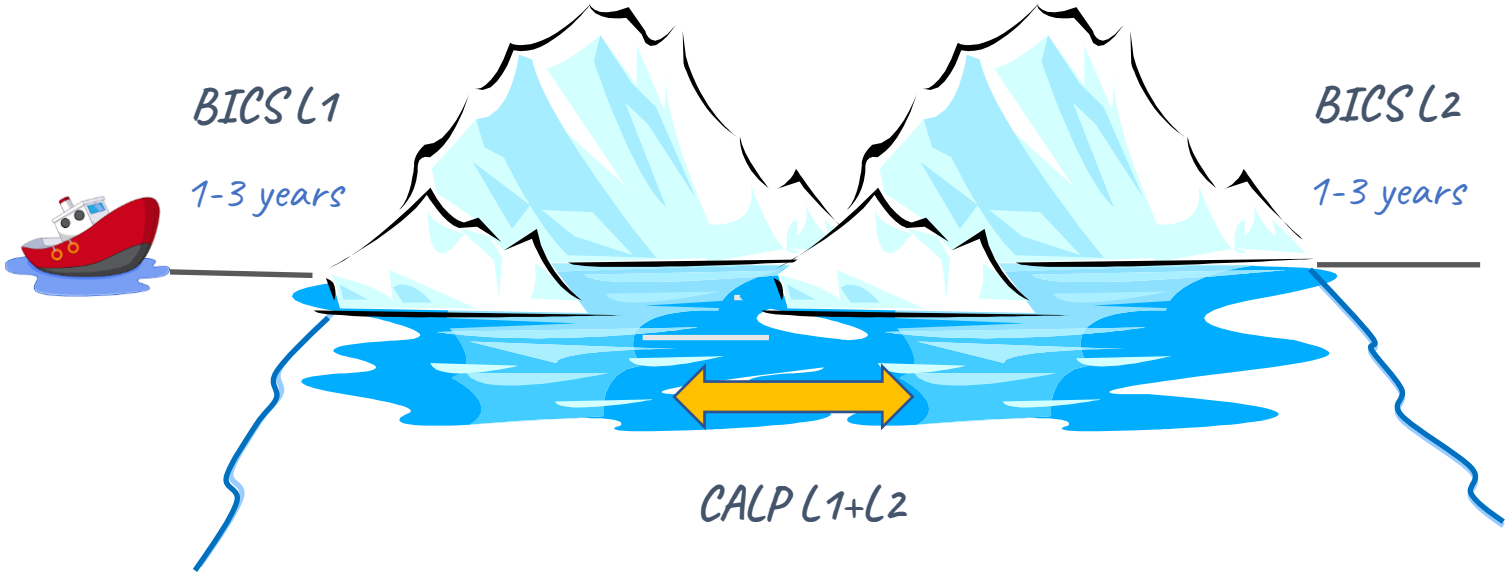
On a Harry Potter scale, how are you feeling today?

What do you remember from our previous session?

BICS vs CALP

J. Cummins (1981)

Transfer of Concepts



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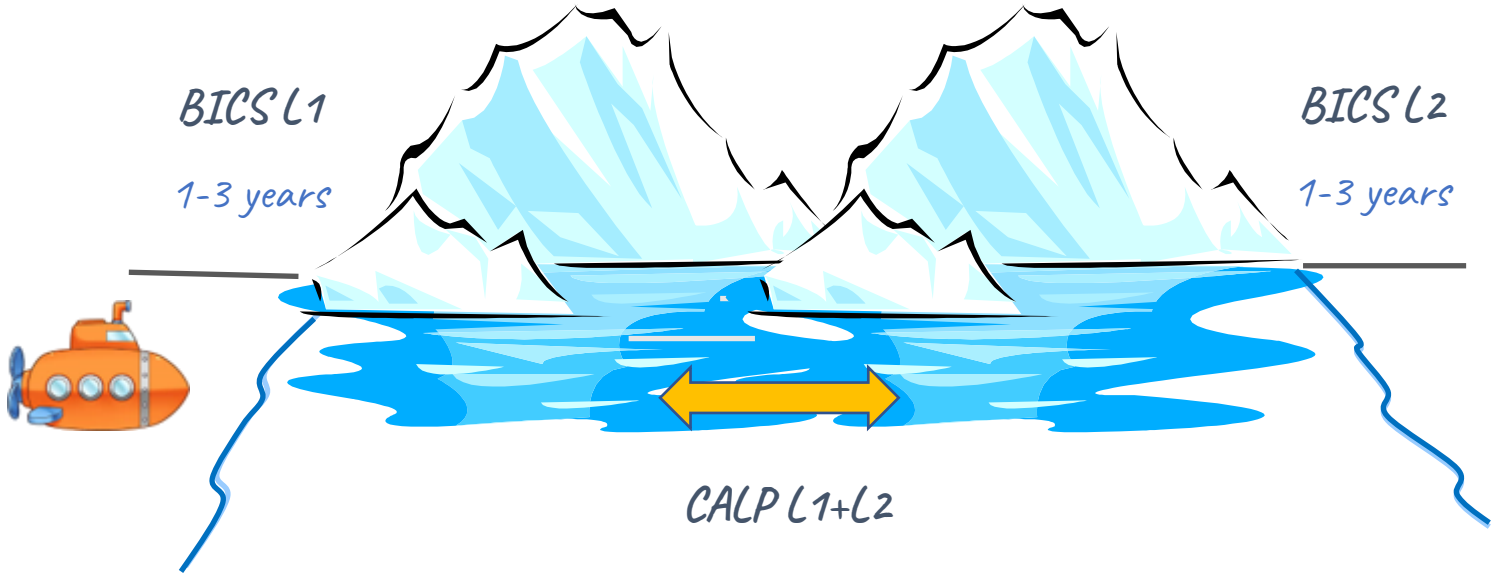

J. Cummins (1981)

Clearing a Path for People with Diverse Needs Clears the Path for Everyone

Accessibility

Clearing a Path for People with Diverse Needs Clears the Path for Everyone

Emergent Bilingual Students

Cognitive

Affective

Linguistic

Texas Administrative Code, Chapter 89

CAST 25 YEARS OF INNOVATION 1984-2009

Transforming education through Universal Design for Learning — http://www.cast.org

UDL at a glance

UDL At a Glance: https://video.link/w/Yeqmc

Let's Explore UDL!

1. Go to your breakout room.
2. Read your assigned section from the UDL Guidelines: https://tinyurl.com/ESC1UDL
4. Create a scrapbook page on Jamboard to visually explain your section: https://tinyurl.com/JamUDL
5. Be ready to present!

https://tinyurl.com/ESC1UDL

	Provide multiple means of **Engagement**	Provide multiple means of **Representation**	Provide multiple means of **Action & Expression**
	Affective Networks The "WHY" of learning	Recognition Networks The "WHAT" of learning	Strategic Networks The "HOW" of learning
Access	**1** Provide options for **Recruiting Interest** (7) • Optimize individual choice and autonomy (7.1) • Optimize relevance, value, and authenticity (7.2) • Minimize threats and distractions (7.3)	**4** Provide options for **Perception** (1) • Offer ways of customizing the display of information (1.1) • Offer alternatives for auditory information (1.2) • Offer alternatives for visual information (1.3)	**7** Provide options for **Physical Action** (4) • Vary the methods for response and navigation (4.1) • Optimize access to tools and assistive technologies (4.2)
Build	**2** Provide options for **Sustaining Effort & Persistence** (8) • Heighten salience of goals and objectives (8.1) • Vary demands and resources to optimize challenge (8.2) • Foster collaboration and community (8.3) • Increase mastery-oriented feedback (8.4)	**5** Provide options for **Language & Symbols** (2) • Clarify vocabulary and symbols (2.1) • Clarify syntax and structure (2.2) • Support decoding of text, mathematical notation, and symbols (2.3) • Promote understanding across languages (2.4) • Illustrate through multiple media (2.5)	**8** Provide options for **Expression & Communication** (5) • Use multiple media for communication (5.1) • Use multiple tools for construction and composition (5.2) • Build fluencies with graduated levels of support for practice and performance (5.3)
Internalize	**3** Provide options for **Self Regulation** (9) • Promote expectations and beliefs that optimize motivation (9.1) • Facilitate personal coping skills and strategies (9.2) • Develop self-assessment and reflection (9.3)	**6** Provide options for **Comprehension** (3) • Activate or supply background knowledge (3.1) • Highlight patterns, critical features, big ideas, and relationships (3.2) • Guide information processing and visualization (3.3) • Maximize transfer and generalization (3.4)	**9** Provide options for **Executive Functions** (6) • Guide appropriate goal-setting (6.1) • Support planning and strategy development (6.2) • Facilitate managing information and resources (6.3) • Enhance capacity for monitoring progress (6.4)

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DIFFERENTIATION *IS NOT*

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TRACKING OR GROUPING STUDENTS INTO CLASSES BY "ABILITY"

INCOMPATIBLE *with* STANDARDS

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TRACKING OR GROUPING STUDENTS INTO CLASSES BY "ABILITY"

INCOMPATIBLE *with* STANDARDS

BLUEBIRDS, *BUZZARDS &* WOMBATS
(ability grouping within a classroom)

DUMBING DOWN
teaching for some students

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A SET OF INSTRUCTIONAL STRATEGIES

Something *extra* on top of good teaching

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Mostly for students identified as *GIFTED*

MOSTLY FOR STUDENTS WITH IDENTIFIED LEARNING CHALLENGES

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Mostly for students identified as *GIFTED*

MOSTLY FOR STUDENTS WITH IDENTIFIED LEARNING CHALLENGES

INDIVIDUALIZED INSTRUCTION

IEPs FOR ALL

ASCD LEARN. TEACH. LEAD.

A SYNONYM FOR *GROUP WORK*

DIFFERENTIATION *IS*

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AN IDEA AS **OLD** AS EFFECTIVE TEACHING

Lessons designed around **PATTERNS OF STUDENT NEED**

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AN IDEA AS **OLD** AS EFFECTIVE TEACHING

Lessons designed around **PATTERNS OF STUDENT NEED**

USE OF **WHOLE-GROUP, SMALL-GROUP & INDIVIDUAL TASKS** **BASED ON CONTENT AND STUDENT NEEDS**

DIFFERENTIATION *IS*

AN IDEA AS **OLD** AS EFFECTIVE TEACHING

VALUING *and* PLANNING *for* DIVERSITY *in* HETEROGENEOUS SETTINGS

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USE OF WHOLE-GROUP, SMALL-GROUP & INDIVIDUAL TASKS BASED ON CONTENT AND STUDENT NEEDS

PURPOSEFUL USE OF FLEXIBLE GROUPING

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Necessary for success with standards for a ***broad range of learners***

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PURPOSEFUL USE OF **FLEXIBLE GROUPING**

A **STUDENT-FOCUSED** **WAY OF THINKING** ABOUT TEACHING AND LEARNING

TEACHING **UP**

DIFFERENTIATION *IS*

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PURPOSEFUL USE OF **FLEXIBLE GROUPING**

A **STUDENT-FOCUSED** **WAY OF THINKING** ABOUT TEACHING AND LEARNING

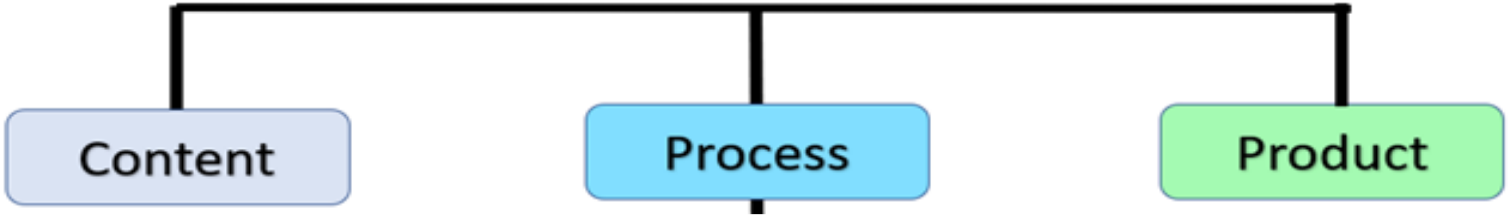
TEACHING UP

AT THE CORE OF QUALITY TEACHING

ASCD LEARN. TEACH. LEAD.

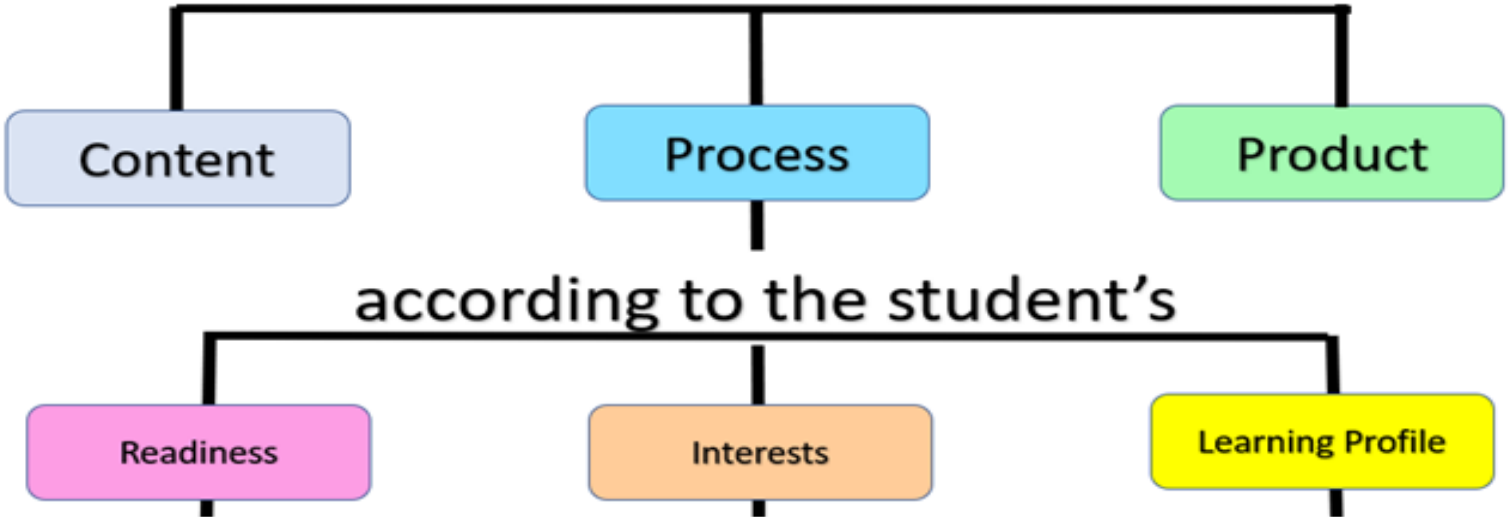
Designed to **ADDRESS LEARNING & AFFECTIVE NEEDS** that ***all*** students have

Teachers can Differentiate



http://differentiatedinstruction.wiki.inghamisd.org/

Teachers can Differentiate



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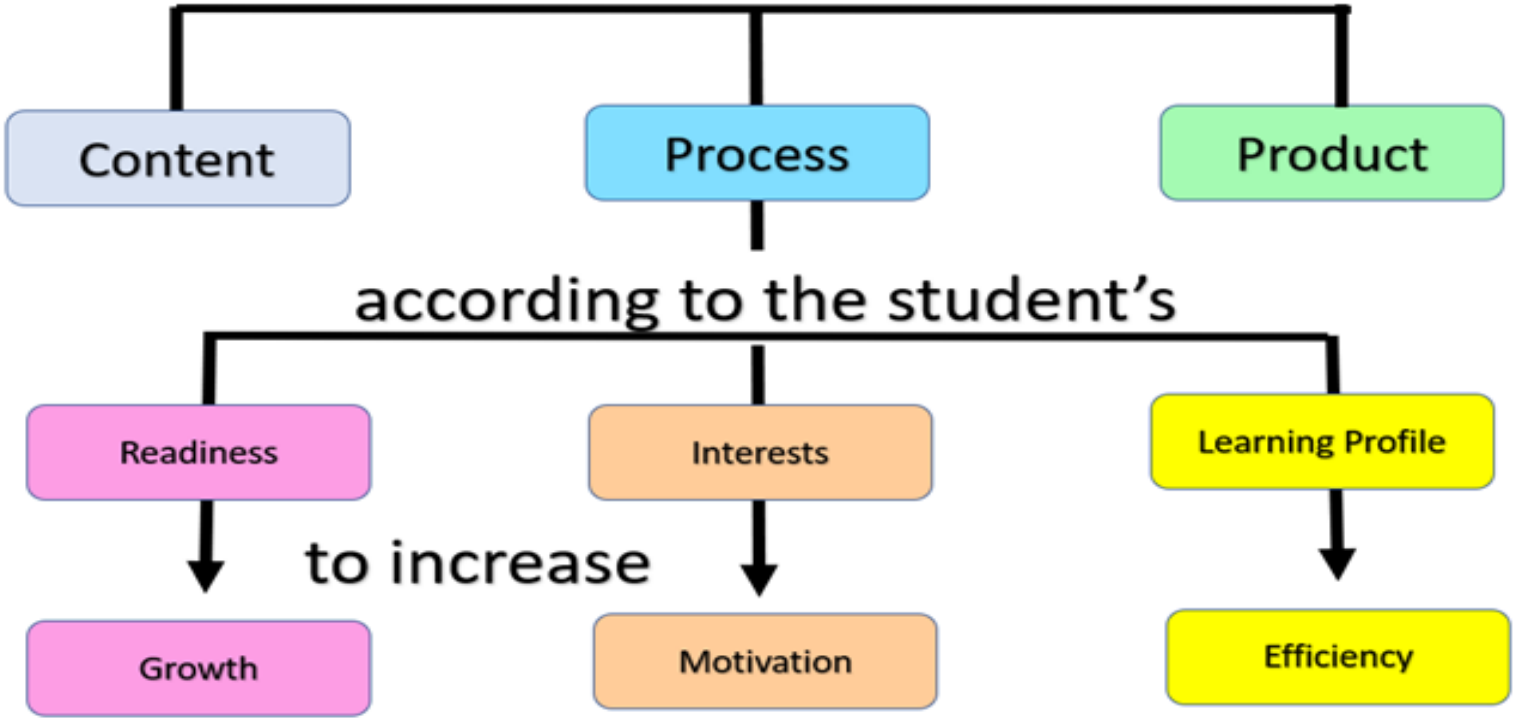

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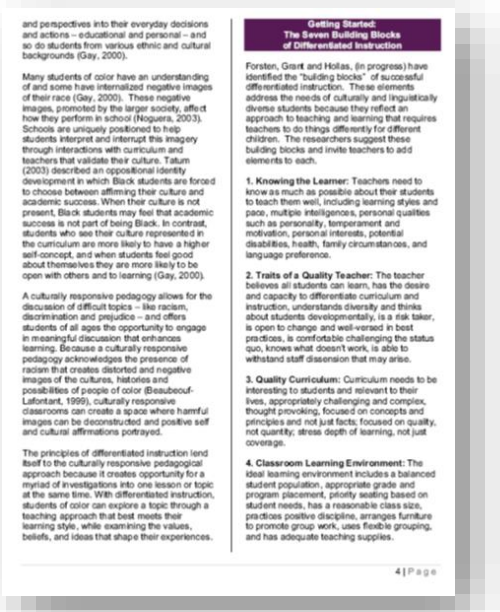
http://bit.do/ReadCover



and perspectives into their everyday decisions and actions – educational and personal – and so do students from various ethnic and cultural backgrounds (Gay, 2000).

Many students of color have an understanding of and some have internalized negative images of their race (Gay, 2000). These negative images, promoted by the larger society, affect how they perform in school (Noguera, 2003). Schools are uniquely positioned to help students interpret and interrupt this imagery through interactions with curriculum and teachers that validate their culture. Tatum (2003) described an oppositional identity development in which Black students are forced to choose between affirming their culture and academic success. When their culture is not present, Black students may feel that academic success is not part of being Black. In contrast, students who see their culture represented in the curriculum are more likely to have a higher self-concept, and when students feel good about themselves they are more likely to be open with others and to learning (Gay, 2000).

A culturally responsive pedagogy allows for the discussion of difficult topics – like racism, discrimination and prejudice – and offers students of all ages the opportunity to engage in meaningful discussion that enhances learning. Because a culturally responsive pedagogy acknowledges the presence of racism that creates distorted and negative images of the cultures, histories and possibilities of people of color (Beaubeouf-Lafontant, 1999), culturally responsive classrooms can create a space where harmful images can be deconstructed and positive self and cultural affirmations portrayed.

The principles of differentiated instruction lend itself to the culturally responsive pedagogical approach because it creates opportunity for a myriad of investigations into one lesson or topic at the same time. With differentiated instruction, students of color can explore a topic through a teaching approach that best meets their learning style, while examining the values, beliefs, and ideas that shape their experiences.

Getting Started: The Seven Building Blocks of Differentiated Instruction

Forsten, Grant and Hollas, (in progress) have identified the "building blocks" of successful differentiated instruction. These elements address the needs of culturally and linguistically diverse students because they reflect an approach to teaching and learning that requires teachers to do things differently for different children. The researchers suggest these building blocks and invite teachers to add elements to each.

1. Knowing the Learner: Teachers need to know as much as possible about their students to teach them well, including learning styles and pace, multiple intelligences, personal qualities such as personality, temperament and motivation, personal interests, potential disabilities, health, family circumstances, and language preference.

2. Traits of a Quality Teacher: The teacher believes all students can learn, has the desire and capacity to differentiate curriculum and instruction, understands diversity and thinks about students developmentally, is a risk taker, is open to change and well-versed in best practices, is comfortable challenging the status quo, knows what doesn't work, is able to withstand staff dissension that may arise.

3. Quality Curriculum: Curriculum needs to be interesting to students and relevant to their lives, appropriately challenging and complex, thought provoking, focused on concepts and principles and not just facts; focused on quality, not quantity; stress depth of learning, not just coverage.

4. Classroom Learning Environment: The ideal learning environment includes a balanced student population, appropriate grade and program placement, priority seating based on student needs, has a reasonable class size, practices positive discipline, arranges furniture to promote group work, uses flexible grouping, and has adequate teaching supplies.

4 | Page

Whiteboard.fi

Read
Cover

Remember
Retell

Sketch!

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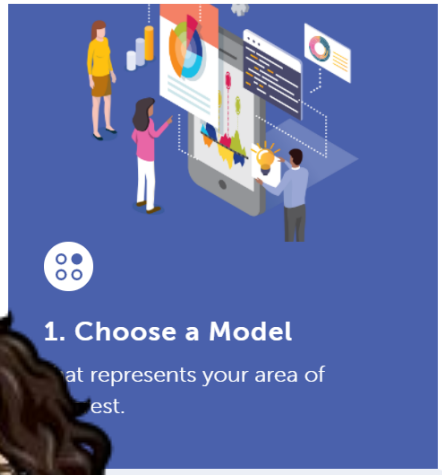
Learner Variability: https://vimeo.com/366279613

Let's Explore Learner Variability!

1. Go to Padlet and choose a group:
   https://padlet.com/kchapa/ESC1LV
2. Go to your CHOSEN breakout room.
3. Read your chosen Model/Factors from the Variability Navigator:
   https://lvp.digitalpromiseglobal.org/
4. Select 3 Strategies to add to the Padlet.
5. Be ready to present!

¿Qué qué?



1. Choose a Model

at represents your area of
est.

2. Identify factors

that you want to address in your product or classroom.

3. Get strategies

that you can apply now to reach more learners.

https://padlet.com/kchapa/ESC1LV

https://lvp.digitalpromiseglobal.org/

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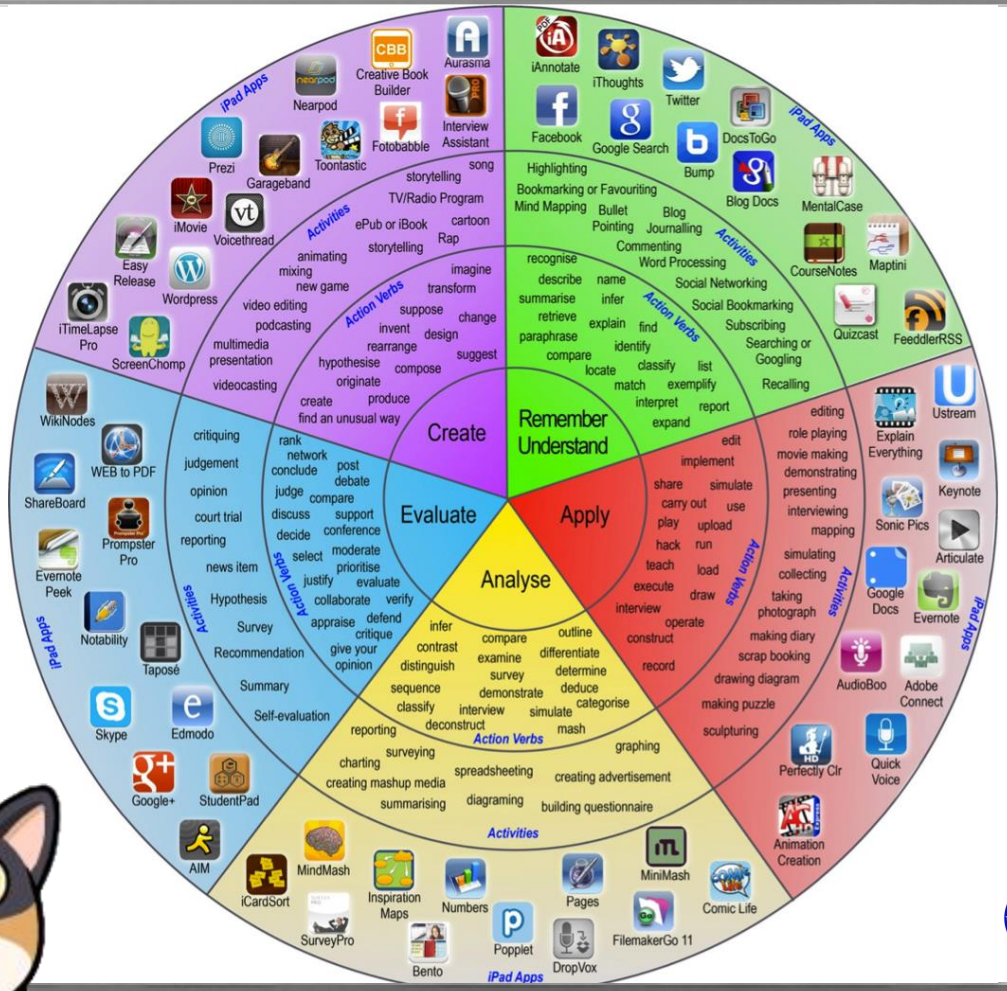
Technology Tools and UDL



Accessibility Categories

1. Accessibility Features
2. Designated Supports
3. Designated Supports Requiring TEA Approval

2021–2022 Accommodation Resources

Student Assessment Home | Student Assessment Directory | Contact Student Assessment

https://tinyurl.com/2021ESC1AC

2021–2022 Accessibility Features

During administration of the State of Texas Assessments of Academic Readiness (STAAR®), STAAR Spanish, and the Texas English Language Proficiency Assessment System (TELPAS), certain accessibility features may be provided to students based on their needs.

In general, these procedures and materials are available to any student who regularly benefits from their use during instruction. A student cannot be required to use accessibility features during testing, and there is no need to document their use on the answer document or in the Test Information Distribution Engine (TIDE) for online test administrations.

District and campus testing coordinators are responsible for ensuring that test administrators understand how to implement these procedures and use these materials. In some cases, a student who uses them may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the security and confidentiality of the test. In addition, if the administration of an accessibility feature requires a

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more specific information.

- 2020–2021 Accommodation Resources (archi

Accessibility Policy documents listed on the Accommodation Resources webpage are currently located in the District and Campus Coordinator Resources online.

1. **Accessibility Features**: These are procedures and materials that are allowed for any student who needs them.
2. **Designated Supports**: These are locally-approved supports for students who meet eligibility criteria.

- Basic Transcribing
- Braille/Refreshable Braille
- Calculation Aids
- Content and Language Supports
- Extra Time
- Individualized Structured Reminders
- Large Print
- Manipulating Test Materials
- Mathematics Manipulatives
- Oral/Signed Administration
- Spelling Assistance
- Supplemental Aids

- The test administrator may read a word, phrase, or sentence in a test question or answer choice to any grade 3 student but only when asked to do so by the individual student.
- If a student needs the entire test read aloud, the eligibility criteria for an oral administration must be met.

- providing assistive tools, which include:
  - various types of scratch paper, dry erase boards, or any other medium that can be erased or destroyed
  - colored overlays and the color settings for online tests
  - blank place markers and the line reader tool for online tests
  - magnifying devices and the zoom feature for online tests
  - enlarged mouse pointer options for online tests
  - various types of highlighters, colored pencils, or any other tool that can be used to focus attention on text
  - amplification devices (e.g., speakers, frequency-modulated [FM] systems)
  - projection devices (e.g., closed-circuit televisions [CCTVs] or LCD projectors for online tests)
- allowing students to use tools to minimize distractions or to help maintain focus (e.g., stress ball, noise-reducing headphones, instrumental music [no lyrics] played through an individual student's headphones or earbuds)
- allowing individual test administration
- allowing small-group administrations with the following guidelines:
  - The number of students in a small group is determined based on individual student needs at the local level.
  - The number of students in a group should mirror, to the extent possible, classroom testing situations.
- reminding students to stay on task
- photocopying or enlarging the following non-secure test materials:
  - test administration directions
  - blank answer documents
  - state-supplied mathematics graph paper
  - state-supplied reference materials for grade 8 mathematics, science, and Algebra I (Mathematics reference materials for grades 3–7 contain rulers and may **NOT** be photocopied because the rulers could be distorted. However, reference materials without rulers can be printed from the Resources section of TexasAssessment.gov.)

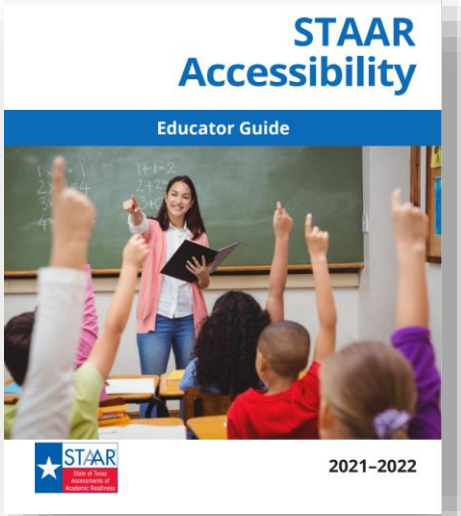
Designated Supports

	RTI, Student Assistance Team, or other related support	Language Proficiency Assessment Committee (LPAC)	Section 504	Admission, Review, and Dismissal (ARD) Committee
Basic Transcribing	X		X	X
Braille /Refreshable Braille	X		X	X
Calculation Aids			X	X
Content and Language Supports		X	X	X
Extra Time	X	X	X	X
Individualized Structured Reminders	X		X	X
Large Print	X		X	X
Manipulating Test Materials	X		X	X
Mathematics Manipulatives	X		X	X
Oral/Signed Administration	X	X	X	X
Spelling Assistance			X	X
Supplemental Aids	X		X	X

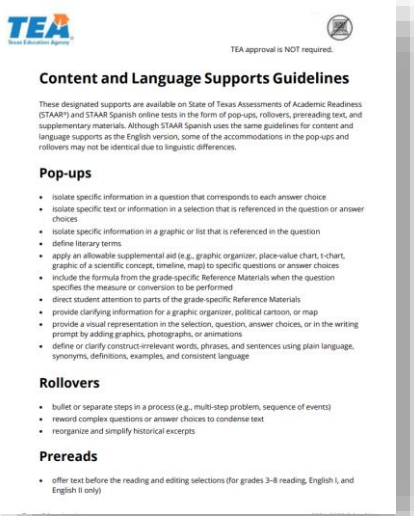
Content and Language Supports

Content and Language Supports

Educator Guide



Guidelines



TEA approval is NOT required.

Content and Language Supports Guidelines

These designated supports are available on State of Texas Assessments of Academic Readiness (STAAR®) and STAAR Spanish online tests in the form of pop-ups, rollovers, prereading text, and supplementary materials. Although STAAR Spanish uses the same guidelines for content and language supports as the English version, some of the accommodations in the pop-ups and rollovers may not be identical due to linguistic differences.

Pop-ups

- isolate specific information in a question that corresponds to each answer choice
- isolate specific text or information in a selection that is referenced in the question or answer choices
- isolate specific information in a graphic or list that is referenced in the question
- define literary terms
- apply an allowable supplemental aid (e.g., graphic organizer, place-value chart, t-chart, graphic of a scientific concept, timeline, map) to specific questions or answer choices
- include the formula from the grade-specific Reference Materials when the question specifies the measure or conversion to be performed
- direct student attention to parts of the grade-specific Reference Materials
- provide clarifying information for a graphic organizer, political cartoon, or map
- provide a visual representation in the selection, question, answer choices, or in the writing prompt by adding graphics, photographs, or animations
- define or clarify construct-irrelevant words, phrases, and sentences using plain language, synonyms, definitions, examples, and consistent language

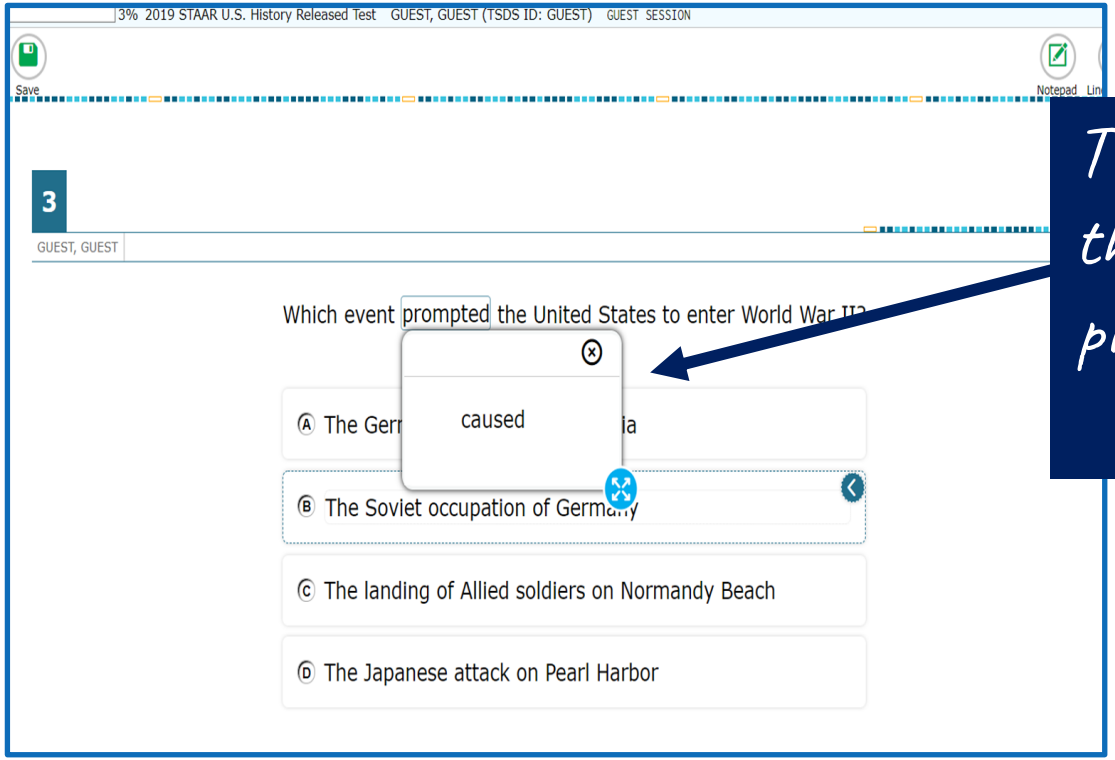
Rollovers

- bullet or separate steps in a process (e.g., multi-step problem, sequence of events)
- reword complex questions or answer choices to condense text
- reorganize and simplify historical excerpts

Prereads

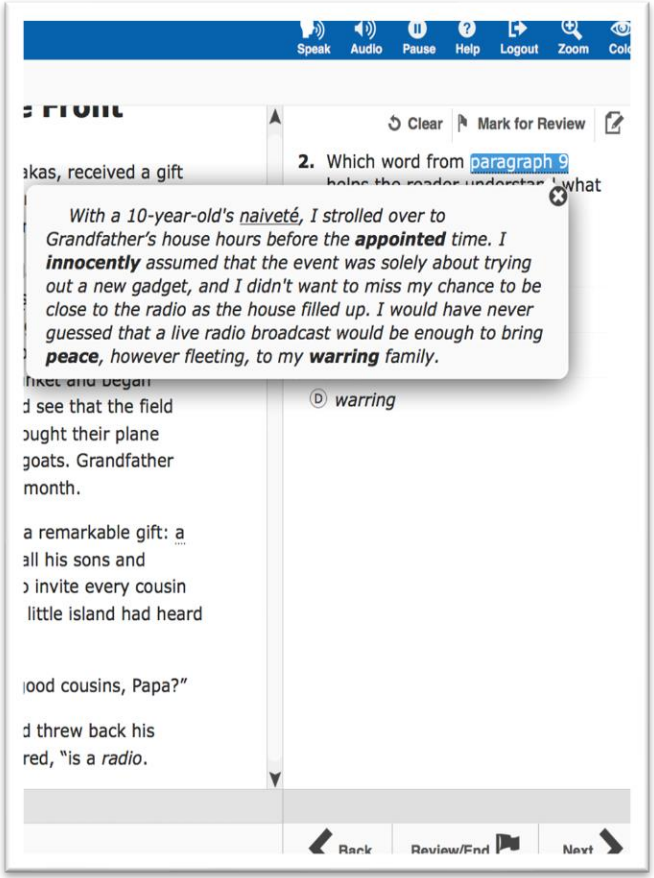
- offer text before the reading and editing selections (for grades 3–8 reading, English I, and English II only)

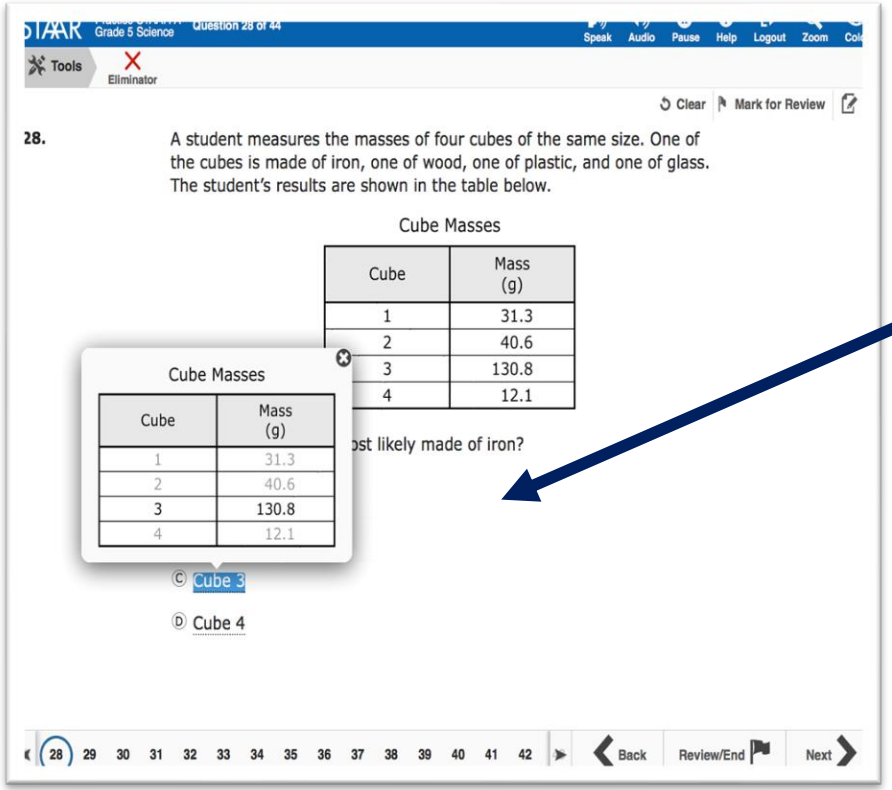
POP-UPS



This pop-up clarifies the use of a term by providing a synonym for that word.

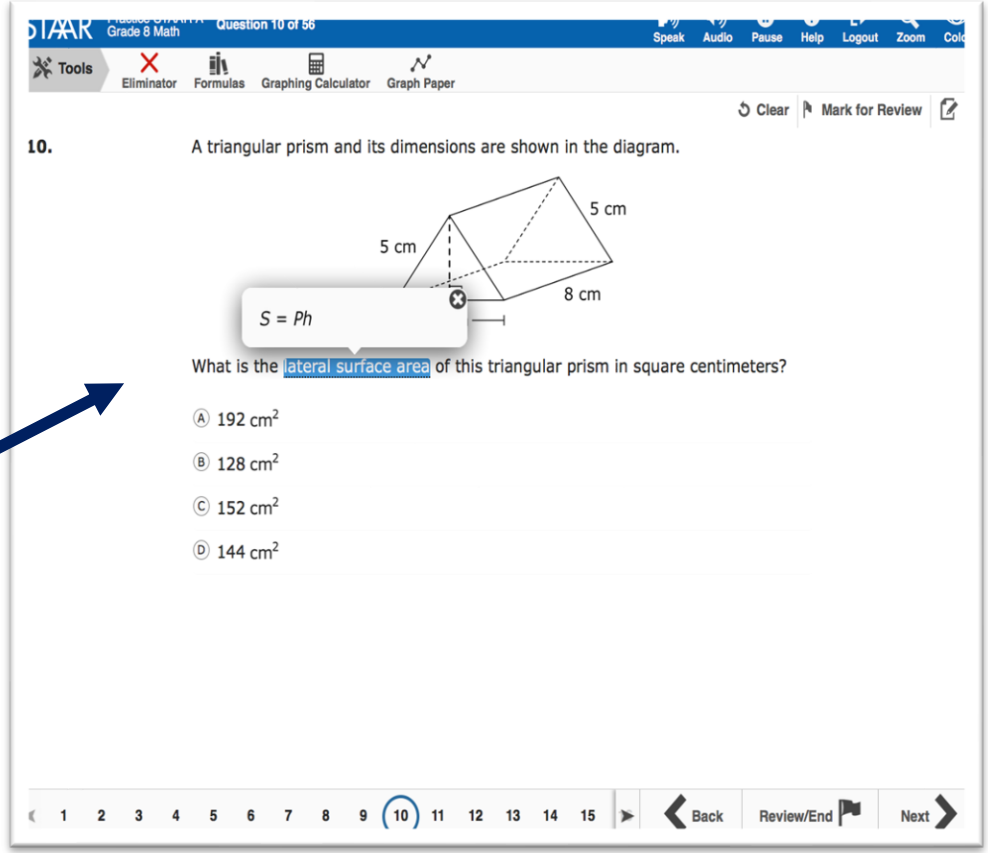
This pop-up also isolates information that corresponds to each answer choice.

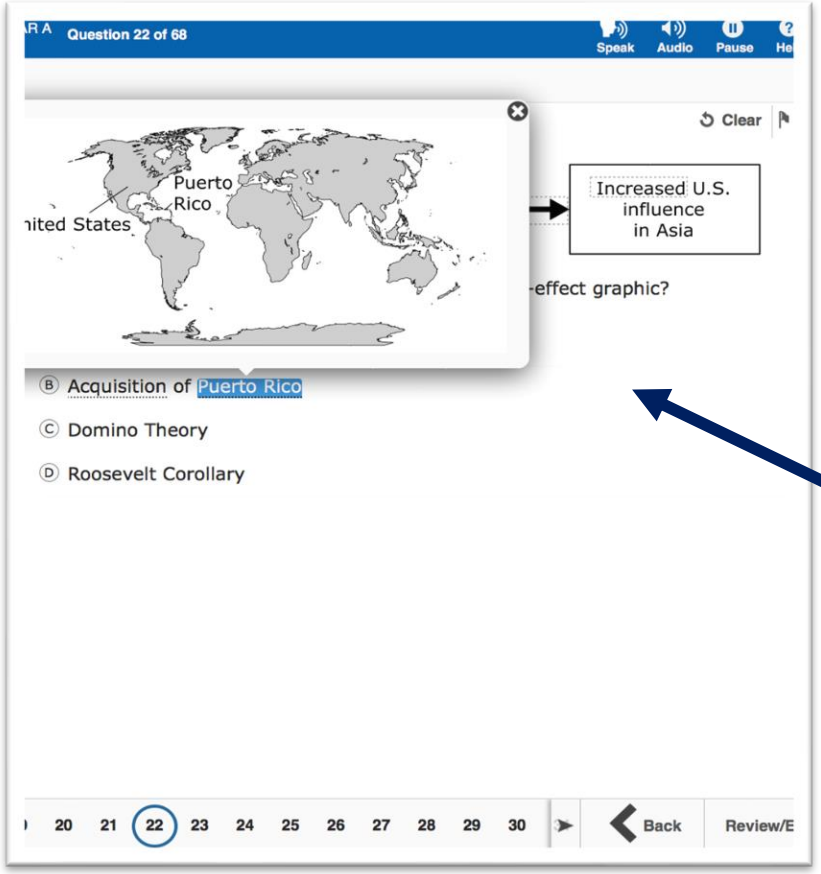




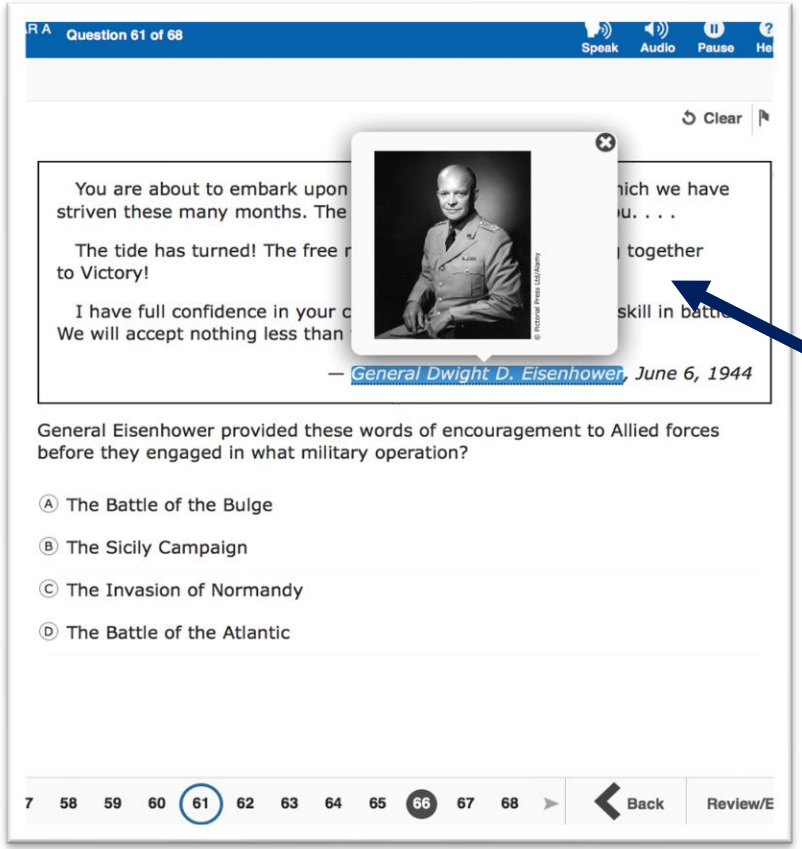
This is another example of a pop-up that isolates information that corresponds to each answer choice.

This pop-up provides a formula from the reference material.

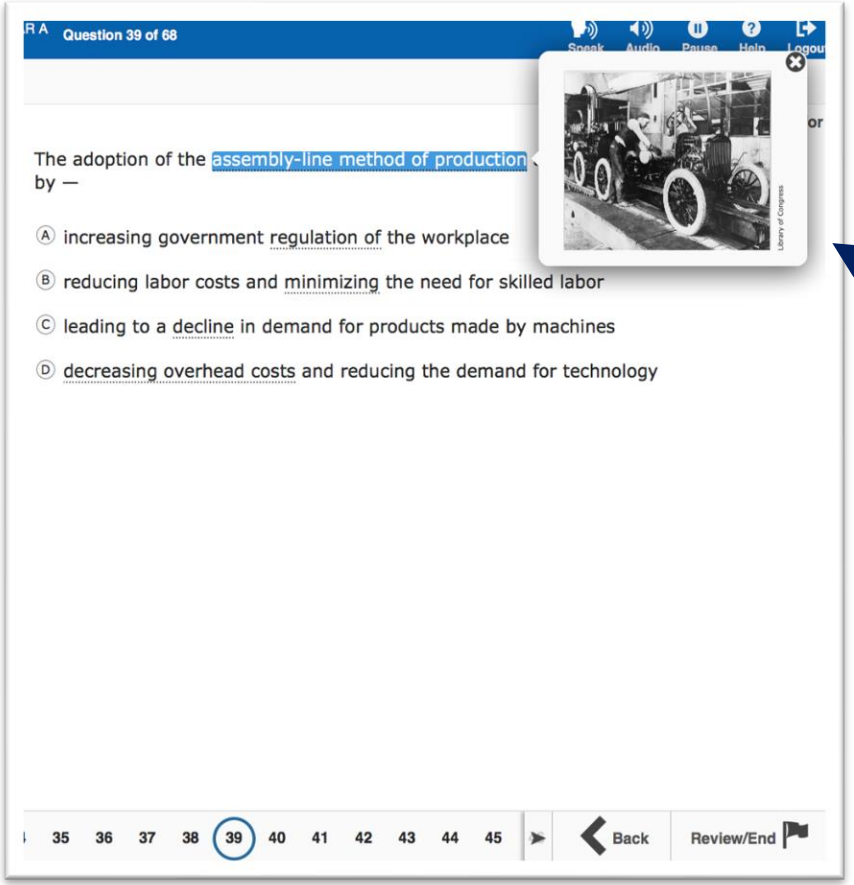




This pop-up provides a supplemental aid (i.e., map).



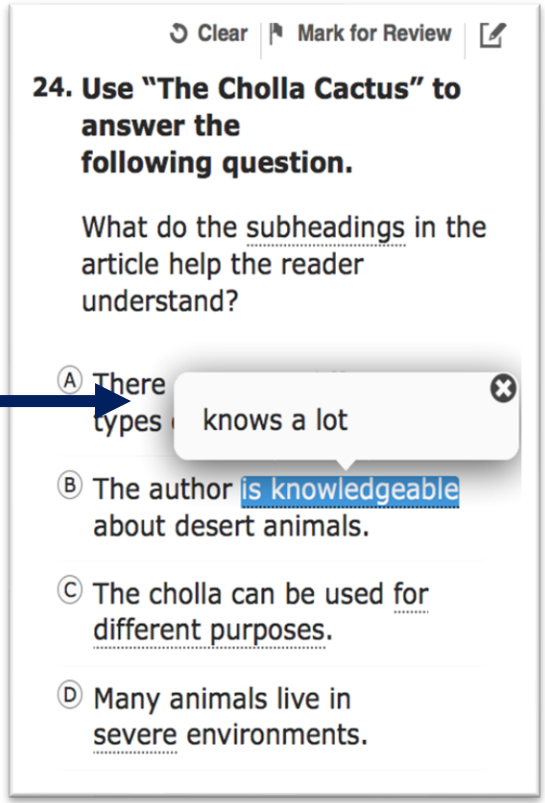
This pop-up provides a visual representation (i.e., photograph) of a historical figure.

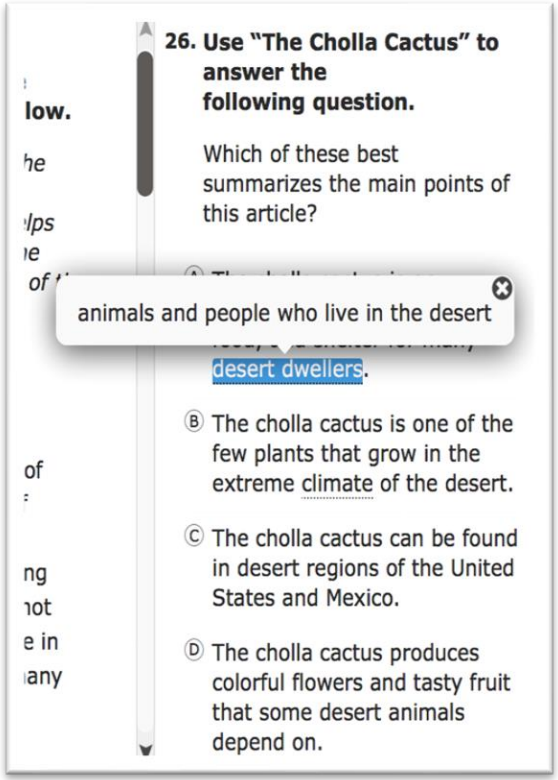


This pop-up provides a visual representation (i.e., photograph) of the vocabulary.

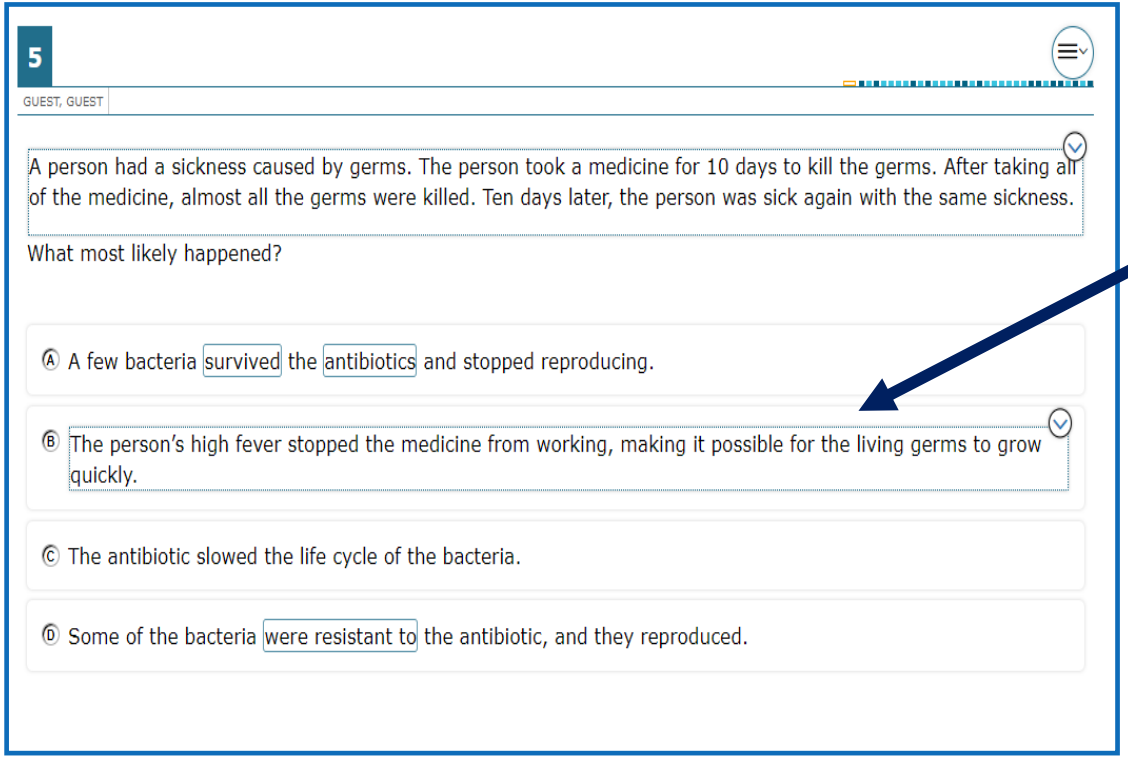
This pop-up also provides a visual representation (i.e., art) of the language in a reading selection.

These pop-ups clarify construct-irrelevant words.





ROLLOVERS



This rollover clarifies text using simpler and consistent language.

The development of cities has destroyed the habitats of many animals. Some animals have adjusted well to their new city habitats, but others have not. Which of these characteristics would be most useful to a wild animal living in a city?

Ⓐ Being active at night

Ⓑ Eating only one type of food

Ⓒ Needing a large amount of space to live

Ⓓ Producing a very small number of offspring

This rollover clarifies text using simpler and consistent language.

When people build cities, they destroy the habitats of many animals. Some animals learn to live in a new habitat in the city. Other animals do not learn to live in a city habitat. Which of these best helps a wild animal living in a city?

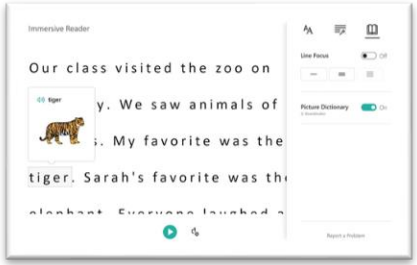
Ⓐ Being active at night

Ⓑ Eating only one type of food

Ⓒ Needing a large amount of space to live

Ⓓ Producing a very small number of offspring

Tech Tools



Simplify texts for better understanding

Immersive Reader

Rewordify.com
Understand what you read.

Text Compactor
Free Online Automatic Text Summarization Tool

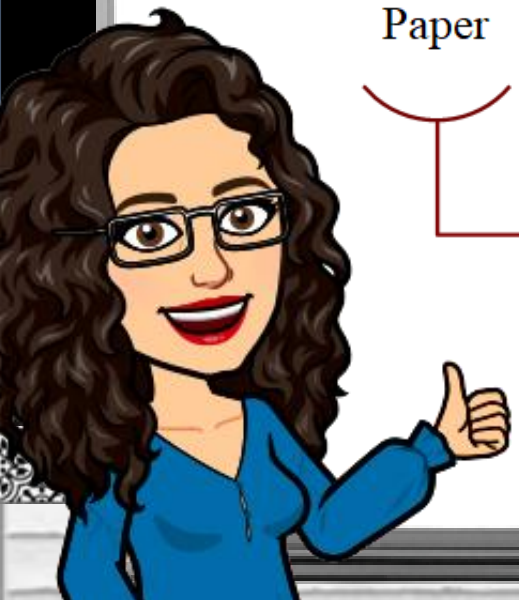
Oral Administration:

Text to Speech

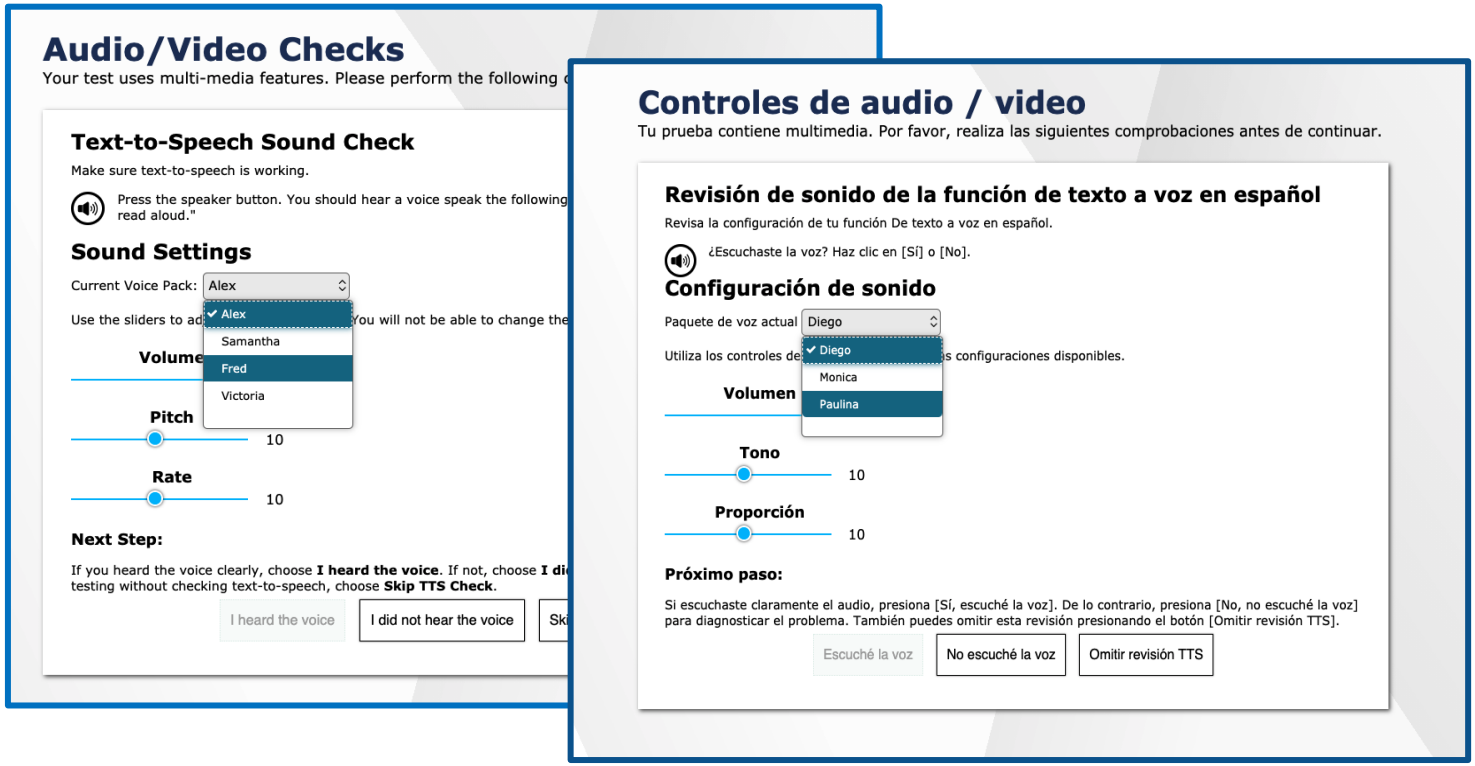
Oral Administration

- Paper
  - Test administrator
  - Document levels
- Online
  - Text to Speech
  - Do not document levels

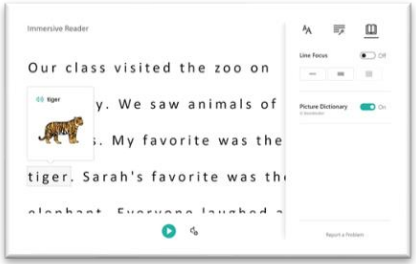
Unless the student, due to their disability and as determined by the ARDC, needs everything read.



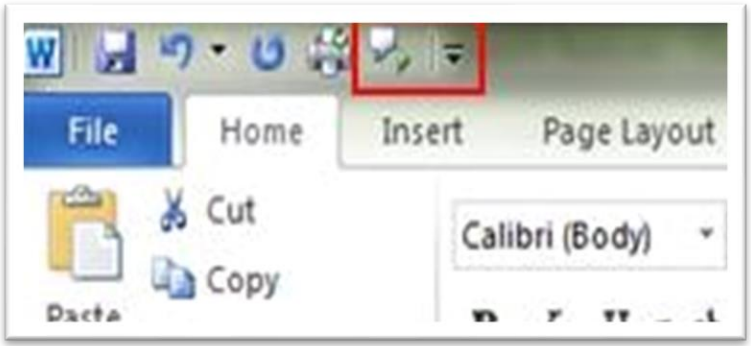
Online Oral Administration



Tech Tools



Read Information Aloud on Microsoft Word



Word Document16 - Saved

Search

File Home Insert Layout References Review View Help Open in Desktop App Editing Share Comments

Undo Paste Cut Copy Format Painter Clipboard

Times New Roman... 12 Font

Paragraph

AaBbCc Normal AaBbCc No Indent AaBbCc Title AaBbCc Emphasis AaBbCc Quote Styles

Find Replace Editing

Reuse Files Reuse Files

Dictate Dictation

Editor Editor

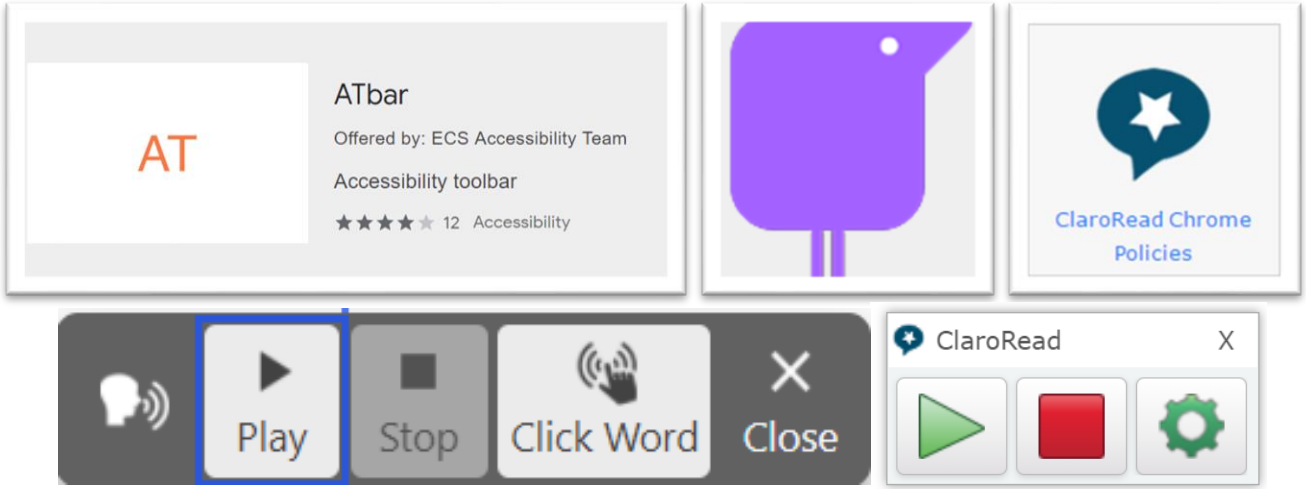
Header

Sample text for the purpose of having a sample text.

100% Give Feedback to Microsoft

Tech Tools

Read Information Aloud with Chrome Extensions



Tech Tools

Read Information Aloud with Other Tools

newsela

Smithsonian TweenTribune

Spelling Assistance:

Speech to Text

New Speech to Text Available for STAAR

Figure 9. Speech-to-text (available in English and Spanish for written compositions only)

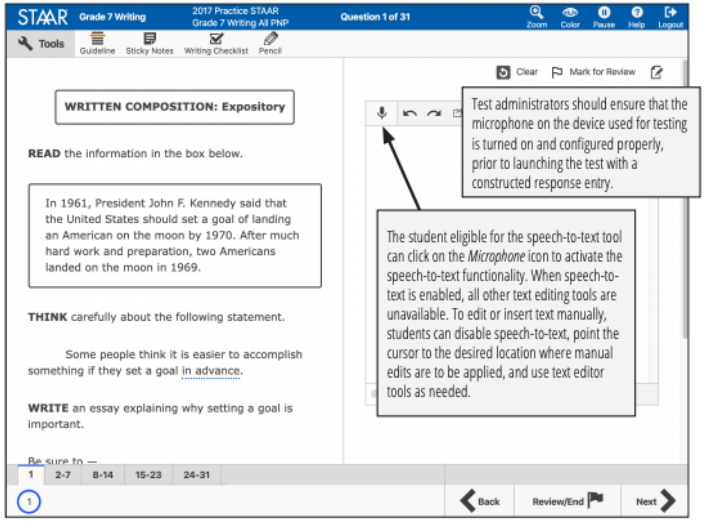
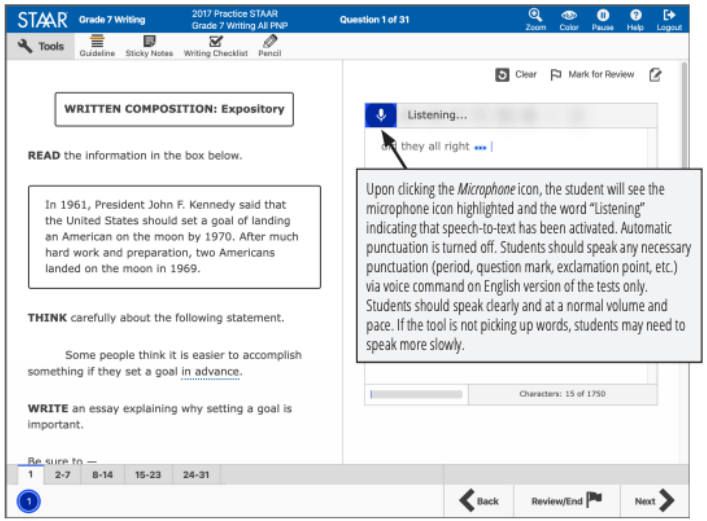


Figure 10: Speech-to-text (available in English and Spanish for written compositions only)



What does Speech-to-Text look like in the classroom?

6th Gr Lang Arts

Difficulty Spelling

Sequencing

Sentence structure

Richness of text/ Content

Dictation/ Word

Big Macky D the alien time traveler set his time machine to 1878 just before the Minneapolis Minnesota Washburn, A mill flour explosion. Crack, boom, bang, he arrived and all of a sudden, then is door flew open. He hopped out into a 1950's malt shop. Chubby checker was playing on the juke box in the corner. He was as angry as Mrs. Beck. He realized that his time machine had broken and he was stuck in the 1950's unless he could do something to fix it.

Big Macky D went to the nearest phone booth and called Doc Brown To help fix The Time Machine. He ate a burger and malt while he waited for Doc to arrive from the year 2018.

Not worrying about spelling, manual task of writing able to free up brain space to create content

Articulate thoughts sequentially

Using dictate and read aloud create independence

Tech Tools

Dictate with your voice

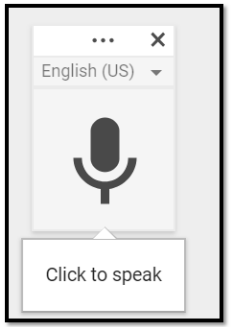
How to use the Dictate talk to type function recently added to MS Word

mes thinks....

edtech videos

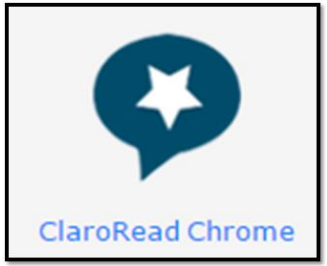
Tech Tools

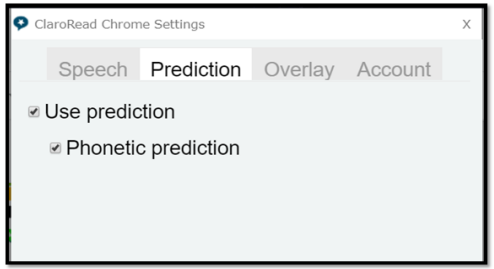
Dictate with your voice



Google Dictate

Google Extension
Voice Note





Word prediction

Recommendations for Virtual Implementation of Accommodations

Whole New World... with Endless Possibilities

Recommendations for Virtual Implementation of Accommodations

Accommodation	Recommendations for Virtual Implementation							
Print Disability	Text-to-Speech		Accessibility Features in device student is using				Accessible online Library	
	Google/Chrome	Microsoft/Edge	PC/Laptop	Chromebook	Android	iPhone	Learning Ally	Book Share
Oral Presentation	Speech-to-Text		Screen Recording			Closed Captioning		
	Google/Chrome	Microsoft	Screencastify	Microsoft PowerPoint	Flipgrid	Google Slides	PowerPoint	Youtube
Visual Supports	Graphic Organizers		Checklists		Timelines		Visual Cues	
	Google/Chrome	Microsoft	Google Keeps	Lists	Google Charts	Microsoft Templates; Video Demonstration	Google Docs	Microsoft
Visual Tracking	Immersive Reader		Google Extensions				Liner	
	Line Focus		Super Simple Highlighter				Video on How to use Liner	
Magnification	Accessibility Features in device student is using			Google Extensions				
	PC/Laptop	Chromebook	Mobile Device	Zoom for Google Chrome	Magnifying Glass	Hover Zoom		
Clarifying Directions	Develop Videos with Quality Examples							
	Screencastify		Microsoft PowerPoint		Flipgrid			

Accommodation	Recommendation for Virtual Implementation								
Preview Vocabulary & Key Points	Quizlet	SMMY	Quizizz	Rewordify www.rewordify.com	Kahoot	Create Informational Video: Screencastify	Microsoft PowerPoint	Flipgrid	
Peer Notetaker	Utilize same person, if possible		Provide Advanced Notes: Google Drive	Microsoft	iPhone	Microsoft Translator: How to access			
Additional (Extra) Time	Check for any timing settings		Review Scheduling Demands			Strive for Mastery			
Manipulatives	Digital Manipulatives								
	The Math Learning Center		National Learning Library of Virtual Manipulatives						
Calculator	Online Graphing Calculator: www.desmos.com		Build into student devices: PC/Laptop	iPhone	Android				
Dictionaries & Thesaurus (Elem)	Word Supports: Google/chrome	Microsoft	Online Dictionaries: A Maths Dictionary for Kids	Little Explorers from Enchanted Learning	Merriam Webster-Word Central				
Dictionaries & Thesaurus (Secondary)	Word Supports: Google/chrome	Microsoft	Visual Dictionary Online: Visuwords	Merriam-Webster Visual Dictionary Online	Visual Thesaurus				
Verbal Encouragement	Provide Positive Feedback								
	Email		Text			Voice Note	Video		
Behavior Supports	Clear Rules		Alternative Activities & Choice: Design Your Own Digital Choice Board			Opportunity for Movement			

Additional Teacher Resources

Streamable Learning	Classroomscreen https://www.classroomscreen.com/	Flippity	Newsela	Pear Deck Pear Deck Remotely	Text Compactor

Best Practices in the Virtual Learning Environment: Be **consistent**, set **clear expectations**, be **purposeful** and **provide** constant **feedback**

Virtual Accommodations for EB

Domain	Scaffold	Synchronous	Asynchronous	Online Tools
Listening B, I, A, AH	Realia	Show realia during a virtual meeting or lecture. Virtual realia allows students to interact with 3D or virtural reality representation of realia.	Student scavenger hunt or show and tell activities are great ways to include realia and practice speaking and listening. Students can take a picture and record a video. Students listen and respond to one another's video.	Google Meet Zoom Discovery Education Virtual Field Trips Flipgrid Seesaw
	Images	Share a screen/presentation or hold up photos during a virtual meeting.	Students view a self-paced slideshow or picture dictionary. Students can use the slideshow or picture dictionary to copmlete activities or project on a topic.	Google slides Nearpod Book Creator Jamboard Google Earth Mentimeter
	Videos & Flims	Share specific segments during a virtual meeting.	Assign students to indpendently view the video.	Ed Puzzle ESLVideo Discovery Education Brain Pop Brain Pop ELL Adobe Spark

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Domain	Scaffold	Synchronous	Asynchronous	Online Tools	Tutorial Videos
Speaking B, I, A, AH	In a whole group	Incorporate structured dialogue (QSSSA).	Students respond after watching a teacher-created lesson and comment through different modalities.	Google Meet Zoom Pear Deck Flipgrid Padlet	Google Meet Zoom Pear Deck Flipgrid Padlet Google Docs Google Slides
	In pairs, partners, triads, or small groups	Structured dialogue in virtual breakout rooms	Students share videos on a topic and respond to one another's video using sentence frames.	Dice Talk Flipgrid Padlet	
	Cooperative Group Structures	Students work in assigned beakout rooms with specific roles to complete the speaking task in a jigsaw.	Students use different platforms to contribute a response to a task. Group members can use Google docs to organize their thoughts/ideas and add audio to present their section in Google slides.	Google Meet Zoom Google Docs Google Slides Pear Deck Flipgrid Padlet	

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What benefits do you see as a result of using these tools?

Exit Tickets

I used to think...

But now I know...

T HANK Y OU
¡Mil gracias!

References

- Accommodation Central: http://acentral.education/
- District and Campus Coordinator Resources: https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM
- Learner Variability: https://lvp.digitalpromiseglobal.org/
- Recommendations for Virtual Implementation of Accommodations: https://tinyurl.com/ROESCSPEDLivebinder
- TEA 2020-2021 Accommodation Resources: https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources
- Universal Design for Learning Guidelines http://udlguidelines.cast.org
- Virtual Supports and Accommodations for English Learners: https://www.esc1.net/Page/4571

Making Language and Content Accessible for Emergent Bilingual Students with Special Needs

WS# 201731 Remote Check-In Code: #DLUpdate

Karina E. Chapa, M.Ed.

Language Proficiency, Biliteracy, and Cultural Diversity Director

Region One ESC

kchapa@esc1.net @esc1bilingual @bilingualpride

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