

The Relationship Between Integrated and Targeted ELD Instruction Transcript

Slide 1:

Welcome to the “Relationship between Integrated and Targeted ELD Instruction”, brought to you by the Arizona Dept of Education, Office of English Language Acquisition Services.

Slide 2:

This self-based learning module will provide an overview of the key components of integrated and targeted ELD instruction and examine the relationship between them.

Slide 3:

We will now take a closer look at the components of Principle 2 of Arizona’s Language Development Approach: Integrated ELD Instruction.

Slide 4:

Integrated ELD instruction focuses on providing ELs with opportunities to engage in discipline-specific practices designed to build conceptual understanding AND language competence in tandem. The focus is language and literacy development WITHIN content area learning. This means ELs are equipped with an understanding of the subject matter and the academic language of the content area.

Slide 5:

The following slide shows the key components of integrated ELD instruction. You will notice during integrated ELD instruction, English learners are grouped with their mainstream peers. Integrated ELD instruction takes place within core content areas and is driven by K-12 content standards. ELP standards are used in conjunction with these standards to provide differentiation. English Learners’ development of disciplinary literacy and content knowledge are increased through the use of scaffolded language supports and accommodations.

Slide 6:

Integrated instruction in disciplinary language and content will support the development of student agency when educators: provide choices or open-ended opportunities to select strategies and tactics for mastery of language and content; encourage independent learning by teaching effective strategies for learning; and encourage initiative by creating learning environments that increase motivation and engagement. Through participation in integrated language and content instruction, EL students will develop a sense of voice, confidence, and self-determination.

Slide 7:

Let’s take some time to check your understanding of Principle 2: Integrated ELD Instruction.

Slide 8:

Take a few moments to think about the statements on this slide. Which statements accurately describe integrated ELD instruction?

Slide 9:

Time to check your answers. As you can see, the first, third, and fourth statements accurately describe Integrated ELD instruction. During integrated ELD instruction, lessons are aligned to content area standards and include ELP Standards to provide linguistic accommodations, ELs learn English as they

simultaneously learn content knowledge through English. All the while, instruction is aligned to grade-level expectations and driven by rigorous content objectives. Now let's look at the two items that do not accurately describe integrated ELD instruction. During Integrated ELD, ELs are not grouped separately and integrated ELD happens with academic content areas. In addition to teacher selected scaffolds, instruction includes strategic support that moves ELs toward Independence. This includes providing choices and/or open-ended opportunities to select strategies encouraging independent learning.

Slide 10:

This slide shows an example of a classroom in which integrated ELD instruction could take place. It is a fourth-grade classroom with students of mixed abilities including English Learners and Fluent English Proficient students. The class is currently in the middle of a unit on ecosystems.

Slide 11:

The eco-system unit is driven by K-12 English Language Arts and Science standards. Using both sets of standards, will allow teachers to develop disciplinary literacy and content knowledge throughout the unit. On the screen, is one lesson's focus standards. These standards were used to develop the learning target that will drive the instruction for that day's lesson on eco-systems. You can see the learning goal on the bottom of your screen: The students will collaboratively reconstruct a complex text about ecosystems. They will apply their content knowledge and knowledge of the text type.

Slide 12:

When preparing a lesson, teachers consider the abilities and learning needs of their students. Considerations on how to best support English Learners with the language demands of a lesson is the goal of integrated ELD instruction. The ELP Standards contain performance indicators for English language development across proficiency levels. When planning integrated ELD instruction, performance indicators from the ELP Standards are selected that align to the disciplinary literacy and content goals contained in the learning target. These performance indicators along with teacher observation and a variety of formative and summative assessments aide the teacher in developing scaffolds that will support English Learners in meeting the language demands within the lesson. This slide shows the ELP Standard performance indicator and the scaffolds that were developed to support the learning goal for the eco-system lesson. We will discuss these scaffolds further on the next slide.

Slide 13:

Three scaffolds were planned by the teacher: note taking guides developed to support the different proficiency levels and needs of English learners, read aloud text, and a vocabulary word wall. This slide shows where in the lesson these scaffolds could provide additional support for the English Learners within the classroom. The notetaking guides will allow students to capture and organize key information from the text. The completed guides will also be available as a reference and support for students to use as they apply the information from the text to complete the remainder of the tasks throughout the lesson. Read aloud text is used to ensure the readability of the text does not detract from comprehension. The vocabulary word wall contains key academic and content vocabulary from the text. This supports English learners with text comprehension and will also provide support in the inclusion of key vocabulary in their speaking and writing about the text.

Slide 14:

We hope you have found the examples in this section helpful. As you are planning for integrated ELD instruction in your own setting, please consider how you will build both content knowledge and academic English, provide appropriate scaffolds, ensure instruction is interactive, engaging, and

meaningful for all learners, and continuously value and build on the rich language and cultural resources ELs bring with them to our classrooms.

Slide 15:

We will now take a closer look at the components of Principle 3 of Arizona's Language Development Approach: Targeted and Explicit Language Instruction.

Slide 16:

Just as literacy and language should be integrated into content instruction, so should content and disciplinary practices be integrated into language instruction. Targeted and explicit language instruction should support and build into the current course work in other content areas. English learners are grouped by grade level and English proficiency levels to the extent possible and the instruction during this time is driven by the English language proficiency standards. The intent for this explicit instruction is to provide students with an understanding of how language functions with a content discipline lens. During targeted ELD, teachers should create opportunities for students to use language and reflect on their understanding across the four language domains (reading, writing, speaking, and listening).

Slide 17:

Targeted ELD is a protected time for English learners. This explicit language instruction is designated for groups of EL students only. All instruction within this protected time is based on the English language proficiency standards. Educators are expected to use the ELP Standards, include content material, and plan for linguistic accommodations that are differentiated based on student proficiency levels. Lessons during this time focus on the function and form of language. Language function is the purpose for communication or rather the why or when we use academic and social language. Language form refers to the linguistic tools such as specific vocabulary and grammar needed for language use.

Slide 18:

How do teachers support student agency during targeted ELD? Targeted and explicit language instruction supports the development of student agency when educators: provide choices or open-ended opportunities to select strategies and tactics for language acquisition. When educators encourage independent learning by teaching effective strategies for learning language. And when educators encourage initiative by creating learning environments that increase motivation and engagement with language.

Slide 19:

Let's take some time to check your understanding of Principle 3: Targeted and Explicit Language Instruction.

Slide 20:

Take a few moments to think about the statements on this slide. Which statements accurately describe Targeted ELD instruction?

Slide 21:

Time to check your answers. As you can see, all but one of the statements accurately describe Targeted ELD instruction: The instruction provides students with an understanding of how language functions with a content discipline lens. It is instructional time during the school day for English learners only. The goal of targeted ELD is to intentionally develop the language skills of ELs. It includes linguistic accommodations that are differentiated based on proficiency levels. The third statement is incorrect. It is the English language proficiency standards that should drive the

instruction during targeted ELD.

Slide 22:

How might schools plan for targeted ELD instruction? Continuing with our fourth-grade classroom scenario, this chart provides an example of how the students in this grade level were divided into groups for language instruction that targets the needs of all fourth-grade students in the school. You will notice the English learners in this example receive their targeted English language instruction in groups based on their proficiency levels.

Slide 23:

Here is an example of what the instructional focus might be within the targeted ELD time. Based on the fourth-grade team's observations and formative assessments it has been determined that the English learners are experiencing challenges reading more complex science texts. The data has also shown that the ELs in this group need extra support building sentences that are more cohesive. In this example, the ELD teacher has decided the learning target for this lesson will be "The students will discuss ways of using language that creates cohesion, with a focus on connecting words, transition words, and words used to refer to ideas elsewhere in the text." The ELD teacher has purposefully planned for and designed a lesson that will allow the students to understand and USE the desired language. This explicit instruction will help provide students with a better understanding of how language functions within the mainstream science classroom.

Slide 24:

The 2020-21 school year is also the transition year during which teachers will begin using the new 2019 ELP standards. Here is what the standards documentation would look like for this 4th grade sample lesson. The ELP standards listed on this slide would be guiding this targeted ELD lesson.

Slide 25:

Here is a summary of the key components of Targeted ELD instruction. Targeted ELD: ensures protected time for ELs to learn how language works provides meaningful interactions in order to build language proficiency in English includes research-based strategies connects language skills to content instruction values and build on primary language, culture, and other forms of prior language Through participation in targeted and explicit language instruction, English learners will develop a sense of voice, confidence, and self-efficacy around their language use both in and out of school.

Slide 26:

Now that we have explored the key components of both Integrated and Targeted ELD instruction, let us take a closer look at the relationship between them.

Slide 27:

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 with the new SEI models and their comprehensive approach to ELD, is the amount of time ELs will 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's EL students have spent most of their day in targeted ELD with only their English learner peers and with a focus solely on the ELP standards. Looking at this pie chart, consider what this shift will mean for the educators at your school.

Slide 28:

This slide compares key elements of Integrated and Targeted ELD instruction. As you can see in the table, Integrated ELD is focused on content with language support, while Targeted ELD is focused

on language skills using content topics. Additionally, Targeted ELD is provided during dedicated and protected time to English learners grouped together. Integrated ELD instruction is provided within content instruction where English learners are grouped with their mainstream peers.

Slide 29:

It is important to remember and ensure the intent of both integrated and targeted ELD as well as the distinction. This visual is a good representation of which standard is “driving” the planning, delivery and measurement of a lesson. Both standards (content and Language proficiency) are always in the car. The content knowledge of integrated ELD cannot be developed without an understanding of the disciplinary language and the purposes in which we use language. Instruction aligned to content standards is rigorous and grade level appropriate. Thoughtful consideration of the ELP standards provides deliberate and appropriate scaffolds and supports. When the focus is on targeted ELD, the ELP standards take the wheel and drive the lessons. Language, however; is not developed in a vacuum. Like a driver cannot get to a destination without a car, language cannot be developed in isolation 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 30:

Both targeted and integrated ELD are critical for ELs. 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 and understanding of content/subject matter. 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 they're 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 31:

Time to check your understanding of principle 2: Integrated Instruction and Principle 3: Targeted Language Instruction

Slide 32:

Think about the statement on this slide. “Content standards such as math, ELA, or science drive the lesson planning while the ELP standards support the instruction.” Is this statement true for Integrated instruction, targeted instruction, or both?

Slide 33:

Content standards drive the planning and instruction during Integrated ELD. The ELP standards will help support the differentiation during this time.

Slide 34:

Think about the statement on this slide. “Lessons include linguistic accommodations that are differentiated based on language proficiency levels.” Is this statement true for Integrated instruction, targeted instruction, or both?

Slide 35:

The answer is “both.” Lessons should include linguistic accommodations that are differentiated based on language proficiency levels during Integrated ELD and Targeted ELD.

Slide 36:

“ELP Standards drive the planning but lessons are still connected to content.” Is this statement true for Integrated instruction, targeted instruction, or both?

Slide 37:

ELP Standards drive the planning and instruction during Targeted ELD, however, the lessons should still be connected to current content in the mainstream classroom.

Slide 38:

Think about the statement on this slide. “Lessons include age and grade-level appropriate materials that are culturally relevant and aligned to standards.” Is this statement true for Integrated instruction, targeted instruction, or both?

Slide 39:

The answer is “both.” Lessons should include age and grade-level appropriate materials that are culturally relevant and aligned to standards during Integrated ELD and Targeted ELD.

Slide 40:

“Instructional practices and lessons focus on the form and function of the English language.” Is this statement true for Integrated instruction, targeted instruction, or both?

Slide 41:

It is during Targeted ELD that lessons focus on the form and function of the English language.

Slide 42:

Think about the statement on this slide. “Lessons include content objectives or targets aligned to grade-level expectations.” Is this statement true for Integrated instruction, targeted instruction, or both?

Slide 43:

The answer is “integrated.” Integrated ELD lessons include content objectives or targets aligned to grade-level expectations.

Slide 44:

Think about the statement on this slide. “Lessons include opportunities to engage in academic tasks that provide information about student learning and understanding.” Is this statement true for Integrated instruction, targeted instruction, or both?

Slide 45:

The answer is “both.” Lessons should include opportunities to engage in grade-level academic tasks that provide information about student learning and understanding during Integrated ELD and Targeted ELD.

Slide 46:

The following slide shows the essential elements unique to either integrated or targeted ELD instruction as well key components they both share. Targeted and integrated ELD instruction work together on a daily basis to ensure a comprehensive approach to ELD. Research tells us this is the fastest and most effective way to bring English learners into English language proficiency.

Slide 47:

As this module concludes, let’s revisit the goals we had for this session. Today, we reviewed the key

components of both integrated and targeted ELD instruction and took a closer look at the relationship between them.

Slide 48:

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 are the EL Coordinator, please reach out to your OELAS Regional Specialist. Thank you for spending some time with us to review the relationship between integrated and targeted ELD instruction. Please enjoy the rest of your day.