

5 Things *Districts* Can do to Support Instruction for English Learners During COVID-19



Ensure **two-way systems are in place for parents and educators** to regularly communicate about assignments, curriculum, or other critical updates, and to ensure their learning needs are being met. Translation technology and/or interpretation services should be in place. See guidance from the [USDOE English Learner Toolkit](#).



Provide access to quality multilingual learning **resources so that parents can supplement learning** at home. These can be online or electronic, print, or video formats. (See [NABE](#)- and [TESOL](#)-recommended resources). The home language is a powerful asset for learning valuable content. Consider the accessibility needs of learning platforms and resources for EL parents and students (language, hardware, internet access, cost, etc).



Guide and monitor implementation of remote learning to **ensure equitable access for ELs** for coherent instruction and learning. Collect information on common barriers to accessing curriculum for students and move quickly to respond to needs. Provide oral and written step-by-step instructions in the home language for any technology platforms. (See this [guidance](#) for designing online lessons)



Collaborate with the vendors of your current instructional materials to **ensure continuity and coherence of grade-level learning** for ELs and create a plan that provides specific recommended adaptations to current curricular tools for remote-learning modalities, or prepare to use other instructional materials more appropriate for these modalities.



Provide innovative educator support solutions and **job-embedded professional learning** programming that promote coherent use of instructional materials and are inclusive of EL learning needs. In the short term, these may be email, conference calls, or other communications to prepare for the immediate transition to remote learning, with district EL staff given a voice to ensure equity.