

4 Principles of Arizona's Language Development Approach: An Overview Transcript

Slide 1: Welcome everyone! For this on-demand training, we will review and discuss the 4 Principles of Arizona's Language Development Approach brought to you by the Office of English Language Acquisition Services.

Slide 2: Why are we here? The slide makes the critical distinction between equality and equity. Equity is why we're here. Our goal is equity for English Learners! It is our job to ensure they have what they need, when they need it and how they need it!

Slide 3: Like in any learning environment we have objectives that provide a focus for our work today. Today's objectives are: Participants will...

- receive an overview of *Arizona's Language Development Approach*
- develop an understanding of Principles 1-4 of the *Arizona's Language Development Approach*, and
- make connections between Principles 1-4 and the new SEI Models.

Slide 4: We'll begin our module by providing you with the legislative context that set things in motion for the creation of Arizona's Language Development Approach and the new SEI Models.

Senate Bill 1014 was passed and signed into law in February of 2019 changing the minimum required daily minutes of English Language Development instruction from four hours for all ELs to 120 minutes for ELs in Kindergarten-5th grade and 100 minutes for ELs in grades 6th-12th.

This legislation also required that the State Board of Education adopt and approve research-based models for SEI instruction to be used by districts and charter schools.

Slide 5: Two important documents were developed out of SB1014 requirements.

1. Arizona's Language Development Approach and
2. The 4 new SEI Models

The Language Development Approach, or LDA, is the foundation for the new SEI Models and is comprised of 4 Principles. The 4 principles of the LDA and how they are connected to the new SEI Models will be the focus of this module.

If you have not yet done so, we encourage you to take an in-depth look at the 4 SEI Models by viewing the SEI Model Overview module and reading the SEI Model documents that are available on the OELAS website.

Slide 6: Shifting gears, let's now look at *Arizona's Language Development Approach* which provides a comprehensive guide to what needs to be considered and planned for to meet the needs of ELs in the State of Arizona.

The LDA will serve as a guide for you and those who work with ELs at your school sites and across your district or charter school.

Slide 7: So, what is a Language Development Approach? An LDA is a set of underlying assumptions about how we will develop language, literacy, and learning in all subject areas for all EL students throughout the system.

These assumptions are our best thinking, made explicit, so that they can be understood, planned, implemented and evaluated.

Slide 8: Arizona's LDA has 4 principles and is "the foundation of language development". All four principles are explicitly outlined in each of the SEI models and work together, not in isolation. These principles that ensure effective instructional practices are designed and executed to meet the needs of English Learners.

These 4 principles include:

- Principle 1- Asset Based Behaviors and expectations
- Principle 2-Integrated Instruction
- Principle 3- Targeted and Explicit Language Instruction
- Principle 4-Assesment, Monitoring and Feedback

It is necessary to reiterate that understanding Arizona's Language Development Approach will be key in interpreting and better understanding the new SEI Models. To access the LDA in its entirety, please visit the OELAS website.

Slide 9: Based on what you've just learned about *Arizona's Language Development Approach*, is the following statements true or false?

- The LDA is a set of underlying assumptions about how we develop language, literacy and learning in all subject areas for all EL students.

True

False

Slide 10: You will now develop a deeper understanding of each of the 4 principles in *Arizona's Language Development Approach*. Keep in mind that, although we are focused on one principle at a time to identify key characteristics and reflect, they are all important and every principle will be included in each of the 4 SEI Models.

Slide 11: We'll begin with seeing Principle 1, Asset-Based Behaviors and Expectations, in action.

EL students bring rich linguistic resources and cultural knowledge with them to the school environment. All systems and programs within a school or charter will leverage these assets and provide opportunities for students to demonstrate these contributions. The school or charter's systems and programs will also align with asset-based behaviors and expectations as well as provide opportunities and supports to ensure culturally and linguistically sustaining practices for EL students.

Slide 12: Through participation in an asset-based learning environment, EL students will develop confidence in their own skills and knowledge, a sense of self-efficacy, and a belief in their own ability to achieve and be successful.

Principle 1 is evident in a school system when all educators...

- recognize that multilingualism and biliteracy are assets.
- leverage home languages and cultures as assets.
- ensure students' cultural and linguistic assets are acknowledged and respected in a safe, affirming, and inclusive environment.

Slide 13: When implementing Principle 1, Asset-Based Behaviors and Expectation, instruction must be planned in a way that ensures students' cultural and linguistic assets are acknowledged and respected in a safe, affirming, and inclusive climate. To ensure this is happening in the classroom, lessons will:

- include age/grade level appropriate instruction and materials that are culturally and linguistically appropriate and aligned to the *Standards (ELP/Content)*,
- leverage *home languages* and cultures as assets for both the EL student and his/her community (e.g., peers, teachers, etc.),
- consistently acknowledge and build on the *background knowledge* and *prior experiences* of EL students, and
- convey *respect* and *appreciation* for the *diversity* of all students who are learning.

Slide 14: Principle 1: *Check for Understanding*

Based on what you've learned in Principle 1, which of the following statements can you infer to be true:

- Students may not speak their home languages in the classroom, only English may be spoken.
- Students may leverage their home languages as assets by discussing content with their peers and/or clarifying information with their teachers.

Please note that, while Proposition 203 precludes instruction in a student's home language outside of a 50/50 Dual Language SEI Model, students may speak with peers and ask for clarification from teachers in their home language.

Slide 15: We'll now jump to Principle 4 - Assessment, Monitoring, and Feedback and then circle back to Principles 2 & 3 after that.

When implementing Principle 4, districts and charter schools use the English Language Proficiency Standards, diagnostic tools, formative assessment practices, and summative assessments to measure progress of English learner (EL) students' language and content knowledge to inform instruction, and use information gleaned from these assessments to provide feedback to students and inform next steps with instruction.

Slide 16: With regular assessment, monitoring, feedback, and educator guidance, EL students have opportunities to set their own goals and learn how to measure and evaluate their progress towards those goals.

It is imperative that all educators utilize

- district or charter and teacher-created formative and summative assessments that require sophisticated uses of language embedded in authentic and rich content,
- the data from these assessments to plan next instructional steps, and
- the ELP standards to guide and assess language learning.

Slide 17: No longer is it acceptable for the AZELLA to be the only indicator of student progress towards proficiency in English. Diagnostic tools and formative assessment practices must be employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices as well as their development in English proficiency.

- In every classroom, assessments ensure that information is gathered and analyzed in order to develop an understanding of what students know, understand, and can do with their

- knowledge as a result of their educational experience.
- Assessments also ensure a process is in place during instruction that provides teachers and with information about student learning. These formative assessments take place minute-by-minute, day to day, and week-to-week in order to continuously adapt instruction to meet the needs of ALL students.

Slide 18: As you already know, assessments are an integral part of effective lessons.

- Lessons designed with English Learners in mind measure BOTH student *language* AND *understanding of content*.
- These types of lessons include opportunities for students to:
use *academic* language in a *structured* way allowing teachers to measure and provide feedback on student progress,
engage in academic tasks that provide information about student *learning* and *understanding*, and *self-reflect* on and *assess* their own learning.

Slide 19: Based on what you've learned in Principle 4, which of the following statements is true:

- Formative assessments, such as checks for understanding & student reflections, allow teachers to measure progress towards English proficiency and provide feedback to students on an ongoing basis.
- AZELLA is the only assessment that provides teachers with data on students' progress towards English proficiency.

Slide 20: Now, we will move on to both Principles 2 & 3: Integrated & Targeted Instruction

All English Learner students must receive comprehensive English Language Instruction that includes BOTH high quality integrated ELD AND targeted ELD. Before diving into each of these principles, we're going to see an overview of both Integrated and Targeted ELD and how, together, they provide a comprehensive approach to English Language Development.

Slide 21: Here's the Big Picture of Integrated and Targeted ELD.

Its important to understand the intent of both integrated and targeted ELD as well as the distinction between the two. This visual is a good representation of which standard is "driving" the planning, delivery and measurement of the lesson. Both standards (content knowledge and Language proficiency) are always in the car.

Content standards take the driver's seat during Integrated ELD. Content cannot be developed without an understanding of the disciplinary, or academic, language and the purposes in which we use language and how it is used. With Integrated Instruction, instruction aligned to content standards is rigorous and grade level appropriate for ELs. Thoughtful consideration of the ELP standards provides deliberate and appropriate scaffolds and supports the instruction of content. When the focus is on Targeted Instruction, the ELP standards takes the wheel and drive the lessons. Language however is not developed in a vacuum, and like a driver, cannot get to a destination without a car to drive. Language cannot be developed in isolation and without context. Social studies, Math, Science and other content provides students the context in which to develop English in a meaningful and relevant way.

Slide 22: Both Targeted and Integrated ELD is critical for ELs success in the classroom. With that in mind, all four of the Research-based SEI models have been designed in such a way to provide both integrated and targeted instruction every day in order to provide a comprehensive approach to ELD. This slide shows how integrated and targeted ELD work to support and reinforce the development of both language and content.

Throughout integrated ELD, content area and/or grade level teachers with EL students design instruction that simultaneously builds language acquisition, content, and subject matter understanding. Through the use of scaffolded supports, students will be able to use the academic language of the discipline to express their thoughts and ideas orally and in writing as well as analyze and problem solve to think critically about what their learning

Targeted ELD is explicit instruction that is driven by the ELP standards. Students should acquire the English language along with consideration of it how it can be used and for what purposes, enabling them to better access and engage with grade-level disciplinary content.

Slide 23: The pie chart on this slide is intended to represent the amount of time that students might be spending in integrated vs. targeted ELD based on a 7-hour school day.

One of the biggest shifts we see with the comprehensive approach of the new SEI models, is the amount of time ELs will now spend in an integrated setting alongside their native English-speaking peers with a focus on grade level content. It's important to keep in mind that, historically, Arizona EL students have spent most of their day in targeted ELD with only EL peers focused on ELP standards.

So, be sure to consider what will this shift mean for the educators at your district or charter school.

Slide 24: Now, we're going to take a deeper dive into Principle 2 – Integrated English Language Development instruction.

In order to develop the more formal academic English and disciplinary literacy, EL students need to understand and use content-specific language. Therefore, teachers need to make the language of their content more transparent for EL students by planning for instruction that integrates language and literacy development with content learning.

Slide 25: All educators share the responsibility for designing instruction that integrates language and literacy development with content learning for the ELs in their classes. This is accomplished by using content standards to plan instruction along with the English Language Proficiency Standards to support differentiation by language proficiency level. Through the use of scaffolded supports, academic language development, collaborative discussions, reading, and writing, educators help EL students develop disciplinary content knowledge, language, and autonomy.

Integrated Instruction in Disciplinary Language and Content will support the development of student agency when all educators:

- provide choices or open-ended opportunities to select strategies and tactics for mastery of language and content,
- Support independent learning by teaching effective strategies for learning language and content, and
- encourage initiative by creating learning environments that increase motivation and engagement with language and content.

Through participation in integrated language and content instruction, EL students will develop a sense of voice, confidence, and self-determination as they use content and language in tandem to meet their goals resulting in student agency.

Slide 26: Integrated Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices designed to build conceptual understanding and language competence in tandem.

In the classroom, Integrated ELD is evident when it

- takes place with both *non-EL* and *English learner students* mixed together,
- refers to instruction that *simultaneously* teaches both *content* and *language*,
- focuses on *language* and *literacy* development with content learning, and
- ensures the *specialized ways* academic language are used depending on subject matter and content expectations are *understood* and *developed* by ELs.

Slide 27: Educators will use content standards and materials along with the English Language Proficiency Standards to teach disciplinary language. Lesson plans for integrated ELD include content area standards as their primary focus with ELP Standards as a secondary focus for EL students. When designing integrated instruction, teachers will need to take into consideration the English language proficiency level of their EL students and include differentiated linguistic supports dependent on the students' proficiency levels.

In the classroom, Integrated ELD lessons are evident when they

- are aligned to *content* area standards,
- include *content objectives/targets* aligned to *grade-level* expectations,
- incorporate *ELP* standards and consider student's language *proficiency* levels in order to build or expand language,
- focus on teaching *disciplinary* language, and
- include *linguistic* accommodations that are *differentiated* based on language *proficiency* levels of the EL students in the class.

Slide 28: Based on what you've learned about Principle 2 – Integrated Instruction, which of the following statements is true:

Integrated Instruction should take place with EL and non-EL students mixed together.

- True
- False

Slide 29: The last principle we'll discuss and see in action is Principle 3, Targeted ELD Instruction

Targeted ELD refers to instruction that specifically focuses on the language skills, knowledge, and abilities of a group of EL students, based on proficiency level, that will allow those students to engage in content learning in English.

Slide 30: Explicit language instruction is a critical opportunity to intentionally support EL students in developing the discourse practices they need to engage with rigorous, grade-level disciplinary content. Just as literacy and language should be integrated into content instruction, so should content and disciplinary practices be incorporated into language instruction. During Targeted ELD, SEI endorsed teachers use the English Language Proficiency Standards along with content material to explicitly teach the English language to ELs.

Targeted and explicit language instruction will support the development of student agency when educators:

- provide choices or open-ended opportunities to select strategies and tactics for language acquisition,

- support independent learning by teaching effective strategies for learning language, and
- encourage initiative by creating learning environments that increase motivation and engagement with language acquisition.

Through participation in targeted and explicit language instruction, EL students will develop a sense of voice, confidence, and self-efficacy around their use of English in all classrooms and situations.

Slide 31: Targeted ELD instruction is intended to move ELs forward by taking into account their English proficiency levels and prior schooling so that their unique needs are addressed and met.

In the classroom, Targeted ELD is evident when it

- takes place with only students who are English learners and no mixing of ELs and non-ELs,
- refers to instruction that specifically focuses on the *language skills, knowledge, and abilities* of a group of *EL* students, based on *proficiency level*, that will allow students to engage in content learning in English,
- includes instructional practices and curriculum that are designed to support students' *acquisition* of the *English language*,
- ensures that EL students receive instruction around how *English functions* within the four language domains of reading, writing, listening, and speaking.

Slide 32: Lesson plans for targeted ELD include language objectives with clear ties to specific ELP Standards and performance indicators that are connected to content instruction and taught using research-based instructional strategies. Additionally, Targeted ELD instruction should be differentiated by each EL student's English language proficiency level in order to meet the student's individual strengths and needs.

Targeted ELD In the classroom, is evident by

- are based on the *ELP* standards and performance indicators,
- include *language objectives/targets* and are designed based on students' language proficiency levels, and
- focus on the *function* and *form* of language,
- provide *linguistic accommodations* that are differentiated based on proficiency levels, and
- build into and from *content* instruction.

Before we move on, a note on the *function* and *form* of language.

- Function is the purpose for communication & why we use academic and social language. In other words, the function of language is *WHY* we use language.
- Language forms are linguistic tools such as the specific vocabulary and grammar aligned (needed) to participate or engage in the function of language. In other words, *HOW* we use language.

Now, let's check your understanding of Principle 3.

Slide 33: Based on what you've learned in Principle 3, is this statement true or false?

Targeted Instruction must take place with ELs and non ELs.

- True
- False

False- Targeted instruction must take place with ELs only and is based on the ELP standards.

Slide 34: Now that you've heard about Principles 2 & 3, let's revisit our car analogy to solidify your new learning...

Recall that this is a representation of which standard is "driving" the planning, delivery and

measurement of the lesson. Both standards (content and Language proficiency) are always in the car. Content cannot be developed without an understanding of the disciplinary language and the purposes in which we use language and how. Standards aligned instruction for ELs is rigorous and grade level appropriate and with thoughtful consideration of the ELP standards provides deliberate and appropriate scaffolds and supports.

When the focus is on targeted ELD the ELP standards takes the wheel and drive the lessons.

Language however is not developed in a vacuum and like a driver cannot get to a destination without a car to drive. Language cannot be developed in isolation. Social studies, Math, Science and other content provides students the context in which to develop English in a meaningful and relevant way.

Slide 35: You now know that 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 outer ring identifies the overarching goal of language and content instruction for English learner students. Through implementation of the four principles, Arizona's EL students will develop a sense of agency, confidence, and determination.

Slide 36: You will now see how all 4 principles of the LDA play a part in each of the four new SEI Models.

Slide 37: As you most likely know, the four research-based SEI Models that were approved by the State Board of Education in January include the...

- Pull-Out Model
- Two-Hour Model
- Newcomer Model
- 50-50 Dual-Language Immersion

On the following four slides you will see how the 4 principles are incorporated into each of these new SEI Models as well as review some of the key components of each model.

Slide 38: In the Pull-Out Model

1. Principle 1 articulates a clear vision for student success that includes high expectations for EL student achievement and social-emotional development.
2. Principle 2 includes 60 minutes per day at an elementary level and 50 minutes per day and at secondary level of language instruction within the integrated setting.
3. Principle 3 includes 60 minutes per day at an elementary level and 50 minutes per day at a secondary level of targeted ELD time for all EL students that is provided by an ELD Specialist
4. Principle 4 Ensures that all teachers have access to a variety of different types of data about their EL students' progress and performance

Slide 39: In the two-hour model

1. Principal 1 articulates a clear vision for student success that includes high expectations for EL student achievement and social-emotional development.
2. Principal 2 requires grade level/content area teachers provide support that is connected to content instruction within the integrated setting throughout the day
3. Principal 3 includes 120 minutes per day at an elementary level and 100 minutes per day at a secondary level of targeted ELD time in an SEI classroom
4. Principal 4 Ensures that all teachers have access to a variety of different types of data about their EL students' progress and performance.

Slide 40: The newcomer model is designed for EL students who have recently arrived in the United States and are at the Pre-Emergent/Emergent or Basic level of English proficiency.

In this model,

1. Principal 1 articulates a clear vision for student success that includes high expectations for EL student achievement and social-emotional development.
2. Principal 2 requires grade-level/content area teachers provide at least 120 minutes per day at an elementary level and 100 minutes per day at secondary level of language instruction within the integrated setting
3. Principal 3 Requiring that ELD Specialists provide at least 120 minutes per day at an elementary level or 100 minutes per day at a secondary level of language instruction within the targeted setting
4. Principal 4 Ensures that all teachers have access to a variety of different types of data about their EL students' progress and performance.

Slide 41: Lastly, we will discuss the 50-50 Dual Language immersion. This model is designed to have 50% of a student's day taught in English with the other 50% of the day taught in a target language such as Spanish, Mandarin, or Navajo.

1. Principal 1 articulates a clear vision for student success that includes high expectations for EL student achievement and social-emotional development.
2. Principal 2 requires grade-level/content area teachers provide at least 90 minutes per day at an elementary level or 75 minutes per day at a secondary level of English language instruction within the integrated setting. 50% of content instruction in English
3. Principal 3 include 30 minutes per day at an elementary level or 25 minutes per day at a secondary level of targeted ELD time for all EL students that is provided by a certified ELD Specialist
4. Principal 4 Ensures that all teachers have access to a variety of different types of data about their EL students' progress and performance.

Slide 42: Based on what you've learned about the similarities and differences between Principles 1-4 in the context of the new SEI Models, is the following statement true or false?

Principles 1 & 4 vary significantly depending on the SEI Model, while the scheduling of Principles 2 & 3 are largely the same across all four SEI Models.

- True
- False – the opposite is true. Principles 1 & 4 are fundamentally the same when applied to any of the four SEI Models, while Principles 2 & 3, Integrated & Targeted Instruction, will be scheduled differently depending upon the SEI Model a district or charter school selects.

Slide 43: Now that we've seen how each of the 4 principles work within each of the 4 SEI Models, we'll compare & contrast each model along with the 4 principles side-by-side to see how they are the same and how they are different.

Slide 44: First, we'll see how Principles 1 and 4 are the same across all four SEI Models. Pause this module so you can take a moment to read over the slide appearing on your screen now & resume the module when you are ready.

- As you can see, Principle is quite similar across each of the SEI Models. The main difference is that the Newcomer and 50-50 Dual Language Models have a strong focus on multiculturalism and multilingualism as these are key characteristics for these models.

- Principle four is exactly the same across all models as frequently using a variety of assessments is critical regardless of which model your school, district, or charter has selected.

Slide 45: Now, let's see how Principles 1 and 4 are the different across all four SEI Models. As with the previous slide, please pause this module so you can take a moment to read over the slide appearing on your screen now & resume the module when you are ready.

You can see here that the number of minutes required for Principle 2, Targeted Instruction, and Principle 3, Integrated Instruction, are where the differences come in for each of the SEI Models. Therefore, a student's schedule will vary based on the SEI Model that she/he is participating in.

Slide 46: As we come to the end of our time together, here is one final check for understanding for you. Based on what you've learned about Principles 1-4 in the context of the new SEI Models, which of the following statements is true?

- A district or charter school may decide which of the 4 principles to incorporate into the SEI Model(s) they select for their EL program.
- Principles 1, 2, 3, and 4 are all included in each of the 4 new SEI Models (Pull-Out, 2 Hour, Newcomer, & 50/50 Dual Language).

#2 is true!

Slide 47: Before we wrap up, let's take a moment to reflect on all you have learned in this overview of the 4 Principles of Arizona's Language Development Approach and how they fit into the new SEI Models.

Today you...

- ✓ received an overview of *Arizona's Language Development Approach*.
- ✓ developed an understanding of Principles 1-4 of the *Arizona's Language Development Approach*.
- ✓ made connections between Principles 1-4 and the new SEI Models.

Congratulations on your new learning! We know that this information will help you in planning effective instruction for your ELs regardless of the SEI Model or Models you will be implanting this year.

Slide 48: We know you may have questions after participating in this module, and we're here to help!

- 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 about the 4 Principles of the LDA and have a wonderful rest of your day!

Slide 49: Again, we would like to thank you for joining us today and for your ongoing commitment to a very unique and special population, English Learners.