

2019 ELP Standards Guidance Document Transcript

Slide 1:

Welcome to Arizona's 2019 ELP Standards Guidance Document Overview Module, brought to you by the Arizona Dept of Education, Office of English Language Acquisition Services.

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This self-paced learning module will provide an overview of:

- What the ELP Standards Guidance Document is
- Why it was developed
- How it's organized
- And why it should be used

Slide 3:

Through the content delivered, this module will ensure that you understand:

- Where to locate the ELP Standards Guidance Document
- The purpose of the Guidance Document
- How this Guidance Document is organized
- And when to use it

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Let's begin with understanding what the ELP Standards Guidance Document is.

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The ELP Standards Guidance Document is a resource for educators meant to provide further explanation for each component of the 2019 ELP Standards. This Guidance Document provides clarity as to the relationship between the 2019 ELP Standards and the SEI Models for instruction as well as an explanation for what the ELP Standards bring to the education of English learners. This Guidance document can be found on the OELAS website at www.azed.gov/oelas. Once on this page, scroll down to the 2019 English Language Proficiency Standards. There you should see a button on the right side that says "Resources for the Revised 2019 English Language Standards." In there, you'll find a direct link to this document.

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Now let's take a moment to discuss why the ELP Standards Guidance Document was developed.

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The goal of the ELP Standards Guidance Document was to provide educators with the who, what, and how of the ELP Standards.

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The ELP Standards Guidance Document provides information regarding the WHO...

- Who was involved in the creation of the 2019 ELP Standards
- Who should use the ELP Standards

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The ELP Standards Guidance Document provides information regarding the WHAT...

- What is the purpose of the ELP Standards
- What are the components of the standards
- The ELP Standards are grounded in the research that states language acquisition is a developmental, linguistic, and social process in which learners acquire language in a sophisticated and interactive way that is focused on comprehension, communication, and interactive academic tasks.

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The ELP Standards Guidance Document provides information regarding the WHY...

- How educators will utilize the standards for instruction
- How educators will document the standards in lesson plans

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Before we move on to the organization of the ELP Standards Guidance Document, let's check your understanding.

You'll receive a statement related to the Guidance Document. Once you read the statement, it'll be up to you to determine whether the statement is true or false.

Let's begin...

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True or False? I would use the ELP Standards Guidance Document to find information about SEI Models. If needed, please pause this presentation to process your answer.

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This is false. This Guidance Document doesn't contain information regarding specific SEI Models. It does contain information pertaining to the ELP Standards regardless of the SEI Model being implemented.

Slide 14:

True or False? If I was looking for information about the design of the ELP Standards, the ELP Standards Guidance Document would be a helpful recourse?

Slide 15:

This is true. This Document would be a helpful resource to find information about the design of the ELP Standards.

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Now let's take some time to look at how the ELP Standards Guidance Document is organized.

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The introduction to the ELP Standards is located on page 3 of the Guidance Document. Here you will find information regarding the experts in standards development and the committee of practitioners that were instrumental in the work required to update the Arizona English Language Proficiency (ELP) Standards.

The Document will walk you through the timeline of work which began in October of 2017.

Transitioning from the 2010 ELP Standards to the 2019 ELP Standards will begin during the 2020-2021 school year. Full implementation of the 2019 ELP Standards begins in the 2021-2022 school year.

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On page 4 of the guidance document, you'll find Table 1 which provides information regarding what the ELP Standards are and what they are not. They're not a curriculum, strategies, nor an exhaustive list of the language skills needed to build fluency in English and be successful in school. The ELP Standards contain the language in the core areas of reading, writing, listening, and speaking, which students need to help them access, engage with, and attain success in content areas while developing English proficiency. The ELP Standards are what ELs should be able to accomplish if they receive high-quality instruction with appropriate scaffolding and instructional materials.

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You'll find the connection to the LDA on page 5. The core of Arizona's language development approach is that all educators share the responsibility for promoting the success of English learners. The four principles that surround the LDA's core reflect the research-based and non-negotiable components of a comprehensive instructional program for Arizona's EL students.

The English Language Proficiency Standards are a key component to this instruction.

During integrated instruction, teachers are expected to plan content instruction, using Arizona's content standards, along with the ELP Standards with the purpose of differentiating for the needs of English learners. During targeted instruction, teachers plan targeted English language instruction based on the ELP Standards. The ELP Standards facilitate language acquisition that takes place across the content areas which nurtures collaboration among educators.

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On page 6 of the document, you'll find accommodations and supports. English Learners, at all levels of language proficiency, including ELs with disabilities, should be provided appropriate linguistic accommodations and supports in order to reach the next reasonable proficiency level for instruction and assessment, based on the ELP Standards.

The ELP Standards Guidance Document explains that teachers of English learners should develop grade appropriate measurements that include Instructional accommodations and supports specifically pertaining to how content is taught, made accessible, and assessed.

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The design and organization of the standards is found on pages 6 and 7, in tables 3 and 4. The ELP Standards are designed for specific grade or grade-bands. The organization of the standards is different depending on the grade or grade-bands. The ELP Standards for Kindergarten, first grade, second and third grades, and fourth and fifth grades, are divided into Reading Foundational Skills and 10 ELP Standards. The ELP Standards for Grades six through twelve have 10 ELP Standards and a Reading Foundational Skills Appendix.

The reading foundational skills provide considerations for initial literacy skills instruction based on student language and literacy characteristics.

There are times that we have students enter our school system with little or no spoken English proficiency. These students, no matter the grade level, will need instruction in recognizing and distinguishing the sounds of English, as well as applying their knowledge of the English sound system to foundational literacy learning. The Reading Foundational Skills will assist teachers in this important work.

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On page 8 of the guidance document, you will find information about the modes of communication.

The ELP Standards are grouped by Receptive Communication, Productive Communication, and Interactive Communication. These standards focus on the language skills, knowledge, and abilities to read, write, listen, and speak in English.

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On page 9 of the guidance document, you will find information on Table 5 about the alignment between the modes of communication and the domains of language, as well as the corresponding ELP Standards.

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On page 10 of the guidance document, you will find information regarding the proficiency levels identified in the ELP Standards, which are Pre-Emergent/Emergent, Basic, and Intermediate. These proficiency levels align to the proficiency levels identified by AZELLA. This information helps educators understand when a student has been designated a particular proficiency, it only gives us an idea of what a student knows and can do at a particular stage of English language development; but a student's proficiency isn't fixed, instead it falls on a continuum. It will be important for teachers to take note of each student's language development needs when designing a lesson. On page 11 of the guidance document, you will find Table 6 which provides a snapshot of what a student might know and be able to do at a particular stage of English language development as well as the extent of support that teachers would need to provide students in order the student to accomplish what the Performance Indicator is asking of the student.

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On page 12 of the guidance document, you will find information regarding the vertical articulation of the ELP Standards. This section points out that each of the 10 ELP Standards are present in each grade/grade-band and there is a purposeful sequence and continuity of learning from one grade level to the next. Table 7 will illustrate an example of the progression.

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On page 13 of the guidance document, you will find guidance on how to code the Performance Indicators of the Reading Foundational Skills as well as of the 10 ELP Standards. This will be useful for educators in documenting the ELP standards they are using to plan for instruction and provide language supports.

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As a recap, we have just presented the ELP Standards Guidance Document is organized. It provides"

- An introduction
- Connection to Arizona's LDA
- Accommodations & Support
- Design Features & Organization
- Modes of Communication
- Modalities and Domains
- English Language Proficiency Levels
- Vertical Articulation
- And the Coding of the ELP Standards

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Now that we know how the ELP Standards Guidance Document was organized, let's take a look at why we should use it.

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The ELP Standards Guidance Document can be used by educators as an introduction to the standards, moving page by page through the document. It can also be used when one is seeking clarification and understanding of a particular component of the ELP Standards.

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Let's take a few moments to pause our learning and Check our Understanding of what we have discussed so far regarding what section of the ELP Standards Guidance Document you would refer to for particular information. Get your notes, a piece of paper/post-it note to jot down your answer.

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What Section of the ELP Standards Guidance Document you would refer to? You will choose one answer for the following scenario:

My school is asking me to document the ELP Standards in my lesson plans. What section of the ELP Standards Guidance Document would you refer to in order to fully cite the standards?

Is it:

- A. Coding of the ELP Standards
- B. Modes of Communication
- C. Design Features & Organization

If needed, please pause this presentation to process your answer.

Please take a moment to reflect and determine which section of the ELP Standards Guidance Document you would refer to. Jot down your answer.

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If you said "A" Coding of the ELP Standards, then you are correct. Both the Reading Foundational Skills and the 10 ELP Standards coding examples can be found on Page 13

Slide 33:

What Section of the ELP Standards Guidance Document you would refer to? You will choose one answer for the following scenario:

A student's ability to demonstrate proficiency at a particular ELP level will depend on context, content-area focus, and developmental factors.

What section of the ELP Standards Guidance Document would you refer to if you were looking for more information about ELP levels?

Is it:

- A. Accommodations & Support
- B. English Language Proficiency Levels
- C. Connection to Arizona LDA

If needed, please pause this presentation to process your answer.

Please take a moment to reflect and determine which section of the ELP Standards Guidance

Document you would refer to. Jot down your answer.

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If you said “B” English Language Proficiency Levels, then you are correct. Pages 10 & 11 contain information about the English Language Proficiency Levels of:

Pre-Emergent/Emergent

Basic

Intermediate

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What Section of the ELP Standards Guidance Document you would refer to? You will choose one answer for the following scenario:

If you were wanting to know which ELP Standards represent Productive Communication, what section of the ELP Standards Guidance Document would you refer to?

Is it:

A. Introduction

B. Modes of Communication

C. Design Features & Organization

If needed, please pause this presentation to process your answer.

Please take a moment to reflect and determine which section of the ELP Standards Guidance Document you would refer to. Jot down your answer.

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If you said “C” Design Features & Organization, then you are correct.

Table 4, on page 7, provides more information about the ELP Standards and which mode of communication it relates to.

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

Today, we aimed to provide you with an understanding of:

- Where to locate the ELP Standards Guidance Document
- The purpose of the Guidance Document
- How the document is organized
- And when to use it

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Should you have questions regarding the details presented in this module, please reach out to the EL coordinator at your district or charter. Or if you’re the EL Coordinator, please reach out to your OELAS Regional Specialist.

Thank you for spending some time with us to review the basics of the 2019 English Language Proficiency Standards Guidance Document. Have a lovely day.