

Tool #1 for Reopening Schools with English learners at the Heart



EL RISE! Reflection and Planning Tool for Administrators
“Reopening Schools with English learners at the Heart” webinar

<i>Best practices for English learners in Distance Learning, Hybrid Learning</i>	<i>EL Roadmap Principle*</i>	<i>Examples of Actions</i>	<i>Where it fits in the LCP Template</i>
<p>Create schedules and resource allocation plans targeting resources to and prioritizing students with greatest needs -including English learners – including additional learning time, in person assistance, ensuring provision of designated and integrated ELD</p>	<p>2</p>	<p>Use data and assessments to determine which subgroups of English Learners may be most vulnerable (e.g., LTEL, newcomers) and develop services specifically around their needs</p> <p>Dedicated Designated ELD time in all delivery models, and Integrated ELD in all delivery models</p> <p>Extra periods for small group designated ELD</p> <p>Targeted instructional support for students who have experienced learning loss through: learning hubs, individual tutoring, small group instruction, time set aside for assessing English proficiency, etc.</p> <p>Extended learning enrichment sessions in home language</p>	<p>Continuity of Learning: In-person instructional offerings, <i>and</i> Distance learning</p> <p>Pupil Learning Loss</p>
<p>Establish relationships and mechanisms for ongoing stakeholder input and communication to inform planning and improvement (with students, teachers and staff, families, community)</p>	<p>1</p>	<p>Translation/interpreters for DELAC meeting and input sessions</p> <p>Scheduled Student Listening sessions (in student home languages) at regular intervals in school year – how is it going</p> <p>Specific outreach to parents who did not connect initially. Find out what they need to be engaged and what they need from the district.</p>	<p>Pupil and Family Engagement and Outreach</p> <p>Stakeholder Engagement</p> <p><i>Note: LEAs are expected to respond to the DELAC in writing regarding DELAC recommendations, including where those recommendations & responses appear in the plan and the specific actions/recommendations that came from them.</i></p>

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<p>Expect the need for flexibility and change of plans, and communicate clearly, regularly and in the home languages of families what these changes entail and why they are occurring – with two-way communication mechanisms</p>	<p>1</p>	<p>Translation/interpreters for DELAC meeting and check-in/input sessions</p> <p>Use social media to reach parents, using simultaneous translation</p> <p>Designated home language personnel and mechanisms (<i>including translation apps for teachers and parents</i>) to support two-way communication</p> <p>Regular office hours in the evening for working families</p> <p>Prior to the start of school, teachers, support staff, administrators contact each family (elementary) to check in and at secondary with families of students who were minimally engaged in Spring about their needs, to describe distance learning, review parent/students expectations, inform about resources available and methods for ongoing communication</p>	<p>Pupil and Family Engagement and Outreach</p>
<p>Support families as partners in supporting student learning (e.g., clear and regular communication, technical support, workshops on strategies – in their home languages)</p>	<p>1</p>	<p>Technical support, videos and workshops for families on uses of technology (in home languages)</p> <p>Provide resources for student learning at home</p> <p>Weekly zoom sessions and regular sessions between teachers and families to support and co-create instruction at home</p>	<p>Access to Devices and Connection</p> <p>Pupil and Family Engagement and Outreach</p>

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		Workshops for families on strategies to support their students’ learning (in home language)	
Provide the most personalized and engaging instruction possible, and emphasize relationship building, personalization , frequent and direction interaction, inclusive community building	1 2	Provide curriculum units for all teachers for start of school year emphasizing building relationships and connections	Continuity of Learning: in-person instructional offerings; distance learning Socioemotional Learning
Address learning losses by monitoring participation, proactively reaching out, and by expanding learning time in ways that challenge, support and engage students	3 4	Provide tiered reengagement strategies for students who are not appearing or engaging – including options such as home visits, home school liaisons, 1:1 mentors with direct outreach to EL students who are not attending in distance learning Provide additional small group sessions with teachers, office hours, and alternative hours	Pupil Learning Loss
Support pedagogical quality and equity, and build a system of district guidance and support to teachers and administrators on implementing best practices for English learners in distance learning– including for comprehensibility, active engagement, oral language interaction, home language supports, etc.)	2 3	Extra professional development days for teachers on meeting needs of ELs in distance learning District TOSAs to work with grade levels collaborating on addressing EL needs Build in teacher planning and teacher collaboration time weekly Administrators training on supporting staff during this new reality, including visiting and observing virtual classrooms (what to look for in quality EL instruction and engagement)	Continuity of Learning (instructional schedule models, hybrid and distance learning section) Supports for pupils with unique needs Distance learning professional development Staff Roles and Responsibilities

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		Use bilingual staff strategically - to reach out and connect to students/families and support instruction, to provide some direct instruction across “classrooms” and even campuses as needed, to focus on newcomer students, etc.	
Plan time and ongoing supports for teacher collaboration and planning related to meeting the needs of English learners	2 3 4	Build into teachers weekly schedules time for collaboration and planning with peers – include EL TOSAs/coordinators and (in secondary) cross departmental planning involving ELD teachers and other academic departments.	Staff roles and responsibilities
Implement universal internet and computer access, and plan carefully to ensure English learners have access to materials, equipment, internet and supplies needed to participate, engage and learn – including resources in their home languages	2 3	Ensure materials essential for instruction are available to all students, including packets of school supplies, course materials and supplemental materials in languages of instruction, access to bilingual and primary language reference materials. 1:1 devices Regular check in communications between families/students and teachers include checking on equipment, material, internet and supplies	Continuity of Learning: Distance Learning Program - Access to Devices and Connectivity <i>and</i> Continuity of Instruction (access to curriculum)
Offer tailored, integrated supports to each student to address the socioemotional, physical health, and basic needs of English learner students (and their family well-being) that impact participation and engagement in school and learning	1	Provided units/lessons that incorporate SEL Teacher professional learning on SEL and on needs of immigrant and English learner students related to Covid disruption and impacts on their communities Direct counselor communications with families, Interviews, surveys and other mechanisms to check in on student/family needs impacting	Mental Health and Social and Emotional Well-being

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ELRISE!

ENGLISH LEARNER ROADMAP IMPLEMENTATION
FOR SYSTEMIC EXCELLENCE

<i>Best practices for English learners in Distance Learning, Hybrid Learning</i>	<i>EL Roadmap Principle*</i>	<i>Examples of Actions</i>	<i>Where it fits in the LCP Template</i>
		participation in school – with referral and resource responses – all available with translation or in languages of the home	
Ensure integrity of model and support for dual language/ biliteracy language acquisition program pathways	2 3 4	<p>Ensure teachers in dual language/bilingual programs have use of bilingual online materials and resources</p> <p>Provide professional learning supports specific to dual language delivery in a distance learning context (e.g., professional learning workshops, coaching, TOSAs)</p> <p>Provide materials for students in language of instruction</p> <p>Support families in two-way dual language programs with guidance related to home-based support of dual language model</p> <p>Build in regular collaboration and planning time for teachers in dual language/bilingual programs for within grade planning as well as cross-grade program collaboration</p>	<p>Continuity of Learning: Distance Learning Professional Development</p> <p>Continuity of Learning: Distance Learning Continuity of Instruction</p> <p>Pupil and Family engagement and outreach</p> <p>Continuity of Learning: Distance Learning Staff Roles and Responsibilities <i>(and also)</i> Professional development</p>
Affirm and support the development of home language	1	Leverage the opportunity of EL students learning time at home to encourage language-rich activities with families in the home language – supported by workshops for families on bilingual development and strategies they can use at home, by provision of home language materials.	<p>Pupil and Family engagement and outreach</p> <p>Continuity of Learning: Distance Learning</p>

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Support early childhood education as early foundation for EL school success	2 4	In all areas of planning and program design, maintain a PreK/TK-12 perspective and support developmentally appropriate practices for young dual language learners	Throughout the LCP

*English Learner Roadmap Principles:

Principle #1: ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS

Pre-schools and schools are responsive to different EL strengths, needs and identities, and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle #2: INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle #3: SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.

Principle #4: ALIGNMENT AND ARTICULATION WITHIN AND ACROSS SYSTEMS

English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college- and career- readiness and participation in a global, diverse multilingual 21st century world.

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Indicators draw from the following resources:

Blackburn, K., Dewald, N., Olney, J., Pilhoefer, A., Villanueva, E., (2020), Emergent Bilingual Students in the Covid 19 Crisis. Teach Plus California. <https://teachplus.org/news-events/publications/emergent-bilingual-students-covid-19-crisis-recommendations-teach-plus>

California Department of Education, (2020) English Learner Services During Covid-19 FAQs. <https://www.cde.ca.gov/sp/el/er/elservicescovid.asp>

Californians Together, Supporting English Learners through Distance Learning: Considerations for District and School Leaders. <https://www.californianstogether.org/important-considerations-for-supporting-english-learners-during-covid-19/>

Center for Equity for English Learners, Education and Research Supports for ELs During COVID-19, Loyola Marymount University <https://soe.lmu.edu/centers/ceel/englishlearnersupportsduringcovid-19/>

Harris, D. and Strunk, K. (co-chairs). How Schools Can Help Children Recover from COVID School Closures: A Letter from Education Researchers, July 22, 2020. In circulation <https://drive.google.com/file/d/110EZiv3nMO9ajNdWtcRVz2uX5-pOrDmB/view?usp=copy>

Global Strategy Group and The Education Trust. “Parents Survey Identifies Key Needs for Texas Families Navigating New Reality”. May 12, 2020 <https://edtrustmain.s3.us-east-2.amazonaws.com/wp-content/uploads/2014/09/19192019/TX-Public-School-Parents-Memo-F04.22.20.pdf>

Hernandez, M., Wolf, L., Spiegel-Coleman, S. (2020) “California’s English Learner Roadmap: a Guide for Equitable School Planning During the Pandemic.

Skibbins, H, (2020) Six Key Considerations for Supporting English Learners with Distance Learning, SEAL (Sobrato Early Academic Language): Oakland, CA. <https://seal.org/6-key-cosiderations-for-supporting-english-learners-with-distance-learning;>