
Strategies for a Hybrid Approach to Teaching English Learners

Webinar Tips



Close all programs & browsers to maximize bandwidth



Use the Chat to say “hello” and share ideas with other participants



Use the Questions feature for technical assistance (and to ask the presenter a question)



The **recording, slides, and resources**, will be sent by email

Introduction



Brenda Rosas
Educational Consultant

- B.A. in Chinese, M.A. in English (TESOL)
- 15 years in Secondary EL multi-level classrooms
- EL Curriculum and Assessment Development
- Began Using a Blended Learning Approach in 2009

Agenda

- Philosophy
- Digital Materials
- A Hybrid Approach
- Q & A

Philosophy

Hybrid Learning vs. Blended Learning



Philosophy

Hybrid Learning vs. Blended Learning

Synchronous and Asynchronous



Live Instruction



Independent Study

Philosophy

Hybrid Learning vs. Blended Learning

Synchronous and Asynchronous

Direct Instruction and Independent Practice



PrAcTICE
PRACTICE
practice

Philosophy

Hybrid Learning vs. Blended Learning

Synchronous and Asynchronous

Direct Instruction and Independent Practice

Discussion/ Discussion Boards



Philosophy

Hybrid Learning vs. Blended Learning

Synchronous and Asynchronous

Direct Instruction and Independent Practice

Discussion

Use of Images/Videos



Philosophy

Hybrid Learning vs. Blended Learning

Synchronous and Asynchronous

Direct Instruction and Independent Practice

Discussion

Use of Images

Interacting with slides, docs, pdfs, etc.

Philosophy

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Discussion

Use of Images

Interacting with slides, docs, pdfs, etc.

Academic Skills: Reading, writing, listening, speaking

Digital Content + Lesson Plans

[Champion of IDEAS](#)

Review: Digital Content + Lesson Plans

- Hybrid Learning vs. Blended Learning
- Synchronous and Asynchronous
- Direct Instruction and Independent Practice
- Discussion
- Use of Images
- Interacting with slides, docs, pdfs, etc.
- Academic Skills: Reading, writing, listening, speaking

Champion of IDEAS (6-12)

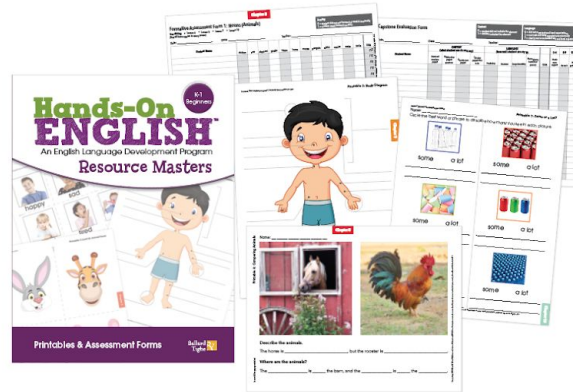


Students

monitor learning. practice online. interact with content.

- Self-checks to monitor learning
- Interactive content and practice
- Annotated tools to support reading comprehension
- Scaffolds to support learning

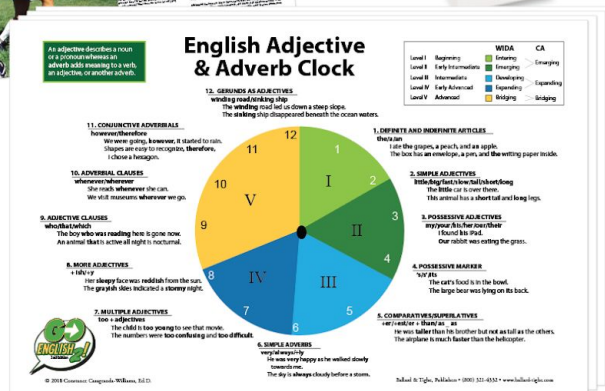
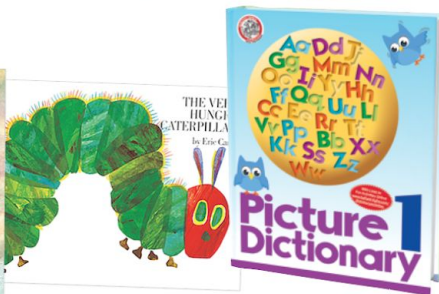
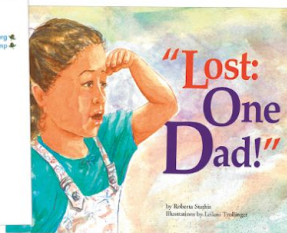
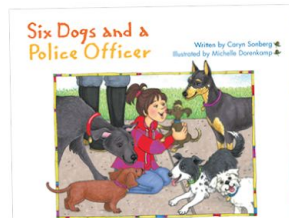
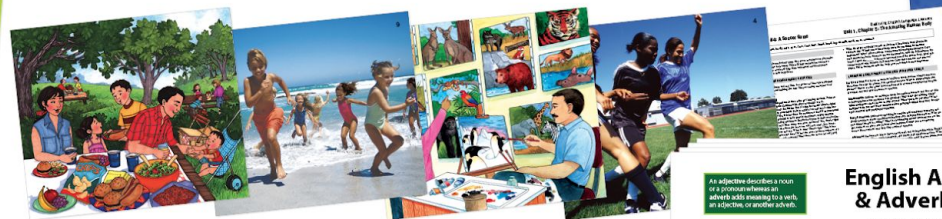
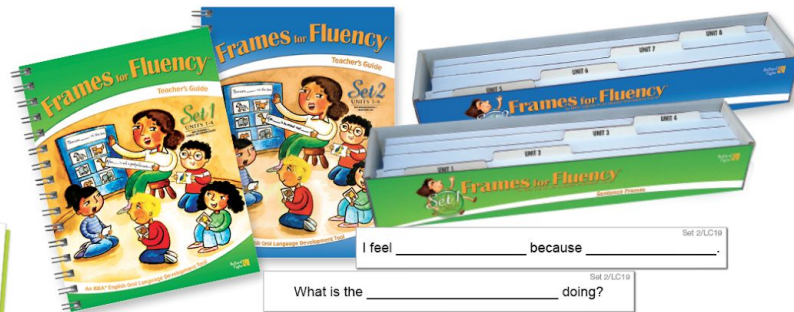
Hands-On English (K-1)



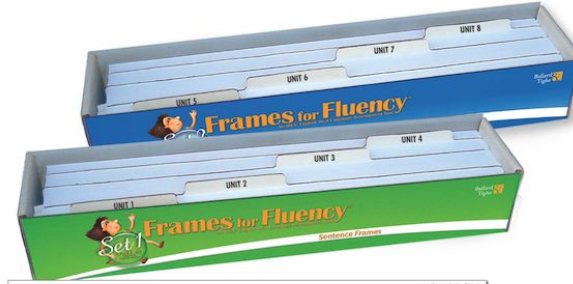
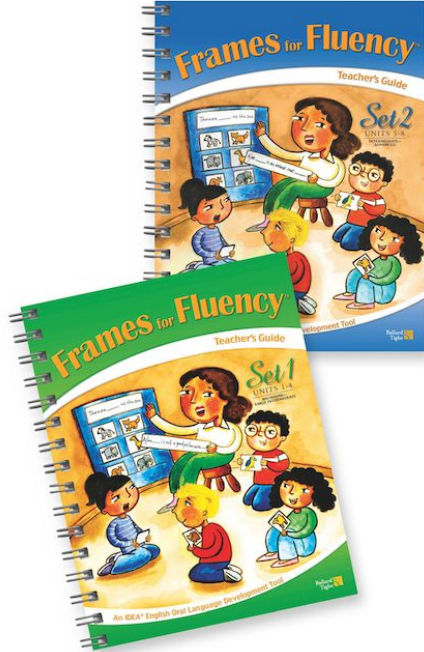
EnglishMats (K-5)



The screenshot shows the Pearson Education website. The top navigation bar includes links for 'HOME', 'ABOUT US', 'CONTACT', 'SUPPORT', 'BLOG', 'FAQ', and 'CAREERS'. The main content area features the Pearson logo and the text 'We're here to help you succeed'. Below this, there's a section for 'General of IDEAS' with a book cover and a sample worksheet. The book cover is titled 'General of IDEAS' and features an illustration of children playing. The worksheet is titled 'General of IDEAS' and includes a section for 'What's New?' with a list of items and a section for 'What's Old?' with a list of items.



Frames for Fluency (K-12)



I feel _____ because _____.

What is the _____ doing?



(pocket chart & stand not included) 18

English & Spanish Language Proficiency Tests

Pre-K to 12 English and Spanish Proficiency Tests

Ideal for:

- Pre-K & Headstart programs
- Dual language programs
- Identification, placement & program decisions
- Annual & progress monitoring
- Redesignation

Diagnostic Profile of a Student's Test Performance

	Insufficient items administered to provide diagnostic information	Relative Weakness		
		None	Mild	Severe
Diagnostic Dimension*		Vocabulary		
			Grammar	
		Comprehension		
			Language Functions (including academic language)	
			Listening	
		Speaking		
		BICS (social language)		

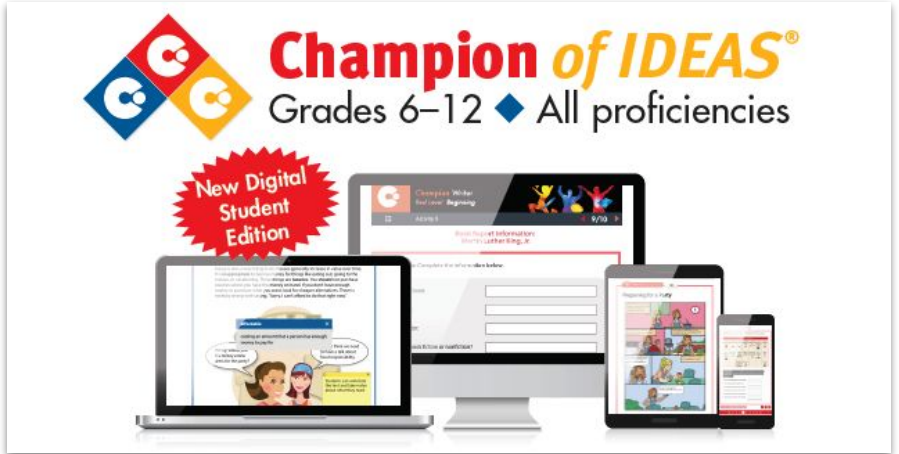
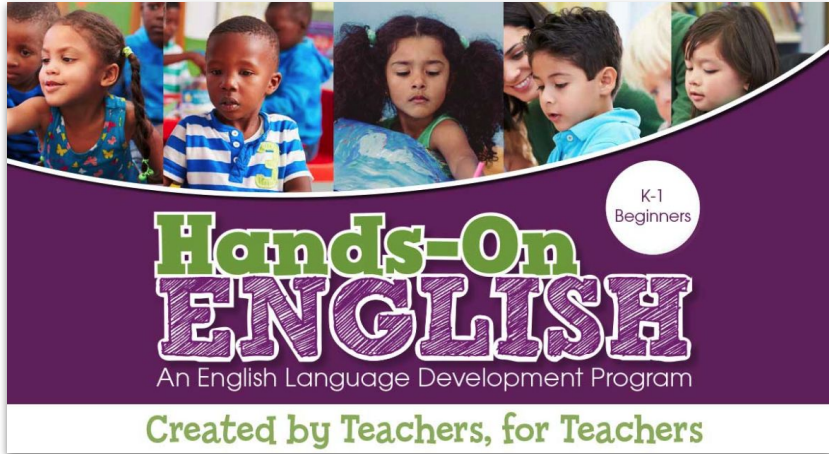
IPT Oral English Diagnostic Report:

- Provides a language skills profile.
- Evaluates student's strengths and weaknesses in relation to the overall proficiency level.
- For example, this profile indicates that the student has good control of vocabulary, comprehension, speaking, and basic interpersonal communication skills (BICS) or social language, for which he/she is on the way to reaching the next proficiency level. However, his/her control of grammar, language functions, and listening shows some weaknesses.

Consultation



15-Day Free Trial or Book a Demo



Contact Brenda Rosas: brozas@ballard-tighe.com

Q&A

Is there anything that is cross curricular? I teach Bilingual 6th grade Math

Please give examples of how to use augmentative and alternative communication (AAC) devices virtually with students with learning challenges (e.g., non verbal emergent bilinguals).

Please discuss using higher order thinking questions for both typically developing emergent bilinguals as well as students with significant cognitive impairments?

Can these lessons be modified for pre emergent emergent and basic students?

Can you please talk about how you guys are approaching the push-in model and the differentiation in secondary?

Q&A

What would you use to create audio for an assessment?

Please provide your recommendations for working remotely using this product for nonverbal emergent bilingual students.

How do you interact with many students live? Making sure everyone has a chance to participate.

When you annotate or take notes, how do the students get this?

If we have Carousel, do we also have access to the reading books online?

How can I access my online Carousel materials? I've only used the books and in-person materials.

Q&A

Is this used more for students that are at an intermediate or basic language level?

Love those language ladder activities. Is there a link for free access?