

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

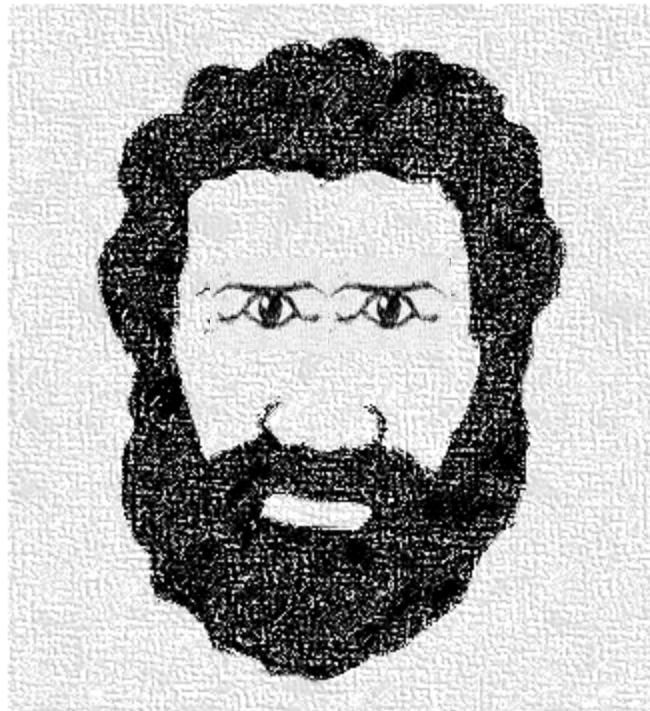


Mr. Content

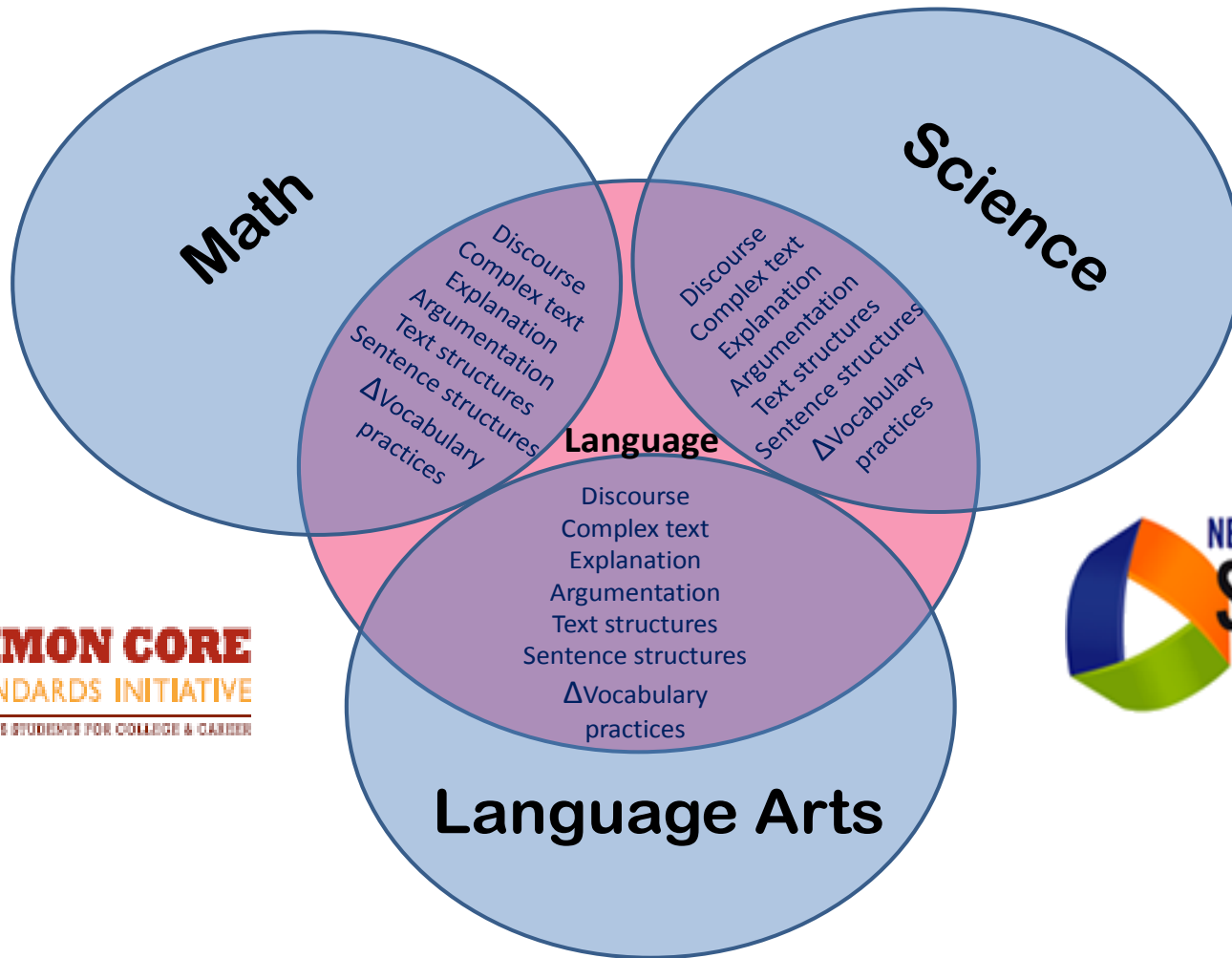


Let's go meta... Language to Communicate Understanding

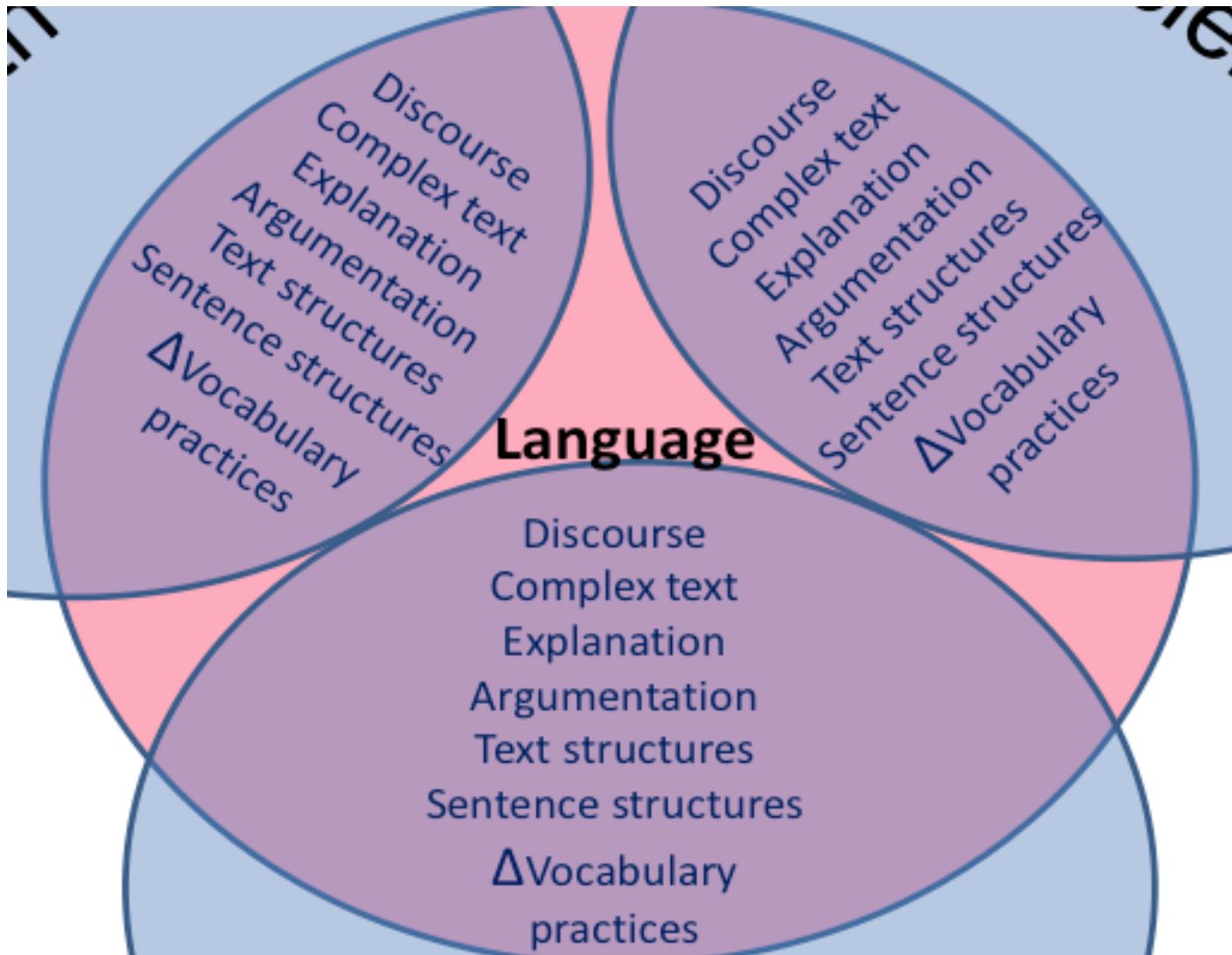
Mr. Language von Content



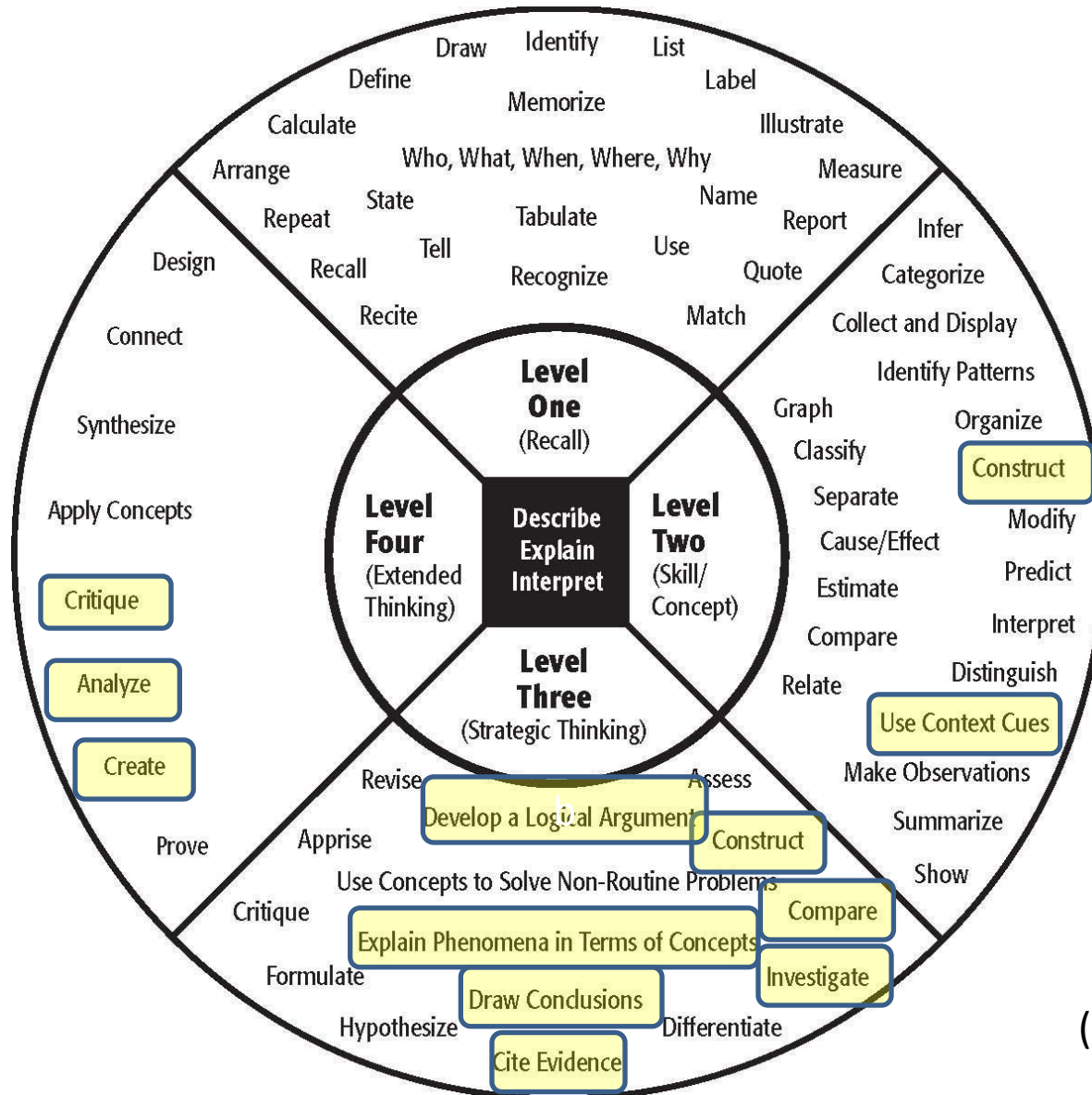
The Construct



The Construct



Infuse Depth of Knowledge (DOK) into the Proficiency Level Descriptors



(Webb, 2002)

Shifts – Karen Thompson OSU

Selected Shifts in the New ELP Standards

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

- 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

Standard 1.	By the end of each English language proficiency level, an ELL can . . .				
	1	2	3	4	5
An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .	use a very limited set of strategies to identify a few key words and phrases in read-alouds, simple written texts, and oral presentations.	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.	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 retell familiar stories.	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.	use a wide range of strategies to determine two or more main ideas or themes, and explain how key details support them in read-alouds, written texts, and oral presentations; and summarize a text.

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.
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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. RI.3. 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. 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.
RL.1., RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
SL.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	

Example of ELP Standards with Correspondences

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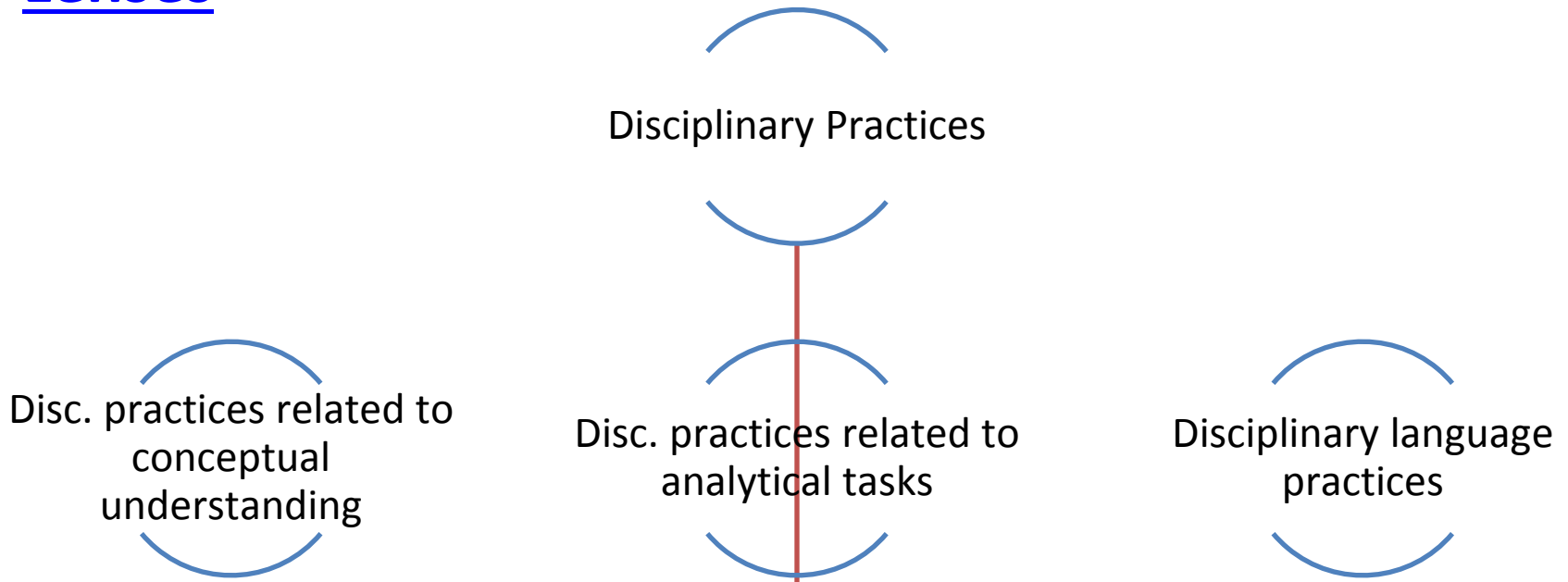
SL.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Informational Text

- RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.3. 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.
- 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.

ELP Standards Task Analysis

Lenses



Valdés, G., Kibler, A., & Walqui, A. (2014, March). [Changes in the expertise of ESL professionals: Knowledge and action in an era of new standards](#). Alexandria, VA: TESOL International Association.



ELP Standards Professional Learning Grant

- Grant Eligibility

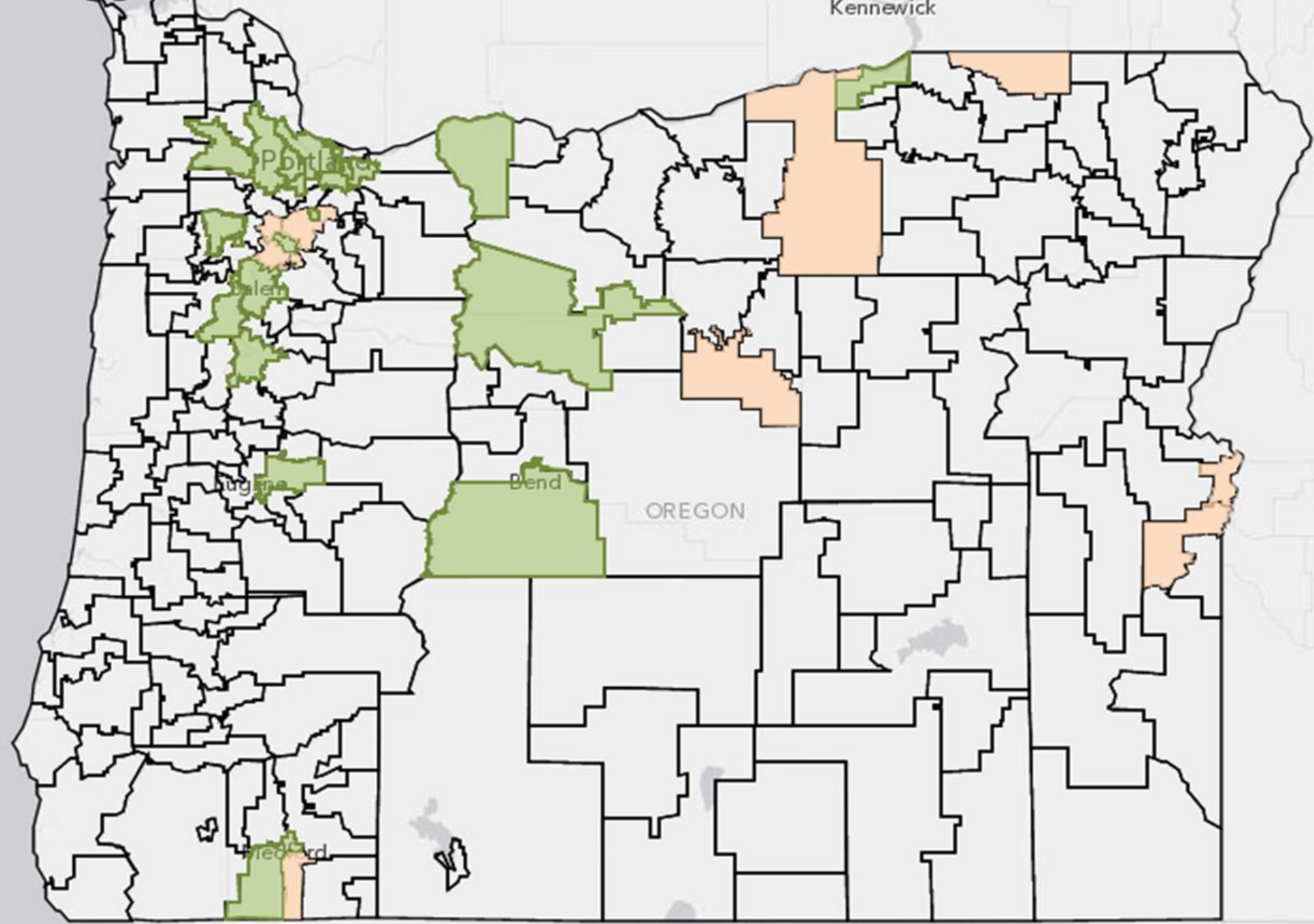
- Non-Competitive grant awarded to districts that meet the following criteria based on 2012-2013 LEP Collection data:
 - The English Learner population of the district exceeds 500 total ELs.
 - The student population is comprised of 15% or more English Learners.
- 34 districts meet these criteria
- 28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

ELP Standards Professional Learning Grant – Participating District Teams

District Nm	District Population	District ELL Population	% English Learners
Salem-Keizer SD 24J	40,239	8,036	19.97
Beaverton SD 48J	39,648	5,773	14.56
Portland SD 1J	46,683	4,364	9.35
Hillsboro SD 1J	20,973	3,057	14.58
Reynolds SD 7	11,411	2,749	24.09
David Douglas SD 40	10,816	2,424	22.41
Woodburn SD 103	5,662	2,335	41.24
North Clackamas SD 12	17,043	2,115	12.41
Tigard-Tualatin SD 23J	12,655	1,506	11.90
Gresham-Barlow SD 10J	12,178	1,465	12.03
Centennial SD 28J	6,166	1,229	19.93
Forest Grove SD 15	5,948	1,170	19.67
McMinnville SD 40	6,464	1,065	16.48
Medford SD 549C	13,281	981	7.39
Jefferson County SD 509J	2,846	939	32.99
Hood River County SD	4,086	895	21.90
Hermiston SD 8	5,209	881	16.91

ELP Standards Professional Learning Grant – Participating District Teams

District Nm	District Population	District ELL Population	% English Learners
Canby SD 86	4,779	691	14.46
Bend-LaPine Administrative SD 1	16,581	639	3.85
Springfield SD 19	10,987	634	5.77
Parkrose SD 3	3,428	629	18.35
Central SD 13J	2,891	598	20.68
Greater Albany Public SD 8J	9,161	541	5.91
Nyssa SD 26	1,145	368	32.14
Umatilla SD 6R	1,358	427	31.44
Gervais SD 1	1,070	315	29.44
Milton-Freewater Unified SD 7	1,895	433	22.85
Morrow SD 1	2,182	477	21.86
*North Marion SD 15	1,944	374	19.24
*Mt Angel SD 91	713	120	16.83
*St Paul SD 45	256	42	16.41
**Mitchell SD 55	62	10	16.13
Phoenix Talent SD 4	2,677	402	15.02
Ontario SD 8C	2,459	368	14.97
		48,052	



Districts with ≥ 500 English Learners (ELs)

Districts where English Learners comprise $> 15\%$ of total student population

Map 1 - ELP Standards PD – Focus Districts

PLT #Clarification

Professional Learning Teams Conference

Educator Effectiveness

CCCSS

District Professional Learning Team

PLT Team Depends on District Size

PLT Team Depends on District Discretion

ELP Standards Team

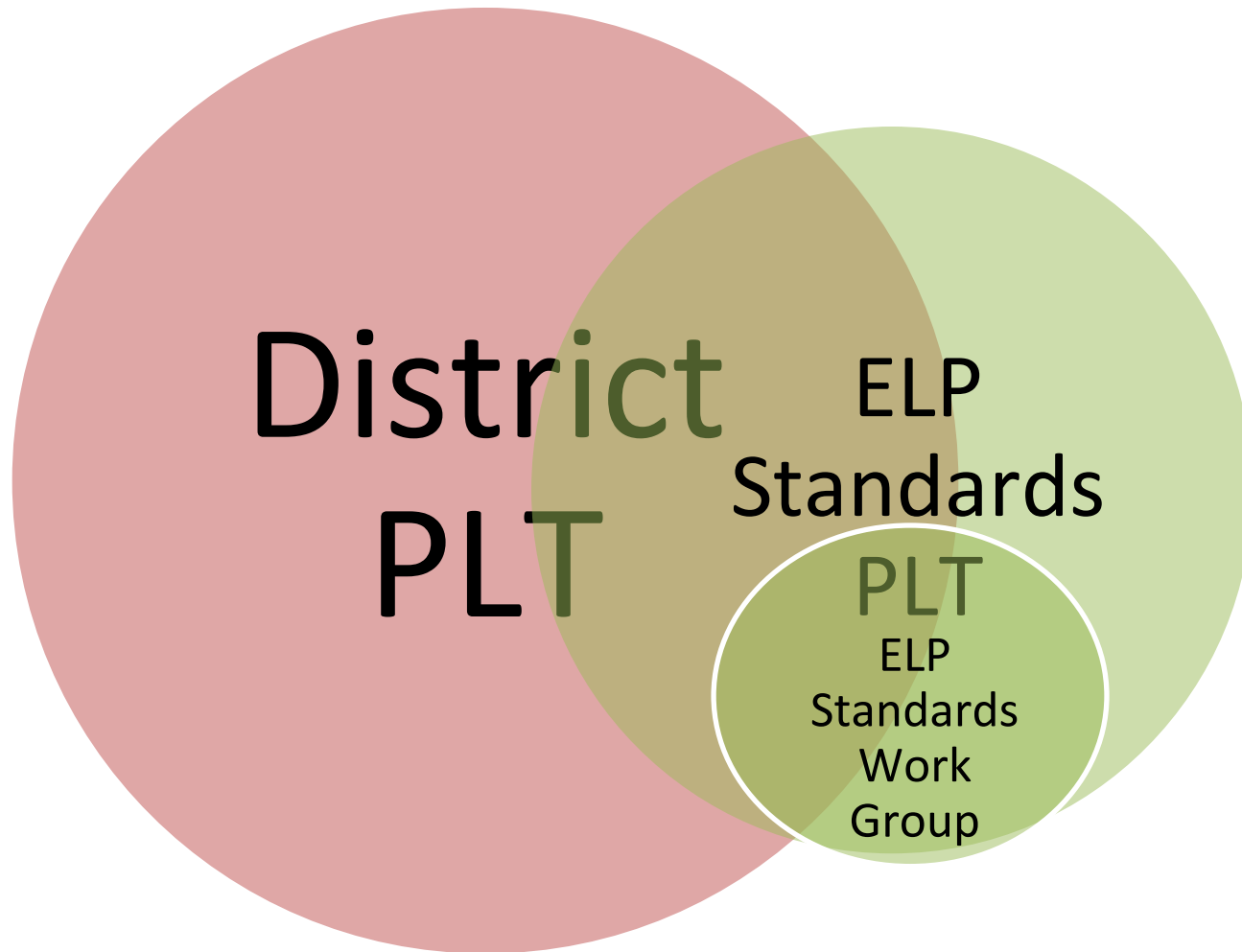
Curr./Instruction leader

Title III director

ELD teacher

Classroom teacher

#Claritynow!



Project Timeline



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

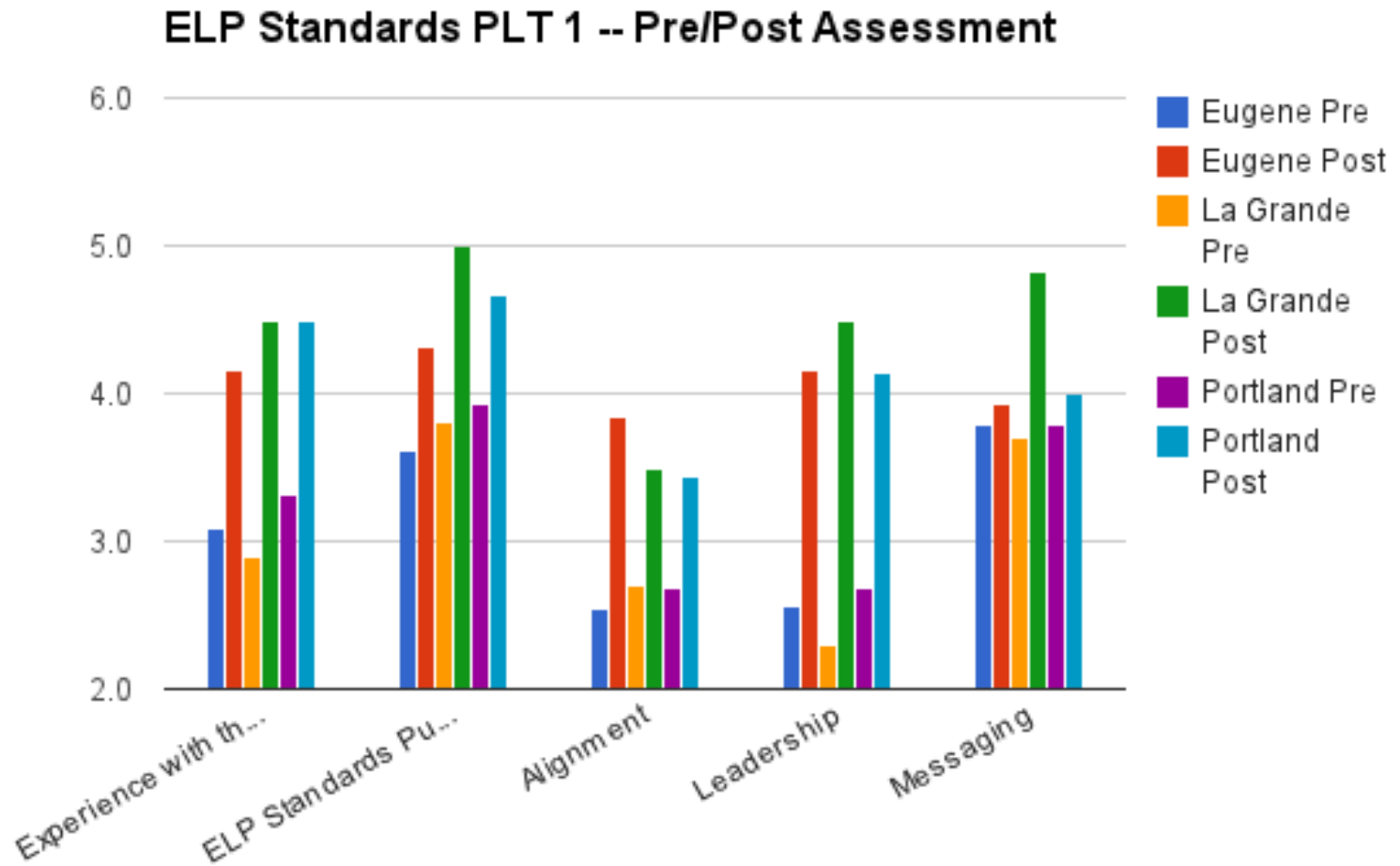
PLT 1

- 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

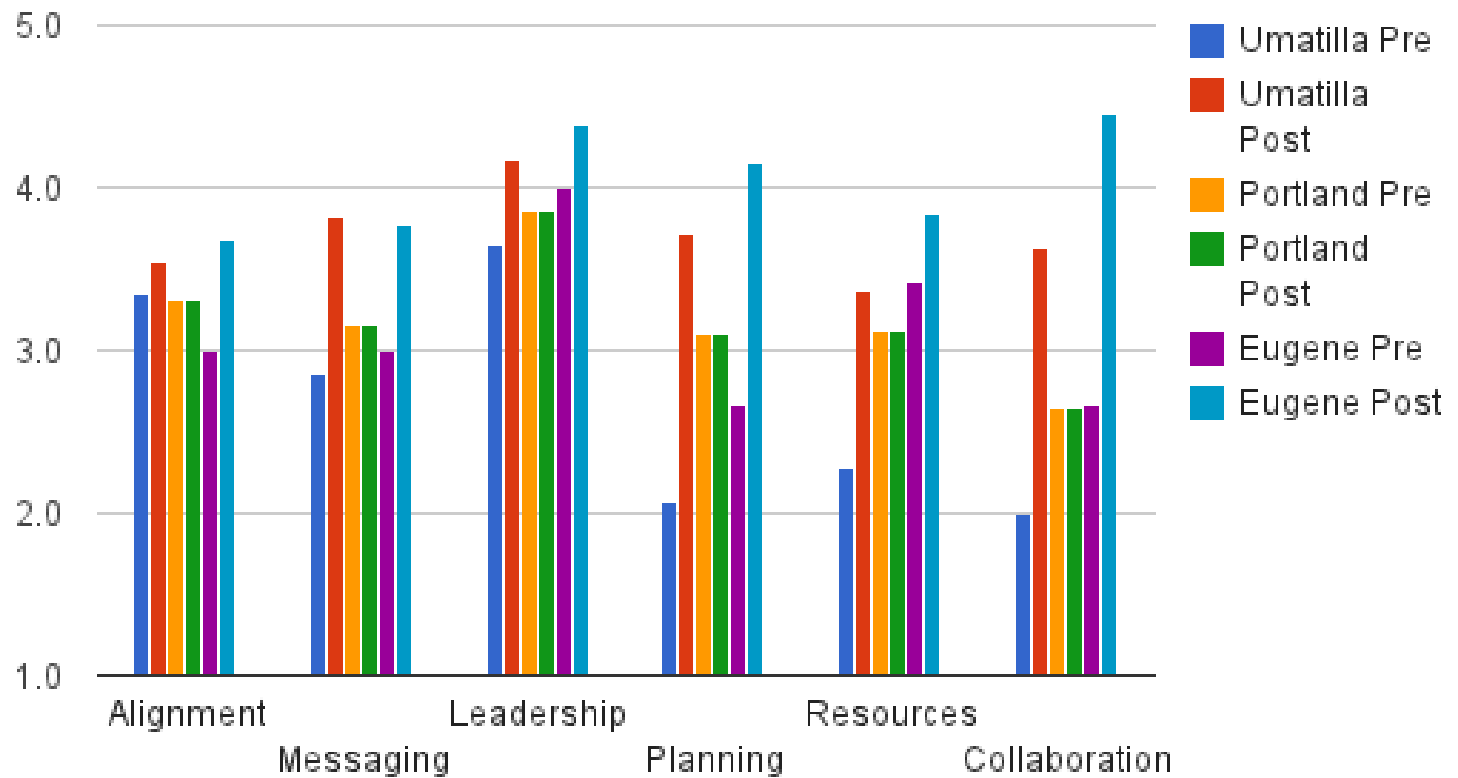
- Focus
 - Develop** district goals and specific objectives for professional learning with the new ELP Standards
 - Design** district-specific ELP-Standards implementation plans for the 2014-2015 school year
 - Cross Pollinate!** - Share district ELP Standards Implementation Plan with colleague districts
- [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 Strand Update

ELP Standards PLT #2 - Pre/Post Assessment Data



PLT 3

MOOC – October,
2014

- PLTs
- School-based PLCs

PLT 3 – October,
2014

- Unit plan design
- Finalize professional learning plans

Design

- 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

Massive Open Online Course (MOOC)



- 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...

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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* Thank you to Lynn Shaffer Wilner for supporting our presentation by sharing content created with her work at WestEd.