

Teachers' Institute & Leading Change

Arizona's Language Development Approach: An Overview

Session Notes

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Arizona's Language Development Approach (LDA)

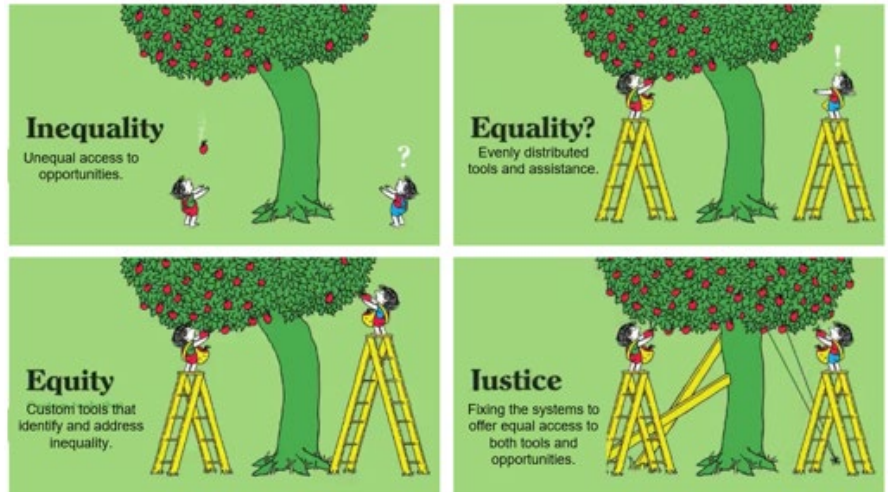
Link to complete LDA document: [Click Here](#)

Research Base for the LDA: [Click Here](#)

Session Opening Task

Without using the words *inequality*, *equality*, *equity*, or *justice*:

- What is one word or phrase you would use to describe this picture?



Legislative Context

- SB1014 - EL legislation passed and signed into law on 2/14/19 changed minimum required daily minutes of ELD to:
 - 120 minutes K-5
 - 100 minutes 6-12
- A. The state board of education shall adopt and approve research-based models of structured English immersion for school districts and charter schools to use. The department of education shall provide adequate staff support for the state board to comply with this article.

Arizona's Language Development Approach

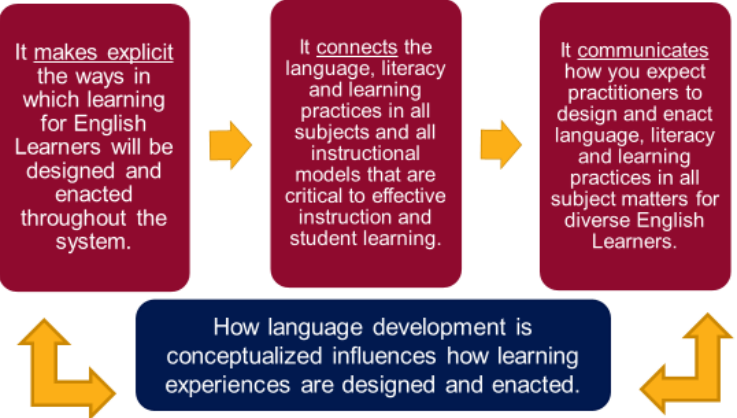
- [Pull-Out Model](#)
- [Two-Hour Model](#)
- [Newcomer Model \(4 hours\)](#)
- [50-50 Dual-Language Immersion](#)

Link to other resources for SEI Models: [Click Here](#)

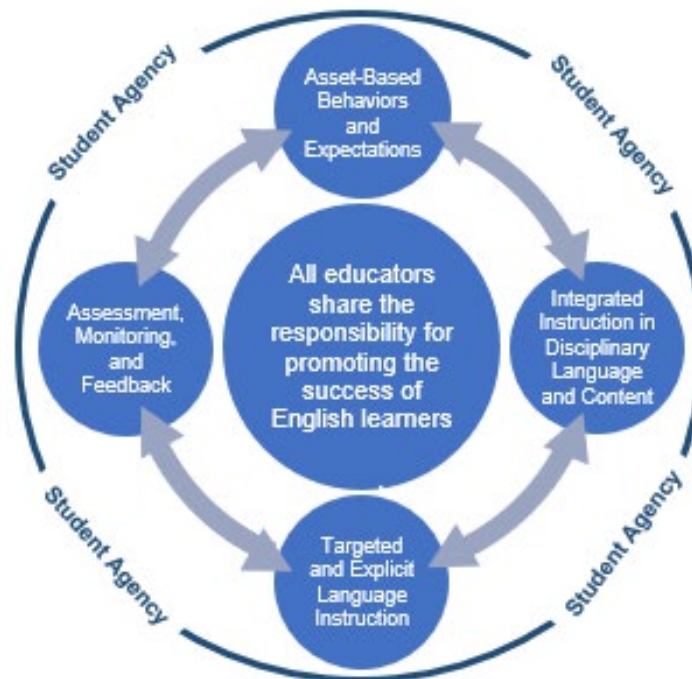
2021 Teachers' Institute & Leading Change Conference
Arizona's Language Development Approach: An Overview

Addressing the “What” and Why”

WHY A LANGUAGE DEVELOPMENT APPROACH?



One Language Development Approach for ALL Educators



PRINCIPLE 1: ASSET-BASED BEHAVIORS AND EXPECTATIONS

- **All** educators:
 - recognize that multilingualism and biliteracy are assets.
 - leverage home languages and cultures as assets.
 - ensure students' cultural and linguistic assets are acknowledged and respected in a safe, affirming, and inclusive environment.

PRINCIPLE 2: INTEGRATED INSTRUCTION IN DISCIPLINARY LANGUAGE AND CONTENT

- **All** educators (including content teachers):
 - Differentiate disciplinary language instruction using the English Language Proficiency Standards.
 - Immerse students in a language-rich environment and interactive, discussion-based learning tasks.
 - Support EL students' deep learning and ability to engage in grade-level learning through abundant academic reading, writing, and discussion.

PRINCIPLE 3: TARGETED AND EXPLICIT LANGUAGE INSTRUCTION

- **All** educators:
 - Create opportunities for students to use language across the domains (speaking, listening, reading, and writing).
 - Support ELs to develop the discourse practices they need to engage with rigorous, grade level disciplinary content.
 - Design explicit instruction that provides students with an understanding of how language functions within different content areas.

PRINCIPLE 4: ASSESSMENT, MONITORING, AND FEEDBACK

- **All** educators :
 - Use district and teacher-created formative and summative assessments that require sophisticated uses of language embedded in authentic and rich content.
 - Use the data to plan next instructional steps.
 - Use the ELP standards to guide and assess language learning.

Reflect and Share

- Share one word or phrase that summarizes your thoughts or feelings about Arizona's LDA.

Principle 1: Asset-Based Behaviors and Expectations

- Instruction must be planned in a way that ensures students' cultural and linguistic assets are acknowledged and respected in a safe, affirming, and inclusive climate. To ensure this is happening:
 - Lessons should include age/grade level appropriate instruction and materials that are culturally and linguistically appropriate and aligned to the *Standards (ELP/Content)*.
 - Lessons should leverage *home languages* and cultures as assets for both the EL student and his/her community (e.g., peers, teachers, etc.).
 - Lessons should consistently acknowledge and build on the *background knowledge* and *prior experiences* of EL students.
 - Lessons convey *respect* and *appreciation* for the *diversity* of all students who are learning.

Video Observations and Notes		
How did the teacher leverage the students' home language during the academic task? What were the benefits of doing so?	During the lesson, the teacher identified a common student misconception, how was she able to adjust, or support her students?	What instructional practices did you observe that could be used in your own classroom?

Principle 1: Student Agency

Asset-based behaviors and expectations will support the development of student agency when educators:

- provide opportunities for EL students to show mastery of competency.
- support students in finding their zone of proximal development.
- encourage students to recognize the strengths and experiences they bring to the learning community
- reinforce growth mindset.
- highlight examples of fellow students who are overcoming challenges.
- address students' social, emotional, and physical needs.

Through participation in an asset-based learning environment, EL students will develop confidence in their own skills and knowledge, a sense of self-efficacy, and a belief in their own ability to achieve and be successful.

Principle 4: Assessment, Monitoring, and Feedback

- Assessments ensure/provide:
 - gathering and analyzing information in order to develop an understanding of what students know, understand, and can do with their knowledge as a result of their educational experience.
 - a process teachers and students use to during instruction to provide information about student learning, minute-by-minute, day to day, and week-to-week in order to continuously adapt instruction to meet the needs of ALL students.
 - that educators are noting a student's level of current achievement after a period of learning has occurred. They may be classroom-based, district-based, or statewide.
- Lessons are designed to:
 - measure student *language*.
 - measure student *understanding of content*.
- Lessons include opportunities for students to:
 - use *academic* language in a *structured* way allowing teachers to measure and provide feedback on student progress.
 - engage in academic tasks that provide information about student *learning* and *understanding*.
 - *self-reflect* on and *assess* one's own learning.

Video Observations and Notes

How did the teacher use the standards to plan the performance task and determine the success criteria?	What was the teacher's role during student participation in the academic task? How did the teacher assess, monitor and provide feedback?	How could the teacher use the exit ticket as a way for students to measure their own progress (strengths & needs)?

Principle 4: Student Agency

Assessment, monitoring, and feedback will support the development of student agency when educators:

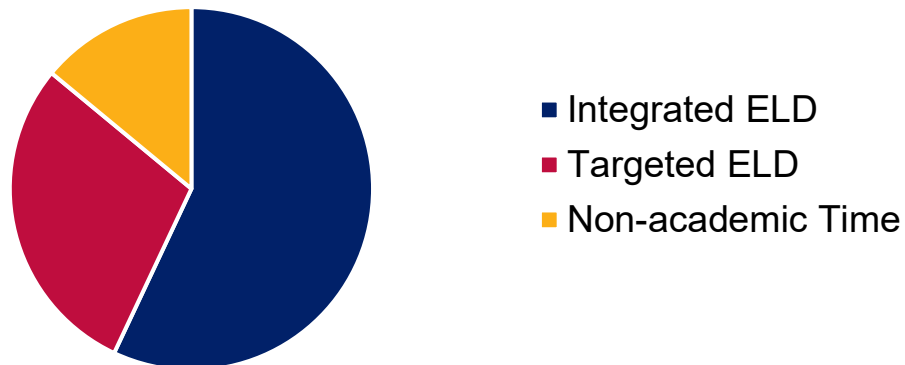
- design a pathway to learning for EL students that provides opportunities for self-direction.
- consistently provide timely and meaningful feedback.
- provide varied opportunities for EL students to show mastery of competency.
- support EL students to develop awareness of their strengths and needs through regular progress checks.
- help EL students develop the habit of self-reflection using various formative assessments.

With regular assessment, monitoring, feedback, and educator guidance, EL students have opportunities to set their own goals and learn how to measure and evaluate their progress towards those goals.

A Comprehensive Approach to English Language Development Instruction

ELA, science, social studies, art, etc. (throughout the day)	Specialized instruction for EL students focused on language (protected time)
<p><i>Integrated English Language Development (ELD):</i></p> <p>All teachers with ELs in their classrooms build language acquisition through shared strategies and supports.</p>	<p><i>Targeted English Language Development (ELD):</i></p> <p>Teachers use the ELP Standards as the focal standards in ways that build <i>into and from content instruction.</i></p>

Time in School Under SB1014



This is based on the assumption of a 7-hour school day, 120 minutes of daily targeted ELD instruction, and 1 hour of lunch, recess, and passing or breaks each day.

Principle 2: Integrated Instruction in Disciplinary Language and Content

- Refers to instruction that *simultaneously* teaches both *content* and *language*.
- Focuses on *language* and *literacy* development with content learning.
- Ensures the *specialized ways* academic language are used depending on subject matter and content expectations are *understood* and *developed*.
- Students are mixed with *Non-EL* and *English learner students*.
- Lessons are aligned to *content* area standards.
- Lessons include *content objectives/targets* aligned to *grade-level* expectations.
- Lessons are designed considering *ELP* standards and student's language *proficiency* levels in order to build or expand language.
- Lessons focus on teaching *disciplinary* language.
- Lessons include *linguistic* accommodations that are *differentiated* based on language *proficiency* levels.

Video Observations and Notes

How did the morning message routine ensure all students could access the content and meet the focus for learning?	How did the teacher plan and provide opportunities for students to use academic language?	What instructional practices did you observe that you could use to develop content and language in your own classroom?

Principle 2: Student Agency

Integrated Instruction in Disciplinary Language and Content will support the development of student agency when educators:

- provide choices or open-ended opportunities to select strategies and tactics for mastery
- of language and content.
- encourage independent learning by teaching effective strategies for learning language
- and content.
- encourage initiative by creating learning environments that increase motivation and
- engagement with language and content.

Through participation in integrated language and content instruction, EL students will develop a sense of voice, confidence, and self-determination as they use content and language in tandem to meet their goals.

Principle 3: Targeted and Explicit Language Instruction

- Refers to instruction that specifically focuses on the *language skills, knowledge, and abilities* of a group of *EL* students, based on *proficiency level*, that will allow students to engage in content learning in English.
- Instructional practices and curriculum are designed to support students' *acquisition* of the *English language* and students receive instruction around how *English functions* within the four domains of reading, writing, listening, and speaking.
- Students are grouped with only *English learners*.
- Lessons are aligned to the *ELP* standards and performance indicators.
- Lessons include *language objectives/targets* and are designed based on students' language proficiency levels.
- Lessons focus on the *function* and *form* of language.
 - Function is the purpose for communication why we use academic and social language.
 - Language forms are linguistic tools such as the specific vocabulary and grammar aligned (needed) to participate or engage in the function of language.
- Lessons include *linguistic accommodations* that are differentiated based on proficiency levels.
- Lessons build into and from *content* instruction.

Video Observations and Notes		
Why do you think the teacher chose to practice or reinforce conjunctions (<i>if, then, because</i>) during Targeted ELD?	How did the use of manipulatives (<i>red car, blue car, road, block, weight, and ruler</i>) during the lesson support students in understanding how language functions?	What other instructional strategies or practices did you observe that could be used in your classroom?

Principle 3: Student Agency

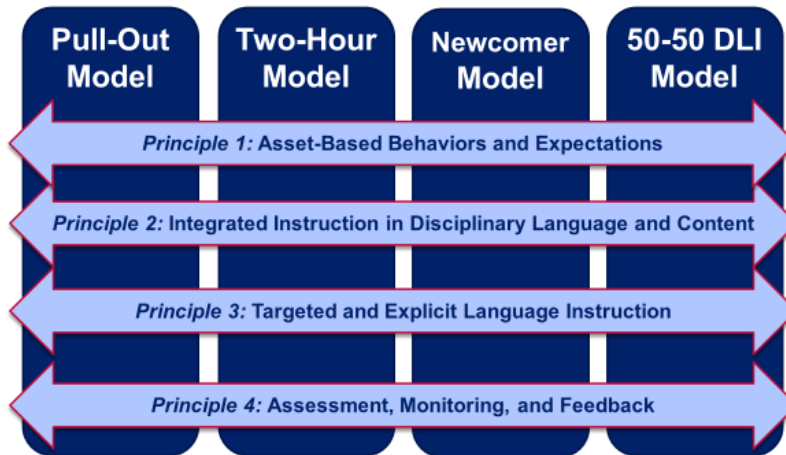
Targeted and explicit language instruction will support the development of student agency when educators:

- provide choices or open-ended opportunities to select strategies and tactics for language acquisition.
- encourage independent learning by teaching effective strategies for learning language.
- encourage initiative by creating learning environments that increase motivation and engagement with language acquisition.

Through participation in targeted and explicit language instruction, EL students will develop a sense of voice, confidence, and self-efficacy around their language use.

Putting It All Together

All Principles, Each SEI Model



Reflect and Share

- What most excites you about Arizona's Language Development Approach as it relates to your context?

Resources:

- [Arizona's Language Development Approach](#)
- [SEI Models and Resources](#)
- [2019 English Language Proficiency Standards](#)
- [OELAS Professional Learning](#) – Live and On-Demand Learning Opportunities

Videos:

- **Principle 1:**
 - [9th Grade Algebra - Newcomers](#)
 - [4th Grade Social Studies](#) (also demonstrates Integrated and Targeted ELD)
- **Principle 2:**
 - [Kindergarten Targeted and Integrated ELD](#)
 - [1st Grade Social Studies](#)
 - [8th Grade Reading and Thinking like Scientists – Day 1](#)
- **Principle 3:**
 - [Kindergarten Targeted and Integrated ELD](#)
 - [3rd Grade Push-In/Pull-Aside: Small-group](#)
 - [8th Grade Designated ELD: Math Problem Explanation](#)
- **Principle 4:**
 - [8th Grade English Language Arts](#)
 - [7th/8th Grade Reading and Thinking like Scientists – Day 2](#)

(NOTE: All videos are from another state where they refer to Targeted ELD as Designated ELD. When they mention "Designated ELD", it is the same thing as "Targeted ELD".)