Elevating Assets-based Virtual Teaching for Dual Language Learners in Transitional Kindergarten

June 3, 2020

Presenters:
Tina Renzullo and M. Lourdes Salazar
Transitional Kindergarten Teachers

Moderator:
Elvira G. Armas, Ed.D.
LMU|CEEL Director of Programs and Partnerships

Hosted by: Early Edge California in partnership with LMU, Center for Equity for English Learners

Loyola Marymount University
Center for Equity for English Learners

EARLY EDGE
CALIFORNIA

Welcome
Early Edge California
Carolyne Crolotte, Senior Policy Analyst

Our Presenters:

Tina Renzullo, Transitional Kindergarten Teacher, Monterey Peninsula Unified School District

Maria Lourdes Salazar, Transitional Kindergarten Teacher, Los Angeles Unified School District

Our Moderator:

Dr. Elvira G. Armas

Director of Programs and Partnerships
Center for Equity for English Learners (CEEL) at Loyola Marymount University

Session Goals

➤ Reflect on **design principles for equitable distance learning for Dual Language Learners** in Transitional Kindergarten (TK) and similar early childhood settings

➤ Identify classroom-based strategies to elevate student and family assets and **support social and emotional needs** during distance learning

➤ Explore intentional instructional design ideas to promote **oral language development** and deliver **Integrated ELD**

Loyola Marymount University
Center for Equity for English Learners

Transitional Kindergarten Teacher Insights

Tina Renzullo
Transitional Kindergarten Teacher
George C Marshall Elementary School
Monterey Peninsula Unified School District

TK/ECE Certificate Program Instructor
LMU, Center for Equity for English Learners

"*This is a dynamically evolving timeframe. I can carry some of these learnings back with me when we return to the classroom.*"

Maria Lourdes Salazar
Transitional Kindergarten Teacher
Willow Elementary School
Los Angeles Unified School District

National Board Certified Teacher, 2017

"*The biggest thing with early age students is that they know we are still connected. We are still the TK family!*"
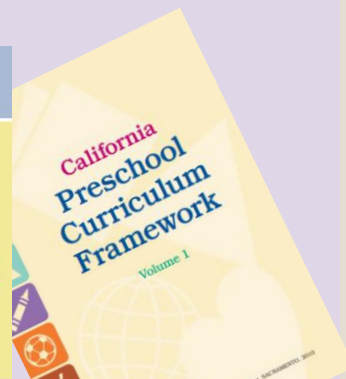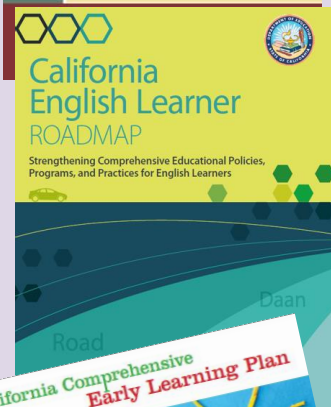
FROM RESEARCH
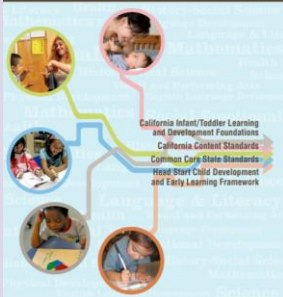

Transitional Kindergarten IMPLEMENTATION GUIDE
A Resource for California Public School District Administrators and Teachers

California Preschool Curriculum Framework
Volume 1

California English Learner ROADMAP
Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners

The Alignment of the California Preschool Learning Foundations with Key Early Education Resources

California Comprehensive Early Learning Plan
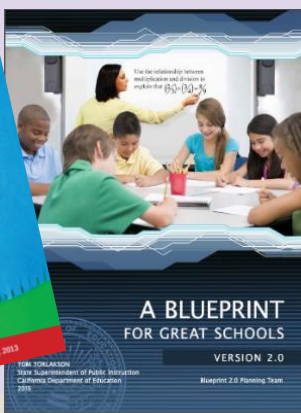
A BLUEPRINT FOR GREAT SCHOOLS
VERSION 2.0

Loyola Marymount University — Center for Equity for English Learners

EQUITABLE DISTANCE LEARNING FOR ENGLISH LEARNERS

DESIGN PRINCIPLES

Explicit Goals, Outcomes, and Digital Modes
Establish content and language learning goals. Identify outcomes and corresponding synchronous & asynchronous modes, platforms, and tools to ensure equitable access for all.

Meaningful Connections and Engagement
Focus on social and emotional needs first. Ensure learning routines, materials, resources and activities are culturally sustaining. Promote connections to prior knowledge, interdisciplinary learning and student contexts. Use familiar learning routines to maximize engagement.

Maximum Comprehensibility
Design teaching and learning experiences that provide multiple opportunities and modes to learn and review content. Focus on intentional language development and use. Provide multiple forms of representation and use students' primary language resources.

Varied Participation Structures
Plan for individual and group activities. Enlist family engagement to expand interactions to incorporate listening, speaking, reading, and writing opportunities for content and language development.

Differentiated Reflection and Assessment
Incorporate self-reflection, monitoring and assessment of cognitive, metacognitive, and affective progress. Allow for different types of output to show growth - visual, oral, written, media, or other.

TO PRACTICE

Explicit Goals & Outcomes:
- Focus Standards
- Addressing the Digital Divide
- High Tech/Low Tech

Meaningful Connections & Engagement
- Family Connections
- Social and Emotional Needs

Maximum Comprehensibility
- Prior learning
- Oral language development
- Primary language

Varied Participation Structures
- Independent, class, and family activities

Differentiated Reflection and Assessment
- Virtual and actual artifacts
- Metacognition

For whom am I designing distance learning?

Loyola Marymount University
Center for Equity for
English Learners

What are my overarching goals for student learning during this time frame?

Loyola Marymount University
Center for Equity for
English Learners

Time Frame	Subject	Monday
10-30 minutes	**Social/Emotional Skills & Music** Adult support needed to log in, read, begin, monitor, and post response	Answer the Daily Question Mindfulness with Idania let's continue to practice. Also in Google Classroom
10-30 minutes	**Movement** Adult support needed to monitor and encourage.	Get fresh air, stretch Try another 30 minute PE With Joe. Today practice eleven different exercises and use some math!
20-30 minutes	**Interacting with books** Adult support needed to read and monitor *There are extra read alouds every week in Google Classroom!	Read a book with a family member, by yourself, or to a puppet or stuffed animal. Watch a Read Aloud in Google Classroom

30 minutes	**Learning Choices** Adult support needed to log on, begin, and monitor Clever: icons with direct links to apps curated by Mrs. Renzullo and aligned to learning goals.	Use your badge to log in to Clever. Do two or more activities in any app: Classroom Hero ABC Mouse Starfall Happy Numbers
20+ minutes	**Google Classroom** Adult support needed to log on, read, begin, and monitor/support Google Classroom has lesson videos and assignment details	Alphabet Chant with Mrs. Renzullo Reading About Spiders Day 1 Math: Addition
45+ minutes	**Home Learning Activities** Adult support needed to read, begin, and monitor Select activities from this week's menu	Select one or more activities Numbers Scavenger Hunt List

Loyola Marymount University
Center for Equity for English Learners

When & Where? Daily Routines & Expectations

Keeping the "why" central to all efforts

Loyola Marymount University
Center for Equity for English Learners

TK Teacher Collaboration Developmentally Appropriate Curriculum

Socio-emotional Learning

Music

Language Arts
-Reading
-Writer's Workshop

INTERDISCIPLINARY TEACHING and LANGUAGE DEVELOPMENT

Art

Science

CGI Math

District Distance Learning Requirements
240 minutes of instruction daily (mixed modes)

Loyola Marymount University
Center for Equity for English Learners

MEANINGFUL ENGAGEMENT

Communication
- Digital Platforms
- Phone calls
- Messages

Synchronous Modes
- Zoom
- Phone
- Messages

Asynchronous Modes
- Digital Learning Platforms
- Packets
- Materials

Continuity of Routines
Familiarity of Materials

Weekly Schedule

- Co-created
- Flexible
- Supportive

Week 35   Assignment for Week of May 18 – May 22

1. Complete packet of -ip/-in (watch homeroom video on how to do this)
2. Complete 7 pages of the May packet (watch homeroom video on which pages)
3. Complete Math Word problem (video on homeroom) **(send me a pic of how you solved it)**
4. Use your blue journal to draw a picture what you like to eat. Write a sentence about it. (Video on homeroom) **(send me a picture)**
5. Count all the markers and pencils you have. Draw the collection on the wipe board and write the number. (Video on homeroom) **(Send me a picture)**
6. Log into Raz kids (45 minutes per week)
7. Log into Happy Numbers (45 minutes per week)
8. Attend **at least one Zoom meeting (Tuesday's 6:30pm or Thursday's 10:30 am)**
9. Attend **Art Zoom class (Friday at 11 am)**
10. Join SEESAW and play some fun games.

Check Homeroom **daily.** I will be posting messages and videos for your child to view.

Keep sending those pictures.

Thank you for all you do!!

Semana 35 Asignaturas de la semana 18 al 22 de mayo

1. Complete el paquete de -ip/-in (vea video en homeroom como completar esto)
2. Complete 7 hojas del paquete de mayo (vea video en homeroom para las hojas.)
3. Complete el problema de matemática (video en homeroom) **(mande foto como lo resolvió)**
4. Usa tu cuaderno azul para hacer un dibujo de algo que te gusta comer. Escribe una oración. (Video en homeroom) **(mándame foto)**
5. Cuenta todos los marcadores y lapices que tienes. Dibuja la colección en el pisaron blanco y escribe el número. (Video en homeroom) **(Mandame foto.)**
6. Entren a Raz kids (45 minutos por semana)
7. Entren a Happy Numbers (45 minutos por semana)
8. Asistan a por lo menos **una junta de Zoom (martes 6:30pm o jueves 10:30am)**
9. Asistan a **clase de arte por Zoom. (viernes 11 am)**
10. Contense a SEESAW para divertirse.

Revisen la aplicación Homeroom **diario.** Estaré subiendo mensajes y videos para que su hijo los vea.
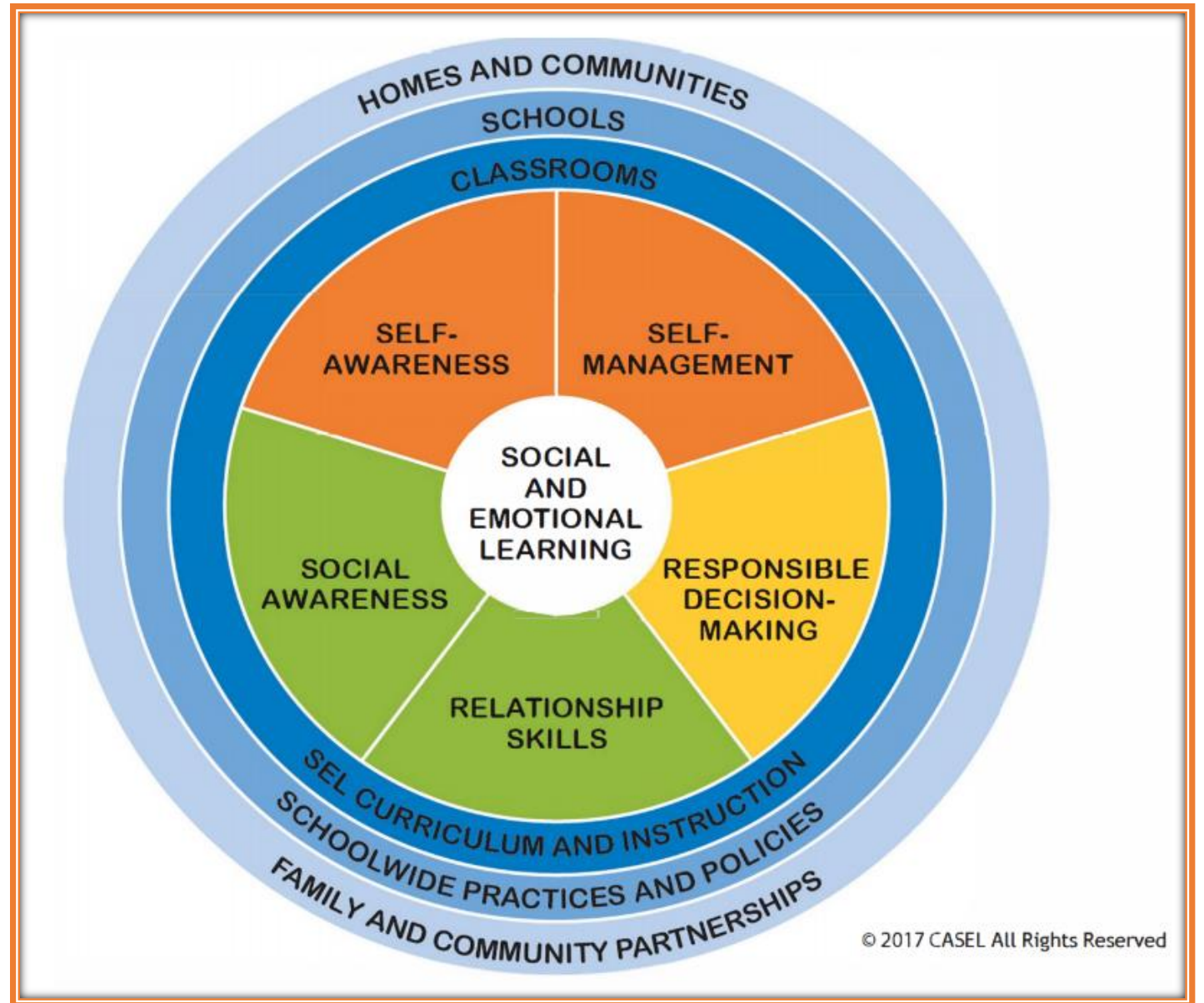
Sigan mandando fotos.

Gracias por todo su apoyo!!!

Social and Emotional Learning

Social and Emotional Development:
Relationships, Self-awareness, Self-management

Bridging the shift from classroom to distance learning

Classroom Connections

Family Partnerships

Thematic Study

Reread Favorite Books

Supplies from School

Puppets

Loyola Marymount University
Center for Equity for
English Learners

Social and Emotional Development

- Creating new points of connection
  - showing me in my home during lesson videos
  - shared photos and videos in Google Classroom
  - Sharing art and math and science projects in live meetings
  - Looking and listening for cultural experience, learning behaviors, self-confidence

Loyola Marymount University
Center for Equity for English Learners

Social and Emotional Development

- Relating positivity along with understanding
  - daily questions prompting reflection and response
  - live meetings to maintain positive relationships with others
  - Keeping parents and students engaged

Messages
SEL Support

I knew the only way to attempt to be successful with distance learning was to have parental support.

Who would the child be with during the day?

When was the student going to complete the work?

How were parents going to be able to help their child?

We are in this together

Intentaremos nuevas cosas, y sí no funcionan no las usaremos.

Let me know if I am overwhelming you or if you need space.

Lo único normal que les queda de su escuela son sus amigos y sus maestras.

Without your support I can NOT continue to teach your child.

Aprendiendo en distancia es nuevo para todos incluyendo para mi.

They are still my students until the end of the school year and I still have a responsibility to teach them.

Loyola Marymount University
Center for Equity for English Learners

Social-Emotional Needs

Self awareness in the New Space of Distance Learning

- Growth Mindset – parents and students

- Flexible and responsive to family needs

- Building self confidence of both parents and students
  - Sent messages – text/video
  - Listened to understand needs

- Working from assets of parents and students

Loyola Marymount University
Center for Equity for English Learners

Relationship Skills

- Build new trust

- Communication with each other

- Teamwork

- Sharing Time
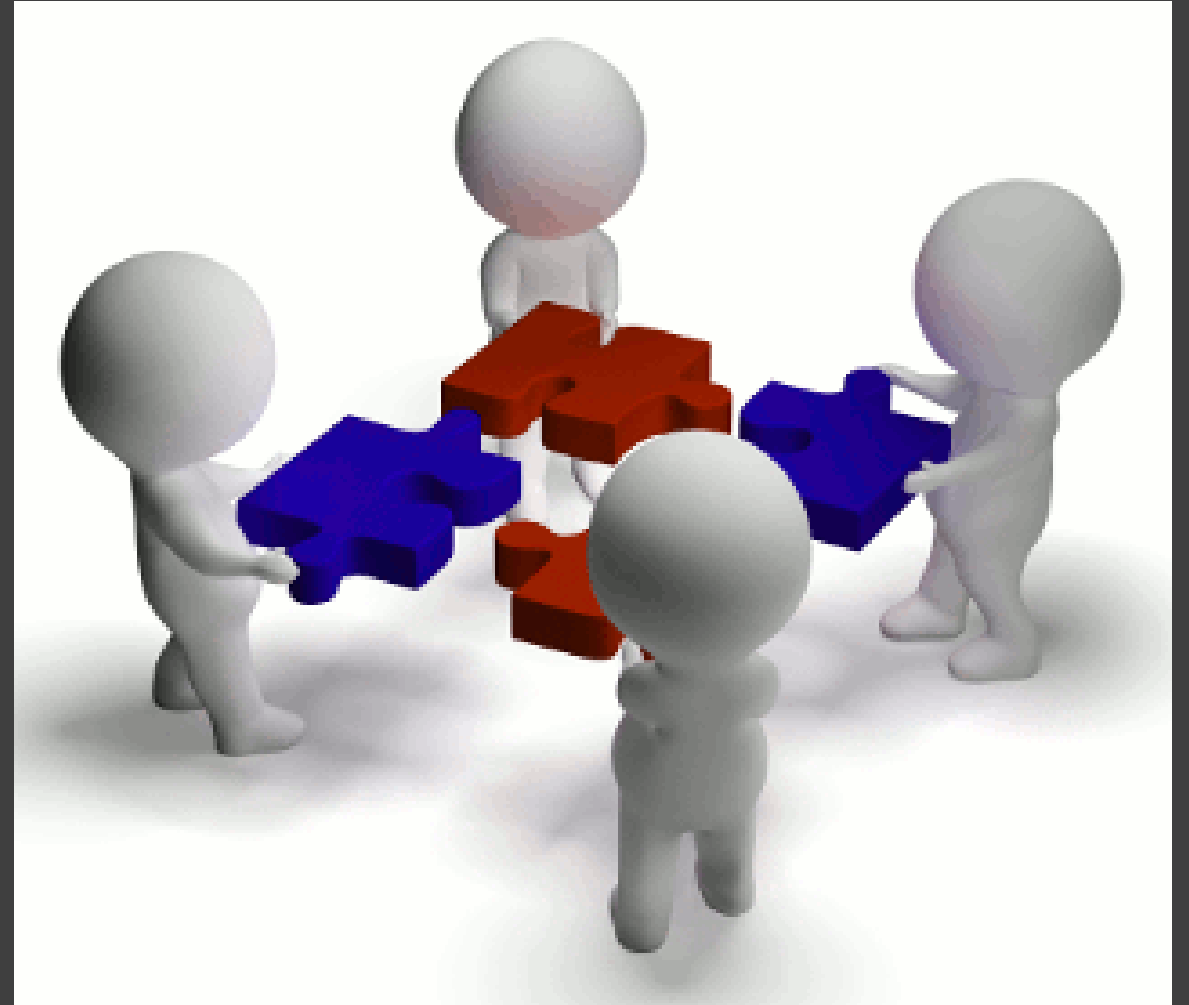
Participant Reflection

- What are three key strategies for supporting social and emotional needs through leveraging family partnerships?

- What other strategies have <u>you</u> implemented in distance learning?

Loyola Marymount University
Center for Equity for
English Learners

Oral Language Development and Integrated ELD

Loyola Marymount University
Center for Equity for English Learners

Funds of Knowledge

Resources, assets, values, and experiences of home

Members of the household

Language

Supports schema building

Read Alouds

Interactive

Stop and model thinking

Ponder interesting questions

Highlight features of text

Rich in content

General and specific vocabulary

Ideas worth discussing
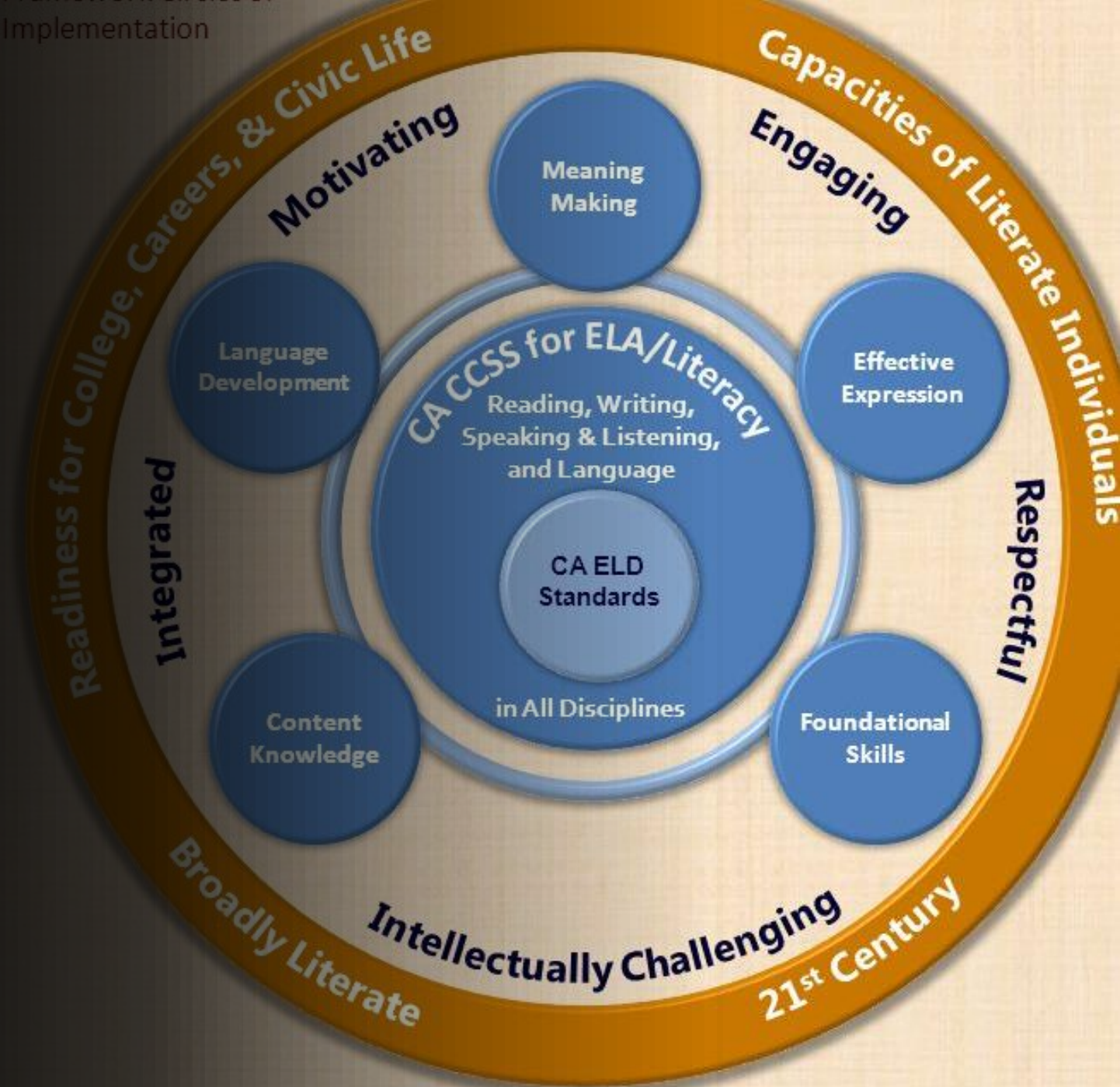
Positive socio-emotional climate

Loyola Marymount University
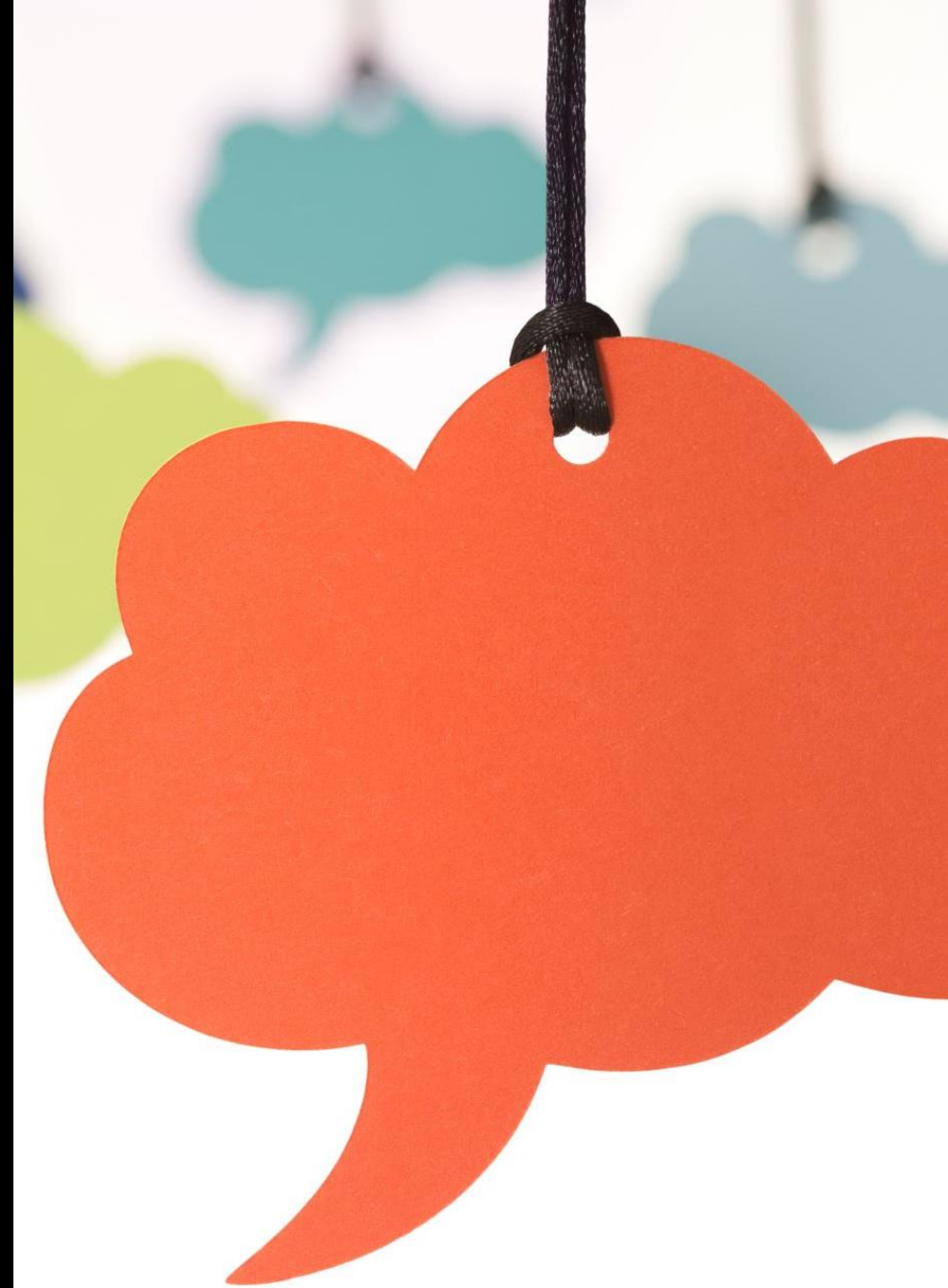Center for Equity for
English Learners

Tina Renauro

Support higher level questions with prompts

- Open-ended questions
- Think time
- Ask for details
- Build onto what is spoken
- Converse back and forth
- Expect and use complete sentences

Loyola Marymount University
Center for Equity for English Learners

Question Prompts for Parent Use

Explore	Design	Create	Imagine
Find a seed. How does it feel? How does it look? What else do you notice? Can you find many different seeds?	Build a path for a toy to travel. Use legos or boxes or cards or anything that can be lined up on two sides to make a path. /have your toy travel along the path. Can you make the path go in different directions?	Hold a coloring session outside. Use paper and crayons or markers to make some pictures. What will you color? What things are outside that you can see and draw? How many colors can you use?.	Think about a song you can sing with your puppet. Will you and your puppet sing together or take turns? Will you sing loudly or softly? Play with your puppet.
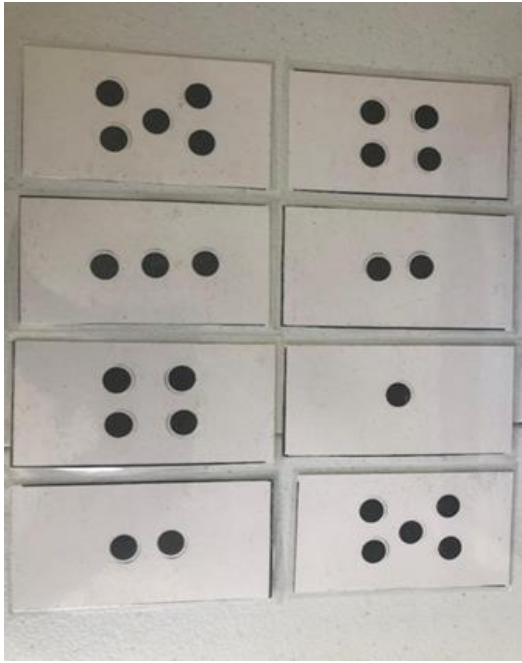
Integrated ELD
Cognitively Guided Instruction

Subitizing

Number Sense
Understand quantities
High levels of addition

Counting Collections

One to one correspondence
Multiple forms of representation
Oral language development

Loyola Marymount University
Center for Equity for English Learners

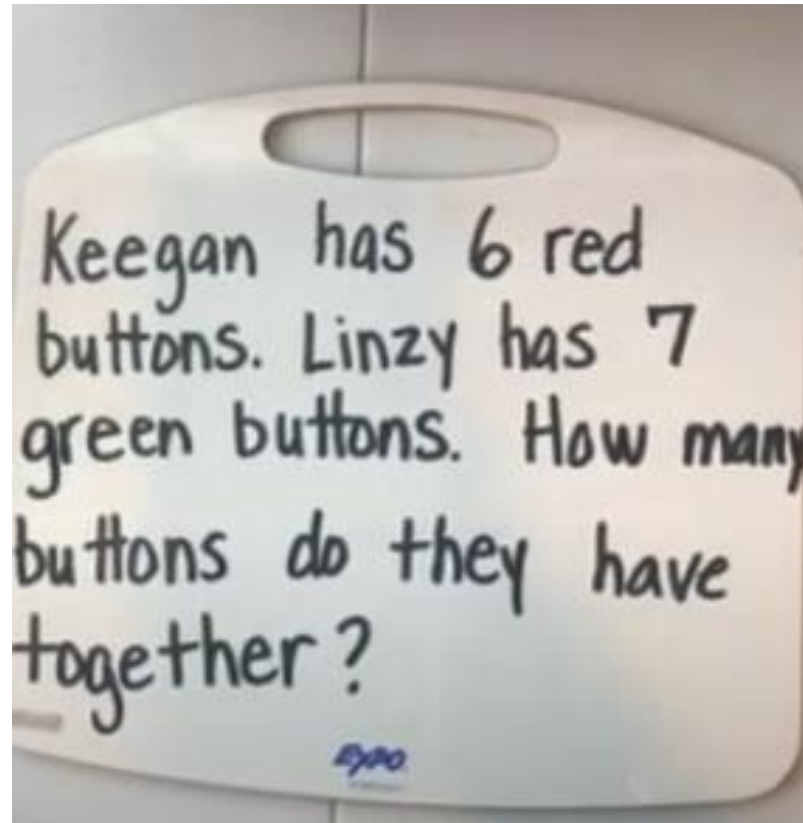# What Do You Notice?/Problem Solving
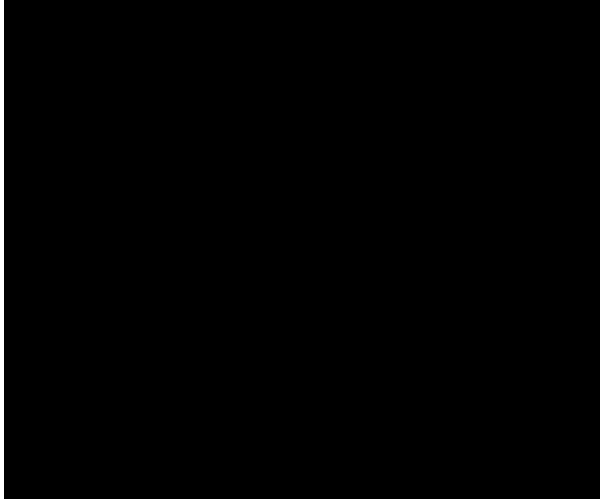
Oral Language Development

Builds critical thinking skills

Solution through pictures

Practice mathematical strategies

Cognitively Guided Instruction
Problem Solving – Think Aloud

Problem Solving Video
L. Salazar

Keegan has 6 red buttons. Linzy has 7 green buttons. How many buttons do they have together?

Loyola Marymount University
Center for Equity for English Learners

Steps of Think Aloud

1. Read the problem.

2. What do we know?

3. What is the question?

4. What strategy will I use?

5. Organize my thinking so others can understand it.

6. Answer the question.

Participant Reflection

- How can oral language development be bolstered in your distance learning design?

- What strategies are used to support Integrated ELD?

Loyola Marymount University
Center for Equity for English Learners

Thank you!

Contact information:

ceel@lmu.edu

info@earlyedgecalifornia.org

Visit the LMU, Center for Equity for English Learner's Website for more resources:

English Learner Supports during COVID-19
https://soe.lmu.edu/centers/ceel/englishlearnersupportsduringcovid-19/

Transitional Kindergarten/Early Childhood Education Certificate
https://soe.lmu.edu/centers/ceel/professionallearning/certificate/transitionalkindergartenteachingcertificate/

Dialogic Reading for Teachers of Dual Language Learners Online Modules
https://soe.lmu.edu/centers/ceel/resources/earlychildhoodenglishlearnersresources/

EARLY EDGE CALIFORNIA

Loyola Marymount University
Center for Equity for English Learners