Creating An Equitable Educational Technology Plan
For Elementary Hispanic English Language Learners
In Rural California Communities

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The Faculty of the School of Education
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Master of Arts in Teaching English as a Second Language

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgment</td>
<td>iii</td>
</tr>
<tr>
<td>Abstract</td>
<td>iv</td>
</tr>
<tr>
<td>Chapter I – Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>Purpose of the Project</td>
<td>2</td>
</tr>
<tr>
<td>Theoretical Framework</td>
<td>3</td>
</tr>
<tr>
<td>Significance of the Project</td>
<td>5</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>6</td>
</tr>
<tr>
<td>Chapter II – Review of the Literature</td>
<td>8</td>
</tr>
<tr>
<td>Introduction</td>
<td>8</td>
</tr>
<tr>
<td>Hispanics in the United States</td>
<td>9</td>
</tr>
<tr>
<td>Fostering Second Language Acquisition</td>
<td>12</td>
</tr>
<tr>
<td>The Importance of Digital Education &amp; Equity</td>
<td>15</td>
</tr>
<tr>
<td>Summary</td>
<td>19</td>
</tr>
<tr>
<td>Chapter III – The Project and Its Development</td>
<td>21</td>
</tr>
<tr>
<td>Description of the Project</td>
<td>21</td>
</tr>
<tr>
<td>Development of the Project</td>
<td>22</td>
</tr>
<tr>
<td>The Project</td>
<td>25</td>
</tr>
<tr>
<td>Chapter IV – Conclusions and Recommendations</td>
<td>26</td>
</tr>
<tr>
<td>Conclusions</td>
<td>26</td>
</tr>
<tr>
<td>Recommendations</td>
<td>28</td>
</tr>
<tr>
<td>Future Considerations</td>
<td>33</td>
</tr>
<tr>
<td>References</td>
<td>34</td>
</tr>
<tr>
<td>Appendix</td>
<td>40</td>
</tr>
</tbody>
</table>
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Abstract

English language learners (ELLs) comprise a large percentage of California’s public school enrollment and are rapidly changing the cultural diversity landscape within schools and communities. In rural California school districts where access to funding and technology is severely lacking compared to larger districts, ELLs face additional barriers to second language acquisition (SLA) and educational attainment. This paper provides insight to educators on the socioeconomic status of Hispanic ELL students in rural California and how this status affects their SLA and digital literacy learning. Additionally, this paper provides a presentation for educators on the steps they can take to establish an equal digital ‘playing field’ for ELLs in their school districts. The presentation, *Creating An Equitable Educational Technology Plan for Elementary Hispanic ELLs in Rural California Communities*, covers five topics: a background on California Hispanic ELLs, creating access to digital technology and resources, parental engagement, instructional and scaffolding tools, and additional multi-media resources for educators and parents.
CHAPTER I
INTRODUCTION

Statement of the problem

“English language learners (ELLs) – students whose primary language is other than English – are the fastest growing major school population in the United States” (Kreck, 2014, p.1). In California, 22% of public school enrollment, or approximately 1.39 million students, are English learners, with 73% of these students enrolled in kindergarten through sixth grades. Of the sixty language groups identified in California public schools, Spanish comprises almost 84% of English language learners first language (CDE, 2015a).

In rural counties of California, the median income for Hispanic families is approximately $7,000 less per year than the general population (CSOR, 2014). “A factor in rural poverty was rapid growth in Hispanic populations, which tend to be poorer, particularly in California” (Kreck, 2014, p.4). Immigrant children, or those who have at least one foreign born parent, are more likely to grow up in a low-income household (Child Trends, 2014). With two-thirds of Hispanic children living in low-income families (Katz & Levine, 2015), there is a strong economic disparity not only in California, but nationwide.

Poverty can impose a variety of negative effects on children, including low academic achievement, behavioral and emotional problems, and a greater likelihood of being poor as older adults. In addition, poor children are more likely to grow up in households where parental formal education attainment is lower (Moore, Redd, Burkhauser, Mbwana, & Collins, 2009). When considering technology, almost half
of poor households in the United States do not own a computer and have lower rates of Internet access. “For lower income U.S. families with children in school, being meaningfully connected is especially important to ensuring equal access to learning opportunities” (Katz & Levine, 2015).

**Purpose of the Project**

The purpose of this field project is to provide insight on the socioeconomic status of rural Hispanic\(^1\) California ELLs, and how this affects their second language acquisition (SLA) and digital technology advancement. This field project will also provide guidance to educators in establishing digital equity for ELLs through an educational technology plan. “Technology, when aligned with the curriculum and used appropriately, contributes to improved educational outcomes and promotes technological literacy” (United States Department of Education OCR, 2014, p.18). This educational technology plan will address the needs of both ELL students and their parents in order to integrate learning cohesively into their home and family routines. Parents who are more comfortable with technology can better support their children with various digital tools (Lee & Barron, 2015). Additionally, technology adoption in the home offers all family members, particularly immigrants, a way to “learn about their adopted community and country” (Katz & Levine, 2015, p.12).

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\(^1\) I also purposefully chose to use the term *Hispanic* throughout my field project for three reasons: I consider myself Hispanic as my great-grandparents and great-uncle emigrated from Spain and Portugal, the majority of children I work with are of Spanish-speaking origin, and studies I reviewed focused on language(s) spoken more than geographical location of origin. It is not my intent to exclude any particular origin, language, or descent, but simply to provide cohesiveness throughout my field project.
I chose this project because of my teaching and mentoring work with students and their parents/grandparents in my local school district. I have witnessed first hand how a large percentage of Hispanic ELL kindergarten students have never used a computer. While some may have been exposed to a mobile phone, they would not be considered digital natives as the majority of their classmates are. Without the proper digital tools, homework and digital literacy gaps are evidenced beginning as early as first grade. Parents and grandparents, most whose primary language is Spanish, lack the linguistic and technological resources and education to help students with these gaps. There is an urgent need for both on-campus and at-home digital access and tools to support these students and their families with second language acquisition and digital literacy.

**Theoretical Framework**

The guidance provided to educators when establishing an equitable educational technology plan for elementary ELLs will incorporate the following theoretical areas: Zone of Proximal Development (ZPD), a component of Constructivism, and Task-Based Language Teaching (TBLT), a component of communicative competence. The Zone of Proximal Development (ZPD), coined by Russian psychologist Lev Vygotsky (1978), is known as the “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (p. 86). As educators, it is important to pinpoint the spot where instruction is most beneficial to students, just beyond what they are able to accomplish on their own.
ELLs need extra support in order to process language information and activate their background knowledge (Brown & Broemmel, 2011). One way to integrate the 5E model (Bybee et al., 2006) of Constructivism—Engage, Explore, Explain, Elaborate, and Evaluate—is through computer assisted language learning (CALL).

“As in the concept of Vygotsky’s Zone of Proximal Development, ELLs’ linguistic and cultural knowledge in their native language should be taken as a steppingstone to build the success” (Brown & Broemmel, 2011, p.35). As ELL students move through tasks in language learning programs, the task difficulty can be increased automatically, thus increasing their ZPD. Incorporating instructional scaffolding through CALL allows educators to provide a meaningful learning environment for ELLs as well as allowing ELLs to recognize their full potential (Brown & Broemmel, 2011).

The second area is Task-Based Language Teaching (TBLT), a holistic approach to learning that is learner-driven (Ellis, 2012). TBLT is a branch of communicative competence; a term coined by linguist and anthropologist Dell Hymes (1966). Canale and Swain (1980) describe communicative competence as having three components—grammatical, sociolinguistic, and strategic. TBLT focuses on applying meaningful student tasks to allow for linguistic competence construction. For this project, incorporating digital learning tools will enhance TBLT and authentic target language use.

Computer Assisted Language Learning (CALL) can be utilized to direct students in both focused—concentrating on a specific function of language, and unfocused—opportunities for communication tasks (Ellis, 2012). Integrating
multimedia and visual supports into the classroom helps ELL students of varying literacy levels by addressing their learning styles. Digital tools are also useful for learners “own social, cultural, and linguistic exploration” (Mohamed & Puteh, 2012, p. 4). By following a series of tasks both in the classroom and through CALL, ELLs begin to comprehend language and make meaning in order to develop their fluency (Mohamed & Puteh, 2012).

**Significance of the Project**

Educators who understand the socioeconomic backgrounds of their ELL students are better equipped to provide a meaningful second language acquisition (SLA) learning experience, both collectively and individually. By utilizing technology from the time ELLs enter school, educators can capitalize on students’ background knowledge, foster motivation, and enhance students’ learning environments. In addition to creating opportunities and access for students in the classroom, helping to provide access and education in students’ homes would lessen the digital gap issue significantly. Addressing students and their families’ linguistic and digital needs would also help to create pathways to cultural understanding within the school and larger community.

Competency in language and digital skills provides opportunities to become productive members of society through career achievement and community involvement. “Today’s job market requires competencies such as critical thinking and the ability to interact with people from many linguistic and cultural backgrounds (cultural competency)” (NEA, n.d., p.5). Effective collaboration, communication, and problem solving is essential to creating and sharing information as we move toward a
global society. These particular skills become even more relevant as networks expand and international participants enter the marketplace. “Fifty years ago, much work was accomplished by individuals working alone, but not today. Much of all significant work is accomplished in teams, and in many cases, global teams” (NEA, n.d., p. 15).

**Definition of Terms**

**Broadband** - a telecommunications term to describe data transmission across a bandwidth. When discussing the Internet, broadband is considered to be faster Internet access speed than dial-up.

**CALL** - Computer Assisted Language Learning

**Digital Equity** - equal access and opportunity to digital tools

**Digital Gap/Divide** - the difference between those with access to technology and those without access.

**Digital Literacy** - the ability to use digital tools in order to effectively communicate and create information.

**Digital Natives** - people born and raised during the time of digital technology. They are familiar with the Internet and computer use from an early age.

**ELLs** - English Language Learners

**Instructional Scaffolding** - providing students sufficient support through resources, tasks, and coaching in order to help students achieve deeper levels of learning

**SLA** - Second Language Acquisition

**Task-Based Language Teaching (TBLT)** - focuses on students completing meaningful, real-world tasks while using their target language.
**Zone of Proximal Development (ZPD)** - the range between what a student is able to do independently and what he can accomplish through targeted assistance.
CHAPTER II
REVIEW OF THE LITERATURE

Introduction

With children who live in poverty making up nearly half of the population of United States public school students (Darling-Hammond, Zielezinski, & Goodman, 2014), and one in four California students classified as an English language learner (ELL), the issue of disparity in education needs to be addressed in order to provide equal opportunities to all students. Quality teachers, access to modern technology, and extracurricular activities close both digital and achievement gaps (United States Department of Education, OCR, 2014). By closing these gaps, students are better prepared to continue their studies and become productive citizens. While innovations such as expansion of courses, professional development for educators, and greater technology availability in the classroom should not be discounted, there are still disparities in regards to providing minority students access to resources.

Large, urban California school districts such as Los Angeles Unified, San Diego City, and Santa Ana Unified contain the majority of ELLs in the state (Dalton, Sable & Hoffman, 2006). Research, technology curriculum, and trained educators are readily available in these areas where government funding is high and resources are plentiful. Meanwhile, rural school districts without the availability of resources found in urban areas, have had to “rethink the best ways to teach English as a second language” (ECS, 2014, p.1). Additionally, in these predominantly white, English-speaking rural settings, educators may not have the training to develop equitable curriculum for ELLs.
This review of literature will first provide an overview of the Hispanic population in the United States to identify educational, cultural, and economic commonalities. Second, literature related to fostering second language acquisition (SLA) through appropriate language teaching methods and curriculum will be examined. Third, the analysis will outline the importance of digital education and why providing digital equity and access to ELLs not only fosters SLA, but also prepares ELLs to successfully apply their language and knowledge skills in the workplace and community.

**Hispanics in the United States**

Hernandez, Denton, and Macartney (2008) discuss immigrant children in the United States and the challenges they face based on economics, family composition, parental education, and access to education in their report *Children in Immigrant Families: Looking to America’s Future*. They highlight that because one in four children in the United States is from an immigrant family, it is imperative for all Americans to understand these children’s circumstances and challenges. “Baby-boomers will depend heavily for economic support during retirement on race-ethnic minorities, many of whom grew up in immigrant families” (Hernandez, Denton, & Macartney, 2008, p.3). They maintain that children from immigrant families should have access to high quality early education for SLA and that fostering inclusion of their parents who might also have limited English skills is also beneficial for overall socioeconomic progress.

Poverty, which is higher for children with immigrant parents, places numerous barriers on children including lower educational attainment, hindered social
development, and limited upward mobility as adults. Moore, Redd, Burkhauser, Mbwana, and Collins (2009) examine the consequences poverty has on children living in the United States. In their research brief, they provide a statistical analysis of poverty data and the approaches that could potentially decrease poverty among low-income children. They found consequences of childhood poverty to include lower reading skills, greater risk of anxiety and disobedience, adolescents dropping out of school, and low earnings later in life. “They are also more likely to attend schools that lack the resources and rigor of schools in more prosperous neighborhoods” (Moore, Redd, Burkhauser, Mbwana, & Collins, 2009, p. 4). Their study relates to this project as it highlights the barriers and long-term effects immigrants face due to poverty. This field project demonstrates how student and parental engagement in education as well as appropriate curriculum and digital equity beginning in elementary school can significantly reduce these barriers.

Kreck (2014) focuses on the changes to rural communities in the United States as immigrants begin settling into these areas for job opportunities. English as a second language, sheltered instruction, and compliance with Federal laws, Titles I and III, become immediate foci, even though resources may not be readily available. This report centers on recommendations for school districts and local communities to approach ELLs needs as well as comply with Common Core standards and Federal laws. Connection to community, extracurricular activities, and English-speaking students are practices a few rural school districts have implemented successfully in order to include ELLs. Kreck’s report provides effective examples of how additional rural communities throughout the United States can successfully address poverty,
literacy, and cultural diversity by providing access to counseling and extracurricular activities, clustering ELL students in mainstream classes to establish relationships, and honoring students’ primary language and culture through ELL family nights and use of interpreters.

Cardenás and Kerby (2012) provide a comprehensive overview of Hispanic Americans in their issue brief for Center for American Progress. They focus on five key areas – workplace, education, health, veterans, and politics. “As Latinos continue to enter the workforce in greater numbers due to population growth, particularly among young adults, it’s important to note the education level and the unemployment rates among Latino workers” (Cardenás & Kerby, 2012, p.2). There is a direct correlation between educational attainment and employment, with unemployment rates consistently higher for those with less schooling. In 2011, California was one of the top states with high levels of Hispanic unemployment (Cardenás & Kerby, 2012). These facts demonstrate the importance of providing equitable education to help Hispanics achieve gainful employment.

Spanish-speaking families, which are the largest percentage of ELLs in California, experience the least access to digital technologies according to Lee and Barron’s (2015) report for the Joan Ganz Cooney Center. In one analysis, a team of University scholars conducted a national survey of Hispanic parents with children ages 2 to 10 years old in order to find links between media usage and education. “Parents who often used digital technology for learning often had children who used educational media more often, highlighting an important association between parents’ and children’s media use” (Lee & Barron, 2015, p. 5). This highlights the positive
role parents can have in their children’s education if they are actively involved in the process. This field project offers means for providing rural families at-home digital access in order to support second language acquisition and digital literacy.

**Fostering Second Language Acquisition**

In *Preparing 21st Century Students for a Global Society*, The National Education Center (n.d.) provides ample information and examples related to the “Four C’s” – critical thinking, communication, collaboration, and creativity. Incorporating these skills into classroom curriculum ensures students are adequately prepared for the future. “…every child needs these skills to be an effective citizen and participant in the new global economy” (NEA, n.d., p. 33). While this report does not focus specifically on ELLs, incorporating the 21st century skills contained within the 4C’s into ELL curriculum creates equitable instruction and opportunity for advancement.

Equal access and participation for ELLs are vital components to ensuring acquisition of English and core-content knowledge according to the United States Department of Education (DOE) *English Learner Tool Kit* (n.d.). Chapter 4 of the kit, *Providing English Learners Equal Access to Curricular and Extracurricular Program*, provides key points on how state education agencies (SEAs) and local education agencies (LEAs) should design and implement programs for ELLs in order to provide equal opportunities, both for academic instruction and enrichment activities. Teacher assessment of ELL academic and language development needs, close monitoring of student progress, and providing supplementary services when necessary during the instructional day are some of the suggestions given that will
effectively educate ELLs. While the DOE provides insight and checklists for SEAs and LEAs to consider, they do not offer suggestions on how to fund the above measures. The budgetary considerations in this field project may help rural LEAs fund and execute additional instruction and activities.

Constructivism is a popular educational theory for ELL teachers as it takes students’ background knowledge into consideration. When teaching in an inclusive classroom, where ELL and non-ELL students learn together, applying constructivism techniques can accommodate all students whose levels of understanding and experiences are likely varied. Mvududu and Thiel-Burgess (2012) examine constructivism in practice through research and studies conducted in U.S. school districts. Each of these studies provides an effective example of inclusive ELL classrooms. “Involving students in the process of teaching and learning, utilizing collaboration amongst all students, allowing students to self-direct and work independently can all be successful methods for teaching ELL students in an inclusive classroom” (Mvududu & Thiel-Burgess, 2012, p. 114). Since most rural areas are limited in funding, classrooms are generally inclusive and teachers have not been formally trained in second language acquisition. This field project addresses constructivism techniques all content teachers can use to ensure equity for ELLs in the inclusive classroom.

Won Hur and Suh (2012) discuss the effectiveness of active learning for ELLs by utilizing technology in the classroom. In their case study, 3rd and 4th grade Korean newcomers to the southwest United States were introduced to English using various technologies during a one-month intensive language program. In the classroom, an
interactive white board (IWB) was utilized for presentation, interaction, and learner motivation (Won Hur & Suh, 2012). Digital storytelling exercises allowed students to share their stories by constructing narratives and incorporating digital images. Teacher-created podcasts provided authentic language examples and vocabulary in context. All students had computers and Internet connections at home and were therefore able to review podcast lessons and complete homework outside the classroom.

Won Hur and Suh (2012) found that students enjoyed the interactive lessons and digital creation. “Technology motivated students during the learning process and provided more opportunities for speaking and writing practice, which assisted students in improving their English proficiency” (Won Hur & Suh, 2012, p. 334). In relation to this field project, there is no question that integrating technology into the classroom can help students actively learn as well as assist both students and parents at home. However, the lack of technology and access for many rural ELLs needs to be addressed in order to provide them proper resources to aid in furthering their language and digital abilities.

Instructional scaffolding is a process educators employ in the classroom in order to activate students’ background knowledge and raise comprehension. When working with ELLs, it is imperative that educators understand students require additional support in processing the English language. In their article, Brown and Broemmel (2011) examine how deep scaffolding can help ELLs successfully attain reading comprehension. By providing cultural examples and reducing language
barriers, students develop meaningful background knowledge and are engaged in the reading process.

Three stages of scaffolding during reading that can greatly benefit ELLs are priming (pre-reading), navigating (during-reading), and amplifying (after-reading). Priming students prepares them for new text by introducing vocabulary, using familiar concepts to introduce new ideas, and encouraging peer interaction for language use. Navigating helps ELLs during reading by teachers “modeling effective reading strategies, indicating how to use discourse knowledge, and supporting the students as they use the strategies and knowledge in their own reading” (Brown & Broemmel, 2011, p. 38). Amplifying further expands the new text by allowing for reflection and making meaningful connections in order to strengthen students’ comprehension. In classrooms where preparation time and resources are limited, educators can utilize technology to ensure proper scaffolding for ELL needs. This field project looks at digital resources that best serve the three stages of reading scaffolding discussed above.

**The Importance of Digital Education and Equity**

Katz and Levine (2015) discuss three levels of variables that should be considered when developing digital equity programs for low-income Hispanic families: family-level, school-level, and community-level. At the family level it is important to note if and how students and their parents work on technology. At the school-level, parent outreach can assess levels of engagement and support needed. Finally at the community-level, identifying technology availability can help determine what types of resources are available to aid in skill building. Once these
and other variables have been documented, suitable digital equity initiatives can be developed which will meet learner and their families’ needs.

For public policy makers, educators, and program designers, Katz and Levine (2015) suggest additional digital equity goals and recommendations to promote a balance between individual, family, and community responsibility. These goals include financing digital access through public-private partnerships, establishing digital learning environments in communities, supporting teachers in their digital practices, and empowering families to achieve digital equity. Engaging businesses, parents, and communities in appropriate digital access will help expand learning environments and provide career development opportunities. This field project illustrates how these goals and recommendations can best serve ELLs in rural California communities.

As the number of ELL students continues to grow in the United States, school districts are faced with the challenge of staffing shortages, texts that lack cultural diversity, and overcrowded classrooms. In order to combat these issues, the Center for Digital Education (2014) proposes tablet-based literacy programs in order to personalize lessons and meet students’ individual needs. Digital programs can aid in vocabulary acquisition, proper pronunciation and fluency, and writing exercises that offer immediate feedback. Software-based assessment through quizzes and activities provide teachers the means to differentiate learning and personalize tasks. In today’s changing educational landscape, digital literacy programs are an effective way to meet ELLs needs. The findings and suggestions from the Center for Digital
Education will help solidify the educational technology plan recommended in this field project.

Upon reviewing over seventy studies on technology approaches in United States schools, Darling-Hammond, Zielezinski, and Goldman (2014) found common limiting factors including disparity in household Internet access across socioeconomic groups and lack of support for learning English. “One important aspect of this problem is that more than 70 percent of public K-12 schools do not have sufficient broadband to allow most of their students to engage in digital learning activities at the same time” (Darling-Hammond, Zielezinski, & Goldman, 2014, p. 3). While many digital efforts have been disappointing, there have been three approaches that show success for at-risk students: interactive learning, use of technology to explore and create, and a blend of teacher and technology.

In their brief for the Alliance for Excellent Education and Stanford Center for Opportunity Policy in Education (SCOPE), Darling-Hammond, Zielezinski, and Goldman (2014) formulate effective technology policy strategies to help at-risk high school students. At Federal, state, and local levels, policy makers and educators should aim for one device per student that is readily available throughout the day. Internet access should be reliable and fast in order to support learning in real-time. Curriculum should include technology that will enable students to create content and engage with information in multiple ways. While this brief focused on high school students, applying these same strategies in an elementary setting, as this field project will show, can help close gap skills earlier in students’ education.

State one-to-one laptop programs are becoming more popular in larger urban
school districts as broadband access expands and laptops become more affordable. Zheng, Warschauer, and Farkas (2013) studied the effects of daily laptop use on 2,158 elementary students in California and Colorado. They investigated the following questions:

What is the effect of one-to-one laptop programs on student writing outcomes?

How does the effect vary among students in different demographic groups?

What is the effect of one-to-one laptop programs on student writing processes?

In California, they found that all students benefited from exposure to instructional technology and having access to laptops at home, as evidenced in higher English Language Arts (ELA) test scores. In Colorado, ELA test scores did not vary much after the laptop program was implemented, “however, in both districts, at-risk students (i.e., Hispanics, free-lunch receivers) benefited from the laptop program more than their non-at-risk peers” (Zheng, Warschauer, & Farkas, 2013, p. 284).

The one-to-one laptop program was well received by students as well as teachers in both school districts. Teachers, who were given sufficient training, implemented the laptops and technology extensively into the classroom curriculum. Students enjoyed the schoolwork, the immediate feedback from digital writing programs, and felt their writing improved. If rural school districts can acquire adequate funding through grants and low-cost digital programs, they can provide their ELL students with quality digital instruction and opportunities for learner autonomy.
As more public schools introduce digital learning and online homework, low-income students are suffering. Without access to fast broadband or any Internet access at all, the homework gap for this socioeconomic group is widening. According to the Consortium for School Networking (CoSN) (2016), school-aged children should not be denied access to digital education due to home circumstances such as slow Internet access or access being terminated due to lack of payment (p. 5). The goal of CoSN’s (2016) action toolkit on digital equity is “to provide school districts and their communities with the information necessary to support students and families in achieving equity in out-of-school learning” (p. 3).

CoSN proposes school districts take approaches such as partnering with local businesses on Wi-Fi access for learning, offering broadband to low-income families and free-lunch eligible students, and creating community networks to address the digital divide. With the federal government and non-profit organizations advancing their roles in digital equity, school districts should take the opportunity to seek help and funding for broadband connectivity and digital devices for students. This field project addresses approaches and funding opportunity avenues for rural school district administrators.

Summary

The number of ELL students enrolled in U.S. public schools continues to grow rapidly. In California, almost a quarter of students are classified as ELLs (CDE, 2015). The discussed reports and studies highlight the limitations ELLs face as they enter school districts. Low economic status, language barriers, and limited access to Internet contribute to digital disparity for ELL students and their families. The digital
gap is even wider for rural ELL students due to lack of SLA trained educators and insufficient funding for educational resources.

Creating meaningful curriculum that incorporates ELLs background knowledge, culture, and literacy needs will lead to better student engagement and stronger learning outcomes. An effective way to guarantee these outcomes is by utilizing technology both inside and outside the classroom. Technology aids teachers in providing instructional scaffolding, engaging material, and quick assessment. Providing ELL students the proper resources, such as home broadband and computer access, allows for family engagement, equitable educational opportunities, and increased language acquisition. Digital literacy combined with effective communication and critical thinking skills prepares students for a successful future in the global workplace.
CHAPTER III
THE PROJECT AND ITS DEVELOPMENT

Description of the Project

Hispanics comprise 56.3% of students enrolled in California K-12 public schools (CDE Educational Demographics Unit, 2015). It is imperative that educators recognize and value the needs of this growing population in order to create appropriate second language acquisition (SLA) curriculum. The first objective of this field project is to provide insight to educators on the socioeconomic status of Hispanic ELL students in rural California and how this status affects their SLA and digital literacy learning. Additionally, understanding how ELLs and their family members engage in technology and learn together will provide added insight into creating relevant curriculum (Katz & Levine, 2015). The second objective of this field project is to advise educators on the steps they can take to establish an equal digital ‘playing field’ for ELLs in their school districts. Digital literacy programs that make use of interactive technologies allow ELLs of varying levels to participate and engage in language acquisition (Center for Digital Education, 2014).

In order to meet these objectives, I will create a comprehensive presentation for educators through the Haiku Deck platform that can be viewed as a group over several sessions or downloaded for individual reading. The following presentation, Creating An Equitable Educational Technology Plan for Elementary Hispanic ELLs in Rural California Communities, will cover five topics: a background on California Hispanic ELLs, creating access to digital technology and resources, parental engagement, instructional and scaffolding tools, and additional multi-media resources for educators and parents. Topic one, Background on California Hispanic
ELLs, will look at the status of Hispanic ELLs in California in relation to economics, culture, education, and digital access. Topic two, *Creating Access to Digital Technology & Resources*, will explain the importance of digital literacy and offer broadband and hardware solutions for both on-campus and at-home access. Topic three, *Fostering Parental Engagement*, will explain the significance and benefits of parents participating in their children’s educational advancement and provides tips for educators to foster parental engagement both on-campus and at-home. Topic four, *Instructional & Scaffolding Tools*, will give examples of K-2 grade level appropriate digital technology in order to provide ELLs with equitable instruction. The programs and apps will be chosen based on the theories of Zone of Proximal Development (ZPD) and Task-Based Language Teaching (TBLT). Topic five, *Additional Multi-Media Resources for Educators & Parents*, will provide both educators and parents resources to implement, adapt, and further develop equitable technology curriculum in their school district and in their homes.

**Development of the Project**

In 1929, when my great-uncle Santiago (Tio Santi) was 12, he and his family emigrated from Spain and settled in Northern California with other shepherders from the Basque Region. Since he spoke little English, he was placed in a kindergarten class. Even though he struggled to fit in and was incessantly teased, he was proud to be an American, eventually fighting for the United States during World War II. After the war, he spent his career as a janitor at an elementary school in Sacramento.

During Tio Santi’s rosary a few years ago, a Hispanic lady none of my family had ever met asked to speak. She told the story of attending the elementary school
where Tío Santi worked. She also didn't know much English when she started school and was constantly teased. Seeing her sitting alone everyday at lunch, Tío Santi would talk to her and help her with her English. Twenty-five years later, she saw his death announcement in the local newspaper. She said she never forgot him and she wanted his family to know what a difference he made in her life.

My ancestors came to America seeking a better life, similar to most immigrants. Because of their sacrifices and determination, I have been afforded access to educational opportunities and prosperity. It is my social responsibility, as well as my aspiration, to offer students the possibilities that have been afforded to me. By providing ELL students equitable access to second language acquisition (SLA) and tools to attain digital literacy, I hope to instill a sense of self-worth, a love of learning, and an optimistic outlook for their future selves.

I began to develop this field project by conducting extensive research related to general statistics, poverty, and digital access in both the United States and rural California communities. I spoke with local elementary school teachers about their class ethnicity make-up, parent participation, and student’s home digital resource availability. I also spoke with my former adult ELL students in order to gain a sense of their comfort level and participation in school activities, both on-campus and off-campus. From this research, I will be able to provide an overview for educators in order to help them understand their ELL students’ living situations, cultural diversity, and digital access. In addition, this field projects will offer ideas to increase parental involvement, communication, and digital literacy at the family, school, and
community levels. These in turn will help foster student’s overall cognitive development and SLA.

During my research on technology in education I discovered the updated 2016 version of the National Education Technology Plan (NETP). Housed in the Office of the Secretary of the Department of Education, the Office of Educational Technology (OET) (2016) declares the NETP a “call to action” and “a vision for learning enabled through technology” (p. 2). The recommendations for states and school districts to help break down technology barriers through equitable learning and accessibility are clear and practical. I will thoughtfully consider the needs of Hispanic ELLs in rural California communities when expanding on the recommendations in the *Creating An Equitable Educational Technology Plan for Elementary Hispanic ELLs in Rural California Communities* presentation.
Overview of *Creating An Equitable Educational Technology Plan for Elementary Hispanic ELLs in Rural California Communities.*

<table>
<thead>
<tr>
<th>Topics</th>
<th>Purposes</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>A Background on California Hispanic ELLs</em></td>
<td>Present an overview of Hispanic ELL students in relation to economic, cultural, and digital status</td>
<td>Educator awareness of ELL background &amp; home life</td>
</tr>
<tr>
<td><strong>Creating Access to Digital Technology &amp; Resources</strong></td>
<td>Explain the benefits of providing digital technology access to ELLs</td>
<td>Understanding of the Federal E-rate plan and technology terms/resources</td>
</tr>
<tr>
<td></td>
<td>Provide resources for attaining broadband, hardware, and digital technology applications both on-campus and off-campus</td>
<td>Templates to follow for successful digital equity implementation</td>
</tr>
<tr>
<td></td>
<td>Detail successful examples of school digital technology plans</td>
<td></td>
</tr>
<tr>
<td><strong>Fostering ELL Parental Engagement</strong></td>
<td>Explain the importance of parental engagement</td>
<td>Prepared to develop a culturally welcoming school setting</td>
</tr>
<tr>
<td></td>
<td>Offer guidance on methods to successfully engage parents of ELLs</td>
<td>Forge strong home and school communication &amp; connection</td>
</tr>
<tr>
<td><strong>Instructional &amp; Scaffolding Tools</strong></td>
<td>Provide examples of digital instructional and scaffolding tools for equitable digital learning that incorporate ZPD &amp; TBLT</td>
<td>Prepared to create technology rich lesson plans</td>
</tr>
<tr>
<td>Zone of Proximal Development (ZPD) &amp; Task-Based Language Teaching (TBLT)</td>
<td></td>
<td>Student skill &amp; SLA development/assessment addressed</td>
</tr>
<tr>
<td><strong>Multi-Media Resources for Educators &amp; Parents</strong></td>
<td>Reiterate the importance of providing digital technology to ELLs</td>
<td>Knowledgeable educators who are equipped to take action by utilizing resources and ideas stated throughout presentation</td>
</tr>
<tr>
<td></td>
<td>Supply additional multi-media resources for educators &amp; parents</td>
<td></td>
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</tbody>
</table>

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2 Please view Appendix for the entire presentation.
CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

With English language learners (ELLs) comprising a large percentage of California’s public school enrollment, the cultural diversity landscape of the state is rapidly changing. Almost 84% of ELLs' first language in California is Spanish (CDE, 2015a) and two-thirds of these Hispanic children live in low-income families (Katz & Levine, 2015), causing a strong economic disparity within the public school system. Rural school districts in California lack the same levels of funding and resources that are available in larger urban areas. Additionally, as rural areas tend to be more isolated both geographically and professionally (Kreck, 2014), there are fewer opportunities for educator training in second language acquisition (SLA) and pedagogical methods that address appropriate instruction to ELLs.

All students, regardless of their home language, deserve a meaningful learning experience. In order for elementary educators in California to meet the needs of ELL students, it is essential they have a clear understanding and proper training on ELLs' socioeconomic background, cultural norms, and levels of access to technology outside the classroom. Learning environments that support technology in the classroom, as well as in the home setting, create opportunities to foster SLA and digital literacy. These opportunities in turn create engaged students who stay in school and become productive members of society.

In *Connecting to learn: Promoting Digital Equity for America’s Hispanic Families*, Katz and Levine (2015) provide extensive information related to digital
equity concerns for low-income Hispanic families in the United States. In order to support the development of digital equity programs for these Hispanic families, Katz and Levine (2015) define three levels of variation to be considered – family-level, school-level, and community-level. These variations led to the further exploration in this field project of the importance of parental engagement in the home as well as in the school environment. “When parents proactively take advantage of new opportunities, enduring lessons on the power of learning are transmitted to the next generation as well” (Katz & Levine, 2015, p.24).

The presentation, *Creating An Equitable Educational Technology Plan for Elementary Hispanic ELLs in Rural California Communities*, was developed in order to provide insight into rural Hispanic California ELLs, and how their socioeconomic status affects second language acquisition (SLA) and digital technology advancement. Utilizing the information and recommendations in the presentation, educators are then better prepared to create appropriate lesson plans and curriculum that incorporate educational technology to best serve their ELLs needs. Furthermore, the presentation directly addresses the importance of parental engagement when creating an educational technology plan. By incorporating recommendations for engaging parents of ELLs, families’ linguistic and digital needs are properly addressed. Encouraging parental engagement fosters cultural diversity and involvement within the school setting and community. This field project along with the presentation provides educators the guidance necessary to implement an equitable educational technology plan.
Recommendations

While this field project does not cover the California English Language Development (ELD) standards aligned to Common Core State Standards (CCSS) English Language Arts (ELA) standards, it is important for educators working with elementary ELLs in rural California school districts to understand the ELD standards. Both designated ELL teachers and content-area teachers should receive adequate training on the ELD standards and how to apply them in their classrooms. As noted by the California Department of Education (CDE) (2015b):

The adoption of the CA CCSS in ELA/Literacy and the CA ELD Standards and the development of the *ELA/ELD Framework* represent California’s commitment to ensure that all its students receive an education that enables them to take advantage of possibilities, pursue their dreams, and contribute to the wellbeing of California and the world (p. 31).

When adopting and evaluating instructional materials aligned to ELD and CCSS/ELA standards, a review committee composed of teachers, administrators, and promoted to parents and the community is required by the State of California (CDE, 2015b) in order to meet the language development needs of ELL students. This collaboration also ensures that standards are comprehensively incorporated and responsibility is shared throughout the school district.

Within the Common Core State Standards, there are “more than 100 direct mentions of technology expectations” (United States Department of Education OET, 2016, p. 32). In addition to educators understanding the CCSS ELD standards, they also need proper training on how to incorporate and correctly use technology to
support ELLs learning. Educators who are digitally literate and understand the importance of digital equity are better equipped to evaluate and implement appropriate digital tools in the classroom. In order to foster educator digital literacy, school districts should make technology professional development ongoing and required.

Edcamp, a non-profit organization that “creates participant-driven professional learning experiences created by educators, for educators” (Edcamp Foundation, n.d.), is one example of educators effectively collaborating to create and share ideas that will best serve their students. Supported by the Bill & Melinda Gates Foundation and The NewSchools Seed Fund, Edcamp events are always free to educators. This model of self-organizing, in which educators create Edcamp events in their locations, allows common challenges in teaching and instruction to be addressed at the local level (United States Department of Education OET, 2016).

In addition to technology suggestions provided in the field project presentation, the Center for Digital Education (2014) offers educators technology-based recommendations in order to help ELLs successfully acquire both language acquisition and digital literacy. To assist with vocabulary, students can use apps to generate bilingual flashcards or create stories that use their vocabulary words in context. Text-to-speech, which allows blocks of text to be read aloud while students follow along, help reinforce pronunciation and listening skills. In order to provide appropriate scaffolding, word translation options can also be included in the computer activities. As noted by the CDE (2014) “[t]hese engaging, interactive platforms improve student learning and help teachers provide personalized instruction” (p. 7).
One California Common Core State Standards (CCSS) English Language Development (ELD) key theme is *Effective Expression*, which includes “[s]tudents learn to effectively express themselves as writers, discussion partners, and presenters, and they use digital media and visual displays to enhance their expression” (CDE, 2015b, p. 5). Additional ways to incorporate technology and incorporate effective expression are with writing exercises that can be completed in-class or at home. Composing and sending emails through a school district based intranet helps students practice writing, technology skills, and digital citizenship in a safe, closed environment. Blogging using apps that are designed for younger students allows for writing practice, peer review and comments, and teacher feedback. Students can create stories, explore the language, and engage in discussions with classmates all within one program.

This field project addresses funding barriers that both school districts and parents may face when implementing technology in the classroom and at home. The presentation offers solutions to funding barriers such as the Federal E-rate program and low-cost Internet providers. However, one limitation not addressed is that digital access and equity also involves a parent’s need and desire for digital literacy. In a study conducted by Katz and Levine (2015), many immigrant parents had limited formal education and “often felt that they had limited capabilities to assist with homework. These feelings were amplified when homework had to be completed in unfamiliar online formats” (p. 14). Regardless of access to high-speed Internet access, school laptops being sent home with students, or schools helping to facilitate
low-cost computer purchases, Katz and Levine’s (2015) study found that in the home setting devices were used by children alone, or with their siblings on occasion.

Helping parents to feel comfortable with technology is one way to address this barrier. In addition to offering English language classes, schools and communities can offer basic computer skill classes for parents that mirror a student course – keyboarding, operating a mouse, opening programs, locating a saved file, and the importance of digital citizenship. For those parents who do have Internet access, free online courses are available for anytime learning (CDLC, 2005). In their action toolkit for digital equity, the Consortium for School Networking (CoSN) (2016) showcases Tech Goes Home Chattanooga (TGH CHA), which offered free courses to help develop skills for technology and Internet use. After fifteen hours of classroom training, participants are able to purchase a Chromebook for only $50. As noted by The Children’s Project (2010):

“Equipping parents with the digital tools and training they need to help their children succeed is a wise investment. The return on investment comes from a better educated generation of students as well as a whole generation of parents, who, themselves, have the 21st century skills demanded by today’s jobs” (p. 1).

In addition to educational technology that incorporates computer assisted language learning (CALL), mobile-assisted language learning (MALL) technology has quickly developed over the past decade, due to affordable access to mobile devices. “By the very nature of mobile language learning, the devices that are used
are portable and relatively small” (Stockwell & Hubbard, 2013, p. 3). While the portability of mobile devices is a positive for anytime, anywhere learning, there are some drawbacks – storage capacity, battery life, and tasks that are not compatible on the devices. MALL was not covered in this field project due to the age of the student community being studied. Most elementary school students do not have access to their own mobile device. However, this does not mean mobile learning (M-learning) and MALL is not a viable option to consider for English language learners (ELLs).

In order for M-learning and MALL to be effective, learners need to have a basic knowledge of how to use mobile devices. Additionally, educators should have an understanding of mobile technology as well as develop appropriate ways to integrate this method of teaching and learning into their classrooms. One approach to incorporate mobile devices when working with ELLs is to “push” information to learners via text messages, which then enables the learners to put learning into action (Stockwell & Hubbard, 2013). This information can be packaged into small chunks as to not overwhelm the learner. With anytime access, it is important that both educators and students understand the importance of respecting frequency and time boundaries.

Creating an effective educational technology plan for English language learners (ELLs) is an intense yet thoughtful process. ELL student needs, district budgets, teacher training and preparation, and access to resources all need to be considered. While this project focuses on elementary Hispanic English language learners in rural California communities, through careful consideration it could be modified to meet other language learners’ needs. By understanding the culture,
linguistic challenges, and digital barriers of student populations, the ideas in the presentation can be applied to areas outside of California or even the United States. One goal of America’s National Education Technology Plan (NETP) (United States Department of Education OET, 2016) is “[a]ll learners will have the engaging and empowering learning experiences in both formal and informal settings that prepare them to be active, creative, knowledgeable, and ethical participants in our globally connected society” (p. 7). Given the opportunity, educators worldwide could utilize the suggestions and examples contained in the NETP to create personalized, meaningful, and equitable learning for their students.

**Future Considerations**

As previously mentioned, time, personnel, and budget should be considered when determining implementation of an educational technology plan. Securing hardware (computers, tablets) and Internet access, providing professional development to educators, educating parents, and preparing digital classrooms could take up to two years for full implementation. However, by utilizing the information presented in this field project, rural school districts in California may be able to shorten the timeline and move more efficiently toward creating and implementing equitable digital learning that meets the needs of their ELL students.
References


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http://latinocaucus.legislature.ca.gov/sites/latinocaucus.legislature.ca.gov/files/LatinosInCA.pdf


National Center for English Learner Acquisition (NCELA). (2015). *English learner toolkit for state and local education agencies (SEAs and LEAs)*. Retrieved
from http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/eltoolkit.pdf


APPENDIX

Creating An Equitable Educational Technology Plan

for Elementary Hispanic ELLs in Rural California Communities
If you would like to view the entire presentation, including videos, on the Haiku Deck platform please click on the link below:

Creating an Equitable Educational Technology Plan for Elementary Hispanic ELLs in Rural California Communities
Creating an Equitable Educational Technology Plan
For Elementary Hispanic ELLS In Rural California Communities

Presentation by Lisa Ortman
M.A. TESOL Candidate, Digital Technology for Teaching & Learning emphasis
University of San Francisco, CA
lortman@usfca.edu
Instagram: @lortmanesl
Purpose & Objectives

1. Provide background on California Hispanic ELLs
2. Explain benefits of providing digital technology
3. Offer methods to successfully engage parents of ELLs
4. Deliver appropriate scaffolding tools for ELLs
Creating an Equitable Educational Technology Plan for Elementary Hispanic ELLs in Rural California Communities

The first objective of this presentation is to provide insight to educators on the socioeconomic status of Hispanic ELL students in rural California and how this status affects their SLA and digital literacy learning.

Additionally, understanding how ELLs and their family members engage in technology and learn together will provide added insight into creating relevant curriculum (Katz & Levine, 2015).
The second objective is to advise educators on the steps they can take to establish an equal digital ‘playing field’ for ELLs in their school districts.

Digital literacy programs that make use of interactive technologies allow ELLs of varying levels to participate and engage in language acquisition (Center for Digital Education, 2014).
The third objective is to explain the significance and benefits of ELL parents participating in their children’s educational advancement as well as provide tips for educators to foster parental engagement both on-campus and at home.
The fourth objective is to showcase instructional & scaffolding tools in order to provide ELLs with equitable technology instruction. Tools are based on the theories of Zone of Proximal Development (ZPD) and Task-Based Language Teaching (TBLT).
This presentation also includes additional resources to help educators and administrators further explore incorporating digital technology into the classroom and school/home environment.
Creating an Equitable Educational Technology Plan for Elementary Hispanic ELLs in Rural California Communities

Background on California Hispanic ELLs
In California, approximately 1.39 million students are English learners, with 73% of these students enrolled in kindergarten through sixth grades (CDE, 2015).
Statewide Enrollment by Ethnicity

This graph is based on the total K-12 enrollment in California for 2014-2015, 6,235,520 students.

(CDE, 2015)
Of the sixty language groups identified in California public schools, Spanish comprises almost 84% of ELLs' first (native) language (CDE, 2015).
In rural counties of California, the median income for Hispanic families is approximately $7,000 less per year than the general population (CSOR, 2014).

Immigrant children, or those who have at least one foreign born parent, are more likely to grow up in a low-income household (Child Trends, 2014).
"Low-income homes with children are four times more likely to lack broadband than middle or high income families. Likewise, low-income black and Hispanic families with children trail comparable white households with children by about 10 percentage points for home broadband access" (CoSN, 2016).
Creating Access to Digital Technology & Resources
By utilizing technology from the time ELLs enter school, educators can capitalize on students' background knowledge, foster motivation, and enhance students' learning environments.
Technology Terms

- Broadband
- CALL
- Digital Equity
- Digital Literacy

Broadband: a telecommunications term to describe data transmission across a bandwidth.

CALL: Computer assisted language learning.

Digital Equity: equal access and opportunity to digital tools.

Digital Literacy: the ability to use digital tools in order to effectively communicate and create information.
Creating an Equitable Educational Technology Plan for Elementary Hispanic ELLs in Rural California Communities

Digital programs can aid in vocabulary acquisition, proper pronunciation and fluency, and writing exercises that offer immediate feedback to ELLs.

Additionally, software-based assessment through quizzes and activities provide teachers the means to differentiate learning (scaffold) and personalize tasks.

(CDE, 2015)
Technology adoption in the home offers all family members, particularly immigrants, a way to "learn about their adopted community and country" (Katz & Levine, 2015, p. 12).

Initiate anytime learning

- Digital survey
- Engage community
- Make the most of existing assets

Create a school survey to uncover potential challenges in Internet access at home which could lead to a "homework gap" (CoSN, 2016).

Engage community organizations and libraries to help advance digital equity and access.

Map free Wi-Fi access locations in the local community for students and parents.
Install mobile hot spots where students spend time.

Connectivity on buses gives students more learning and homework time. "Based on a 30-minute bus ride, this represents 30 more school days per year of potential time-on-task" (CoSN, 2016).
The Federal E-rate program provides discounted telecommunications and information services to eligible schools and libraries. It is under the direction of the Federal Communications Commission (FCC).

Creating an Equitable Educational Technology Plan for Elementary Hispanic ELLs in Rural California Communities

With almost $2 billion allocated to the E-rate program, districts should maximize their technology plan by considering future needs.

Other tips can be found in the following article:

Free online E-rate help/resources: https://www.fundsforlearning.com

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Home access

- Utilize mobile devices
- 1-to-1 laptop programs
- Internet essentials

Keep parents informed by sending school updates via text messages, create class newsletters that are mobile-view friendly

1-to-1 laptop program article: https://thejournal.com/Articles/2015/05/26/7-Lessons-Learned-From-a-Successful-1-to-1-Laptop-Program.aspx

In California, Comcast offers the Internet essentials program. Eligible households can receive $9.95/month internet, discounted computers, and online tutorials (also available in Spanish)
Examples of schools and communities working together:


Kajeet school bus wi-fi: http://www.kajeet.net/smartbusreport

Mobile learning in action:
http://www.tomorrow.org/speakup/pdfs/ProjTomorrow_8Essentials_ISTESession_062915.pdf
Examples of school district Digital Technology/Mobile Learning Plans:

St. Vrain Valley School District, CO
http://svvsd.org/about/departments/district-technology-services/learning-technology-plan

Albemarle County Public Schools, VA
https://www2.k12albemarle.org/dept/dart/edtech/Pages/default.aspx

Piedmont City Schools, AL
http://www.k12blueprint.com/sites/default/files/Piedmont-Case-Study.pdf
Fostering ELL Parental Engagement
Communication with parents allows for active dialogue, suggestions, and participation. This in turn creates a positive environment where parents and teachers learn from each other.
Even small steps help set the right tone for ELL family engagement

Click below to read an article on building relationships with ELL parents:
http://www.edutopia.org/blog/building-positive-relationships-ELL-tarry-ferlazzo-katie-hull-sypnieski
Make ELLs visible in the classroom and school public areas. ELLs should be able to "see themselves" on walls, through student work, in cultural activities, and library books.

(Breiseth, Robertson, & Lafond 2011)
Connecting with Families

- Home language survey
- Create connections
- Post in multiple languages

Add questions to the standard home language survey (country of origin, educational background of parents, migrant/refugee/SIFE).

Provide staff with common phrases in ELLs languages to enhance teacher/parent communication.

Post information in multiple languages on campus bulletin boards. Add the Google translator plug-in to school websites for free. https://translate.google.com/manager/website/
Encourage native language use at home. Reading, speaking, and quality time between parent and child is invaluable.

“Extensive research has found that children who are learning to read in a second language are able to transfer many skills and knowledge from their first language to facilitate their acquisition of reading skills in the second language” (Genesee, n.d.)

Read more:
http://www.colorincolorado.org/article/home-language-english-language-learners-most-valuable-resource

Provide skill learning for parents by hosting free after-school and/or night time English language classes, basic computer classes, and Common Core State Standards information sessions. Provide translators when necessary/possible.
ELL Parent Involvement is a 12-minute video that explains the importance of parent involvement, in their own words.

ELL Parent Involvement Video: https://www.youtube.com/watch?v=3_alWOKOOG
Task Based Language Teaching

1. Learner-driven Approach that addresses various learning
2. Activities can be focused on a specific function of language
3. Opportunities for communication tasks
4. Allows for social, cultural, and linguistic exploration

1, 2, & 3 (Ellis, 2012)
4 (Mohamed & Puteh, 2012)
In-class Technology

- BrainPOP ESL
- Kidspiration (K-5)
- Raz-Kids
- Splash Math
- Starfall

Subscription based programs:

BrainPOP (animated movies to introduce grammar, vocab, and conversational English - home subscriptions available also): https://esl.brainpop.com/support/about/

Kidspiration (visual learning): http://www.inspiration.com/Kidspiration

Raz-Kids (leveled reading resources - listening, reading, record voice, and quizzes): https://www.raz-kids.com

Splash Math (math using games and pictures): https://www.splashmath.com

Creating an Equitable Educational Technology Plan for Elementary Hispanic ELLs in Rural California Communities

PBS Learning Media (K-12 teacher-managed environment where students engage directly with innovative, curriculum-targeted content): http://www.pblearningmedia.org

YAKiT (in class video creation & speaking practice): http://www.teacherswithapps.com/app_reviews-yakit-kids/

Click on the link below to watch a video about Yakit:

https://www.youtube.com/watch?v=kPYPb0Tl5KQ&feature=youtu.be

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By Lisa Ortman
Flipped Learning is the idea of school work at home & homework at school.

I created this 5 minute video, Flipping for ELLs, to explain the process and benefits of Flipping a Classroom

Flipping for ELLs: https://www.youtube.com/watch?v=BBaDYlvfZqg
Digital technology aids teachers in providing instructional scaffolding, engaging material, and real-time assessment.

Digital literacy coupled with effective communication and critical thinking skills prepares students for a successful future in the global workplace.
Educator Resources

- Digital ID wiki
- Edmodo
- Remind
- SymbalooEDU

Digital Citizenship information & resources: http://digital-id.wikispaces.com

Teachers/students/parents connect for free:
https://www.edmodo.com/about?language=en

Send messages/reminders to any device for free:
https://www.remind.com

Manage bookmarks & web resources:
http://www.symbalooedu.com
Free resources for parents

- ESL Games Plus
- Literactive
- Scholastic Listen & Read
- The Language Guide
- USA Learns
- You Tube Kids

ESL Games Plus: http://www.eslgamesplus.com/mobile-games/

Literactive (Guided reading for preschool-2nd grade): http://www.literactive.com/Home/index.asp

Scholastic Listen & Read http://www.scholastic.com/teachers/activity/listen-and-read-read-along-books

The Language Guide (Online dictionary for beginning ELLs): http://www.languageguide.org/english/

USA Learns (Built by the Sacramento County of Education. Perfect for parents & children to learn English together): http://usalearns.org

You Tube Kids (Educational videos): https://kids.youtube.com/?gclid=CjwKCAiwmwGFUc2gQodTfYHzg
Creating an Equitable Educational Technology Plan for Elementary Hispanic ELLs in Rural California Communities

This is a 5 minute video I created for "Technology and Diverse Learners" class that set me on the path toward helping create digital equity for elementary ELLs in California

California Latino Students and Technology
https://www.youtube.com/watch?v=tOaiC6Brko
Further reading:

- ELLs as 21st century learners
- Connecting to Learn
- ConnectED


References


