

**Distance Learning**

**English Language Development Department**

Throughout the duration of Roseville Area Schools Distance Learning, the ELD team will continue to provide equitable and meaningful access to content instruction through academic language development, delivered by a collaborative model at the elementary level and a targeted services model at the secondary level.

K-12 ELD Teachers will:

* Provide academic language instruction and support for English Learners for their specific proficiency level needs.
* Communicate with students regularly to support their distance learning needs, both academically and social/emotionally.
* Communicate with families as needed to support them in this process of distance learning.
* Directly collaborate weekly with classroom or content teachers.
* Collaborate routinely within the ELD department to plan and deliver services.

See below for detailed guidance for implementation at the elementary and secondary levels.

**Distance Learning--Elementary ELD**

According to the *School Closure Guidance for Public School Districts and Charter Schools* from MDE (version March 15, 2020), “Ultimately, English learners need to have the chance to access grade-level standards and still need...support to access academic content.” <https://drive.google.com/file/d/1iHV5Xfd7hhb6GRvB-xWqN2ALVXixXx-R/view>

**The goals of the English Language Development department at the elementary level** are to:

1. Provide academic language development through a collaborative teaching model that embeds language within content
2. Provide ongoing language-specific, one-on-one support to English Learners to ensure individual mastery of grade-level content

**In order to meet these goals, ELD teachers will**:

1. Collaborate weekly with classroom teachers to differentiate instruction for one subject (virtually via Zoom or Google Hangout). This could include, but is not limited to:
   1. Co-planning the instruction to include language development opportunities
   2. Creating language-specific mini-lessons that support the content learning that will be included in the instruction given by the teacher (videos)
   3. Providing insight into instructional modifications, such as visual supports, specific academic language, background building, etc.
   4. Supporting daily oral language practice opportunities
2. Engage students through one-on-one conversations at least 2 times each week to support their classroom learning needs targeted at their language proficiency level (using Zoom, Dialog One, or Google Hangout)
3. Check in with each student daily to address any immediate needs via the classroom platform communication tool (Seesaw/Google Classroom/Schoology)
4. Develop further instruction, resources, and/or materials for students on an as-needed basis
5. Collect evidence of student mastery or growth toward mastery of specific academic language needs

**ELD Teachers will be expected to:**

1. Meet weekly with each team
2. Develop materials, resources, videos, etc. to support the classroom instruction
3. Call each student 1-2 times each week, for a 20-30 minute language and content support time
4. Text each student daily to determine level of academic or social/emotional support
5. Provide evidence of student achievement (one assessment each week) using academic language
6. Provide feedback to students specifically about their language development growth

**ELD Teachers will need:**

1. Access to classroom digital platforms
2. Weekly planning time with each team/teacher (30-60 minutes)
3. Collaborative posture from colleagues
4. Ability to provide language development instruction/support within the content instruction
5. Ability to assess students on a weekly basis

**ELM Coaches/Lead Teachers will provide the following support:**

1. Videos or webcasts of resources, strategies, etc.
2. Office hours for teachers to check in with them about specific learners or language development questions
3. Individual coaching for classroom teachers who would like more intensive support for English learners and English Language Development

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| **Checklist for Elementary EL Teachers for planning days (March 18-27)** | |
|  | Determine teams and/or teachers to collaborate with so that all English learners will receive differentiated instruction in at least one subject area |
|  | Set up weekly planning times with teams/teachers |
|  | Collaboratively plan the first week of instruction; may just be a video from you to be added to the content students receive. (The first week of instruction is mostly about getting students familiar with distance learning and checking in with students.) |
|  | Create any materials, supplemental videos, etc, for the first week of instruction |
|  | Collect student and family contact information |
|  | Explore classroom digital platform(s) to become familiar with the tool and how you will use it (Seesaw, Google Classroom, Schoology) |
|  | Communicate with families and students via classroom platform--once you have access and familiarity with the platform, communicate directly to students and provide introductory information about what they should expect and/or an introductory assignment |
|  | Connect with families/students via phone or Dialog One app and/or send a letter to each student via US mail to answer any questions, provide specific information, etc |
|  | Create a plan for student communication, including which platform you will use (phone, FaceTime, Zoom, Google Hangout, etc), timing for your caseload, etc. |
|  | Check with families and/or cultural liaisons about internet and technology access--help family fill out tech survey on district website. |
|  | Check with teachers about how well the students know the digital platform and determine which students may need extra support and/or tutorials for using it |

**Distance Learning--Secondary ELD**

According to the *School Closure Guidance for Public School Districts and Charter Schools* from MDE (version March 15, 2020), “Ultimately, English learners need to have the chance to access grade-level standards and still need...support to access academic content.”

[03152020 MDE School Guidance Framework FINAL.pdf](https://drive.google.com/file/d/1iHV5Xfd7hhb6GRvB-xWqN2ALVXixXx-R/view)

Therefore, throughout the duration of Distance Learning for Roseville Area Schools,

**The goals of the English Language Development department at the secondary level** are to:

1. Provide academic language development through ELD classes, co-taught classes, or sheltered content classes (at RAMS only)
2. Provide ongoing one-on-one check-ins to address language-specific questions or concerns regarding digital learning progress as needed

**In order to meet these goals, ELD teachers will**:

1. Provide academic language instruction, differentiated for language level, in an ELD course.
2. Promote oral language production weekly through structured activities
3. Collaborate with assigned co-teachers to differentiate instruction for one subject (virtually via Zoom or Google Hangout). This could include, but is not limited to:
   1. Co-planning the instruction to include language development opportunities
   2. Creating language-specific mini-lessons that support the content learning that will be included in the instruction given by the content teacher (videos)
   3. Providing insight into instructional modifications, such as visual supports, specific academic language, background building, etc.
   4. Supporting daily oral language practice opportunities
   5. Check in with/support EL students in the course on an ongoing basis
4. Engage students through one-on-one check-ins at least once every two weeks
5. Be available to students daily to address any immediate needs via the classroom platform communication tool (Seesaw/Google Classroom/Schoology)
6. Develop further instruction, resources, and/or materials for students on an as-needed basis
7. Collect evidence of student mastery or growth toward mastery of specific academic language needs
8. Contact content teachers when there is evidence a student is struggling to engage in online learning for that course

**Secondary ELD Teachers will be expected to:**

1) Meet weekly with content co-teacher

2) Meet with EL team once weekly (bi-weekly)

3) Meet with other EL teachers with common courses or students

4) Develop materials, resources, videos, etc. to support their current caseload

5) Conference with EL students who are not engaging in the work

6) Call the parents of EL students who are not engaging in the work to develop a success plan

7) Post a video or written communication to students daily

8) Support students in connecting with content teachers when struggling in content courses as needed

9) Incorporate SEL strategies to provide students with social/emotional support

10) Provide evidence of student achievement (one assessment each week) using academic language

11) Provide feedback to students specifically about their language development growth

**ELD Teachers will need:**

1. Access to classroom digital platforms
2. Weekly planning time with Co-teachers and EL teachers
3. Ability to assess students on a weekly basis
4. Ability to contact students and parents as needed

**ELM Coaches/Lead Teachers will provide the following support:**

1. Videos or webcasts of resources, strategies, etc..
2. Availability for teachers to check in about specific learners or language development questions
3. Individual coaching for classroom teachers who would like more intensive support for English learners and English Language Development

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| **Checklist for Secondary EL Teachers for planning days (March 18-27)** | |
|  | Set up meeting times with EL team and Co-teachers |
|  | Collaboratively plan the first week of instruction |
|  | Create any materials, supplemental videos, etc, for the first week of instruction |
|  | Collect student and family contact information |
|  | Make initial contact with students – an email, letter or little welcome video (can be sent through Synergy) |
|  | Explore classroom digital platform(s) to become familiar with the tool and how you will use it (Seesaw, Google Classroom, Schoology) |
|  | Communicate with families and students via classroom platform--once you have access and familiarity with the platform, communicate directly to students and provide introductory information about what they should expect and/or an introductory assignment |
|  | Create an “Intro to Distance Learning” email, screencast or video to support students and families as they start to use Schoology as a learning platform. Answer questions about how students interact with the Schoology site and assignment expectations, how to contact the teacher, provide specific information, etc… |
|  | Create a plan for ongoing student communication, including platform you will use (phone, FaceTime, Zoom, Google Hangout, etc), How will students and families contact you? |
|  | Check with families and/or communication with families about internet and technology access |