

ISSUE BRIEF

ELP Standards Cleanup

HISTORY OF THE ELP STANDARDS, v 1.0

Origin of ELP Standards

The new ELP Standards were developed to address the increased rigor and language demands of college and career ready standards. The overarching goal of developing new English Language Proficiency Standards was to provide an alignment between language and content standards and inform instructional practice in both Language Instruction Education Programs and content area classrooms.

Development Process

The original ELP standards (Version 1.0) were developed in a collaborative effort between several states and WestEd, under the guidance of CCSO and Understanding Language. The standards were released in Fall 2013 and hosted on the CCSO website at ccso.org.

EARLY ADOPTERS AND STATES' USE OF STANDARDS

Disadvantages in Formatting of ELP Standards v1.0

The original version of the standards was produced and formatted based on the presumption that end users were likely to refer only to the grade or grade band standards corresponding to their individual classroom needs. As a result of this format, introductory text and explanatory supplemental materials at the beginning of each grade or grade band were duplicated throughout the combined K-12 Standards document. Subsequently many educators reported that the document was somewhat unwieldy and difficult to use, due to its length when printed.

Desire for an “implementer-focused” (classroom-educator-friendly) view of the Standards

Upon initial use of the standards in early adopter states, it was reported that many educators preferred to see and print the full standards document for all grade levels and grade bands in order to better understand the progression of the ELP standards over the K-12 spectrum. Practitioners also reported some confusion in the narrative format of the proficiency level descriptors (PLDs); they proposed to represent them more clearly and concisely in a bulleted version. These two areas of concern led the Washington SEA to reformat the ELP Standards v1.0 into what we now call ELP Standards version 1.1.

STANDARDS “CLEAN-UP” PROJECT

Needs identified

In late December 2013 the Oregon Department of Education convened teachers to begin familiarizing them with the new ELP Standards. After an initial review, a few teachers expressed concern regarding some apparent copy editing duplications and typos in the standards. ODE brought this issue to the attention of Dr. Margaret Ho, the ELPA21 Executive Board Chair, who reached out to Lynn Willner of WestEd to discuss these concerns in early January 2014. On January 8, 2014, Dr. Ho presented the issue to the Consortium Council who determined that a follow-up discussion with Ms. Willner was necessary.

Identification of Issues

On January 22, 2014 the Consortium Council held a supplementary conference call with Ms. Willner to discuss the duplications and typos that had been previously identified in the final copy of the ELP Standards. During the call, Ms. Willner described the process through which the ELP Standards were created, summarizing the chronology of the development of the standards documents. Due to the complex nature of the standards development process, it became clear that editorial errors and duplications may have slipped through the final review.

After the Consortium Council outlined the issues that had been identified in the standards documents, they began to discuss the next steps in developing a plan to address the editing process. Ms. Willner investigated a number of copy/paste errors that had been identified by ODE teachers, while states prepared to organize a review committee to oversee the work of the standards clean-up process.

Roles and states involved

During ELPA21’s in person governance meeting in Louisville, Kentucky on February 4th, 2014, Executive Board member Dr. Jobi Lawrence of Iowa offered to lead the ELP Standards clean-up process. On February 27th, a team comprised of Ms. Colleen Anderson (IA), Mr. Robert Crawford, Ms. Mami Itamochi (WV), Dr. Joan Nelson (WA), Dr. Martha Martinez, Ms. Michelle McCoy (OR), and Ms. Phyllis Farrar (KS) met via WebEx to outline their work plan for the standards clean-up process.

Throughout the month of March, this team worked to identify discrepancies in the ELP Standards document and determine whether they were of an editorial or content-focused nature. Those issues classified as editorial discrepancies were then discussed over the course of four weekly WebEx conference calls on March 5th, March 12th, March 19th, and March 26th. Those issues identified as content-specific were noted and parked for future review.

TIMELINE

February 27th, 2014 –The ELP Standards Clean-up team met for the first time via WebEx to outline their work plan for the standards clean-up process.

March 5th, 2014 – The ELP Standards Clean-up team reviewed Washington’s comprehensive version of the document (ELP Standards v 1.1). They also voted to begin editorial work using that document as a starting point, and split up the review of the standards by grade band.

March 12th, 2014 - The group met for a 3rd time to discuss the initial issues that had been highlighted in each grade or grade band set of standards.

March 19th, 2014 - The team conducted a peer review of the ELP standards for grades K, 1 and 2-3.

March 26th, 2014 – After conducting a thorough peer review of the edits to the standards for grades K-12, the ELP Standards Clean-up team established next steps.

March 28th, 2014 – Dr. Nelson and Dr. Lawrence worked together to compile the standards documents and to collect the content-related feedback in each.

April 15th, 2014 - Dr. Lawrence and Dr. Nelson met with six representatives from the Oregon Department of Education to discuss the final hand-off of the ELP standards to ensure comprehensive and uniform formatting throughout the document.

May 5th, 2014 - ODE delivered the final version of the ELP standards to CCSO via Basecamp.

PROCESS DETAILS: IDENTIFYING ISSUES AND REACHING CONSENSUS

March 5th, 2014

Dr. Nelson (WA) provided an overview of the work that WA had done on the ELP Standards document. In an effort to make the standards more user friendly, WA had compiled all of the individual standards documents into one large document with a hyperlinked table of contents so as to create a single comprehensive standards document. WA had also worked to reformat some sections of the standards so that they were easier to read and interpret. This included the shift from narrative PLDs to a bullet list of action item PLDs. The goal of reformatting this document was to enable teachers to view the standards for a specific grade or grade band within the context of the standards for all grades and grade bands.

After reviewing the WA version of the standards document, the ELP Standards Clean-up team formally voted to proceed with the editorial review using WA’s updated version of the standards, as WA had already done significant work to remove typos and redundancies. The team then split up the review of the standards by grade band, so that each grade or grade band was assigned to a single member of the group for review. The group established a system for identifying and classifying editorial issues as either typos or omissions for the first round of review.

March 12th

The group met for a third time to discuss the initial issues that had been highlighted in each grade or grade band set of standards. As a result of this first round of review, Dr. Lawrence developed a mock-

up document as a tool to illustrate how reviewers should address different editorial changes so as to maintain consistency between individual reviewers. Once this system was established, each member of the group proceeded to thoroughly review each section to which they had been assigned, using the review tool to ensure consistency.

March 19th

The review committee met for a fourth time. On this call, the committee conducted a peer review of the ELP standards for grades K and 1, completed by Ms. Farrar, as well as a peer review of ELP standards for grade band 2-3 completed by Dr. Martinez. Ms. Farrar and Dr. Martinez presented the raw data on each type of edit, in particular noting any changes that were made between the original West Ed document and the updated WA document. Additionally, they presented content specific “parking lot” items for group discussion.

This process of review provided the opportunity to both ensure that all editorial changes to the ELP standards for grades K-3 were consistent with the original parameters set out by the ELP Standards Clean-Up committee, and also to calibrate the reviews of the various reviewers. Those reviewers who were unable to present during this call due to time constraints (Dr. Lawrence (4-5), Ms. McCoy (6-8), Mr. Crawford and Ms. Itamochi (9-12)) were asked to revisit their reviews to ensure consistency based on the group review of the ELP Standards clean-up for grades K-3. The group also established a system of peer review, to ensure that edits to the remaining standards for grades 4-12 were consistent.

March 26th

Members of the group met for a brief conference call, during which they decided that next steps would be to compile the six individual edited standards documents into a single document. Dr. Nelson and Dr. Lawrence worked together on Friday, March 28th to compile the documents, leveraging Dr. Nelson’s previous work with WA to ensure that edits were consistent with WAs previous editorial work. Additionally, Dr. Lawrence collected all of the content related feedback in each of the six documents, and parked it for future review.

April 10th

Ms. Willner and Dr. Lawrence met for a full day to discuss the changes that the editing team made and to address some questions related to the historical perspective of the original writing team. This ensures that edits truly represented mechanical and formatting enhancements. It also ensured that what might be viewed as content changes were made by reverting to verbiage from the original August version of the standards document that clearly distinguished increasing complexity moving across proficiency levels.

DOCUMENTATION OF CHANGES AND FORMATTING OF NEW DOCUMENTS

On April 15th Dr. Lawrence and Dr. Nelson met with Dr. Martha Martinez, Ms. Carla Martinez, Dr. Kathleen Vanderwall, Ms. Michelle McCoy, Ms. Emily Fairbanks and Ms. Neesa Anderson from the Oregon Department of Education to discuss the final hand-off of the ELP standards to ensure comprehensive and uniform formatting throughout the document. Dr. Lawrence confirmed that ODE

would need to ensure that all edits marked as “universal” were applied consistently throughout the entire document, and provided the final, detailed list of edits that had been identified by the ELP standards clean-up team.

In this meeting it was established that ODE would produce the following:

- A streamlined, formatted Microsoft Word version of the ELP standards with a functional hyperlinked table of contents and bookmarks.
- A streamlined, formatted PDF version of the ELP standards with a functional hyperlinked table of contents and bookmarks.
- A final version of the excel spreadsheet and corresponding October documents.
- ODE would copy and check that the changes made to the comprehensive documents were also made in at a glance documents. *(This would be done after all changes are made to the comprehensive document.)*

A six-person team at ODE worked diligently to ensure that all edits were uniformly applied through the comprehensive ELP Standards document. On May 5th, ODE delivered the final version of the ELP Standards, version 1.2, to CCSSO via Basecamp.

ISSUES PARKED FOR FUTURE (PLANNED) STANDARDS REVISION

During the first and second rounds of review, reviewers parsed out editorial issues and content specific issues identified in the ELP standards. During both conference calls on March 12th and March 19th, reviewers discussed issues identified as content-specific in nature, which were noted separately from editorial issues.

On March 26th, Dr. Lawrence collected all of the content related feedback in each of the six documents, and parked it in a single document for future review, which is available on Basecamp.

DIFFERENCES AND ADVANTAGES

Advantages of New Standards Document (ELP Standards v 1.2)

The major advantage of v1.2 is the condensing of the document by removing the redundancy in the front matter and the supplemental text, as well as the editing of some mechanical issues in the document. End users will be able to easily access individual grades or grade bands, or print the entire K-12 document without any duplication.

Major Differences of v 1.2 against v 1.0

- Typos were fixed
- Headings and other mechanical issues were addressed to maintain consistency throughout the document

- Proficiency level descriptors were reviewed, and when necessary reverted back to original verbiage to ensure increasing complexity across proficiency levels

NEXT STEPS FOR STATES

- Standards will be hosted on ELPA21.org and CCSSO.org
- States do not need to re-adopt because all of the edits were designed to avoid any content-related changes during this phase of the editing process.
- Future editing processes will address any content issues after the standards have had intensive field implementation and feedback from practitioners.

CONTRIBUTORS TO THE ELP STANDARDS CLEAN UP

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