

CCEE Instructional Continuity Blended Learning Support for English Learners

Purpose

In response to the COVID-19 school closures and the transition to blended learning, SDCOE developed learning continuity guidance:

- to address English Learners' instructional access, and
- in alignment to the *SDCOE Instructional Continuity Learning Plan Template* and the *Equity Resource Summary*.

The *English Learner Instructional Continuity* document includes the following sections:

- Communication
- Social Emotional Supports
- Expanding Equity Lens
- Digital Content Delivery
- Digital Access/Non-Tech Options
- Instruction
- Additional Resources

Instructional Continuity Blended Learning Support for English Learners

Communication Considerations

Communication

The CDE guidance states that LEAs should have a **learning plan, aligned to the LEA's language acquisition program, to provide language development instruction and services for English learners**. Additionally, LEAs should consider the unique learning needs and supports necessary for language development.

Consider pre-pandemic factors

How has the LEA ensured that administrators, staff and faculty are:

- cognizant and diligent about English learners' access to quality instruction?
- embedding **Integrated ELD** (a practice of developing academic language/support in all subject areas in order to provide students access to the core academic program) into all content instruction?
- delivering **Designated ELD** (a protected time each day for instruction *about how English works* tailored for each student's language proficiency level) for every English learner?
- evaluating a student's progress toward English language acquisition and proficiency, as well as content mastery ?
 - determining needs for additional services for English learners who have multiple needs (e.g., also identified as having a disability)?
 - offering native language resources for students whenever possible, such as texts in the students' languages, translation tools, etc.?

Continue to conduct communication audits

- Has anyone reached out to students and families of English Learners, specifically? If so, who, and how many?
- Have the district and school personnel accountable for English Learner programs checked in with the EL students and families they serve during the pandemic?
- How successful have the efforts been in making contact with English Learner families?
- What percentage of the EL students and families were reached?
- What was stated? What was asked?
- What data (anecdotal, quantitative, or qualitative) was collected during the class?
- Was it recorded? If so, how?

If active communication has not taken place:

- Consider surveys and empathy interviews the families of English Learners or the students themselves
- Tap this [Resource List](#) for parent communication/translation

Continue to [assess system, student and families supports for Blended Learning](#)

- [Refine your communication plan](#)

Communication

- Why is an intentional and continuous focus on communication important?
- What can we learn from our English learner students, families, and communities?
- How might this information help inform our support systems?

Social Emotional Learning

Social Emotional Supports

Staff:

- SDCOE [SEL Resources for Educators](#)
- SDCOE [Mental Health and Wellness Resources](#)

Students:

- Building relationships with English learner students and families
- Data on the impact of COVID-19 on English learner families
- English learner student and families supports inside and outside of school

Parents:

- Talking to students about COVID-19

Resources:

- [CASEL Resources and Guidance](#)
- Colorín Colorado-[Social-Emotional Support for ELLs During COVID-19](#)
- Council of the Great City Schools- [Supporting English Learners in the COVID-19 Crisis](#)
- Education Week Article- [Teaching the 'New' COVID-19 Social-Emotional Skills](#)
- Learning Policy Institute- [Resources and Examples: Learning in the Time of COVID-19](#)
- [Reading Rockets–NEA Guide: Supporting English Language Learners Through COVID-19: Resources for Educators](#)

SEL

Thinking about the current reality of your system, school, and classroom:

- What do we understand or know about our English learners?
- How are current systems of support responsive to the needs of English learners and staff serving this group of students?
- How can we leverage SEL to support academic learning?

Expanding Equity Lens

Expanding the Equity Lens	Expanding inclusive curriculum	<p>Latino Educational Equity: A Web-Based Index and a Compendium of Best Practices in Latino Education in the United States</p> <p>Why English Class is Silencing Students of Color (vid)</p>
	Expanding Educational Equity Consciousness	<p>Envisioning Structural Solutions for Structural Black, Latinx and LGBTQ+ Student Oppression(s) (Webinar)</p> <p>Disrupting the patterns of inequity- What does it mean to disrupt inequity in education? (Webinar)</p> <p>Equity Framework 2020-21: Equity by Design</p> <p>Zaretta Hammond: Coaching for Instructional Equity (Webinar)</p> <p>Coaching Conversations with Jim Knight: Zaretta Hammond Webinar)</p> <p>National Equity Project (NEP) Featured Resources (link to resources)</p> <p>National Equity Project Webinars (link - free registration required)</p>
	Culturally Responsive/ Equitable Instruction	<p>Zaretta Hammond: Culturally Responsive Teaching and the Brain (vid)</p> <p>Employing Equity-Minded & Culturally-Affirming Teaching Practices in Virtual Learning Communities (webinar)</p> <p>Increasing Equity in Online Learning (webinar - Adult Ed)</p> <p>National Equity Project: Rebel Leadership and COVID-19 (link to resources)</p>

Equity Lens

- How might we support teachers/staff with the delivery of culturally responsive teaching and learning?
- What do we need to consider in order to ensure our system is culturally proficient and meets the needs of our English learners?

Digital Content Delivery

Digital Content Delivery	Core Materials	U.S. Department of Education <ul style="list-style-type: none">Providing Services to English Learners During the Covid-19 Outbreak CDE Guidance and Support <ul style="list-style-type: none">Key Principles for a Quality Distance LearningWhat Districts are Doing to Support their Students and an introduction of the English Learner Support Division ResourcesCDE Special Education Guidance for COVID-19 (Accessibility includes guidance for dually identified students) SDCOE Instructional Continuity Design Guidance for English Learners <ol style="list-style-type: none">Blended Learning Instructional Design Considerations for Language LearnersUniversal Design for Learning- Integrating Language DevelopmentUniversal Design for English Learners- Design Cycle TemplateDigital Learning Supports for Instructional Design by Language Proficiency LevelsComprehensive English Language DevelopmentCCEE-SDCOE K-12 Distance Learning Units with Designated ELD for Structured English Immersion ProgramsSDCOE K-3 Distance Learning Units for Dual Language ProgramsDistance Learning Designated English Language Development Examples
	Supplemental Materials	Supplemental Resources (Curated by SDCOE) <ul style="list-style-type: none">English Language Development and Literacy Resources for EL StudentsSupplemental Resources for Spanish Language Development and LiteracyRecursos para el desarrollo de la alfabetización y el lenguaje en españolSupplemental Resources for Mandarin Language Development and LiteracySupplemental Resources for Arabic Language Development and LiteracyStudent and Parent Supplemental Resources that do not Require Technology Non-Tech Supplemental Resources <ul style="list-style-type: none">KPBS Distance Learning - EnglishKPBS Distance Learning - Spanish Supplemental Resources (Curated by other LEAs) <ul style="list-style-type: none">Early Edge California Distance Learning Resources for Dual Language LearnersImperial County Office of Education Resources for Distance LearningLACOE ELPAC Task Type Tool with Activities and SupportsSanger Designated ELD Choice Boards TK-12

Digital Content Delivery

- How have we adapted content via blended learning?
- How are we addressing [designated and integrated English language development](#)?

Digital Devices/Wifi Access

Non-Tech Options

<p>Digital Devices</p>	<p>District, personal, community</p>	<p>Considerations for various groups, as migrant education, newcomer and refugee students, transnational and undocumented student should be made for purposes of equity and access</p> <p>Migrant Students</p> <p>United States Department of Education Resources:</p> <ul style="list-style-type: none"> • Fact Sheet: Addressing the Risk of COVID-19 While Serving Migratory Children <p>CDE Guidance</p> <ul style="list-style-type: none"> • Migrant Education Program Frequently Asked Questions - COVID-19 <p>Newcomer Students</p> <ul style="list-style-type: none"> • Guidance Modules for Educators of Newcomer English Learners in Grades 6-12 <p>Refugee Students</p> <ul style="list-style-type: none"> • National Association of School Psychologists- Supporting Refugee Children and Youth: Tips for Educators <p>Transnational and Undocumented Students</p> <ul style="list-style-type: none"> • SDCOE's Transnational Student Support / Apoyo Para Estudiantes Transnacionales
<p>Internet Access</p>	<p>Student access to internet connection</p>	<p>CDE key considerations to guide this work ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whether a student has access to the internet <input type="checkbox"/> Whether a student has access to a device and what alternatives exist for them to access a device <input type="checkbox"/> How familiar a student is with the device and necessary support to ensure they are familiar with navigating its features <input type="checkbox"/> Communication to families regarding digital access should be in a language and format they understand and can access <p>SDCOE-MEGA Language Learners at the Center of Blended Learning</p> <p>Connectivity Resources: https://covid-19.sdcoe.net/Distance-Learning/Connectivity-Resources</p>
<p>Non-Tech Options</p>	<p>District-Provided, Site-Provided, or Teacher-Provided</p>	<p>CDE key considerations to guide this work ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> What processes need to be developed to ensure that equitable access and opportunity is offered to students? <p>Additional Guidance</p> <ul style="list-style-type: none"> • Tulare County Office of Ed non-tech distance learning guidance

Digital Access/Non- Tech Options

- How are we ensuring that English learners have equitable access to the curriculum? (i.e., with tech/without tech)
- How might we ensure that curriculum is transferable in a blended learning environment?

Resources

- [CA ELD Standards](#)
- [Californians Together Webinars](#) - Guidance for teachers in supporting language learners
- Center for Applied Linguistics (CAL)- [Online Learning Resources](#)
- Colorin Colorado- [Supporting ELLs Through COVID-19](#)
- Education Week article: [English-Learners May Be Left Behind as Remote Learning Becomes 'New Normal'](#)
- Ellevation- [Distance Learning Support](#)
- ELRISE!- [Critical Conditions for English Learners in Distance Learning](#)
- Loyola Marymount University- [Education and Research Supports for English Learners \(ELs\) during COVID-19](#)
- [SDCOE Covid-19 Website](#)
- [SDCOE Ensuring Equity in Distance Learning Resources](#)
- [SDCOE Innovative Digital Learnings \(Archived trainings and webinars\)](#)
- [SDCOE Resources for English Learner Families](#)
- [SDCOE Trending Tech Tools](#)
- [SDCOE Zoom Resources and Trainings](#)
- SEAL- [6 Key Considerations for Supporting English Learners with Distance Learning](#)
- TNTP- [Supporting multilingual learners \(MLLs\)/English language learners \(ELLs\) during the COVID-19 Shutdown](#)
- WestED- [Considerations for Teachers Providing Distance Learning for Students with Disabilities](#)
- WestED- [Meeting the Learning Needs of Historically Underserved Students During and After California School Closures](#)