Responding to Education for Multilingual and Culturally Diverse Learners After COVID-19 & Beyond: The Opportunity for Integrated Instruction With Targeted Support

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Defining Integrated Instruction During Distance (Virtual) Learning and Beyond

The term ***integrated instruction*** refers to core academic courses that occur during the school day, in all content areas, inclusive of Multilingual learners (MLLs) and English language learners (ELLs) practicing alongside their proficient English speaking peers. During both in-person instruction and with extended distance learning, all educators use grade-level educational standards[1] to plan for, deliver, support, and monitor progress toward language proficiency. Integrated instruction emphasizes content literacy, social interaction, and language development which is enhanced, and often facilitated, by core teachers who are dually certified- or- with a certified English language teacher working in tandem with core teachers. Regardless of local certification requirements, integrated instruction for MLLs/ELLs is a shared responsibility. All students benefit from the development of full social and academic proficiency in English. All educators collaborate to support and ensure high-quality content instruction that simultaneously develops the language needed to engage in rigorous, grade-level tasks. Integrated instruction engages all learners in developing disciplinary language and analytical practices[2] that strengthen their independence to use language effectively and demonstrate knowledge of content[3]. Prioritizing integrated instruction requires key shifts in delivery structures, educator mindset, and professional learning and support; including a systematic review of all existing segregated courses[4].

***Targeted instruction*, or designated instruction,** refers to structured time that amplifies English language development and literacy that builds learners' ability to use written and spoken English[5]. This planned instruction directly supports integrated instruction by emphasizing the language needed for MLLs/ELLs to

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[1] Educational standards are the learning goals for what students should know and be able to do at each grade level. Education standards, like Common Core, are
   not a curriculum. Local communities and educators choose their own curriculum, which is a detailed plan for day to day teaching.http://www.corestandards.org

[2] English Language Learners and the New Standards: Developing Language, Content Knowledge, and Analytical Practices in the Classroom.https://www.wested.org/resources/english-language-learners-and-the-new-standards/

[3] National Academies of Sciences, Engineering, and Medicine. (2017). Promoting the Educational Success of Children and Youth Learning English: Promising Futures.

[4] Heineke, Amy. (2016). Restrictive Language Policy in Practice: English Learners in Arizona.

[5] Yopp, H. K., Spycher, P., & Brynelson, N. (2016). California's vision of ELA/ELD instruction. The California Reader, 49(3), 8-20. (Reprinted with permission from the   California Reading Association.)

participate fully and independently in all academic settings[6]. Targeted instruction should not be viewed as separate and isolated from integrated instruction. It is structured time to practice and develop grade-level academic discourse transferable into all settings[7]. The content of targeted instruction must be in direct support of the integrated instruction, grade-level appropriate, relevant, and rigorous since it is not possible to develop advanced levels of English by using texts and tasks that are devoid of the language of academic content topics.[8]

Defining Distance Learning Delivery Types to Support Integrated Instruction with Targeted Support

Two evidence-based approaches that support high-quality distance learning for MLLs/ELLs can be roughly divided into two delivery types[9] **synchronous** and **asynchronous** (Figure 1). **Synchronous** delivery means that the teacher(s) and the student(s) interact with each other in *real-time* via video conferencing (or less complex technologies, such as conferencing phone calls). A key benefit for MLLs/ELLs in a synchronous delivery session is <u>modeling</u>. Explicit and interactive modeling (<u>read aloud</u>, <u>think-aloud</u>, <u>modeling steps</u>, working through problems, etc.) clarifies success criteria and creates an invaluable feedback loop and formative assessment

Figure 1. Features of Synchronous and Asynchronous Learning

	Synchronous (simultaneous)	Asynchronous (apart)	Purpose (examples)
Video	Real-time video conferencing with instant, interactive multi-user function (i.e., whole group, small group, individual)	Non-interactive, recorded video sessions	Interactive modeling, use of visuals (screen share), collaborate, establish clear success criteria, and "how to" (i.e., can be replayed/revisited)
Audio	Real-time audio/phone conferencing with instant, interactive, multi-user function (i.e., whole group, small group, individual)	Non-interactive, recorded audio files, Podcasts, Apps	Modeling steps verbally, establish clear success criteria, FAQ, and "how to" (i.e., can be replayed/revisited)
Data	Real-time, text-based instant, interactive messaging and multi-user chat function (i.e., whole group, small group, individual)	Non-interactive, Apps, e-mail, text messages, Recorded video/audio	Modeling steps visually, establish clear success criteria, FAQ, and "how to" (i.e., can be revisited)

loop. Additionally, synchronous time can be used to practice academic discourse through student-led and teacher guided structured conversations such as fishbowl activity and Socratic seminar.

Asynchronous delivery does not take place simultaneously. Teacher(s) may deliver the instruction via (short) recorded video, audio, or email, while students respond at a later time (independently). Asynchronous learning can be described as more learner-centered, enabling learners to complete tasks at their independent level without the constraints of having to be in a certain place at a certain time and at

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[6] https://ell.stanford.edu/sites/default/files/Schools%20to%20Learn%20From%20.pdf

[7] *Promoting the Educational Success of Children and Youth Learning English. National Academies of Sciences, Engineering, and Medicine. 2017.*

[8] English Language Learners and the New Standards: Developing Language, Content Knowledge, and Analytical Practices in the Classroom.https://www.wested.org/resources/english-language-learners-and-the-new-standards/

[9] How to Find Great Learning Resources for Your Students During School Closures | Common Sense Education, 2020

their own pace. A key benefit for MLLs/ELLs in asynchronous learning allows learners to demonstrate what they've learned and continue practice in L1.

Synchronous and Asynchronous Learning: A Balanced Approach for Integrated Instruction with Targeted Support

During these unprecedented shifts in instructional delivery, essential components remain, there must be clear intentions for high-quality interactive instruction and flexibility for delivery. Schools and classrooms that experienced effective transition to distance learning had several factors in place prior to the COVID-19 school closures, a high-quality curriculum with an approved Moderated Discussion Board (MDB) and Graded Discussion Board (GDB), a collaborative team of teachers (PLCs), and ongoing family communication[10]. Most educational systems have variations of these components, it is time to put them all together.

Students naturally learn from one another while solving problems and working collaboratively in a traditional classroom. However, all educators need to be prepared for shifting delivery scenarios. One powerful way to prepare for any learning scenario is to take a balanced approach to synchronous and asynchronous learning time. Students are validated and encouraged by structured and cohesive face-to-face time with peers and teachers in synchronous learning. Coupled with supported asynchronous learning, ongoing formative assessment, family communication, and teacher collaboration, leads to measurable outcomes and increases positive experiences for this combined approach[11].

A balanced delivery approach is essential for MLLs/ELLs to simultaneously learn content and language and to practice alongside English proficient peers. Asynchronous language learning emphasizes independent practice and use of L1 and the social interaction of synchronous environments provides practice, feedback, and engagement with speaking and listening to peers. Since these methods are not mutually exclusive, a balanced approach is crucial. Additionally, if the goal is to accelerate learning, including opportunities for structured academic discourse within an integrated model with targeted support (i.e., student-led discussions, responses to relevant prompts, and engaging discussion) is vital [12].

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[10] The COVID-19 pandemic has changed education forever. This is how. (2020). Retrieved 1 June 2020, from https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/
[11] "Blended Learning Is Proving More Effective Than Traditional Education." ELearningInside News, 6 July 2018, news.elearninginside.com/blended-learning-is-proving-more-effective-than-traditional-education
[12]Papadima-Sophocleous, Salomi & Loizides, Fernando. (2016). Exploring the benefits and disadvantages of introducing synchronous to asynchronous online

To this end, deep consideration toward learners' affective filters, academic independence and agency, accessibility factors, and scaffolding support -are all essential in establishing a coherent delivery model as a foundation for integrated instruction in distance learning (Figure 2).

Figure 2

Defining and Applying A Blend of A/Synchronous Sessions to Distance Learning for MLLs					
Synchronous Learning			**Asynchronous Learning**		
Factors Equitable access for students Affective filters are high Necessitates educator collaboration/ logistics management			**Factors** Equitable access for students Frustration levels can be high Necessitates quality review of resources		
Input	**Emphasis**	**Activities**	**Input**	**Emphasis**	**Activities**
Teacher-led- or-student-led (fishbowl activity, Socratic seminar, debate) Direct whole-group (or small-group) instruction	Scaffolded academic discourse to drive student conversation and discussion Use of L1/L2 Formative assessment and feedback Students come prepared for sessions with questions and discussion topics Presentation of ideas, learning, and essential questions	In real time and time bound Direct collaboration Relies on a conversational framework that promotes equity of voice Respond to feedback and self-monitor progress Clear instructional sequence	Pre-recorded teacher-led presentations (video/audio) Virtual activities through approved sites and apps Virtual text(s) and recommended readings (L1 or L2) Messaging interaction	Disciplinary language practice for supporting verbal processing in asynchronous formats Reliable and adaptive assessments (diagnostic, formative, and summative) Moderated Discussion Board (MDB) and Graded Discussion Board (GDB)	Not time bound Indirect collaboration (can be in real time with fellow students) Student recordings or activities Use of L1/L2 Clear linguistic success criteria Respond to feedback and self-monitor progress Clear instructional sequence
Benefits Structured, monitored practice, and (oral/written) feedback for speaking and listening activities (saves time and can be recorded for future use) Simultaneous in-person interaction with a social-cognitive presence and community building			**Benefits** Structured, monitored practice, and (written) feedback for reading and writing activities (recorded for future use) Provides a visual layout of instructional learning sequence Feedback is often immediate (machine driven) and visible to the learner for self-monitoring and collaboration		

Adapted from "Synchronous and Asynchronous E-Language Learning" Perveen (2016)

Applying a Balance of A/synchronous Sessions to Distance Learning for MLLs

Now, more than ever, MLLs/ELLs must have equitable access to grade-level, rigorous, relevant, and effective integrated instruction with targeted language support. Effective instruction refers to balancing and strengthening the relationship between learning processes (i.e., collaboration, interaction, practice, and responsibility) with clear learning objectives and outcomes (i.e., problem solving, critical thinking, and higher order thinking skills) (Watkins, Carnell, Lodge & Whalley, 2006). Therefore, the design and implementation of any distance learning model should provide maximum support for students to achieve objectives and outcomes while avoiding frustration (McCloskey, Thrush, Wilson-Patton & Kleskova, 2013).

Effective integrated instruction can be achieved virtually through a balance of synchronous and asynchronous sessions that focus on collaboration, support, and communication. To achieve this, instruction must be well planned, with a high-quality instructional sequence and responsive, relevant, and engaging texts and tasks. In addition to clear learning outcomes, instruction must encourage the social construction of language through scaffolded interaction[13] with a shift of focus from teacher centered pedagogy to learner autonomy (Lawrence, 2017).

Adapted for distance learning, this sample instructional model (Figure 3) emphasizes integrated instruction with *targeted* support that builds on grade-level, whole group instruction and leverages small group support. This model incorporates evidence-based approaches for distance learning for MLLs[14] principles of co-teaching[15], and formative assessment[16]. This model aims to clarify, maximize, and leverage MLL/ELL distance learning and engagement.

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[13] Santos, M., Darling-Hammond, L., & Cheuk, T. (2012). Teacher development to support English Language Learners in the context of Common Core State Standards. Stanford University, Understanding Language. Retrieved from ell.stanford.edu/papers.

[14] https://tntp.org/assets/documents/ELL_and_ELD_At-Home_Learning_Support-TNTP.pdf

[15] http://coteachingforells.weebly.com/

[16] https://www.aft.org/ae/fall2018/walqui_heritage

Sample Model: Integrated Distance Learning for Multilingual and Culturally Diverse Learners with Targeted Support

The sample model does not advocate for isolated targeted instruction that is separate from integrated instruction. Rather, the model emphasizes effective integrated instruction, achieved virtually through a balance of synchronous and asynchronous sessions that focus on collaboration, support, and communication. To achieve this, instruction must be well planned, with a high-quality instructional sequence and responsive, relevant, and engaging texts and tasks. In addition to clear learning outcomes, instruction must encourage the social interaction and construction of ideas and understanding through purposeful use of language.

Figure 3. Sample Model Overview: Integrated Distance Learning with Targeted Support for MLLs
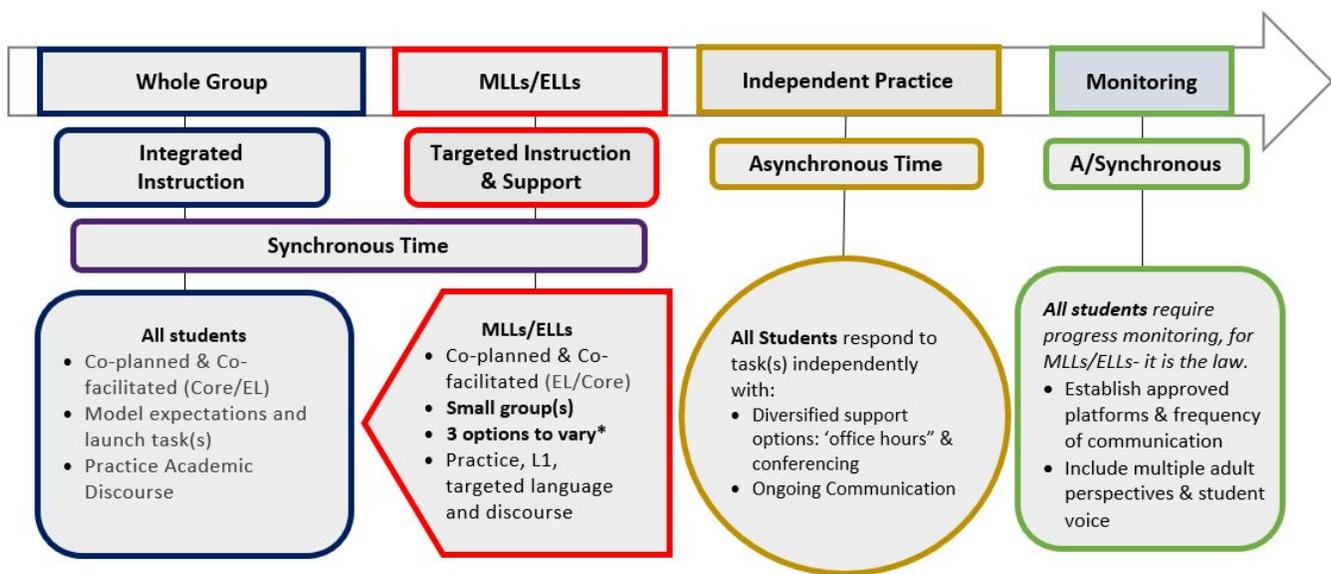
Whole Group (Synchronous)

Co-planned, co-facilitated, scheduled, and designed for **all students**, these sessions are:
- Shared learning space for modeling clear success criteria, community, and common messaging
- Collaborative and maintain strategic grouping for disciplinary language practice
- Opportunities for student-led academic discourse, sustaining equity of voice, and conversation structures
- Opportunities to include guest speakers, engaging and instructional level content, and launching task(s)

Targeted Instruction & Support

*3 options (to vary) for targeted support (before, during, or after) whole group integrated instruction to prepare for MLL/ELL independent practice:
- · (1) Direct planned language support prior to the whole group session including building background knowledge of texts and tasks, use of L1 to help make meaning, communicate ideas, and use of multilingual supports/scaffolds (i.e., anchor charts, realia, disciplinary language frames)
- · (2) Small group within whole group session (i.e., structured disciplinary language supports, heterogenous breakout groups)
- · (3) Small strategic groups meet directly after whole group instruction to clarify and model expectations for task/s

Independent Practice

All students respond to task(s) independently. Options (to vary) support:
- · Schedule established "office hours" where students and families can access additional support (i.e., executive functioning, social-emotional support, academic support)
- · Guided practice, conferencing, prioritization, and navigation of instructional sequence Informal social connection (as needed)

Monitoring

All students require progress monitoring, for MLLs/ELLs- it is the law. To meet various compliance policies meaningfully, multiple data checks are essential- Monitoring includes:
- Common and compliant monitoring processes with established frequency, criteria, and communication schedule
- Establish approved platforms for a central Moderated Discussion Board (MDB) and a Graded Discussion Board (GDB) (transparent and accessible for students and families)
- Include all perspectives, student voice, family/caregiver, teacher team, support staff, and education leaders.

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