

2019 English Language Proficiency Standards: Coding & Documenting the Skills & Performance Indicators Transcript

Slide 1:

Welcome to Coding and Documenting the 2019 English Language Proficiency Standards, a self-paced learning module brought to you by the Arizona Dept of Education & the Office of English Language Acquisition Services.

Slide 2:

This module will provide you with specific guidance on Coding & Documenting the 2019 the English Language Proficiency Standards for planning and instruction

Slide 3:

As with previous iterations of ELP standards, OELAS is providing the field with a stripped-down formula for the suggested coding and documentation of these standards.

During Part 1 of this module, you will learn how to code and document the ELP Reading Foundational Standards.

In Part 2, you will learn how to code ELP Standards #1-10.

Before we move into coding and documenting, let's take a minute to think about the structure of today's module, which can also be thought of as a lesson.

I Do, We Do, You Do is a highly effective lesson structure for new learning! We have designed this module to provide you with the opportunities to see exemplars, try your new skills for the first time alongside the presenter, and then give you a chance to apply your new learning on our own.

This gradual release structure, along with several checks for understanding along the way, is an excellent way to develop *highly effective* lessons.

If you have not yet used "*I Do, We Do, You Do*" along with *checks for understanding*, we encourage you to give this structure a try with an upcoming lesson in your own classroom!

And just like that – you have bonus learning from participating in this module!

Slide 4:

This self-paced learning module is intended to provide you with guidance exclusively on the coding and documenting the 2019 English Language Proficiency Standards; therefore, we will not be providing you with any background information on the ELP standards during this module.

If you have not yet familiarized yourself 2019 English Language Proficiency Standards documents, or are interested in knowing the legislative context behind ELP Standards, the purpose of the standards, how these standards have changed from the 2010 version, or how the standards are organized, we recommend that you access the resources on the OELAS website that are now appearing on your screen before proceeding with this module.

Slide 5:

And now, let's begin by learning how to code and document the ELP Reading Foundational Standards.

Slide 6:

Knowing how to code and document the Reading Foundational Skills is particularly important for teachers of ELs who are in Kindergarten through 5th grade and those of older students who lack basic reading foundational skills in their home language as well as in English.

Here you see a screenshot from a page of the 4th-5th grade ELP Standards. For our purposes, we are specifically looking at the left column which shows Arizona's English Language Proficiency Standards: Reading Foundational Skills as these are the skills that we be documenting.

Now, take a look at the formula in the blue box which shows us how we will code and document the desired Reading Foundational Skill. Follow along as I model the suggested coding:

First, we identify the skill as an EL standard by writing "EL".

Then we will identify the "grade or grade-band" being used. This is always located at the top of the document on each page.

Next, because we are referencing the Reading Foundational skills, we will document "RF" for Reading Foundational.

Following along with the formula, we now note the "skill number" followed by the specific "sub-skill letter".

And, finally, we write out the verbiage of the skill being addressed.

Slide 7:

We'll now take a look at the documentation in action with an actual example.

Based on the formula on the previous slide, we will start at the top of the page and move downward. First, we identify the skill as an EL standard by using EL".

Then, we identify the "grade or grade-band" being used. In this example, I am teaching from the 4th-5th grade-band so I will note "4-5."

Next, we will document "RF" for Reading Foundational.

Following our formula, we now note the "skill number" which is number 1 here, and the specific "sub-skill letter" which is skill "b".

Finally, we ensure the verbiage of the skill being addressed is included. In this example, we are teaching the skill to "produce the 44 phonemes with verbal modeling and visual cues."

We have now used our coding to document this Reading Foundational standard which reads "EL.4-5.RF.1b Produce the 44 phonemes with verbal modeling and visual cues."

Slide 8:

We recommend that you now pause the module for a few moments and take note of the coding formula & steps appearing on your screen. This will be helpful to you as we move onto the guided and independent practice portions of our module and when you write your own lesson plans. We'll see you in a few minutes.

Slide 9:

Welcome back! Take out a piece of paper so you can now try using our coding formula to document a Reading Foundational Standard along with me. If you've been following along with our "I Do, We Do, You Do" structure, you'll notice that this is the "We Do" portion of our lesson as we'll code and document this RF standard together.

Step 1: we will identify the skill as an EL standard by using *EL*

Step 2: we now identify the "grade or grade-band" being used. In this example, we are teaching from the 6th – 12th grade-band so we will note "6-12."

Step 3: we will document "RF" for Reading Foundational.

Step 4: Now, we note the “skill number” which is number 2 here, then we will note the specific “sub-skill letter” which is skill “c”.

Step 5: Finally, we add the verbiage of the skill being addressed. In this example, we are teaching the skill to “identify and distinguish between printed letters (upper and lower case) and words.”

Putting this coding all together, we document “EL.6-12.RF.2c identify and distinguish between printed letters (upper and lower case) and words.”

Slide 10:

We’ve now come to the “You Do” portion of this lesson, so it’s your turn! Please pause this module and use the coding formula you’ve learned to document the Reading Foundational Standard highlighted on your screen. When feel you’ve documented the RF standard correctly, resume the module and check your work. Good luck!

Slide 11:

Welcome back again! Take a look at the documentation on your screen and check it against your work. You should have documented the standard as:

EL.K.RF.2b Recognize that words are represented by a sequence of letters.

How did you do? If you missed something, now is a good time to go back and revisit the model, formula, or guided practice slides. We’re going to have you try one more before we move on to coding and documenting ELP Standards #1-10.

Slide 12:

Once again, please pause the module now & use the coding and formula to document one last RF Standard on your own. When you’re ready to check your work, go ahead and resume the module.

Slide 13:

Hello again! Have you gotten the hang of this now? Check your work against the correct documentation on the screen. You should have documented the standard as:

EL.2-3.RF.1h Segment multi-syllable words into syllables.

How did you do? If you’d like to do more independent practice on coding and documenting the ELP Reading Foundational Standards, visit the ELP Standards page on the OELAS website and pick any RF standard you’d like and practice away!

Slide 14:

Now that you’ve mastered coding and documenting the ELP Reading Foundational Standards, we’re going to move onto coding and documenting English Language Proficiency Standards #1-10.

Slide 15:

The suggested coding documentation for the numerical ELP Standards #s 1-10 is similar to those of the Reading Foundational Skills with a couple of minor adjustments.

Here you see a screenshot from an ELP Standard at the 4th-5th grade level.

Just as we did when documenting the Reading Foundation Standards, we will begin documenting the ELPS skills by gathering the necessary elements from this page as we move from the top of the page to the identified skill.

Based on the formula in the box,

we will first identify the skill as an EL standard by using “EL”.

Then we will identify the “grade or grade-band” being used. As with the RF Standards, this can always be located at the top of the document or each page.

Now, because we are referencing the numerical ELP Standards, we will document the standard number as “S” plus the number.

Next in the formula, we note the Proficiency Level + the number of the Performance Indicator. Both of these items are pulled from the box or cell for the Performance Indicator that is being used for instruction.

Finally, just as before, we will include the verbiage of the skill being addressed.

Slide 16:

I will now model the documentation in action with an actual example using the formula from the previous slide:

First, I identify the skill as an EL standard by using “EL”.

Then, I identify the “grade or grade-band” being used. In this example, I am teaching from the 4th-5th grade-band so I will note “4-5.”

For this lesson, I am teaching and documenting a skill from Standard 3, so to shorten it, I will note it as “S3”.

Next, I note the Proficiency level & the number of the Performance Indicator. In this example, I am teaching at the Pre-Emergent/Emergent level, so I shorten this to PE/E, then I note the specific Performance Indicator by its number. In this example, the PI is 1, so I note a 1.

Finally, I include the verbiage of the skill being addressed which is: *Deliver short oral presentations that include a few details.*

When I put this all together, I can now document *EL.4-5.S3.PE/E-1:Deliver short oral presentations that include a few details*

Slide 17:

Just as you did with the Reading Foundational Standards, we highly recommend that you now pause this module and take note of the coding formula & steps appearing on your screen. You will be using these as we move onto our guided and independent practice portions of this module as well as when documenting ELP Standards within your own lesson plans.

Slide 18:

Welcome back. Please get a piece of paper ready so you can try coding and documenting an ELP Standard along with me.

Step 1: we identify the skill as an EL standard by using “EL”.

Step 2: we identify the “grade or grade-band” being used. In this example, we are teaching from the 9th-12th grade-band so we will note “9-12.”

Step 3: Since we are teaching and documenting a skill from Standard 6, we shorten and note it as “S6”.

Step 4: Next, note the Proficiency level & the number of the Performance Indicator. In this example, we are teaching at the Basic level, so we will shorten this to B, then we will note the specific PI with the number. In this example, it is PI 1.

Step 5: Finally, we include the verbiage of the skill being addressed which is: participate in discussions about familiar topics, texts, and issues.

Step 6: When we put this all together, we now see our documentation which is EL.9-12.S6.B-1participate in discussions about familiar topics, texts, and issues.

Slide 19:

Now, it's your turn. Please pause the module & use the coding and formula to document this ELP Standard & Performance Indicator on your own. When you're ready to check your work, go ahead and

resume the module.

Slide 20:

Welcome back again! Look at the documentation on your screen and compare it with your work. You should have documented

EL.1.S10.PE/E-3 recognizing possessive nouns (e.g., That is Mary's backpack.).

How did you do? If you missed something, now is a good time to go back and revisit the model, formula, or guided practice slides. We're going to have you try one more before we wrap up our module.

Slide 21:

For one last time, please pause the module now & use the coding and formula to document this ELP Standard & Performance Indicator on your own. Please resume the module when you're ready to check your work. Good luck!

Slide 22:

Hello again! How are you feeling about coding and documenting the ELP Standards #s 1-10? Look at the documentation on your screen and compare it with your work. You should have documented:

EL.6-8.S1.I-2 summarize a text including specific details and information.

How did you do? Remember, you can always practice more by accessing the ELP Standards on the OELAS website and try as many as you'd like!

Slide 23:

Congratulations! You have now mastered how to code and document the ELP Standards Reading Foundational Standards and Standards #1-10. Let's compare the two as we wrap up this module.

Slide 24:

Here you can see the suggested coding and the example for documentation for both types of ELP standards on one page.

The box at the top is the suggested coding for the ELP Reading Foundational Standards.

The box below reiterates the suggested coding with the example for the numerical English Language Proficiency Standards 1-10.

Again, we highly recommend you make note of these formulas and keep them close-by to assist you in documenting the ELP Standards when writing your daily lesson plans.

Slide 25:

As we wrap up our time together, let's revisit the objective we had for this module.

Our goal today was help you learn how to code and document the 2019 English Language Proficiency Standards for planning and instruction.

Again, we congratulate you on learning these important new skills!

Slide 26:

We know that you may have lingering questions as you begin to apply your new coding and documenting skills.

If you are a teacher, administrator, or educators with questions regarding the details presented in this module, please reach out to the EL coordinator at your district or charter.

If you are the EL Coordinator for your district or charter, please reach out to your OELAS Regional Specialist.

On behalf of the OELAS staff, thank you for spending some time with us learning how to code and document the ELP Standards and have a wonderful rest of your day!