



INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

The English Language Proficiency Standards for Adult Education

What They Are and How to Use Them

Workshop Recap

www.floridaipdae.org

This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

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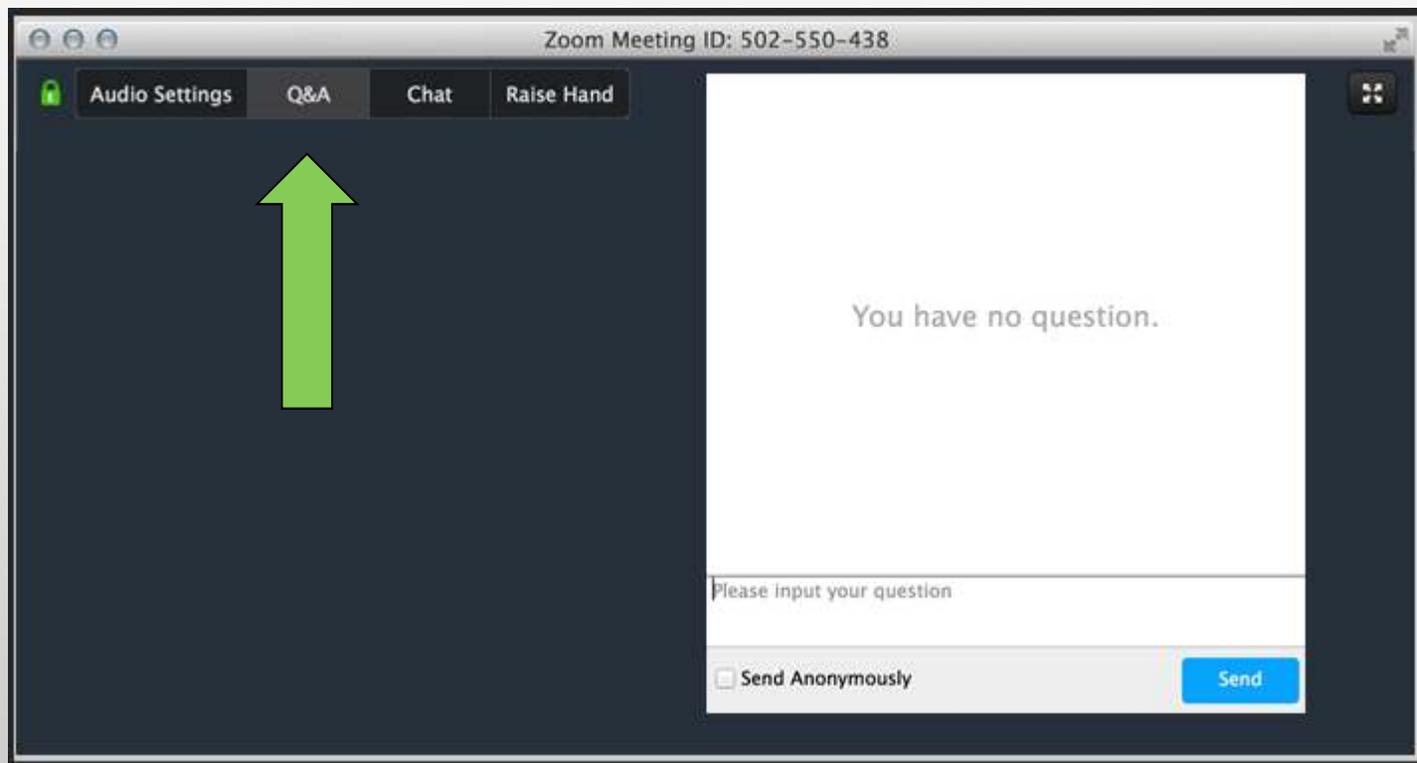
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FL Department of Education



- If you have question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded** and it will be archived and available on the IPDAE website within 48 hours.

- A Word from FL DOE
- Review of Guiding Principles
- Review of the Standards
- Q&A on Standards and Guiding Principles
- Review of Differentiation and Scaffolding
- Q&A on Differentiation and Scaffolding
- Review of Lesson Planning
- Q&A on Lesson Planning
- Wrap Up





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Table 1. Guiding Principles

1. Adult ELLs have the potential to meet state-adopted challenging academic standards.
2. Adult ELLs represent a diverse population of learners.
3. Adult ELLs' funds of knowledge are a resource for their learning.
4. Social language has an important role in ELLs' English language acquisition process.
5. Three key instructional advances form the basis of state-adopted content standards for English language arts in AE that ELLs must access.
6. Adult ELLs must be able to successfully engage with a wide variety of informational texts.
7. Scaffolding is an essential tool to facilitate ELLs' acquisition of language and content.
8. ELLs with disabilities have specific instructional needs.
9. Multimedia technology aligned to the ELP Standards for AE should be integrated into instruction.
10. Academic language instruction should be incorporated into all content lessons, including mathematics and science.

1. How do you see the adult ESOL students you work with reflected in these shared beliefs?
2. What do these principles mean for your daily instruction?

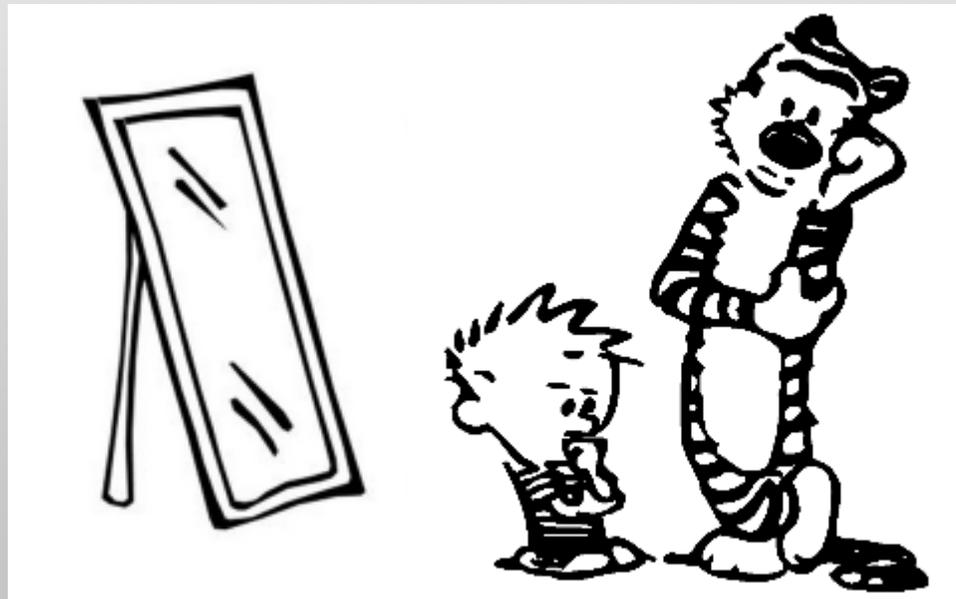


Table 2. Organization of the English Language Proficiency Standards for Adult Education and Functions of Standards

| ELP Standards for AE An ELL can... | Functions of standards |
|---|--|
| <ol style="list-style-type: none"> 1. construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. 2. participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. 3. speak and write about level-appropriate complex literary and informational texts and topics. 4. construct level-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. | <p>Standards 1–7 describe the language necessary for ELLs to engage in content-specific practices associated with state-adopted academic content standards. They begin with a focus on extraction of meaning and then progress to engagement in these practices.</p> |
| <ol style="list-style-type: none"> 8. determine the meaning of words and phrases in oral presentations and literary and informational text. 9. create clear and coherent level-appropriate speech and text. 10. demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. | <p>ELP Standards 8–10 support ELP Standards 1–7. They focus on micro-level linguistic features such as determining the meaning of words and using appropriate speech and conventions of language.</p> |

1. Have you started implementing some of the standards in your planning and instruction? If so, what did you find out as the strengths and areas for improvement of the lesson?
2. If you have not started implementing the standards, what are your concerns or what is preventing your attempts to integrate the standards early on?



1. How did your assessment strategies (speaking, listening, reading, writing) change after attending the ELPS workshop?
2. How are you now using the assessment results in differentiating your instruction or in providing scaffolding for your students?



Differentiated Instruction

- Differentiation is “the efforts of teachers to respond to **variance** among learners in the classroom. Whenever a teacher reaches out to an individual or small group to **vary his or her teaching** in order to create the **best learning experience possible**, that teacher is differentiating instruction.”
 - Teaching Excellence in Adult Literacy (2010). TEAL Center Fact Sheet No. 5: Differentiated Instruction.



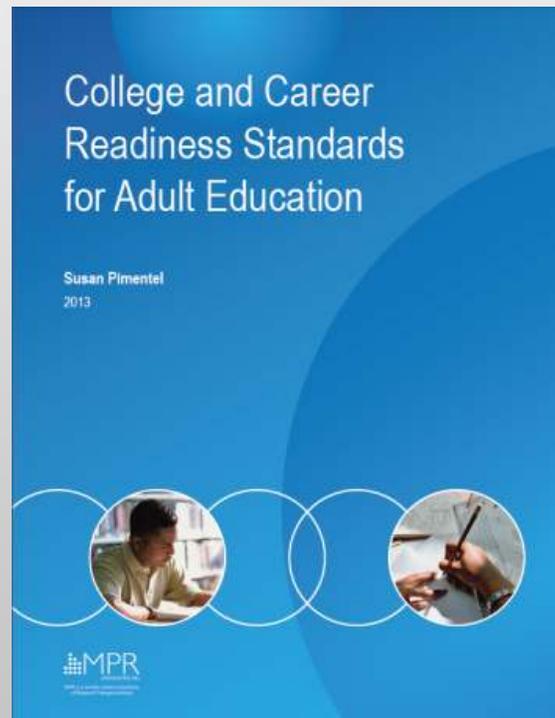
- Task – from basic to complex
- Grouping – homogeneous, heterogeneous, interests, goals, etc.
- Resources – low Lexile level to high Lexile level, interests, career goals
- Pacing – from slow to fast
- Outcome – from basic to complex
- Dialogue and Scaffolding – see teacher student interactions page C-2 of ELPS (last page).
- Assessment – based on task, complexity, or objective, done individually or in groups, etc.

1. How did the ELPS workshop help you in differentiating your instruction for your students?
2. Do you have any questions or comments with regards to the differentiation content presented in the workshop?



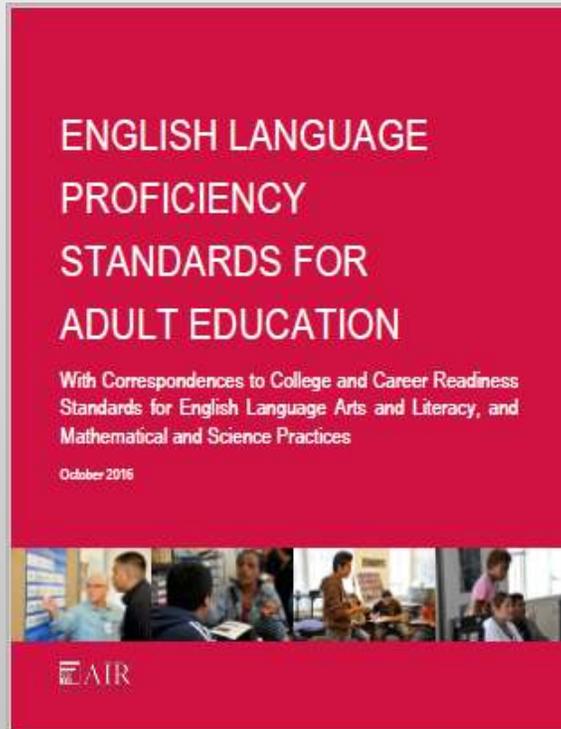


- Pick your College and Career Readiness Standard





- Correlate the CCR standard with the English Language Proficiency Standard



| | ELP Standards for AE An ELL can... | Corresponding CCR English Language Arts and Literacy Standards for AE— Reading | Corresponding CCR English Language Arts and Literacy Standards for AE— Writing | Corresponding CCR English Language Arts and Literacy Standards for AE— Speaking and Listening | Corresponding CCR English Language Arts and Literacy Standards for AE— Language |
|----|--|--|--|--|---|
| 1 | construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. | 1, 2, 3, 7 | | 2 | |
| 2 | participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts responding to peer, audience, or reader comments and questions. | | 6 | 1 | |
| 3 | speak and write about level-appropriate complex literary and informational texts and topics. | | 2, 3 | 4, 5 | |
| 4 | construct level-appropriate oral and written claims and support them with reasoning and evidence. | | 1 | 4 | |
| 5 | conduct research and evaluate and communicate findings to answer questions or solve problems. | | 7, 8, 9 | 4, 5 | |
| 6 | analyze and critique the arguments of others orally and in writing. | 8 | 1 | 3 | |
| 7 | adapt language choices to purpose, task, and audience when speaking and writing. | | 5 | 6 | 6 |
| 8 | determine the meaning of words and phrases in oral presentations and literary and informational text. | 4 | | | 4, 5 |
| 9 | create clear and coherent level-appropriate speech and text. | 1E, 2, 3, 4 | | 4, 6 | |
| 10 | demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. | | | | 1, 3 |



- Find your ELP Standard and the level(s) of the students you teach.

| ELP Standard 3 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|---|--|--|---|--|
| An ELL can... speak and write about level-appropriate complex literary and informational texts and topics. | By the end of English language proficiency level 1, an ELL can... with support, <ul style="list-style-type: none"> • communicate information and feelings about familiar texts, topics, and experiences. | By the end of English language proficiency level 2, an ELL can... with support, <ul style="list-style-type: none"> • deliver short oral presentations • compose simple written narratives or informational texts about familiar texts, topics, experiences, or events. | By the end of English language proficiency level 3, an ELL can... with support, <ul style="list-style-type: none"> • deliver short oral presentations • compose written informational texts • develop the topic with a few details about familiar texts, topics, or events. | By the end of English language proficiency level 4, an ELL can... <ul style="list-style-type: none"> • deliver oral presentations • compose written informational texts • develop the topic with some relevant details, concepts, examples, and information • integrate graphics or multimedia when useful about a variety of texts, topics, or events. | By the end of English language proficiency level 5, an ELL can... <ul style="list-style-type: none"> • deliver oral presentations • compose written informational texts • fully develop the topic with relevant details, concepts, examples, and information • integrate graphics or multimedia when useful about a variety of texts, topics, or events. |



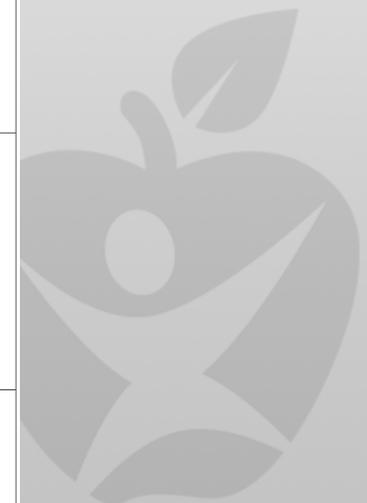
- Write your lesson plan. You may use the lesson plan template provided in the workshop.

| Lesson Plan Form | | | |
|--|--------------------------|---------|---------|
| Class objective: | | | |
| Level Objectives: | | | |
| Lower level: | Students will be able to | | |
| Higher level: | Students will be able to | | |
| Evaluation Strategies: | | | |
| Lower level: | Students will | | |
| Higher level: | Students will | | |
| Basic Skills: | | | |
| Vocabulary: | _____ | | |
| Grammar: | _____ | | |
| Major Language Skills: (Circle) | | | |
| Listening | Speaking | Reading | Writing |



- Write your lesson plan. You may use the lesson plan template provided in the workshop.

| Lesson Stage | Activity | | |
|-------------------------------|--------------------|---------------------|--------------|
| Warm-Up/Review | | | |
| Introduction | | | |
| Presentation (Whole-Group) | | | |
| Practice | <u>Lower Level</u> | <u>Higher Level</u> | <u>Other</u> |
| | Resources: | Resources: | Resources: |
| Evaluation Strategy | | | |



Remember to use the Supports & Scaffolding Table on page C-2 when writing your lessons.

Table C-1. Supports and Scaffolding Recommendations by Level¹³

| | ELP Levels 1–2 | ELP Levels 3–4 | ELP Level 5 |
|--|---|---|--|
| Teacher Language and Teacher–Student Exchanges | <ul style="list-style-type: none"> • Give wait time • Use contextualized language about concrete topics • Repeat, paraphrase, model, and gesture • Use think alouds to model processes and language • Give one-step directions • Use native language as appropriate • Have students demonstrate understanding by pointing or gesturing • Concentrate on meaning rather than correctness | <ul style="list-style-type: none"> • Give wait time • Use contextualized language about concrete and abstract topics • Repeat, paraphrase, and model • Use think alouds to model process and language • Concentrate on meaning rather than correctness | <ul style="list-style-type: none"> • Model complex grammatical language about both concrete and abstract topics |
| Materials and Activities | <ul style="list-style-type: none"> • Build background • Use visuals • Use total physical response (TPR) • Use graphic organizers • Use illustrations and photos to show student understanding • Use native language texts or ELP level-appropriate texts as a supplement to complex texts • Purposefully teach vocabulary • Provide bilingual glossaries • Provide word/phrase cards with photo or illustration for definition • Provide audio books (in English and native language) to support content learning • Provide sentence starters and frames • Draw and label or write words/short sentences • Complete vocabulary log with images | <ul style="list-style-type: none"> • Build background • Use visuals • Use TPR • Use graphic organizers • Use acting or role plays to demonstrate student understanding • Use native language texts or ELP level-appropriate texts as a supplement to complex texts • Purposefully teach vocabulary • Provide bilingual glossaries • Provide word/phrase cards with photo or illustration for definition • Provide audio books (in English and native language) to support content learning • Provide word/phrase banks • Provide sentence starters and frames | <ul style="list-style-type: none"> • Build background • Use visuals • Use graphic organizers • Purposefully teach vocabulary • Provide bilingual glossaries • Provide audio books (in English) to support content learning • Analyze complex grammatical language about both concrete and abstract topics |
| Student Groupings | <ul style="list-style-type: none"> • Partner work (with additional scaffolds) • Small groups (with teacher support and additional scaffolds) | <ul style="list-style-type: none"> • Partner work (with additional scaffolds) • Small groups (with additional scaffolds) | <ul style="list-style-type: none"> • Partner work • Small groups |

1. How did the ELPS workshop help you in planning your instruction?
2. Do you have any questions or comments with regards to the lesson planning procedure and template presented in the workshop?



Teaching Strategy Checklist

| Classroom Task Effectiveness Checklist | | |
|--|-----|----|
| This task is: | Yes | No |
| STUDENT CENTERED: Begins by accessing learners' specific, prior content knowledge | | |
| COLLABORATIVE: Has students work collaboratively to build knowledge together | | |
| WHOLE LANGUAGE: Integrates the use of all language skills | | |
| LEARNER INDEPENDENCE-ORIENTED: Models strategies for self-directed reading and learning | | |
| CYCLICAL: Necessitates multiple passes through a text/picture/graphic for different content or language purposes | | |
| CRITICAL THINKING-BASED: Students synthesize information in various ways to promote learning | | |
| PERFORMANCE-BASED: Students demonstrate learning in multiple modes (given clear, explicit expectations as determined by checklists, rubrics, etc.) | | |

Adapted from Doreen Ewert, "Building Language and Literacy Through Content," Feb. 2017

Teaching Strategy Checklist

| Classroom Task Effectiveness Checklist | | | |
|--|--|-----|----|
| Guiding Principles | This task is: | Yes | No |
| 1, 2, 3, 5, 7, 8, | STUDENT CENTERED: Begins by accessing learners' specific, prior content knowledge | | |
| 2, 3, 4, 5, 6, 7, 8, 10 | COLLABORATIVE: Has students work collaboratively to build knowledge together | | |
| 3, 4, 5, 6, 10 | WHOLE LANGUAGE: Integrates the use of all language skills | | |
| 1, 3, 5, 6, 7, 10 | LEARNER INDEPENDENCE-ORIENTED: Models strategies for self-directed reading and learning | | |
| 5, 6, 7, 8 | CYCLICAL: Necessitates multiple passes through a text/picture/graphic for different content or language purposes | | |
| 1, 3, 4, 7, 8, 9 | CRITICAL THINKING-BASED: Students synthesize information in various ways to promote learning | | |
| 1, 2, 3, 6, 7, 8, 9 | PERFORMANCE-BASED: Students demonstrate learning in multiple modes (given clear, explicit expectations as determined by checklists, rubrics, etc.) | | |

Adapted from Doreen Ewert, "Building Language and Literacy Through Content," Feb. 2017

1. Have you used the Teaching Strategy Checklist in evaluating the effectiveness of your classroom activities? If so, what have you found out?
2. Do you have any questions or comments with regards to the teaching strategy checklist presented in the workshop?





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