

OAELPS Local PLC Activities

There are many ways to familiarize yourself with the OAELPS and the OAELPS Handbook. Below are some activities designed for use in Professional Learning Communities (PLCs) at your institution.

You can select from the activities below based on the interest of your PLC members. You may want to survey PLC members to find out which activity/ies would be most interesting and/or most impactful, or you may want to break up into smaller groups based on interest and reconvene as a large group to discuss. To maximize time, you can “flip” these activities and ask members to review the noted pages before the session and then engage in the related activities during the session. Excerpts for discussion are generally several pages in length.

Remember that the goal of a PLC is not only to discuss ideas but also to try new evidence-based practices, so make sure that you build in concrete steps for action, experimentation, and reflection. Instructors, directors, and data professionals should be participating in a standards-based PLC that meets at least three times per program year. For more information, refer to Section 4 of the [ABS Policy Manual](#) and/or the [ABS PD page](#).

1. Browse the **Table of Contents**. Find a part that piques your interest and skim that part of the handbook. Discuss with the members of your PLC. Why did it grab your interest? How do you plan to learn more? Reflect on how it connects with your classroom practice or other work with students.
2. Review the section titled **OACCRS & OAELPS Correlation** (pp. 13-14). Discuss the following with your PLC:

- a. What is your interpretation of Figures 1 and 2? Consider the classes and students that you teach. Where are your students on the continuum in Figure 2? How might OAELPS support their progress toward OACCRS?
 - b. Where do most of the students you teach fall on the OAELPS and OACCRS Correlation Chart? How can you relate that to Figure 2 on p. 13?
 - c. How might you/your program use the Correlation Chart?
3. Review and discuss the **10 Guiding Principles** (pp. 16-20). Discuss the following with your PLC:
- a. Which of these principles resonate with you? How do they currently inform your classroom practice and approach to teaching ESOL learners?
 - b. Identify 1-2 principles that you'd like to see more strongly reflected in your approach to teaching and classroom practice. With your PLC, identify a resource, such as a colleague or professional development opportunity, that you can connect with to help you do this. Experiment and report back on the steps you took to further your goal at the next meeting.
 - c. Is there a Guiding Principle you would like to see more fully developed across your program? With your PLC, discuss the kind of support that might be needed to implement this development.
4. Review **The 4 Dimensions of Performance** (p. 21). Discuss the following with your PLC:
- a. Have you ever considered these when developing your lessons, units, and/or assessments? If so, which dimension(s) do you tend to address in your instruction? Which dimension(s) could you address more fully in your instruction? After reflection, identify a dimension that you'd like to focus on more fully.
 - b. What do you see as the value of considering the 4 Dimensions of Performance? The challenge(s)?
 - c. Work through Tool 1 in the Teacher Toolbox together (pp. 138-144).
 - d. Plan how to incorporate the 4 Dimensions of Performance in an upcoming lesson or unit. Carry it out before the next PLC meeting and report back on it when you reconvene. What worked? What do you want to tweak? What was the student response? What are your next steps?
 - e. Use the "4 Dimensions of Performance: Practice" to create questions to help you relate the 4 Dimensions of Performance to a specific anchor and level descriptor for your class. (p.145)
 - f. Consider how you would utilize The 4 Dimensions of Performance with your class over the course of a term.
5. Review **The Process Skills** (pp. 21-25). Discuss the following with your PLC:
- a. What is the value of the Process Skills? Reflect on how you incorporate these elements in your instructional practices. Share a specific example from one of your lessons or units with the group.

- b. Identify 1-2 skills that you'd like to incorporate more effectively into your practice. Plan how to incorporate the skill(s) into a lesson or unit and try it with your class. What worked? What do you want to tweak? What was the student response? What are your next steps? Report back at the next PLC meeting.
 - c. Consider how you would utilize The Process Skills with your class over the course of a term.
6. Review **The Key Advances** (pp. 26-28). Discuss the following with your PLC:
 - a. What challenges and opportunities do you think beginner- to intermediate-level ESOL learners might face with the CCRS 3 Key Advances of Complexity, Evidence, and Knowledge?
 - b. How do you see The Role of Prior Knowledge in relation to the 3 Key Advances? How do you balance The Role of Prior Knowledge with evidence-based responses to informational and literary texts in your everyday classroom teaching? Are you happy with the balance that you have struck? If not, what action step could you take? Report on the action step at the next meeting.
 - c. Work through Tool 2 in the Teacher Toolbox together (pp. 147-152).
 - i. Review and discuss pp. 147-150.
 - ii. Complete the activity "Select Texts Worth Reading: Practice" as a group (or in small groups) using a text from a current class. Try this several times with several different texts provided by PLC members. (p. 148)
 - iii. Review and discuss "How Can a Teacher Use This Understanding of Text Complexity in a Classroom Setting to Address Particular ELPS Anchors." (p. 152)
 - d. Consider how you would utilize The Key Advances with your class over the course of a term.
7. Review **The 10 ELPS Anchors** (pp. 29-30). Discuss the following with your PLC:
 - a. What is your understanding of how Anchors 1-7 and Anchors 8-10 work together? Use Table 1 on p. 30 to identify practical examples where Anchors 8-10 would support Anchors 1-7.
 - b. Review Anchors 1 & 8. How do they target receptive skills at each level? How do they connect to the CCRS?
 - c. Review Anchors 3, 4, 7. How do they target productive skills at each level? How do they connect to the CCRS?
 - d. Review Anchors 2, 5, 6. How do they target both receptive and productive skills at each level? How do they connect to the CCRS?
8. Review **Tool 3: Identifying Questions Worth Answering** (pp. 153-166). Discuss the following with your PLC:
 - a. Think about your teaching practice. How often do you use or create non-text dependent questions? How often do you use or create text-dependent questions? As instructors,

why do we ask non-text dependent questions? What are reasons to focus on text-dependent questions?

- b. Review "Identify Questions Worth Answering: Practice 1, Practice 2, and Practice 3." With a PLC partner, or your group, work through one, or more, of the practices depending on your students' level(s). Reflect on your results and compare them with the answer keys provided.
- c. How could you incorporate the practice of Identifying Questions Worth Answering into your lesson planning? Create questions worth answering for one of your current lessons or units and try them with your class. Report back at the next PLC meeting, including any student responses to this approach.

9. Review **Tool 4: Creating High-Quality Writing Prompts** (pp. 167-168).

- a. Answer the questions posed and reflect on your answers.
- b. Discuss the kinds of writing prompts you currently use or create. Are they mostly text-dependent or non-text dependent? If possible, have members bring some writing prompts they currently use.
- c. Choose a topic and text you are working on in class, and create 2-4 text-dependent writing prompts about this text.
- d. Try the writing prompts in class and report back on the process. Were students required to read closely? Was there evidence of learning? What was the student response? What else did you notice?

10. Review **Appendix C** (pp. 174-175).

- a. With a PLC partner or group, choose one resource to explore.
- b. Reflect on what you learned.
- c. Discuss how you can incorporate what you learned into your teaching. Plan a lesson or activity using this resource.
- d. Report on the results at the next PLC. What worked? Didn't work? What was the student response? What would you want to change?

11. Review one or more of the other **Appendices** (pp. 171-180).

- a. Choose one or more appendices to discuss.
- b. Reflect on these questions: How can the appendix be used to further my understanding of the OAELPS? How can I use this appendix in my teaching or professional development?

12. The ELPS Anchors are presented with corresponding CCRS Anchors, as well as the Standards of Mathematical Practice. Review the **Standards of Mathematical Practice** associated with each Anchor. Consider inviting a Math Instructor from your program to attend a PLC session. Discuss how they utilize the Standards for Mathematical Practices in their classroom and how an ESL Instructor incorporates Math into their classroom.

- a. With a PLC partner or group, choose an anchor. Discuss the Mathematical Practice(s) corresponding to that anchor.
- b. With a PLC partner or group, choose an anchor and level. Go to the Single-Level View and look at the Math Applications for that anchor and level. Choose one or more applications. Plan an activity incorporating the Math Application(s) in a lesson. Report back at the next PLC meeting.
- c. Consider what additional Standards for Mathematical Practices could potentially correspond with each ELPS Anchor. You can review [this document](#) for some MPs and related Applications that the State Learning Standards Training Team identified. Repeat (a) and (b).
- d. Ask a high-intermediate (OAELPS L4, CASAS 210-218+) ESL instructor to share examples of language acquisition necessary for a student entering a lower level math class with a CASAS math score of 215-225. Highlight strategies to scaffold the student's linguistic skills so that they are able to carry out math task instructions.

13. Bring a lesson plan to your PLC to align with OAELPS.

- a. Identify the OAELPS that correlate to your lesson plan. Remember that the OAELPS are not just the ELPS anchors; they also include elements such as The 4 Dimensions of Performance and The Process Skills.
- b. Are there standards and activities you would like to add?
- c. Rework your lesson plan to include OAELPS standards and activities.
- d. Share your lesson with a PLC partner or group for feedback. Try teaching part of it to your PLC members and get feedback.
- e. Try the lesson with your class and report on the results at the next PLC. What were the success and challenges? What was the student response?
- f. Revise and share the lesson plan on the Oregon Adult Education Community of Practice Lesson Plans group (Basecamp). Review the Guidelines for Submission before posting.

14. Review the OAELPS to create a lesson plan.

- a. Identify anchors and level descriptors that are appropriate for your class. Identify elements such as The 4 Dimensions of Performance and The Process Skills that you want to focus on.
- b. Develop a lesson and activities based on these OAELPS.
- c. Share the lesson with a PLC partner or group for feedback. Try teaching part of it to your PLC members and get feedback.
- d. Try the lesson with your class and report on the results at the next PLC. What were the successes and challenges? What was the student response?
- e. Revise and share the lesson plan on the Oregon Adult Education Community of Practice Lesson Plans group (Basecamp). Review the Guidelines for Submission before posting.

15. If your program uses **BurlingtonEnglish**, identify an ELPS Anchor and find BurlingtonEnglish activities that align with that Anchor. Incorporate one or more activities into a lesson or unit. Report back at the next session. What was the student response?

16. Use the OACCRS/OAELPS Handbooks together to **help ESL students progress to higher level classes.**

- a. Review the correlation chart in the OAELPS handbook (p. 14) to determine the OAELPS and OACCRS levels of your students. For example, Low Intermediate ESL (CASAS Reading 201-210) is OAELPS Level 3 and OACCRS Language Arts Level B.
- b. Review the cross-level view of OAELPS (p. 34), including Level 3, and the correspondence with OACCRS Reading Anchors 1, 2, 3, and 7 (pp. 34-35).
- c. Explore the correspondence with the OACCRS Speaking and Listening, CCRS Speaking and Listening and/or OACCRS Mathematical Practices (p. 35).
- d. To see where your students are headed as they progress, open the OACCRS Language Arts Handbook to "Reading Standard: Level B" (p. 87). Review the applications for OACCRS Reading Anchor 1, Level B descriptor and discuss: Are there applications you could use with your Low Intermediate ESL class to identify growth areas and help them advance?
- e. Develop 1-3 of these applications in a lesson plan. Try the lesson plan before your next PLC and report back with successes and challenges. What was the student response?
- f. Repeat these steps with Reading Anchors 2, 3, and 7, Level B.

17. Use the OACCRS/OAELPS Handbooks together to **help support ESL students in ABE Reading classes.**

- a. Review the correlation chart (p. 14) to determine the OAELPS and OACCRS levels of your ESL students. For example: High Intermediate ABE (CASAS Reading 219-227) is OACCRS Language Arts Level D and OAELPS Level 5.
- b. Review the cross-level view of OAELPS (p. 34), including Level 5, and the correspondence with OACCRS Reading Anchors 1, 2, 3, and 7 (pp. 34-35).
- c. Explore the correspondence with the CCRS Speaking and Listening and/or CCRS Mathematical Practices (p. 35).
- d. To see how to help the ESL students in your class, open the OACCRS Language Arts Handbook to "Reading Standard: Level D" (p. 128). Review the applications for CCRS Reading Anchor 1, Level D descriptor and discuss: Are there applications that the ESL students are struggling with? What kind of support could be helpful?
- e. Open the OAELPS Handbook to Level 5 Single-Level Views, Reading Anchor 1 (p. 120): Are there applications that would provide a "lift", or scaffolding, for the ESL students in your class?
- f. Include 1-3 of these applications in a lesson plan. Try the lesson plan before your next PLC and report back with successes and challenges. What was the student response?
- g. Repeat these steps with Reading Anchors 2, 3, and 7, Level D.

18. Have members bring an **Open Educational Resource (OER)** to the PLC. Align it to OAELPS.

- a. Does the OER align to standards and descriptors you're teaching? What are those standards and descriptors?
- b. Identify presence or absence of The 4 Dimensions of Performance.
- c. Identify presence or absence of The Process Skills.
- d. Identify presence or absence of The Key Shifts/Advances.
- e. With members of your group, decide how best to fully align the OER to OAELPS.
- f. Try the adapted OER with your class. Report back at the next PLC meeting. Include student response.

19. Have members choose **highlights of their OACCRS and OAELPS trainings to teach** to the group.

- a. Each participant comes to the PLC prepared with a professional development mini-lesson based on a highlight from a training.
- b. After the mini-lessons, participants write a short reflection about what they have learned and how they will incorporate it into their instruction.
- c. Members share their reflections.

20. After you've had time to look at and experiment with the elements of the OAELPS, consider the following **big picture questions about the OAELPS.**

- a. What is your interpretation of the OAELPS as a "lift" for the OACCRS? Consider the classes and students in your program, including their levels and/or CASAS scores. What might using the OAELPS as a "lift" for the OACCRS look like in practice?
- b. How will you use the OAELPS in your program, i.e. lesson planning, designing specific student activities, student placement, student assessment?