



Enhanced Overview of the 2019 English Language Proficiency Standards (ELPS) *Video Transcript*

Welcome to an “Overview of Arizona’s 2019 English Language Proficiency Standards” brought to you from the office of English Language Acquisition Services; an office within unique populations at Arizona’s Department of Education. As you engage in this presentation, you may take notes on the provided fillable note catcher. If you have not yet accessed the note catcher, you may pause the recording to do so now. Resume the presentation when you are ready.

In this module we review:

- The Process to Our New ELPS
- The Rationale for the New ELPS
- The Context in Which the New ELPS will be Applied
- The Standards & Their Shifts
- Organization of ELPS
- Planning with the ELPS

Today’s objectives are to:

- Understand the new context in which Arizona’s new English Language Proficiency Standards must be applied.
- Understand the legislative context behind Arizona’s new English Language Proficiency Standards, along with its revision process.
- Understand the purpose of ELP Standards and how they have changed.
- Understand how the standards are organized, how to read them, and resources available using them.
- Understand how English Language Proficiency Standards are used when planning and delivering instruction.

First, let’s look at the timeline for revising the English Language Proficiency Standards. As you can see, this process is taking several years to complete. Superintendent Kathy Hoffman is fully supportive of the revised standards which were approved by the

Arizona State Board of Education on May 20, 2019! We’ll talk about transitioning to the Revised 2019 ELP Standards a little later in the presentation.

Let’s take a look at the rationale behind the development of new English Language Proficiency Standards. So, Why did we Revise AZ ELP Standards? The short answer to this question is: ESSA



- Per ESSA, States must demonstrate that they have adopted ELP standards that...
 - ✓ are derived from the four recognized domains of *speaking, listening, reading, and writing*;
 - ✓ address the different proficiency levels of ELs; and
 - ✓ are aligned with the state’s academic standards.

You’ll likely notice that we were doing well with the first two requirements of ESSA; however, the third requirement is what spurred us into action as our 2010 ELP Standards were not aligned to Arizona’s academic standards. When we began this work, we knew that this was NOT something that could, or even SHOULD, be done by the OELAS staff alone. We needed help! And, so, a state-wide committee was formed.

As we continue to think about “Why new ELP standards?”, let’s look at the image on the screen. This slide makes the critical distinction between equality and equity. In addition to the ESSA requirements, equity is another reason we needed new standards. Our goal is equity for English Learners! It is our job to ensure they have what they need, when they need it and how they need it! One step in ensuring equity for English learners is the alignment of the ELP standards with content standards as well as English language proficiency standards that will support the understanding of content. In order to provide the context for content and language to be developed simultaneously, Arizona developed and adopted the new Language Development Approach.

In order to ensure English learners’ education reflects the most relevant and up to date research and theory, a state-wide committee of educators worked together to develop Arizona’s Language Development Approach (or LDA), which provides a comprehensive guide to what needed to be considered and planned for to meet the needs of ELs in the State of Arizona.

It should serve as a guide for you and those who work with ELs throughout the state of Arizona. Arizona’s LDA provides the context in which students will learn and apply both content and language standards. So, what is a Language Development Approach? It is:

- A set of underlying assumptions about how we will develop language, literacy, and learning in all subject areas for all EL students throughout the system. Assumptions that are our best thinking, made explicit, so that they can be understood, planned, implemented and evaluated.

Arizona’s Language Development Approach is the foundation for language development. It helps us conceptualize what language development must look like, sound like and feel like. This slide demonstrates how the foundation for language development leads into all that must happen to guarantee an effective approach to developing language. It makes explicit the ways in which learning for all English Learners must be designed and enacted throughout a **system**; it connects the language and literacy and learning practices in all instructional models that are critical to effective teaching and learning and communicates how we can expect practitioners to design and enact, language, literacy and learning practices in all subject areas.



In short it is what we need to know and be able to do in all parts of an educational **system** designed for ELs! A system designed to ensure “Justice”.

On this slide you can see that at the core of Arizona’s Language Development Approach, is the agreed upon understanding that ALL individuals at every level within the educational system play a role in the education of English Learners and are responsible for ensuring the success and achievement of the over 80,000 multilingual learners who attend Arizona schools.

The four principles that surround the core reflect the research-based and non-negotiable components of a comprehensive instructional program for Arizona’s EL students.

- Principle 1: Asset Based Behaviors and Expectations make certain that we value and leverage who our students are, what they bring to school and the community they are a part of. As we plan for standards-based instruction, it’s important that we keep our students, and what they each bring to the classroom in mind.
- Principle 2: Integrated Instruction in Disciplinary Language and Content ensures we use content and the language it is made up of as a vehicle to further develop students’ English language in a relevant and meaningful way. The content standards will drive the learning during integrated instruction, and the ELP standards will support the content by providing access to academic language.
- Principle 3: Targeted and Explicit Language Instruction makes certain that students are provided an opportunity to develop English based on their level of proficiency and the appropriate ELP standards. Learning will be driven by the ELP standards, and instruction will focus on the explicit development of language.
- Principle 4: Assessment, Monitoring, and Feedback makes certain that beyond the AZELLA, we assess and monitor student’s language development and that we do so continuously in multiple ways. Using the English Language Proficiency Standards to support the development of assessments that allow students to showcase their language proficiency and providing immediate, authentic feedback to students related to the standards is critical to language development and acquisition.
- The outer ring identifies the overarching goal of student agency. All four principles are meant to support the overarching goal of effective language and content instruction and as a result, develop a sense of student agency for Arizona’s EL students. Through implementation of the four principles, EL students will develop a sense of agency, confidence, and determination.

Student agency refers to learning through activities that are meaningful and relevant to learners, driven by their interests, and often self-initiated with proper guidance from teachers. To put it simply, student agency gives students voice, and often choice in how they learn. Students become self-sufficient, critical thinkers. Out of self-direction, that has been developed and refined through a



high-quality, equitable, education, emerges a student who has the competency to choose their path in life. As the ultimate goal, student agency is a thread that is woven throughout all four principles. As educators plan for both integrated and targeted ELD instruction using both content and language standards, developing student agency must be at the forefront of their minds.

Important to understand and to ensure is 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 the lesson. Both standards (content and Language proficiency) are always in the car. Content cannot be developed without an understanding of the disciplinary language and the purposes in which we use language and how. Standards aligned instruction for ELs is rigorous and grade level appropriate and, with thoughtful consideration of the ELP standards, provides deliberate and appropriate scaffolds and supports. During Integrated Instruction, outlined in Principle 2 of the LDA, instruction is focused on content learning, and content standards take the wheel to drive the lessons. The English Language proficiency standards remain in the car in the passenger seat. Content teachers will refer to the ELP standards to plan for the language necessary to access the content. Vocabulary, language functions, and language forms will support instruction driven by and focused on content standards. When the focus is on targeted ELD, as outlined in principle 3 of the LDA, the ELP standards take the wheel and drive the lessons. Language however is not developed in a vacuum, and like a driver cannot get to a destination without a car to drive, Language cannot be developed in isolation with no context. Social studies, Math, Science and other content provide students the context in which to develop English in a meaningful and relevant way. While the ELP standards are in the driver's seat during targeted ELD, and instruction is aligned to ELP standards, the content standards sit in the passenger seat to support language learning. In summary, content area teachers will plan lessons driven by content standards and use the ELP standards to support language acquisition and development within content instruction. Teachers of targeted ELD plan lessons driven by Arizona’s English Language proficiency standards, using content as the context to practice and apply language. Both sets of standards are always in the car!

Understanding Arizona’s Language Development Approach is integral to planning instruction for English learners driven by the 2019 English Language Proficiency Standards. Let’s take a few moments to reflect on the LDA.

First, please take a minute to think. Why is it important for ALL educators to understand Arizona’s Language Development Approach?

Now, take a minute to write your reflection. You may use the space provided on the fillable note-catcher to write your reflection if you wish to do so. You may pause this presentation now to write your reflection. Resume the recording once you have completed your reflection.

It's important to reiterate that cognizance of Arizona's Language Development Approach and its relationship with the 2019 English Language Proficiency Standards is essential to building a foundational understanding of the English Language Proficiency Standards.



Now that you all have the background on the why and purpose for the development of new English Language Proficiency standards, we are now going to look a bit into their shifts.

When the committee set out to develop and define the new standards, there were several considerations for the new development. This committee set out to be sure that:

- The new English language proficiency standards shift to highlight the **critical language**, **knowledge about language**, and **language skills** required by the Arizona content standards that are necessary for ELs to be *successful in school*.
- The new standards set out to define **what is to be learned** *by the end of a proficiency level*
- *And*, the revised standards were designed as **broad language concepts** and do not represent a particular curriculum, nor are the new standards a list of tasks or skills to be learned.

You'll notice that the English language proficiency standards are language CONCEPTS and not TASKS – this is one of the biggest changes from the 2010 ELPS.

When you dive into the new ELP Standards and look deeper at the shifts that occurred, you'll notice three big shifts right away.

- **Shift 1:** You'll immediately notice that there are Fewer standards. A more distinct collection of standards was identified as necessary and essential for developing the language required for academic success. With this shift, we went from 5 proficiency levels and narrowed the scope down to three: Pre-Emergent/Emergent, Basic, and Intermediate.
 - In this snapshot of a page from the ELP standards, you can easily see the three English Proficiency levels. You will (if you have not already) notice the layout to each page is identical on each page of standards at each and every level.
 - In addition to the levels and due to age-appropriateness and developmental needs of learners, the stage that was 3-5, was split. So, rather than stages, the move was made to use grades and grade-bands. In the 2019 adopted version, you will see a set of English language proficiency standards for Kindergarten, a set for 1st grade, a set for 2-3rd grade combined, a set for 4th and 5th grade combined, a set for Middle School, and a set for High School.
- **Shift 2 –** The next big shift to specifically address: **In this shift, you'll notice clarity and a more cohesive body of standards** that have clear links to Arizona's Content Standards. The new standards and language concepts are more closely aligned to the updated Arizona academic standards and their outcomes.
 - In the shift for alignment, you will see a direct alignment of the ELPS to the AZ ELA standards. Thus, this eliminates the need for a separate crosswalk document. You will see a column dedicated to the connections to the ELA standards
 - Here, from the same snapshot of a page from the ELP standards, you can easily see the alignment to the Arizona ELA standards called out in its own column.



- In addition to a dedicated column, the last page for each and every numerical standard is dedicated to calling out the Arizona ELA Standards Alignment in even more detail. On these pages, you will notice the exact ELA standard(s), skills, and the verbiage noted as alignment to the ELP standard addressed on the previous page.
- **Shift 3** – The third and last shift to specifically address: **Is the Increased alignment to Arizona's English Language Arts (ELA) Standards.** You'll see this not only in the way the standards and skills are written, but in the organization as well.
 - And finally, as I mentioned before, a shift from task-based indicators to skill and outcome-based performance indicators. In anyone of the standard levels, you will notice:
 - Fewer Performance Indicators
 - Performance indicators that Address the language skills needed
 - As well as standards and performance indicators that provide clearer access to grade-level content material
 - Here, from the same snapshot of a page from the ELP standards, you can clearly see the specific Performance Indicators noted and numbered. You can also see and use the Instructional supports for ELs on each page/Standard. These supports include: Functions of Using Language; Text types other supports.

Now that we have discussed what the new English Language Proficiency Standards are and the shifts from old to new, we will now look at how are these new standards are organized. As you have hopefully already noticed, the structure and organization of the 2019 English Language Proficiency Standards are very different from the previous version. The Standards for English Learners in Kindergarten through 5th grade follow the same organization and flow. Each grade or grade-band document opens with the Reading Foundational Skills which are broken down into Phonological Awareness, Print Concepts, Phonics and Word Recognition (Decoding), and Fluency. The Reading Foundational Standards list the foundational oral and print skills ELs may need extra support with, as they acquire English. The Reading foundational Skills are a piece of the ELPS for ELs in Kindergarten through 5th grade, these skills are part of the standards and will be assessed on the new AZELLA. Immediately following the Reading Foundational Skills are the numerical ELP Standards and these are organized by communication type: Productive Communication, Receptive Communication, Interactive Communication, Language. We'll look at a deeper break-down shortly.

The ELPS for ELs in 6th through 12th grade are organized slightly different. For Secondary level ELs, each grade-band document opens with and contains only the ten numerical ELP Standards, still organized by communication type: Productive Communication, Receptive Communication, Interactive Communication, Language.

ELs at this level should have a foundation of reading skills that they have been building upon, so the Reading Foundational Skills were not included as standards for 6th-12th grade but rather as an appendix. For the instances where an EL enrolls at the Secondary level but needs the



foundational skills to reading, the Reading Foundational Skills Appendix is available to support Reading Instruction with the same five skill-sets: Phonological Awareness, Print Concepts, Phonics and Word Recognition (Decoding), and Fluency. The Reading Foundational Skills Appendix for grade 6th-12th is organized in the same fashion as K-5. For all levels, the Reading Foundational skills are organized in two columns. Under “Oral Skills” the column on the left is “Arizona’s English Language Proficiency Standards: Reading Foundational Skills” and the column on the right is “Arizona’s English Arts Standards – Reading Standards”. As a teacher teaching ELs from this appendix, I will live in and document from the left column, “Arizona’s English Language Proficiency Standards: Reading Foundational Skills.” As was mentioned before, the right-hand column is included as a crosswalk reference to the foundational skills from the K-12 Reading and Language Arts standards. As you can see in that column, the ELA standards do not include foundational reading skills in 6th-12th grade. But because as a teacher of ELs, you may have an EL enroll that may need to have some foundational reading gaps closed as part of their language development instruction. So, OELAS included the skills in the appendix resource.

As you will notice, these skills are NOT part of the standards for 6th-12th grade. Because these skills are NOT explicitly taught at this level, they will NOT be assessed on the new AZELLA.

As I mentioned moments ago, we will now take a high-level look at the organization of the ten numerical standards for ELs in Kindergarten through 12th grade. Again, you will see the SAME organization of the ten ELP Standards from Kindergarten through High School. According to the chart here (on the screen), on the left side, you can see the Standard Number and just to the right of that is the verbiage for each of the 10 standards. From there, the English Language Proficiency Standards are, and as mentioned before, grouped based on the type of communication. Very different from the ELPS in the past, the skills in the new language standards are intended to be taught in a woven manner rather than in allocated lessons. On the far-right side, you can see the intentional grouping of the language skills: Standards 1 and 2 represent Receptive Communication which are the Listening and Reading skills. Standards 3, 4, and 5 represent Productive Communication which are the Speaking and Writing skills. Standards 6, 7, and 8 represent a collection of skills for Interactive Communication in-which all Listening, Reading, Speaking, and Writing skills are woven.

Finally, Standards 9 and 10 place the intentional focus on Language (skills for Vocabulary and Grammar). The skills in Standards 9 and 10 are the language skills required for learning and full implementation of Standards one through eight.

Now that we have laid the foundation for the design, let’s take a look at the overall layout for each of the numerical standards. As we maneuver through each of elements, please keep in mind that each of the numerical standards have the same layout and organization.

Before we dive in, if you are using the accompanying note-catcher, please turn to page 4. There you will find a full-page example of standard 2 that we will work through together. If necessary, please pause this module to get your notes.



We will start from the top of the page and work our way down the document.

- At the very top of every page, the header will include the Grade or Grade Band those standards and skills are for. Again, you will always find this at the very top of any page of standards. This example is looking at the Grades 4-5 Grade Band.
- Just below the header with the Grade or Grade Band, you will see the ELP Standard Communication Type. Remember, for each Grade or Grade Band, three Communication Types are addressed: Productive Communication, Receptive Communication, and Interactive Communication. In this example, we are looking at a standard addressing Receptive Communication skills.
- Just below the Communication Type and at the top-left of each new numerical standard, you will see the Arizona ELP Standard Number. In this example, we are looking at Arizona ELP Standard 2.
- Just below the numerical standard noted, you will find the verbiage of that standard. This is the outcome standard where each of the Performance indicators lead to. In this example, we are looking again at Standard 2, By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.
- Moving across the top of the table, just to the right you will find the title for each of the columns noting the English language proficiency levels. In this section of every page and moving left to right, you will see the column of skills for Pre-Emergent/Emergent, then for Basic, and finally for Intermediate.
- Just under each title, you will see the table of Performance Indicators. The example on this page, you will see the arrow pointing to PE/E-2: recognize the meanings of common idiomatic expressions.
- Continuing to the right, you will see the column dedicated to the Arizona ELA Standard Alignment. You will find the specific ELA standards directly aligned to the ELP Standards and performance indicators on that page.
- The far column on the right side of the page Instructional supports for ELs on each page/Standard. These supports guide scaffolding and differentiation and include: Functions of using Language; Text types; other supports.
- As we wrap-up this section of the module, please take a moment and pause the presentation to fill in page 4 of your notes so that you have these details for documentation in your instructional plans.

During our session we have looked at the why behind the new standards and we have discussed the shifts and changes from the 2010 version to the 2019 version we will be and are using. Now, let's take a very, very high-level view at the implementation of these new ELP standards.

As we begin looking at implementation, it is important that we clarify the difference between STANDARDS and CURRICULUM...something we (as leaders) will also need to do for teachers through professional development before implementing the Revised ELPS.



- Standards are the **learning goals** for what EL students should know and be able to do at the end of each proficiency and grade level.
- In order for the ELPS to be effective, leaders will need to work with educators to help them “unpack” the standards and align them to curricula. This can include a specific ELD curriculum or ELA, Math, Science, or Social Studies curricula.
- Essentially, the ELP Standards are WHAT our EL students will learn, and this has been decided on at the State level. LEAs have a say in HOW these language proficiency standards are taught through the curricula they choose.

As shared earlier in this session, it is also very Important to understand and to 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 the lesson. Both standards (content and Language proficiency) are always in the car. Content cannot be developed without an understanding of the disciplinary language and the purposes in which we use language and how. Standards aligned instruction for ELs is rigorous and grade level appropriate and, with thoughtful consideration of the ELP standards, provides deliberate and appropriate scaffolds and supports.

Also shared earlier but critical as we circle back, content area teachers will plan lessons driven by content standards and use the ELP standards to support language acquisition and development within content instruction. Teachers of targeted ELD plan lessons driven by Arizona’s English Language proficiency standards, using content as the context to practice and apply language. Let’s look a little deeper at this through an example.

It does not matter whether the educator is teaching within the time set-aside for Targeted ELD (where the grouping of students is ELs only) or of the educator is teaching a content-area class for all students (ELs included in those groupings), content and language standards will be in the vehicle of instruction.

In the example you see here (the image on the screen), in this 3rd grade lesson, the academic content is history and social science: students will describe and discuss industries and occupations that have shaped Arizona and those key *concepts include but are not limited to the 5 C’s (copper, cattle, cotton, citrus, climate), ranching, mining, farming, and tourism.*

Just a short bit ago, we looked at the shift English language proficiency standards are more closely in alignment to the AZ Academic and Content Standards. This is very visual here. On the right side, in blue boxes, you can see a small sample of 4 performance indicators from the 2/3rd grade band that directly connect to this content standard. Note that this is just 4 possibilities.... there are many more skills that could relate depending on the language supports needed or identified.

For integrated instruction (as per Principle 2 of Arizona’s LDA), we know that the content and academic standards are driving the instruction. For the English learners in the instruction grouping, the ELP standards will support access to and provide language supports to learn the content.



In the example you see here, in this 3rd grade social studies lesson, the teacher is teaching about Arizona. Specifically, the teacher wants the students to be able to “Describe and discuss industries and occupations that have shaped Arizona. These key concepts include but are not limited to the 5 C’s (copper, cattle, cotton, citrus, climate), ranching, mining, farming, and tourism.” By the end of this lesson, they want the students to be able to share-aloud with peers or the class about their learning by delivering a short presentation.

So, from the many options of language skills, this teacher is going to use this ELP standard and performance indicator to support the oral language development. **When it comes to planning, delivering instruction, and the assessment during the Integrated instruction:**

- The teacher will ultimately be assessing EVERY student’s (even EL’s) knowledge related to key occupations that have shaped Arizona. Occupations related to copper, cattle, cotton, and citrus.

For Targeted ELD instruction (as per Principle 3 of Arizona’s LDA), we know that the English Language Proficiency standards are driving the instruction, learning and assessment. As we have heard and know, Language is not developed in a vacuum cannot be developed in isolation with no context. In the example you see here (the image on the screen), in this 3rd grade, Targeted ELD instruction, the EL teacher will teach the students about sharing aloud information and details, what it means to and looks like to deliver an oral presentation. When the teacher then tasks the ELs to prepare a short presentation, the students will use what they have learned about “industries and occupations that have shaped Arizona – those industries and occupations related to copper, cattle, cotton, citrus, ranching, mining, and farming.”

By the end of this lesson, the teacher wants the ELs to be able to orally deliver a short presentation.

When it comes to planning, delivering instruction, and the assessment during the Targeted ELD Instruction:

- The teacher will ultimately be assessing the student’s ability to clearly deliver a short verbal presentation that develops a topic and provides examples.
- ELs will present using what they have learned about Arizona occupations related to copper, cattle, cotton, and citrus. – this is the direct connection and application of content while teaching language skills.

Now, let’s take a few moments to pause our learning and Check our Understanding of what we have discussed and learned so far. As we approach each question, I will read the question aloud and then pause for several seconds to provide you an opportunity to respond in your notes or the note-taking guide with your answer.

True or False? The statement reads: “Reading Foundational Skills are taught in each grade or grade-band.” Please take a moment to reflect on our time together so far and determine if this statement is true or false. We will pause for several seconds to provide you an opportunity to respond in your notes or the note-taking guide with your answer.



Answer: The answer to this statement is FALSE. Reading Foundational Skills are only taught and intentionally planned for in Kindergarten through 5th grade. In grades 6-12, the Reading Foundational Skills Appendix exists to support teachers in referencing information about reading skills to assist with the instruction of their ELP Standards.

True or False? The statement reads: “The English Language Proficiency Standards drive the instruction and assessment of learning during **Targeted ELD instruction.**”

Please take a moment to reflect on our time together so far and determine if this statement is true or false. pause for several seconds to provide you an opportunity to respond in your notes or the note-taking guide with your answer.

Answer: The answer to this statement is TRUE. During the instructional period of time dedicated to Principle 3 – Targeted Instruction, the English Language Proficiency Standards **will be the driving standards.** When Planning for and delivering the Targeted English language development instruction to English learners, the educator should consider:

- ✓ The language Learning Objectives
- ✓ What Success Criteria for Language Learning will be (ask yourself “what do I want my ELs to walk away knowing what/how to do”)
- ✓ The language Instruction to be delivered
- ✓ And finally, what and how will the ELs be assessed according to the language skill from the ELPS that was taught.

True or False? The statement reads: “The English Language Proficiency Standards drive the instruction and assessment of learning during **Integrated instruction.**” Please take a moment to again reflect on our time together so far and determine if this statement is true or false and possibly why. We will pause for several seconds to provide you an opportunity to respond in your notes or the note-taking guide with your answer.

Answer: The answer to this statement is FALSE. During the instructional period of time dedicated to Principle 2 – Integrated Instruction, the Arizona Academic Standards and Competencies will drive the instruction and assessment of learning. For English learners in that class for instruction, the English Language Proficiency Standards will support and differentiate the content learning so that they have comprehensible access to the grade-level content being taught. The key here is that the English Language Proficiency Standards will support and differentiate the content learning.

Fill-In the Blank: Our last opportunity for a check for understanding in this session:

This one is a fill in the blank prompt. What word best fills in the blank:

The ELP Standards were revised according to ESSA and to ensure _____ for English learners.

We will pause for several seconds to provide you an opportunity to respond in your notes or the note-taking guide with your answer.



Answer: Equity. Equity will fill in the blank. As we heard earlier in our session, equity was one of the reasons we needed new standards. Our goal is equity for English Learners! It is our job to ensure they have what they need, when they need it and how they need it! One step in ensuring equity for English learners is the alignment of the ELP standards with content standards as well as English language proficiency standards that will support the understanding of content.

Before we close out our time together in this module, we want to leave you with where you can go for further development, learning, and support for implementing the 2019 English Language Proficiency Standards.

You can go to our website at www.azed.gov/oelas/elps. There you will find several links. The first dropdown will include several resources for support. One topic we did not address today was that of documenting and coding. To find these specifics, please access the “Standards Coding Guidance” to support your teachers. We invite you to explore the trainings and documents there and know that additional standards training is in development for release in the coming months.

As we close today’s session, we want to revisit the objectives we set at the beginning of our session: During our time together today, we set out to

- Understand the new context in which Arizona’s new English Language Proficiency Standards must be applied.
- Understand the legislative context behind Arizona’s new English Language Proficiency Standards, along with its revision process.
- Understand the purpose of ELP Standards and how they have changed.
- Understand how the standards are organized, how to read them, and resources available using them.
- Understand how English Language Proficiency Standards are used when planning and delivering instruction.

By looking at the history, development, organization, and high-level implementation, I’d say we were successful at meeting these objectives.

Finally, if you have questions after today, please reach out! If you are a teacher or school administrator joining our session, we strongly encourage you to reach out to the EL Coordinator at your School/District/Charter. If you are the EL Coordinator for your LEA, please reach out to your OELAS Regional Specialist. A complete list of contacts can be found on our webpage at www.azed.gov/oelas/questions.

Thank you for spending your time with us today, we have enjoyed our time together with you and hope to “see” you at an upcoming session or training about ELs. Have a lovely rest of the day!