SupportEd

Reflection Tool: ELs Returning to School in 2020

Criterion	Our Plans
Socio-Emotional Support	
How will we determine and address ELs' **social-emotional needs**?	
How will we establish **consistent instructional routines** for ELs during virtual, face-to-face, or hybrid instructional models?	
How will we implement **culturally responsive** and **antiracist instruction**?	
Formative Assessment	
How will we assess **ELs' preparedness** to begin instruction in new content?	
How will we use formative assessment data to **differentiate instruction** of language and content for ELs?	
How will we use **assessment data** to place students in an appropriate level of ELP?	
Scaffolding Instruction	
How will we provide **instructional scaffolds** (e.g., modeling, repetition of language, clear directions)?	

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Scaffolding Instruction	
How will we provide **materials** that are scaffolded for ELs (e.g., graphic organizers, sentence stems, home language support)?	
How will we intentionally **group ELs** to support their **engagement in activities** (e.g., virtual pair work, home language groups)?	
Collaborating and/or Co-Teaching	
How will we **leverage our expertise** to collaborate with our colleagues this fall to support ELs?	
What tools can we use for **co-planning** the instruction and assessment of ELs?	
What will **co-teaching** look like this fall to ensure ELs access content and learn language?	
Families and Advocacy	
How can we determine **what multilingual families need** this fall (e.g., access to technology, access to school meals, social-emotional support)?	
How can we schedule ELs to provide them the **specific supports** they need (e.g., face-to-face classes, virtual synchronous meetings)?	
How can we advocate for **necessary supports** for ELs (access to technology, translated materials, access to healthcare, etc.)?	