

## Common Understandings for Distance Learning

- Start with growth mindset for ourselves, our coworkers and our students
- This is not impossible.
  - Think: *We have not identified the process (or resources) YET*
- We are learning as we go...
  - This will not look like what it did in brick and mortar, but we will improve as we progress.
  - Goal: Access to grade level content, while developing and reinforcing language.
- When a barrier arises, reach out immediately. Together, we can solve.
  - Building Administrator
  - Director of ELD: Karen Justice

## Delivery Model

- Building administrators at all levels assign each ELD teacher to specific grade levels or content teams
  - Team collaboration and/or planning time is staggered strategically so that ELD personnel can be present for each team
  - Buildings with one ELD teacher will partner with another like-building for ELD collaboration
  - Use UDL Template provided, or a like organizer, to ensure ELD collaboration with Gen ED, TAG and Special Education
  - During team unit and lesson development process and collaboration, ELD teachers will facilitate:
    - » Embedded scaffolds for emerging and progressing students
      - › “Direct instruction” tasks embedded to identify, teach to, and provide practice for language needed to access content
      - › Links to supportive videos
        - Imagine Learning
        - Flocabulary
      - › Sentence frames to support all language and content practice and tasks
      - › Linguistically simplified texts, to support access to literacy and content
        - Options include but not limited to:
          - › Shortened versions or excerpts of the Core text
          - › Online leveled text libraries
          - › Teacher created, as is possible
    - » Continue to use routines familiar to students across all content areas
      - › INBs
      - › Journaling
      - › Graphic organizers
      - › Anchor chart photos, if available
      - › Etc.
- Options for Newcomer Supports
  - » In General Ed classrooms, ELD teacher previews the lesson at a time designated by collaboration with the General Ed team
  - » ELD teacher includes scaffolds for the students
    - › Links to supportive videos
      - Imagine Learning
      - Flocabulary
    - › Language to be taught
    - › Sentence frames
    - › CIELD unit components
    - › Linguistically simplified texts, to support access to content and literacy
      - Options include but are not limited to:
        - › Shortened versions or excerpts of the Core text
        - › Teacher created, as possible

- » If Newcomers compromise an entire class
  - › One ELD teacher assigned to this “class”
  - › ELD teacher is present for collaboration with grade level or content General Ed teachers
  - › ELD teacher utilizes Newcomer curriculum and routines that are known to students
    - ELD teacher integrates big ideas being presented in General Ed at the same level, as identified during collaboration
    - For example, if Gen Ed content is biomes, EL teacher would highlight related vocabulary and resource selections to touch on this concept when utilizing newcomer curriculum
      - › Maintains connection between General Ed and Newcomers
- Oral Language Development Option Examples:
  - ELD teacher ensures General Ed. lesson plans include oral language openers, and oral language tasks throughout, that ask students to:
    - » Talk to family member
    - » Virtual or Phone with a friend
    - » Talk to self, mirror, pet...
  - ELD Teachers arrange one, or more, online oral language development sessions
    - » Can be one full class session, or break into smaller, scheduled, repeated group sessions to give individuals increased air time
- Resources
  - Gen Ed adoptions and curriculum with adaptations to allow access as described above
  - ELD resources currently being used in buildings that are accessible
    - » National Geo
    - » CIELD units
    - » Imagine Learning
    - » Etc.

### Additional Topics

- Guidance and professional learning will be coming regarding Remind and Schoology
- We are waiting for Guidance from ODE about grading, credits, and ELPA21
- Additional access to buildings is not determined at this time

### Timeline

Zoom meetings by level, to be scheduled the week of April 6-10

#### April 6-10

- Contact Families as possible within current means of email and Remind.
  - EL Teachers collaborate with General Ed Teachers to contact students/families on their caseload.
  - Secondary ELD Teachers with assigned classes contact students in their Home Room class.
  - If Synergy access is available, log the contact into Synergy, using the go-by directions if necessary. If unable to access Synergy, keep a written copy of student/family – date – time – conversation highlight (if any).
  - A script is being provided for those that prefer to use it.
- Teacher Tech Resources Group in Schoology
  - Click Groups-> My Groups-> Join Group-> Enter Group Code: [T7RVZ-JT7WQ](#). On that page, look to the left. Click Resources.
  - Choose your training options based on your level of proficiency using the platform.
- ELD Teachers collaborate with grade level/content teams to determine supplemental material suitable to upload for next week.
- Report all problems:
  - To your principal or Director of ELD (Karen Justice)
  - Your issue or suggestion will be addressed within 24 hours.
  - Our feedback/help desk situation is under construction.

## April 13-17

- ELD Teachers collaborate with grade level/content teams to determine instructional material to review with students the following week, using the UDL lesson template, or similar organizer.
- Students have been out of school for a month. Content should include review, collaboratively designed using the UDL template to ensure accommodations for all.
- Support General Ed classrooms to continue to reach out to shared families.

## Interpretation Requests

This is currently under development, as we do not have the personnel capacity to support all requests. The ELD and Communication Departments are working diligently to design a system that meets the needs of our families and staff.

- First, utilize all multilingual staff currently housed within your school
- A request for interpretation link is currently being added to our district and school home pages. Families will be able to request support in their home language to communicate with any district personnel.
- Currently, there is a link on the District Teacher Links page to request Interpretation support both in district and through Passport to Languages. However, due to the volume of requests, we cannot fill all requests in a timely manner. Thus, we are working to increase capacity through community partners and technology apps.

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