The New English Language Proficiency Standards: Access & Equity for English Learners

Tim Blackburn
Presentation to the State Board of Education
August 20, 2014
Session Objectives

• **Describe** the new ELP Standards and implications for professional learning
• **Describe & discuss** professional learning supports for mainstream and ELD educators
• **Analyze & interpret** results of the first rounds of PLT Conferences
• **Describe & discuss** the status for the upcoming Massive Open Online Course (MOOC)
Goals for the New ELP Standards

Create fewer, clearer standards with strategic correspondences to:

- CCSS ELA & Literacy
- CCSS for Mathematics
- NGSS

Addressing the unique language acquisition needs of English Learners (ELs)
Let’s go meta...

Mr. Language

Mr. Content
Let’s go meta... Language to Communicate Understanding

Mr. Language von Content
The Construct

Math

Science

Language Arts

Language

- Discourse
- Complex text
- Explanation
- Argumentation
- Text structures
- Sentence structures
- ΔVocabulary practices

Math

- Discourse
- Complex text
- Explanation
- Argumentation
- Text structures
- Sentence structures
- ΔVocabulary practices

Science

- Discourse
- Complex text
- Explanation
- Argumentation
- Text structures
- Sentence structures
- ΔVocabulary practices

Language

- Discourse
- Complex text
- Explanation
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- Text structures
- Sentence structures
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Common Core State Standards Initiative

Next Generation Science Standards
The Construct

Diagram showing the relationship between discourse, complex text, explanation, argumentation, text structures, sentence structures, and vocabulary practices.
Infuse Depth of Knowledge (DOK) into the Proficiency Level Descriptors

(Webb, 2002)
**Selected Shifts in the New ELP Standards**

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ELP Standards as “junior”</em> to, or as a precursor to, ELA/literacy standards</td>
<td>ELP Standards working in coordination with diverse Common Core Standards and seen as a way to <strong>support ELL participation in a range of grade-appropriate content-area activities</strong></td>
</tr>
<tr>
<td>Language development focused on <strong>accuracy and grammatical correctness</strong></td>
<td>To language development focused on <strong>interaction, comprehension, and communication</strong>, with the provision of strategic scaffolding</td>
</tr>
<tr>
<td><em>Simplified texts and activities</em>, often separate from content knowledge</td>
<td><strong>Complex texts and intellectually challenging activities</strong> with language integral to content learning</td>
</tr>
</tbody>
</table>

- From Shafer-Wilner, 2013
- See also Walquí, Koelsch, & Schmida, 2012 (part of Understanding Language ELA unit)
# The 10 ELP Standards: Organized in Relation to Participation in Content-Area Practices

| 1 | **construct meaning** from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing |
| 2 | **participate in grade-appropriate oral and written exchanges** of information, ideas, and analyses, responding to peer, audience, or reader comments and questions |
| 3 | speak and write about **grade-appropriate complex literary and informational texts** and topics |
| 4 | **construct grade-appropriate oral and written claims** and support them with reasoning and evidence |
| 5 | **conduct research and evaluate and communicate findings** to answer questions or solve problems |
| 6 | **analyze and critique** the arguments of others orally and in writing |
| 7 | **adapt language choices to purpose**, task, and audience when speaking and writing |
| 8 | **determine the meaning** of words and phrases in oral presentations and literary and informational text |
| 9 | **create clear and coherent grade-appropriate** speech and text |
| 10 | **make accurate use** of standard English to communicate in grade-appropriate speech and writing |
# Example of ELP Standards with Correspondences

## Grades 4-5 ELP Standards with Correspondences

### Standard 1

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>An ELL can . . .</strong></td>
<td><strong>By the end of each English language proficiency level, an ELL can . . .</strong></td>
<td><strong>by the end of each English language proficiency level, an ELL can . . .</strong></td>
<td><strong>by the end of each English language proficiency level, an ELL can . . .</strong></td>
<td><strong>by the end of each English language proficiency level, an ELL can . . .</strong></td>
</tr>
<tr>
<td><strong>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</strong></td>
<td><strong>use a very limited set of strategies to identify a few key words and phrases in read-alouds, simple written texts, and oral presentations.</strong></td>
<td><strong>use an emerging set of strategies to identify the main topic and retell a few key details of read-alouds, simple written texts, and oral presentations.</strong></td>
<td><strong>use a developing set of strategies to determine the main idea or theme, and retell a few key details of read-alouds, simple written texts, and oral presentations; and retail familiar stories.</strong></td>
<td><strong>use an increasing range of strategies to determine the main idea or theme, and explain how some key details support the main idea or theme in read-alouds, written texts, and oral presentations; and summarize part of a text.</strong></td>
</tr>
</tbody>
</table>

### when engaging in one or more of the following content-specific practices:

- **EP1.** Support analyses of a range of grade-level complex texts with evidence.
- **EP3.** Construct valid arguments from evidence and critique the reasoning of others.
- **EP4.** Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.
- **EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

### when engaging in tasks aligned with the following Grade 4 ELA Standards:

#### Literature

- **RL1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL2.** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RL3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
- **RL7.** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

#### Informational Text

- **RI1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **RI7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

# September 2013
Example of ELP Standards with Correspondences

when engaging in one or more of the following content-specific practices:

**EP1.** Support analyses of a range of grade-level complex texts with evidence.
**EP3.** Construct valid arguments from evidence and critique the reasoning of others.
**EP4.** Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.
**EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

**MP1.** Make sense of problems and persevere in solving them.

**SP1.** Ask questions and define problems.

when engaging in tasks aligned with the following Grade 4 ELA Standards:

**Literature**
**RL.2.** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
**RL.3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
**RL.7.** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

**Informational Text**
**RI.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**RI.7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**SL.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELP Standards Task Analysis

Lenses

Disciplinary Practices

Disc. practices related to conceptual understanding

Disc. practices related to analytical tasks

Disciplinary language practices

ELP Standards Professional Learning Grant

• Grant Eligibility
  – Non-Competitive grant awarded to districts that meet the following criteria based on 2012-2013 LEP Collection data:
    • The English Learner population of the district exceeds 500 total ELs.
    • The student population is comprised of 15% or more English Learners.
  – 34 districts meet these criteria
  – 28 districts are actively participating in PLT work
  – Grant funding distributes $8.50 p/English Learner
## ELP Standards Professional Learning Grant – Participating District Teams

<table>
<thead>
<tr>
<th>District Nm</th>
<th>District Population</th>
<th>District ELL Population</th>
<th>% English Leaners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salem-Keizer SD 24J</td>
<td>40,239</td>
<td>8,036</td>
<td>19.97</td>
</tr>
<tr>
<td>Beaverton SD 48J</td>
<td>39,648</td>
<td>5,773</td>
<td>14.56</td>
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<tr>
<td>Portland SD 1J</td>
<td>46,683</td>
<td>4,364</td>
<td>9.35</td>
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<tr>
<td>Hillsboro SD 1J</td>
<td>20,973</td>
<td>3,057</td>
<td>14.58</td>
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<tr>
<td>Reynolds SD 7</td>
<td>11,411</td>
<td>2,749</td>
<td>24.09</td>
</tr>
<tr>
<td>David Douglas SD 40</td>
<td>10,816</td>
<td>2,424</td>
<td>22.41</td>
</tr>
<tr>
<td>Woodburn SD 103</td>
<td>5,662</td>
<td>2,335</td>
<td>41.24</td>
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<tr>
<td>North Clackamas SD 12</td>
<td>17,043</td>
<td>2,115</td>
<td>12.41</td>
</tr>
<tr>
<td>Tigard-Tualatin SD 23J</td>
<td>12,655</td>
<td>1,506</td>
<td>11.90</td>
</tr>
<tr>
<td>Gresham-Barlow SD 10J</td>
<td>12,178</td>
<td>1,465</td>
<td>12.03</td>
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<tr>
<td>Centennial SD 28J</td>
<td>6,166</td>
<td>1,229</td>
<td>19.93</td>
</tr>
<tr>
<td>Forest Grove SD 15</td>
<td>5,948</td>
<td>1,170</td>
<td>19.67</td>
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<tr>
<td>McMinnville SD 40</td>
<td>6,464</td>
<td>1,065</td>
<td>16.48</td>
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<tr>
<td>Medford SD 549C</td>
<td>13,281</td>
<td>981</td>
<td>7.39</td>
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<tr>
<td>Jefferson County SD 509J</td>
<td>2,846</td>
<td>939</td>
<td>32.99</td>
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<tr>
<td>Hood River County SD</td>
<td>4,086</td>
<td>895</td>
<td>21.90</td>
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<tr>
<td>Hermiston SD 8</td>
<td>5,209</td>
<td>881</td>
<td>16.91</td>
</tr>
<tr>
<td>District Nm</td>
<td>District Population</td>
<td>District ELL Population</td>
<td>% English Learners</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------</td>
<td>-------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Canby SD 86</td>
<td>4,779</td>
<td>691</td>
<td>14.46</td>
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<tr>
<td>Bend-LaPine Administrative SD 1</td>
<td>16,581</td>
<td>639</td>
<td>3.85</td>
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<tr>
<td>Springfield SD 19</td>
<td>10,987</td>
<td>634</td>
<td>5.77</td>
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<tr>
<td>Parkrose SD 3</td>
<td>3,428</td>
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<td>Central SD 13J</td>
<td>2,891</td>
<td>598</td>
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<tr>
<td>Greater Albany Public SD 8J</td>
<td>9,161</td>
<td>541</td>
<td>5.91</td>
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<tr>
<td>Nyssa SD 26</td>
<td>1,145</td>
<td>368</td>
<td>32.14</td>
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<tr>
<td>Umatilla SD 6R</td>
<td>1,358</td>
<td>427</td>
<td>31.44</td>
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<tr>
<td>Gervais SD 1</td>
<td>1,070</td>
<td>315</td>
<td>29.44</td>
</tr>
<tr>
<td>Milton-Freewater Unified SD 7</td>
<td>1,895</td>
<td>433</td>
<td>22.85</td>
</tr>
<tr>
<td>Morrow SD 1</td>
<td>2,182</td>
<td>477</td>
<td>21.86</td>
</tr>
<tr>
<td>*North Marion SD 15</td>
<td>1,944</td>
<td>374</td>
<td>19.24</td>
</tr>
<tr>
<td>*Mt Angel SD 91</td>
<td>713</td>
<td>120</td>
<td>16.83</td>
</tr>
<tr>
<td>*St Paul SD 45</td>
<td>256</td>
<td>42</td>
<td>16.41</td>
</tr>
<tr>
<td>**Mitchell SD 55</td>
<td>62</td>
<td>10</td>
<td>16.13</td>
</tr>
<tr>
<td>Phoenix-Talent SD 4</td>
<td>2,677</td>
<td>402</td>
<td>15.02</td>
</tr>
<tr>
<td>Ontario SD 8C</td>
<td>2,459</td>
<td>368</td>
<td>14.97</td>
</tr>
</tbody>
</table>

Total: 48,052
Professional Learning Teams Conference

District Professional Learning Team

PLT Team Depends on District Size

PLT Team Depends on District Discretion

ELP Standards Team

Curr./Instruction leader
Title III director
ELD teacher
Classroom teacher

Educator Effectiveness

CCCSS
#Claritynow!

District
PLT
ELP Standards
Work Group
Project Timeline

PLT 1 – April, 2014
• Focus on shifts
• Deepen understanding of new ELP Standards

PLT 2 – June, 2014
• Planning for ‘14–’15 district-specific professional learning

MOOC – October, 2014
• PLT
• School-based PLCs

PLT 3 – October, 2014
• Unit plan design
• Finalize professional learning plans

PLT 4 – February, 2015
• Finalize ELP-aligned Unit
• Pilot

PLT 5 – April, 2015
• Share for feedback
• Reflect and revise

PLT 6 – June, 2015
• Present & post
• Share achievements in professional learning
Let’s go meta, again...

- **Task Analysis** – What are our students using language to do?

- **ELP Standards** – What standards are assessed by the task?

- **Proficiency Descriptors** – How deeply does the student understand class content and language?

- **Formative Assessment** – How do teachers scaffold how students access and demonstrate understanding of content?

Reflection
ELP Standards – PLT Strand Update

PLT 1
- **Focus**
  - *Model* approaches for professional learning with new ELP Standards
  - *Analyze & interpret* the new ELP Standards
  - *Describe and discuss* the core shifts inherent in the new standards
  - *Develop* strategies for messaging to stakeholders like ELD teachers, mainstream teachers, parents, students, and school administrators
- **Resources**
- **Outcome**
  - Pre/Post Assessments measured comfort with the ELP Standards in the following themes:
    - Experience, purpose, alignment, leadership, & messaging,

PLT 2
- **Focus**
  - *Develop* district goals and specific objectives for professional learning with the new ELP Standards
  - *Design* district-specific ELP-Standards implementation plans for the 2014-2015 school year
  - *Cross Pollinate!* - Share district ELP Standards Implementation Plan with colleague districts
- **Resources**
- **Outcome**
  - Pre/Post Assessments measured comfort with the ELP Standards in the following themes:
    - Alignment, leadership, messaging, planning, resources, and collaboration
ELP Standards – PLT Strand Update

ELP Standards PLT 1 -- Pre/Post Assessment
ELP Standards – PLT Strand Update

ELP Standards PLT #2 - Pre/Post Assessment Data

Alignment  Leadership  Planning  Resources  Collaboration

Umatilla Pre  Umatilla Post  Portland Pre  Portland Post  Eugene Pre  Eugene Post
The ELP Standards strand within the PLT conferences has been highlighted as a model to lead similar strands of subject-focused work.

Dr. Karen Thompson has agreed to provide the keynote address at each of the 3 PLT conferences in LaGrande, Portland, and Eugene.

The themes of access and equity underneath the ELP Standards will be infused throughout the various workshop strands.

A great opportunity to plug our Massive Open Online Course
• ODE is working with Kenji Hakuta of Stanford’s Understanding Language and Karen Thompson from Oregon State University to design a Massive Open Online Course to further our collective understanding and experience with the ELP Standards.
  –Massive Open Online Course - A collaboration between Oregon State University, Stanford University, and the Oregon Department of Education
  •Oregon State University, in partnership with Stanford University and the Oregon Department of Education, is offering a professional learning opportunity at no cost to K-12 educators in the state and around the world. The eight-week course, Supporting English Language Learners under New Standards, begins Oct. 1 and will focus on ELP Standard number 4 - constructing evidenced-based claims...
Massive Open Online Course (MOOC)

- Particular focus on the standards as intended for “both English language development and content area instruction.” This focus will contextualize the application of the standards and their inclusion in course work throughout a student's academic day.
  - (English Language Proficiency Standards Grades 4-5 (September, 2013). Page 3.)
- Our MOOC will meet for 8 weeks starting October 1, 2014
  - 4 modules analyzing high leverage academic practices centered on ELP Standard 4 – constructing evidence-based claims
- Video platform with text support
- Certificate of Accomplishment issued upon successful course completion.
- Ideal for PLTs to use as a guide to anchor instructional focus for the term.
- Themes supported by PLT Conferences
Resources

• WestEd ELP Standards Online Box
  – https://wested.app.box.com/ELPStandardsResources
  • Understanding Language (April, 2012)
    – The Purpose of English Language Proficiency Standards, Assessments, and Instruction in an Age of New Standards: Policy Statement from the Understanding Language Initiative
      » https://wested.app.box.com/ELPStandardsResources/1/1237898095/11073946841/1

• Education Equity Unit Website
  – http://www.ode.state.or.us/search/results/?id=36

• Influenced by the Understanding Language video of Aída Walqui: Language and the Common Core State Standards:
  http://www.youtube.com/watch?v=T3YJx8ujoto
Questions and comments?
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