Distance Learning

May 4th, 2020 - Distance Learning & ELs with Disabilities
Checking In

• Our meeting will start shortly.

• Please complete the “Do Now” activity as we wait for everyone to sign in and check their equipment.

• Do Now:
  
  → Please share your name and organization in the chat.
  
  → Also share one thing you are looking forward to taking away from this meeting.
Welcome
Distance Learning Module Series Overview

SELPA LEAD DISTANCE LEARNING MODULES
The California Collaborative for Educational Excellence (CCEE), the California Department of Education, and the System of Support SELPA Leads are excited to offer a free online module series to support special education leaders (e.g., SELPA, LEAs). Presented by Special Education Resource (SELPA) Lead Agencies, this series will introduce relevant topics for education leaders who support teachers and administrators in the implementation of special education services and distance learning plans.

Series Overview

- **Distance Learning and EL Students with Disabilities—Imperial County SELPA Lead**
  - This presentation will offer a closer look at the California Practitioners' Guide for Educating English Language Learners with Disabilities, with exploration of key concepts described in Chapter 7: Teaching and Learning to Meet Student Needs. Participants will reflect on key questions and explore guidelines and resources to refine the quality of programs of instruction and support, provided via Distance Learning for students with disabilities who are also English language learners. [Click here to register] [Click here for more from our SELPA]
  - 5/4

- **Making Distance Learning Accessible to Students with Disabilities Part 1—Placer County SELPA Lead**
  - The webinar will focus on the role of special education teachers in developing and implementing a distance learning model that is linked to the general education platform, but is specifically designed to meet the specific needs of special education students and providers. [Click here to register] [Click here for more from our SELPA]
  - 5/4

- **How Educators Can Support Students with Autism and Their Families Through Distance Learning—Marin County SELPA Lead and CAPTAIN**
  - An overview of some of the evidence-based practices (EBPs) and methods that educators can use when providing home-based instruction to students with Autism Spectrum Disorder (ASD) and their families/caregivers through distance education. [Click here to register] [Click here for more from our SELPA]
  - 5/11

- **Making Distance Learning Accessible to Students with Disabilities Part 2—Placer County SELPA Lead**
  - More details to come! [Click here to register] [Click here for more from our SELPA]
  - 5/18

- **Designing an Inclusive Distance Learning Plan—South County SELPA Lead**
  - In this webinar, the South County SELPA explores how we might empower ourselves to make inclusive education the center of our distance learning planning. Members will learn about adapting human centered-design techniques, building awareness of population’s individual needs, and scaling the plan with a support network that sustains efforts. [Click here to register]
  - 5/18

CCEE COVID-19 Distance Learning Technical Assistance Resources  CDE COVID-19 Resources
Presenters

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Virtual Working Agreements

- Be present and listen deeply
- Step up, step back
- Try both/and statements
- Use “I” statements
- Take care of yourself
- Identify assumptions
1. Participants will reflect on practices related to the provision of Integrated & Designated ELD for English learners with disabilities.

2. Participants will review key themes of literacy and ELD instruction across content areas for ELs with disabilities.

3. Participant will reflect on recommended teaching and learning strategies to support ELs with disabilities via Distance Learning.
Resources

Office Hours

- Next session planned for May 7th at 1:00pm
- Follow-up Survey: <link>
Distance Learning & English Learners with Disabilities

Deborah E. Montoya Ed. D.
Lupita Olguin Rubio
Vanessa Lopez

May 4, 2020
Practice patience & kindness... with yourself & others.
Who are ELs with Disabilities?

English language learner(s) (ELL): Students of a national-origin-minority who are limited in English language proficiency (United States Department of Education, Office for Civil Rights, 2016). The acronym ELL or ELLs, is used to refer to students whose home/native language is any language other than English, and who are in the process of learning academic English (CDE, 2015).

Student(s) with a disability (SWD): A student who has been formally identified as having a disability in one or more of the 13 disability categories as indicated in IDEA (IDEA, 2004). A SWD is a student whose disability adversely affects their learning, such that special education services and/or related services are required and necessary for the child to make educational progress (IDEA, 2004).

Students with Disabilities Total Population for Ages 0 to 22  Source: CASEMIS, December 2017

- EL students with disabilities
- Students with Disabilities not categorized as English learners

English learners with disabilities: 216,953
Total students with disabilities: 774,665
Students in LCFF Student Groups with IEPs, 2018–19

Tony Thurmond
State Superintendent of Public Instruction

Low Income
- With IEPs: 13%
- Without IEPs: 87%

Foster Youth
- With IEPs: 28%
- Without IEPs: 72%

English Learner
- With IEPs: 28.6%
- Without IEPs: 71.4%

Source: CALPADS Fall 1
**Guidance from the California Department of Education:** “The IEP that was in effect at the time of physical school closure remains in effect, and LEAs should, to the greatest extent possible, continue to provide the services called for in those IEPs in alternative ways.

Accordingly communication from the [United States Department of Education (USDOE) Office of Special Education and Rehabilitative Services (OSERS March 21, 2020 guidance)](https://www2.ed.gov/programs/osers/), stated:

- "[T]hese exceptional circumstances may affect how all educational and related services and supports are provided…"
- the provision of [free and appropriate public education (FAPE)](https://www2.ed.gov/programs/osers/) may include, as appropriate, special education and related services provided through distance instruction provided virtually, online, or telephonically . . .
- **schools may not be able to provide all services in the same manner that they are typically provided . . .**
- federal disability law allows for flexibility in determining how to meet the individual needs of students with disabilities. **The determination of how FAPE is to be provided may need to be different in this time of unprecedented national emergency.**"
Please Note:

The guidance provided in the California Practitioners’ Guide for Educating English Learners with Disabilities is not binding on local educational agencies or other entities. Except for the statues, regulations, and court decisions that are referenced herein, the document is exemplary, and compliance with it is not mandatory.

See California Education Code (EC) Section 33308.5.
Section 1- Identification of ELs, MTSS, and Pre-referral Interventions

Section 2- Pre-referral and Referral, Assessment, and IEP Process

Section 3- Educational Programs and Instructional Strategies

Section 4- Proposing Exit from Special Education Services

Section 5- Reclassification from EL Status
Chapter 7: Teaching and Learning to Meet Student Needs

Chapter Contents
- Questions Addressed in This Chapter
- Introduction and Overview
- Effective Contexts for Learning
  - Cultural Proficiency and Cultural Competency
  - Social-Emotional Learning and Positive Behavioral Interventions and Supports
- Universal Design for Learning
  - Multi-Tiered System of Supports
- Teaching and Learning Critical Features
  - Standards-Focused Lesson Planning
  - Integrated and Designated ELD Emphasizing Disability-Related Services
  - Formative Assessment
- Teacher Collaboration
  - Student Scenario
  - Supporting an English Learner Student with a Specific Learning Disability in Middle School
- Chapter Summary
- Frequently Asked Questions
- References
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Chapter Structure:
1. Questions Addressed
2. Introduction & Overview
3. Key Topics Addressed (vary by chapter)
4. Student Scenario
5. Chapter Summary
6. Frequently Asked Questions (FAQs)
7. References
“This chapter focuses on effective teaching and learning practices for English learners with disabilities, all aimed at ensuring that students have opportunities to make academic, English language, and social-emotional learning progress.”
Questions Addressed in This Chapter

For Teachers

• How can I best meet the unique academic, English language development, disability-related, and social-emotional learning needs of my students who are English learners with disabilities?

• How can I use my students’ individualized education program (IEP) goals to inform my instructional practice?

For Administrators

• How will I know if students who are English learners with disabilities are receiving the instruction they need?

• What does quality instruction for English learners with disabilities look like?

• How can I support my teachers to provide this instruction, and how will I know if their instruction is effective?
Focus on a Few Things
Critical Features of Teaching and Learning
Context for Learning:

- Respectful
- Motivating
- Engaging
- Integrated
- Intellectually Challenging
Classroom Practices Have Shifted
What do current practices for ELs/SWD look like via Distance Learning?
Standards
Focused
Lesson
Planning
Key themes of Literacy/ELD:

- Meaning Making
- Content Knowledge
- Language Development
- Effective Expression
- Foundational Skills
Framing Questions for Lesson Planning

ADDITIONAL QUESTIONS FOR ENGLISH LEARNERS WITH DISABILITIES

• What are the English language proficiency levels of my students?

• Which clusters of CA ELD Standards amplify the content standards at students’ English language proficiency levels?

• What oral language or language in the text will be new for students or present challenges?

• How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and productive modes?

• What types of scaffolding, accommodations, or modifications will individual students need to effectively engage in the lesson tasks?
California educators share the belief that English learners with disabilities, like all students, are able to attain these content standards and that they will need specialized support to do so.
How might Comprehensive (Designated and Integrated) ELD be incorporated into Distance Learning?
Integrated and Designated ELD
“All English learners with disabilities receive comprehensive ELD, which in California includes both integrated and designated ELD. Both integrated and designated ELD are part of English learners’ core instruction”.

California Practitioners’ Guide for Educating English Learners with Disabilities - Ch. 7 Pg. 320
Designated ELD is a protected time during the regular school day when teachers use the 2012 ELD Standards as the focal standards. This allows students to develop critical English language skills, knowledge, and abilities needed for content learning in English.

Integrated ELD is regular class time where teachers with ELs in their classrooms use the 2012 ELD Standards in tandem with the focal standards—Common Core State Standards for ELA/Literacy and mathematics, or CA Next Generation Science Standards for Science.
B.E.L.I.E.F. Modules

Integrated ELD

Designated ELD

http://bit.ly/2qtmi4m
Integrated ELD
- lesson driven by content demand with necessary language support in line w/ ELD standards
- all day long above & beyond D-ELD
- content & language objectives
- ELD standards used in tandem w/ content standards

Designated ELD
- development of English Language not dependent upon a “program”
- rigorous content
- qualified teacher across disciplines daily
- ELD standards are focal standards
- language taught is connected to language needs in content areas
- any and all students
- ELs grouped by proficiency level
- specified time of day; protected time
- address specific demands of proficiency levels

- ELD standards support for ELs
- qualified teacher
- daily

- ELs grouped by proficiency level
- addressed specific demands of proficiency levels
- ELs used in tandem w/ content standards
- daily

- ELD standards
- language
- objective
- ELs
- specified time
- day; protected time
ELD Disability Related Services
Primary Language Support

Not to be confused with “language of instruction,” is always an option for English learners and can be used at any time to provide equal access to teaching and learning tasks.

Examples of primary language support include:

- explaining instructions for a learning task in the student’s primary language, as needed;

- providing a written translation for a learning task (e.g., a math problem-solving task);

- drawing students’ attention to cognates in their primary language; and

- inviting students to speak or write in their primary language, as appropriate to the learning task.
What could it look like during distance learning?

<table>
<thead>
<tr>
<th>Traditional Classrooms</th>
<th>UDL Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Changes in timing or scheduling</strong></td>
<td><strong>Changes in how the student responds</strong></td>
</tr>
<tr>
<td>• Extended time (e.g., to allow for limited dexterity; to allow students to use bilingual dictionaries and process information in primary language)</td>
<td>• Uses primary language in speaking and/or writing</td>
</tr>
<tr>
<td>• Frequent breaks (e.g., to avoid physical discomfort)</td>
<td>• Uses large lined paper or computer for written work</td>
</tr>
<tr>
<td>• Dividing assignment over several sessions (e.g., to avoid eye strain or frustration)</td>
<td>• Responds in braille</td>
</tr>
<tr>
<td><strong>Changes in setting or environment</strong></td>
<td>• Uses a recording device to record or play back questions, passages, and responses</td>
</tr>
<tr>
<td>• Specialized furniture (e.g., adjustable height desk to allow for wheelchair)</td>
<td><strong>Behavioral strategies</strong></td>
</tr>
<tr>
<td>• Preferential seating (e.g., close to white board to support low vision or to be free from distractions)</td>
<td>• Use of culturally responsive behavioral management techniques appropriate for the learner</td>
</tr>
<tr>
<td>• Stabilization of instructional materials (e.g., book holder to support weak fine motor skills)</td>
<td>• Reinforce self-monitoring and self-recording of behaviors</td>
</tr>
<tr>
<td><strong>Changes in how the curriculum is presented</strong></td>
<td></td>
</tr>
</tbody>
</table>
Remote Professional Development and Resources

https://padlet.com/vanessa_lopez3/8doxglur3c9n
“...ensuring the academic success, linguistic progress, and social-emotional well-being of English learners with disabilities is a shared responsibility of all members of the school system. Working together with parents and families, school and district professionals can promote educational equity by ensuring that all English learners participate in the highest quality teaching and learning experiences.”
Let’s Connect You to our Website

California Practitioners’ Guide for Educating English Learners with Disabilities

- Section 1: Identification of English Learners, Multi-Tiered System of Supports (MTSS), and Pre-Referral Interventions
  - Chapter 1: Students with Disabilities Who May Be Identified as English Learners
  - Chapter 2: Supports for English Learners within the Multi-Tiered System of Supports Framework
- Section 2: Pre-Referred and Referred Assessment, and RTP Processes
- Chapter 3: Special Education Referral Process for English Learners
- Chapter 4: Assessment of English Learners for Identification as Students with Disabilities
- Section 5: Education Programs and Instructional Strategies
  - Chapter 5: Developing an Individualized Program for English Learners
  - Chapter 6: Educational Programming: Access and Equity for English Learners with Disabilities
- Chapter 7: Teaching and Learning to Meet Student Needs
- Chapter 8: Proposing Exit from Special Education Services
- Chapter 9: Exiting English Learners from Special Education Status
- Section 6: Rejection of English Learner Status
- Appendix 8: Reclassifying Students with Disabilities from English Learner Status

https://www.icoe.org/index.php/selpa/el-swd
Let’s Connect You to Today’s Resources

Office Hours

• Next session planned for May 7th at 1:00pm
• Follow-up Survey: <link>
• Thank You!
Visit us at https://www.icoe.org/selpa

Email us at improvingoutcomes_el_swd@icoe.org

Tweet us at @el_swd

Phone us at 760.312.6419