Partnering with Parents of English Learners (ELs) and ELs with Disabilities during the COVID-19 Pandemic

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AGENDA

• Introductions (2 min) [Charity]
• Case Example (case with difficulties & Qs) [2 mins] [Charity]
• Children (5 min)
  • Who are English learners and English learners with disabilities? [Y.C]
• Parents (10 min)
  • Who are parents of English learners and English learners with disabilities? [Charity]
• Teachers (20)
  • Partnering with Parents of ELs and ELs with disabilities -- Why and How [Charity: parent tool kit (10 min) & Chris: NCEO brief & videos, and TIES reports (15 min)]
• Case solving (open discussion or present out solutions) [5 mins] [Charity]
  • Challenges Teachers Are Facing
  • Creative Ways to Build Successful Communication with Parents (during Pandemic)
• Q&A (5 minutes) [Chris]
Introduction

1. Set up of this presentation
2. Content covered
Mila

Grade: 5

School: Unity Elementary School

Home Language: Spanish

Duration in the U.S.: 8 months

Lives with: Mother, father, grandmother.

Parents or guardians are English learners.

They are learning to use computer

Parents have unstable jobs

Discussion Activity / Case Example

find a new kid sam as slide 20
Case Challenges

- Parents both work two jobs as essential worker during COVID-19
- Technology is new to them
- Do not read or write in English but Speak Spanish fluently
- Communicate with teachers through an interpreter
- Child not turn in any work
- Teacher follows up with a home visit but the family has moved
- Parents jobs are unstable
Why creative ways in partnering?
Central Question

How can educators **partner with** parents or guardians of English learners and English learners with disabilities when making instructional and assessment decisions during COVID-19?
Part I. Students

Who are ELs including ELs with Disabilities?
<table>
<thead>
<tr>
<th>Native Language</th>
<th>2018–19</th>
<th>2019–20</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>728,602</td>
<td>729,422</td>
</tr>
<tr>
<td>Spanish</td>
<td>49,657</td>
<td>51,396</td>
</tr>
<tr>
<td>Somali</td>
<td>27,505</td>
<td>17,989</td>
</tr>
<tr>
<td>Hmong</td>
<td>20,409</td>
<td>20,362</td>
</tr>
<tr>
<td>Karen</td>
<td>4,240</td>
<td>4,418</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>4,024</td>
<td>3,923</td>
</tr>
<tr>
<td>Arabic</td>
<td>3,179</td>
<td>3,311</td>
</tr>
<tr>
<td>Chinese/Mandarin</td>
<td>2,526</td>
<td>Oromo, Afan Oromo, Oromiffa 2,581</td>
</tr>
<tr>
<td>Russian</td>
<td>2,494</td>
<td>2,493</td>
</tr>
<tr>
<td>Oromo, Afan Oromo, Oromiffa</td>
<td>2,472</td>
<td>Russian 1,939</td>
</tr>
</tbody>
</table>

Resource: MN department of Education
The number of identified English Learners have continued to rise at a faster rate than total enrollment.

Source: Minnesota Department of Education 2015-2019 all EL Enrollment

About 8.4% of the population
ELs with Disabilities

- DA #9
- https://tableau.ahc.umn.edu/t/ICI/views/ELswithDisabilitiesfinal/DataAnalytic9/Story1?iframeSize=dToWindow=true&:embed=y&:showAppBanner=false&:display_count=no&:showVizHome=no#1
Disability Category

Make choices in menus to change view.

Disability
- Autism

<table>
<thead>
<tr>
<th>Disability</th>
<th>Year</th>
<th>Percentage of ELs with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
<td>2013-14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2014-15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2015-16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2016-17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017-18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018-19</td>
<td></td>
</tr>
</tbody>
</table>
Summary

- Approximately 146,000 Minnesota students speak a language other than English at home, according to 2019-20 data from the Minnesota Department of Education (143,000+ in 2018-19).
- Families here communicate in nearly 300 different languages, from American Sign Language to Indigenous languages.
- Nearly 6% of Minnesota students speak Spanish at home.
- ELs with disabilities
  - About 2% increasing from 2013 to 2018 within SWD
  - The top 3 disability categories were SLD, Speech or language impairment, and Autism.
  - Certain disability category was increasing more than others.
Part II. Parents

Who are Parents of ELs including ELs with Disabilities?
Part III. Teachers

1. Partnering with Parents of ELs and ELs with disabilities -- Why and How
But . . . How?

• Building Successful Communication brief, from Parent-Educator Toolkit (Improving Instruction project)
• support routines and follow activity schedules day to day, from Parent Video series (NCEO & TIES Center)
• Getting “unstuck” and use 5C process, from Distance Learning series (TIES Center)
• Use formative assessment strategies, from brief (NCEO)
Successful Partnerships
Between the School, Principal, Families, and Communities

Precedingly, a key role providing successful partnerships in support of students is important. This involves effective communication between parents, teachers, and school administrators. Effective communication facilitates better understanding and respect for each other's perspectives. This can help in building a positive relationship and共同努力 in education.

Building Successful Communication Between Teacher and Parent or Guardian

Enabling open communication in the classroom will bring the opportunity for students to express their thoughts and concerns. This will help the teacher understand the student's perspective and make necessary adjustments to improve teaching and learning experiences.

What are the benefits of communication with our child's teacher?

1. It helps establish a relationship that is beneficial for both student and teacher.
2. It allows for easier understanding of the student's progress.
3. It enables the teacher to provide personalized feedback.

What should I expect from my child's teacher?

1. They should be approachable and provide support.
2. They should be able to answer your questions and provide feedback.
3. They should be able to provide resources and referrals as needed.

What if my child is having difficulty in school?

1. It's important to contact the teacher and discuss any concerns.
2. They should be able to provide strategies to help improve the student's performance.
3. They should be able to provide resources and support to help the student succeed.

Building Successful Communication Between Parent or Guardian and Teacher

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Language Interpreters

Understanding the role of an interpreter is important in ensuring that all students receive equal opportunities. An interpreter helps facilitate communication between parents and teachers, enabling better understanding and support for all students.

What is the role of interpreters?

1. They help in translating information from one language to another.
2. They provide support in understanding the teaching materials.
3. They help in promoting equal opportunities for all students.

What should I expect from my child's interpreter?

1. They should be able to provide accurate translations.
2. They should be able to provide support in understanding teaching materials.
3. They should be able to provide resources and support as needed.

What if my child is having difficulty in school?

1. It's important to contact the interpreter and discuss any concerns.
2. They should be able to provide strategies to help improve the student's performance.
3. They should be able to provide resources and support to help the student succeed.

Who should not be an interpreter?

1. Family members
2. Neighbors
3. Friends

It's important to ensure that the interpreter is impartial and not related to the student or their family. This helps in maintaining a professional relationship and ensuring equal opportunities for all students.
How to access the Parent-Educator tool kit

- Improving Instruction webpage: https://nceo.info/About/projects/improving-instruction/home
- They are available in PDF and audio in multiple languages

Parent-Educator Toolkit webpage

Building Successful Communication Between Parent or Guardian and Teacher brief

- English
- Arabic
- Simplified Chinese
- Traditional Chinese
- Spanish
- Vietnamese

Building Successful Communication Between Teacher and Parent or Guardian brief
Parent Video Series: **Supporting the Learning of Children with Significant Cognitive Disabilities at Home**

- Helping Your Child with Routines at Home
- Helping Your Child with the Foundations of Communication at Home
- Helping Your Child with Communication at Home
- Helping Your Child with Academics
Distance Learning series

- Getting "Unstuck" (from DL #6)
  - Find goal or purpose of assignment
  - Connect to your child's interests
  - Offer choices of tasks
  - Break tasks into smaller pieces
Distance Learning series

- 5C process (from DL #17)
  - learning components
  - collaboration
  - continuity
  - collecting data
  - capacity building
Formative Assessment Strategies

REMEMBER: Formative assessment is a **process**

Examples:

- Set and communicate clear learning targets
- Set and communicate clear success criteria

See additional details, including other strategies, in . . .

- *Five Formative Assessment Strategies to Improve Distance Learning Outcomes for Students with Disabilities* (NCEO Brief #20)
Part III. Teachers

2. Challenges
Teachers are Facing
Discussion Activity / Case Example

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- Child do not turn in any work
- Teacher follows up with a home visit but the family has moved
Potential challenges

• Not enough time
• Cannot contact families
• Parents are learning to be co-teachers
• Class management
• Students are not completing their work
• Students miss their friends during homeschooling
• Teachers are overwhelmed with hybrid teaching
Case solving

- Reflect on individual students needs
- Partner with families
- Two way communicate with families in culturally appropriate ways
- Use interpreters for better understanding of subject matter
Part III. Teachers

3. Creative Ways to Build Successful Communication with Parents
Recommendations

• Centering students success
• Cultivate active listening
• Build respectful two-way communication
• Productive reciprocal partnerships
• Follow up home visits with COVID-19 protective gear
• Partner with community leaders to facilitate home visits.
• Social distancing
• Be flexible
• Seek help
Recommendation

- Pre-service teacher training in culturally relevant education
- On-going Teacher professional development
- Meet families in their Turf
- Build trusting relationships with families in a culturally responsive manner.
- Increase remuneration for teachers
Questions?
THANK YOU
Resources

[see separate electronic document “handout” for specific resources]

NCEO main Webpage https://nceo.info/
Improving Instruction webpage https://nceo.info/About/projects/improving-instruction/home
TIES Center website https://tiescenter.org/
Contact information

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