ELPS FOR ADULT EDUCATORS: A FOUR-WEEK ONLINE PROFESSIONAL

DEVELOPMENT COURSE ON THE ENGLISH LANGUAGE PROFICIENCY

STANDARDS FOR ADULT EDUCATION

By

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Research Questions

Adult Education standards support both the teacher and the learner in the field of adult education by providing instructional guidance for teachers and identifying fundamental language skills needed by adult learners. With the 2016 introduction of the English Language Proficiency (ELP) Standards for Adult Education (AE), (American Institutes for Research, (AIR), (2016), adult English as a Second Language (ESL) programs are working to understand and implement the ELP Standards for AE at the national, state, and local levels. To facilitate the implementation of the ELP Standards for AE in my state, I am studying the ELP Standards for AE. How do the standards support teacher's understanding of integrating academic language learning into instruction to support English language learners (ELLs) in transitioning to careers and postsecondary education? What do I need to know about a teacher's understanding of implementing standards-based instruction in the adult ESL classroom to design an online professional development course that supports the use and implementation of the standards at the classroom level?

Project Description

ELPs for Adult Educators is a four-week online course that addresses the professional development needs of adult educators who teach English language learners ELLs). The goal of the course is to familiarize teachers with the English Language Proficiency (ELP) Standards for Adult Education (AE) (AIR, 2016) in accordance with new federal and state guidelines. The ELP Standards for AE support instruction for academic language learning that assists adult learners in making transitions to workforce training programs and academic or postsecondary education programs. *ELPs for Adult*

Educators uses the Blackboard learning management system to accommodate participants from across the state. Participants access the password-protected Blackboard course via the Internet where they engage with content, colleagues, and a facilitator. The role of the facilitator is to facilitate content, answer questions, provide resources, and help participants evaluate their learning and progress throughout the course.

Course Content

The five tables below represent the course content that will be uploaded to Blackboard. Each column on the left represents the section of Blackboard where the content will be posted. Sections in Blackboard for each of the four weeks include

1. Course Documents

2. Announcements

3. Objectives

4. Content

5. Discussion Threads

6. Assignments

7. Wikis

8. Media

9. Resources

The content that will be posted for each section is in the right column. The *Content* section for each week will be delivered using PowerPoint with an audio recording component. The intent of the table design is to simulate the online views of the contents of this course in a Blackboard environment. The tables shown below are

1. Introduction to the ELP Standards for AE Course: an overview for participants that includes an overview, course objectives, course format, course schedule, and course resources.

2. Week one: Navigating the ELP Standards for AE report.

3. Week two: Answering the Call to Action

4. Week three: Connecting the ELP Standards for AE to the Classroom

5. Week four: Pulling it All Together

The first table below will be posted under the Course Documents tab. Each section in the left column will be uploaded as a document that will include the content found in the right column.

	Introduction to the ELPs for Adult Educators Course
Course Overview	This course will provide participants with an overview of the English Language Proficiency (ELP) Standards for Adult Education (AE) report that was released to the field of adult education in October 2016 (AIR, 2016). This federal report provides a bridge between content and academic standards-based instruction. Participants will explore the five sections of the report, develop a basic understanding of the Basics Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) varieties of language learning (Cummins, 1979), and utilize the ELP Standards for AE to ratchet-up instructional activities that support academic language learning and transitioning adults to careers and postsecondary education.
Course Objectives	By the end of the course, participants will be able to: ✓ Navigate and utilize the ELP Standards for AE report ✓ Compare and contrast BICS and CALP and how these language varieties relate to academic standards-based instruction ✓ Integrate academic language learning strategies into instructional assignments ✓ Apply knowledge of the ELP Standards for AE report by designing instruction that helps adults prepare for careers and postsecondary education

Course Format	Each week begins with an announcement that introduces the weekly content, the discussion threads, and the assignments. The facilitator will monitor discussions, Wikis, and assignments to provide feedback, resources, support, and answer questions. To receive a certificate for participating in the course, participants must complete all assignments, Wikis, and discussion posts.

Weekly content will be delivered through background readings delivered in a variety of formats, and navigating the ELP Standards for AE report. Participants will engage in the content and with each other through weekly discussions that promote a collaborative approach to active learning. Though assignments will be delivered through an active learning approach, it is the discussions with colleagues and the facilitator where participants will most likely feel most engaged. To keep discussions as productive as possible, please stay within the timeframe outlined for this course (see Course Schedule for specific dates). Coursework will not be graded but will be tracked via the Grade Center so that participants can track completion of all coursework and participation to receive a VALRC completion certificate.

A weekly Wiki will provide an opportunity for participants to collaborate on creating a body of knowledge related to the course-materials. The Wiki supports participant's learning by giving participants the opportunity to select weekly content that is meaningful, particularly vocabulary and concepts from the standards that are complex, grounded in evidence, and build a framework of knowledge. Participants post to the weekly Wiki assignment and exchange information about Wiki selections. Wikis may be printed to save as resources for the future.

Both individual and group assignments will provide opportunities for participants to apply their learning to their practice. Assignments will receive feedback from the facilitator but are non-graded. |
| Course Schedule | This course will take place over four weeks so that the schedule allows busy professionals enough time to work through the materials and complete the course according to your schedule. Participants can expect to spend about five to ten hours per week. However, you may find that you want to spend longer with some topics or activities. Each week begins on a Monday and ends on Sunday at midnight.

<center>Weekly Course Schedule</center>

Course Content	Posted by	Due
Weekly course content	Facilitator	Posted on Sunday at

		midnight 1st of the week
Initial post to Discussions	participants	Tuesday
Participation post	participants	Friday
Assignments	participants	Sunday
Wikis	participants	Sunday

Participants are expected to participate fully in each of the weekly discussion threads by contributing a meaningful post that contributes to the development of the discussion. A first post to any discussion thread should be made by Tuesday. Participants should also make at least one 'participation post' by Friday. A participation post is a follow-up reflective comment to a colleague's post. The discussions are monitored by a facilitator who will provide guidance, support, and answer questions.

Participants can keep track of weekly assignments with the Course Schedule and the recap *What to Do This Week* section in the weekly Course Content. Assignments are meant as a way for participants to apply their learning by sharing their assignments with each other. Coursework is not graded but is due by midnight on Sunday so that learning is timely and relevant.

Course Resources	The English Language Proficiency Standards for Adult Education: https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf

Virginia Department of Education Adult Education Content Standards for English For Speakers of Other Languages Instruction. https://valrc.org/leadership/content/index.html

College and Career Readiness Standards for Adult Education. https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf Recommended Reading: Zwiers, J. (2014). Building academic language: Meeting Common Core Standards across disciplines, grades 5-12. John Wiley & Sons. While this text is not required for this course, it is an excellent resource for applying concepts of academic language learning and provides sound instructional resource ideas.

Additionally, each week may include additional resources related to the week's topic. |

Week One	Navigating the ELP Standards for AE Report
Announcements	Welcome to the Introduction to the ELP Standards for AE course! I am looking forward to our time together, getting to know each of

	you, and exploring how to utilize the ELP Standards for AE report. Our time together will fly by so be sure to check in regularly to the course content, reading and posting to the discussion board so that discussions are vibrant and engaging, using the Wiki to extend your learning and teaching resources, and applying your learning by completing a weekly assignment.
	We will work in tandem as a collective group as we learn the content together, exchange ideas through engaging discussions, and apply our learning to real-world applications and assignments. Don't hesitate to ask questions, clarify content or expectations, and comment on the content, your learning journey, and applying the standards to your teaching practice.
	For this week, complete the following: ✓ Complete the survey by Wednesday ✓ Print (optional), skim the ELP Standards for AE, and organize your access to the sections ✓ Participate in each Discussion thread (initial post by Tuesday) ✓ For the assignment, read the Guiding Principles, the Three Key Shifts resource, and complete the assignment in the Discussions thread by Sunday ✓ Post to the Wiki by Sunday ✓ View the video (optional) ✓ Reflection by Sunday
Objectives	By the end of week one, participants will be able to ✓ Participate in and create an online learning community ✓ Synthesize the ELP Standards for AE report ✓ Explain new concepts and vocabulary in the Wiki ✓ Analyze the Guiding Principles and connect them to the Three Key Shifts (advances)
Content	

Slide 1	Hello everyone and welcome. Hopefully you have had some opportunity to explore the Blackboard learning features. We will be using many features of Blackboard that include course documents, announcements, discussions, assignments, Wikis, and resources. This course will also be facilitated so let us know if you have any difficulty navigating through the materials. The course will integrate technology resources, such as this slide presentation using PowerPoint with an embedded audio file and media. So, let's get started by introducing ourselves in the

		first discussion thread, *Introductions*! Oh, and please complete the survey. You will find the link in the Discussion Thread *Where are you on the learning continuum with the ELPs?*
	Slide 2	This week we will explore the ELP Standards for AE report. It is recommended to download and print the ELP Standards for AE and to collect some learning tools for the course (post-its, highlighters, clips or dividers for the sections, etc.). Using your standards document, identify the five major sections of the ELP Standards for AE by marking with post-its, or dividing the sections with clips or dividers. You will find a discussion thread *Navigating the ELP Standards for AE report* where you can comment on your navigation through the document.
	Slide 3	One of the underpinnings of the ELP Standards for AE report is a connection to the Three Key Shifts from the Common Core State Standards. We can see this connection in the Guiding Principles. This first week's assignment puts a spotlight on the Guiding Principles and the Key Shifts. To see the connection, complete the assignment *Guiding Principles and the Three Key Shifts.*
	Slide 4	In this course, we will make use of the Wiki feature of Blackboard to collect activities and resources that integrate the ELP Standards for AE into instruction. Each week we will have a new focus for the Wiki that will utilize the standards specifically to support instruction. The Wiki is a document that everyone can access to add content, build as a resource, and edit. It is a live document (like word processing) so be careful not to delete the content. In this first week, use the Wiki to track your learning of the ELP Standards for AE report.
		John Dewey, an American philosopher, psychologist, and educational reformer said, "We do not learn from experience, we learn from reflecting on experience." Find the Reflection discussion thread and reflect on your learning experiences for this week. If you have some time this week, this week's content has an excellent video of standards-based instruction. If you don't have time to view it this week, you can access course content from previous weeks at any time (but keep in mind that video selections are connected to weekly content). That ends though when the course is

		over, so it's a good idea to collect your resources as you go through the course. Be sure to save all the ideas you learn from your colleagues as well.
	Slide 5	So to wrap up, here is what to do this week: ✓ Complete the survey ✓ Print (optional) and skim the ELP Standards for AE and organize your access to the sections ✓ Participate in each Discussion thread (initial post by Tuesday) ✓ For the assignment, read the Guiding Principles, the Three Key Shifts resource, and complete the assignment in the Discussions thread *Guiding Principles and the Three Key Advances/Shifts* ✓ Post to the Wiki ✓ View the video ✓ Reflection

Discussion Threads	Four discussion threads for Week One. Each discussion will have it's own thread and will use the discussion titles listed in the left column.
Introductions	Start in the Introductions Discussion by posting an introductory post and let us know you have arrived. Tell us about yourself, where you are in the state, your instructional setting, and your expectations for this course. Start a new thread for your introduction using the naming convention: first and last name. Feel free to welcome each other to the course by posting a comment to each other's introduction.
Where are you on the learning continuum with the ELPs?	Take this survey through Google Forms. Please complete the survey by the third day of the course. Results will be shared when all participants have completed the survey.
Navigating the ELP Standards for AE Report	After navigating through the ELP Standards for AE, reflect in the discussion thread on each section by commenting on what is surprising to you, new information, or a topic to learn more about in the future.
Reflections	What is your most important take-away for week one? What about an *AHA* moment? What do you anticipate learning more about in week two? Share your answers in the Reflections Discussion thread.

Assignment: Guiding Principles and the Three Key Advances/Shifts	Let's take a closer look at the Guiding Principles (pgs. 8-12). First, locate and read through the principles. Next, locate the principle that focuses on the three key advances/shifts (you can verify which principle that is with each other if needed). Read the principle and highlight key words for each advance/shift. Next, read the resource handout The Three Key Shifts (found in the Course Documents folder). Do your highlighted words match the underlined key words in the handout? Lastly, think about which key advance/shift is a teaching strategy you would like to incorporate in your teaching. Join one of the three Think/Pair/Share Three Key Shifts groups to discuss the assignment components (content, questions, shifts). Select one of the three key advances/shifts to focus on. What changes does the shift you chose mean to your instructional practice and what learning strategies could you utilize in your classroom setting? Share specific examples. Note: Assignments can be found in a separate thread under Discussions. The threads will be labeled as Assignments.
Wikis	Week One Wiki Directions: Select a new vocabulary word, idea, or a concept from one of the five sections. Tell us which section and your name (column one) and your selection (column two). In column three, tell us about your selection in your own words. In column four comment on a peer's post.

Section	Vocabulary/Concept	In Your Own Words	Name + comment

Media	Optional: To get a feel for standards-based instruction, watch this video of an adult ESL teacher teaching writing: https://www.youtube.com/watch?v=aQusQWPjdMo
Resources	Key Shifts in English Language Arts: http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/

Week Two	Answering the Call to Action
Announcements	Week One created an opportunity to get to know each other and to come together and form a learning community around our course topic of the ELP Standards for AE. Week One's content gave us a

first look at the ELP Standards for AE report and an overview of its contents. We looked at the Guiding Principles and connected them to the Three Key Shifts.

This week we will focus more on the 'why' we have the ELP Standards for AE and how this report can provide a valuable resource to understanding and implementing academic language instruction for adult ELLs.

We will discuss the call for increased rigor in our classrooms based on the language needs of the 21st century adult language learner. Learners today are called upon to learn language beyond the interpersonal and to engage in academic language that supports transitions to postsecondary education and career readiness (Parrish, 2015).

So to wrap up the week ahead, here is what to do this week:
- ✓ Print (optional) and read the Literacy Information and Communication System (LINCS) Issue Brief
- ✓ Watch the BICS and CALP video
- ✓ Participate in each Discussion thread (initial post by Tuesday): LINCS Issue Brief
- ✓ For the assignment, explore the functions of the ELP Standards for AE
- ✓ Post to the Wiki: Functions of the Standards
- ✓ Reflection

Objectives	By the end of week two, participants will be able to ✓ Discuss and explain how increased rigor supports the changing needs of language learners ✓ Examine the differences in interpersonal and academic language learning ✓ Identify the necessary skills that enhance instruction that support transitions for adult language learners
Content	
	Slide 1 Today's adult language learners are expected to understand and produce language at higher levels of complexity in order to keep up with the changing needs of today's workplace and transitional opportunities to advanced workforce training and academic opportunities. This week we will read an Issue Brief written by Betsy Parrish and published by the LINCS. In this brief, Parrish (2015) makes a case for understanding that today's language learners have an increased demand to understand language that is

		complex and to have strong communication skills. The ELP Standards for AE are connected to the demand for teaching a higher complexity of language and this brief helps us to understand how we can use the standards to support the "urgent need for educational equity, access, and rigor for adult ELLs" (ELP Standards for AE, 2016). After reading the brief, let's talk about it in the discussion thread of the same title.
	Slide 2	So, how do we 'increase rigor' for adult ELLs? Part of the connection to the ELP Standards for AE is understanding the difference between interpersonal and academic language learning. The Meeting the Language Needs of Today's Adult ELL Learner Issue Brief highlights why academic language learning is important but what is the difference between interpersonal (social) and academic language? The BICS and CALP language continua (Cummins, 1979) will support our understanding of the underpinnings of the ELP Standards for AE and we will watch a video that does an excellent job of presenting this information.
	Slide 3	With an increased understanding of interpersonal and academic language learning, let's take a look at the ten ELP Standards for AE on page 15. Make note of the organization of the ten standards and their functions. In this week's assignment, our goal is to decide on choosing one standard that closely aligns to your instructional setting. For instance, if you use a range of oral presentations as part of your instructional design, you might choose standard #1. This assignment is designed to help us become familiar with the ten standards. Though you might initially post to one standards group, reading and cross posting between the standards threads is highly encouraged!
	Slide 4	As you begin to get to know each of the standards, you begin to see that each of the standards focuses on language skills. To connect academic language learning, the standards, and the functions of the standards, use this week's Wiki and collective power as a group to brainstorm ideas to make these connections and connect them to ideas for instruction.
	Slide 5	So to wrap up the week ahead, here is what to do this week: ✓ Print (optional) and read the LINCS Issue

	Brief ✓ Watch the BICS and CALP video ✓ Participate in each Discussion thread (initial post by Tuesday) ✓ For the assignment, explore the functions of the ELP Standards for AE ✓ Post to the Wiki ✓ Reflection
Discussion Threads	Three discussion threads for week two.
Meeting the Language Needs of Today's Adult ELL Learner: Issue Brief	Using this discussion thread for the LINCS Issue Brief, discuss why and how ESL teachers can increase rigor in the classroom.
Social and Academic Language Learning	View the Week Two video and think about an interpersonal language skill that you teach in your classroom. What can you do to increase rigor to elevate that language skill into an academic language learning skill? Share your ideas here.
Reflections	In what ways has your approach to planning for instruction for ELLs changed this week based on the ELP Standards for AE, the discussions, the assignments, or ideas from the Wiki?
Assignments: The Ten Standards	Look at the ten ELP Standards for AE on page 15. Make note of the organization of the ten standards and their functions. Which standards align to your instructional setting (or if not teaching, aligns to prior or future settings) and why? Post your reflection to the Standards thread that you chose and discuss your standard with your standards group. Feel free to visit the other standards groups to read reflections and cross-post if inspired.
LINCS	LINCS is a "community of practice (COP) for adult education practitioners funded by the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE). (LINCS, 2017). To learn more about LINCS, go to https://lincs.ed.gov
Wikis	Week Two Wiki Directions: Let's drill down into the Functions of Standards from Table 2 on page 15. Select one of the functions in the Wiki below and brainstorm ideas that support academic language learning for the function you choose. Add your idea to that column, along with your initials.

	Receptive Skills-Listening	Receptive Skills- Reading	Productive Skills-Speaking	Productive Skills-Writing	Interactive Skills

Videos	View this video to gain an understanding for interpersonal versus academic language learning and then go to the *Discussion Social and Academic Language Learning* to respond to discussion: https://www.youtube.com/watch?v=bQQvu1szziY
Resources	Meeting the Language Needs of Today's Adult English Language Learner: Issue Brief https://lincs.ed.gov/publications/pdf/ELL_Increasing_Rigor_508.pdf

Meeting the Language Needs of Today's Adult English Language Learner Companion Learning Resource https://lincs.ed.gov/sites/default/files/LINCS_CLR-3_508.pdf |

Week Three	Connecting the ELP Standards for AE to the Classroom
Announcements	Now that we have created a framework to understand WHY the ELP Standards for AE can support academic language learning, let's look at the HOW of it. This week we will look at core features of the standards that help to guide instruction. In addition to the ten standards, the report has five level descriptors that help us to drill down into each standard and outline what learners should know and be able to do at different proficiency levels. The five level descriptors detail what student performance targets look like in each of the specific standards.

We can view the standards with their descriptors using two views. How we decide on which view to utilize depends on numerous factors. The Two Views connect to our teaching practice, depending on the focus for instruction. We can examine areas of focus by using the *What it Looks Like in Practice* scenarios to see real-life applications of the standards. We will look at the standards tools to help connect the standards to your teaching practice.

So to wrap up the week ahead, here is what to do this week:
   ✓ Participate in each Discussion thread (initial post by Tuesday): Levels 1-5 Descriptors
   ✓ For the assignment, decide on View One or Two
   ✓ Post to the Wiki: What it Looks Like in Practice |

	✓ Watch the short videos ✓ Reflection
Objectives	By the end of week one, participants will be able to ✓ Explain and interpret the Levels 1-5 Descriptors ✓ Compare and contrast the Two Views of the ELP Standards for AE ✓ Make use of the What it Looks Like in Practice to construct a connection between the standards and participant's teaching practice
Content	

Slide 1	Each of the ten standards has five performance targets that help us to see what the standards looks like in practice. The descriptors help us to visualize what language performance students have acquired by the end of each ELP standard level. These descriptors provide a key to standards-based language development (AIR, 2016). Each level above assumes the skills listed in levels below. But, it is important to note that while the descriptors show a linear progression, language learners may not learn English in this way, but rather perform skills at higher and lower levels, depending on the skill focus and the learner. Our first discussion thread this week explores Level 1-5 descriptors and how they were created. We will use an academic reading strategy to explore the Descriptors by re-telling what we read. The Descriptors discussion thread outlines the task for understanding the Descriptors.
Slide 2	There are two ways to view the ten standards in the ELP Standards for AE report. View One supports a language learning approach to support ELLs' "acquisition of discipline-specific language and skills." View One makes the connection to acquiring academic learning corresponding to CCR Standards and is most helpful when teachers are mainly focused on English language instruction with an academic focus. View Two presents the CCR Standards first and this view is most helpful for teachers that are teaching ELLs who are enrolled in ABE and ASE classes. For this view, teachers are focused on academic content but are considering language acquisition needs of

		ELLs. Your assignment this week is to understand the Two Views and to decide on a view that most aligns to your teaching practice. Go to the Assignments Discussion to follow up on this assignment.
	Slide 3	The ELP Standards for AE report provide ample examples of what standards look like in practice. One of the tools for this in the report is the *What it Looks Like in Practice* scenarios. These scenarios help teachers connect their classroom setting to the Views of the standards. In the Wiki this week, we will take the standards to the classroom by using the scenario tools.
	Slide 4	This is a heavy week of content and application to our teaching practice. It's important and pivotal as well so it's in our best interest to reflect on the content, the discussions, the assignment, Wiki, and the videos. In the Reflection discussion, share your connections to learning and teaching.
	Slide 5	So to wrap up the week ahead, here is what to do this week: ✓ Participate in each Discussion thread (initial post by Tuesday): Levels 1-5 Descriptors ✓ For the assignment, decide on View One or Two ✓ Post to the Wiki: What it Looks Like in Practice ✓ Watch the short videos ✓ Reflection

Discussion Threads	Two discussion threads for Week Three.
The Level Descriptors	You will be divided into two groups for this discussion. Group One will read Section III on pages 5-8. After you have read this section, post a BRIEF one-paragraph summary to your group of how the Level Descriptors were selected. Group Two will read pages 16-17 from Section IV. After you have read this section, post a BRIEF one-paragraph summary to your group of how the Descriptors support instruction. **After** you have posted to your own group, go to the other group and comment on a post there. Look for connections to what you read, new information, or information that will support your instructional setting.
Reflections	We covered a lot this week in furthering our discussion of academic

	language learning and making the connection to the ELP Standards for AE. Reflect on what was especially important to you as your processed your learning this week by posting two/three takeaways.

Assignments
 	
The Two Views of the ELP Standards for AE
	After reading over page 18 that provides an overview of the Two Views, decide which view makes a connection to your teaching scenario. Do you teach in an ELA program (View One) or are you teaching ABE/ASE that has ELL learners in your class (View Two).
	
	Let's drill down now by:
	Select View One or Two Group to post the following summary:
	   1. How does this view connect to your teaching practice?
	   2. Which standard (1-10) is a common focus of instruction in your planning?
	   3. Where do you fall on the Level Descriptors and why?

Wikis What is Looks like in Practice	Week Three Wiki Directions: Look at and select one scenario from pages 31, 32, 73, or 78 that is most relevant to your teaching practice. In that column, tell us how the scenario connects to your teaching practice, what ELP View fits that setting, and an idea for instruction that sparks from this connection.

LI ELA Class – p. 31	IEL Civics Class – p. 32	IET Class – p. 73	ABE Math Class – p. 78

Videos	These two videos feature noted professors and researchers who discuss supporting language minority students and why it is critical to teach academic literacy at all levels of ELLs. Although the videos feature a conversation around the Common Core standards, the content is applicable to the general conversation of standards and academic language instruction. Professor Lily Wong Fillmore: Text Complexity, Common Core, and ELLs https://www.youtube.com/watch?v=STFTX7UiBz0 Professor Aida Walqui: Language and the Common Core State Standards https://www.youtube.com/watch?v=T3YJx8ujoto
Resources	No new resources this week

Week Four	Pulling it All Together
Announcements	We have reached our final week and there is so much more to explore. We will end this course this week by looking at the remaining features of the ELP Standards for AE report and using these final tools to bring BICS and CALP back into the picture by connecting our VA ESOL Content Standards and the ELP Standards for AE. It's also important to consider how to move forward in supporting transitional goals our ELLs have as they think about moving beyond language learning instruction.

In any instructional framework, policy, or practice, it is important to consider any gaps that might be of importance to the task. In our case, we are tasked with implementing academic standards-based instruction. In the article by Professor Oulette-Schramm, we examine the importance of considering the ranges of developmental diversity that our learners bring to the classroom based on prior learning. After reading the article, go to the discussion to further our understanding of increasing awareness and adaptability to developmental academic language diversity (Oulette-Schramm, 2016).

And, finally, one last time, let's reflect on the four weeks of intensive learning through exploring the report, discussing its components, and putting it to practice by considering the needs and goals of our ELLs. What have you learned and how will you apply it?

So to wrap up the week ahead and end our last week of the course, here is what to do this week:
    ✓ Explore the ELA Correspondences
    ✓ Read and discuss Developmental Diversity
    ✓ Design a short activity using the two sets of standards
    ✓ Identify a transitional goal and align it to a standard and instructional support
    ✓ Watch the short video
    ✓ Reflect on your learning and the course

Last, I want to take a moment to express my gratitude for the opportunity to be your course facilitator, to learn about you and with you. The ELP Standards for AE is a complex document with many moving parts, but I have learned a great deal about the report through your shared experiences with the course materials. Best of luck as you share what you have learned so that you can teach what is important to your ELLs. Best of luck! |
| Objectives | By the end of week four, participants will be able to |

	✓ Build an initial understanding of the link between the ELP Standards for AE and the connection to the CCR Standards for Adult Education ✓ Identify barriers to academic language learning ✓ Compare and contrast the VA ESOL Content Standards and the ELP Standards for AE ✓ Identify skills needed that support adult ELLs transitions to careers and postsecondary education ✓ Reflect on learning and course content	
Content		
	Slide 1	*"The ELP Standards for AE are essential to ensuring that adult ELLs receive the focused and effective instruction they need to access states' academic content standards. To that end, the ELP Standards for AE strongly emphasize the academic language needed by ELLs to engage with and meet state-adopted content standards."* (AIR, 2016). In VA, the state academic content standards are the CCR Standards for Adult Education. Section V. of the report creates a connection between language ELA and engagement with the CCR Standards for Adult Education. Table 3 on page 75 displays the correspondences between these two documents for the English Language Arts and Literacy Standards (there are also correspondences for math and science standards). This final discussion of a section of the report makes the connection between language learning and transitioning to postsecondary learning by targeting specific language development targets.
	Slide 2	While standards-based instruction supports teachers in addressing the *"urgent need for educational equity, access, and rigor for adult English language learners"* (AIR, 2016), it is important to keep in mind that our learners bring prior experiences of learning to our classrooms. Prior learning experiences of our learners can be characterized as developmental academic language diversity, and the implications for teachers is that we need to consider how to align instruction with an awareness of adaptability to this understanding (Oulette-Schramm, 2016). Go the resource selection for this last week and read the article, *Developmental diversity in the academic Language Learning experiences of adult English as a second or other language learners.* (Oulette-Schramm, 2016).

	Slide 3	Those who teach ELLs in VA most likely have familiarity with the VA ESOL Content Standards. This last week's assignment brings BICS and CALP full circle by using the functional aspect of the VA ESOL Content Standards and the academic aspect of the ELP Standards for AE. For the assignment, compare and contrast the VA ESOL Content Standards and the ELP Standards for AE. First, select a standard (drill down to the benchmark level) from the VA ESOL Content Standards (any language skill). Then, ratchet it up to include a standard (with a level descriptor) from the ELP Standards for AE to increase rigor and integrate academic language learning. Pair these standards to design a short activity that supports the two standards choices.
	Slide 4	The ELP Standards for AE also helps us to reflect on transitional goals our ELLs have as they focus on the outcomes of their language-learning journey. Think about the transitional goals your ELLs have identified in their goal setting activities. Do they want to go on to college, participate in vocational training, or prepare for a specific career? Identify one of these goals, identify a standard and a level descriptor, and tell us how this supports the goal. You can use Table C-1 in Appendix C (pages C-1 and C-2) for examples of supports and scaffolds.
	Slide 5	In our final week together, let's reflect on the last four weeks of this course. We have had a quick, but intensive examination of the ELP Standards for AE report through a variety of course content, discussions, assignments, using the Wiki to apply our learning, and reflecting on the processes. In your last reflection post this week, share your strategies for 'increasing rigor' in your future instructional planning.
	Slide 6	So to wrap up the week ahead, here is what to do this week: ✓ Explore the ELA Correspondences ✓ Read and discuss Developmental Diversity ✓ Design a short activity using the two sets of standards ✓ Identify a transitional goal and align it to a standard and instructional support ✓ Watch the short video ✓ Reflect on your learning and the course

Discussion Threads	Three discussion threads for Week Four.
Understanding and Using the ELPs with the Correspondences	To explore the ELA Correspondences, read the description of Table 3 on page 74 and take a look at Table 3 on page 75. Decide how you might use this table to connect to the CCR Standards for Adult Education. This may take you back to either View One or Two and how the CCR Standards for Adult Education are viewed there. Reflect on your observations about the Correspondences and their connection to both sets of standards.
The Academic Language Learning Gaps for Adult ELLs (Developmental Diversity)	After reading the Oulette-Schramm article, what considerations and accommodations do you need to make for integrating academic language skills in order to recognize the developmental diversity of your classroom of learners?
Course Reflections and Evaluation	Looking forward into next week, month, or year, what standards-based strategies will you use to increase rigorous instruction for adult ELLs? Also, please complete the course evaluation in Virginia Learning Center management system.
Assignments	Using the two sets of standards for ELLs in VA (VA ESOL Content Standards and the ELP Standards for AE), design a short activity that integrates the two standards documents based on your activity.
Wikis Preparing ELLs for careers and postsecondary education.	Identify a common transitional goal for your ELL learners, identify a standard and a level descriptor, and tell us what instructional strategy or activities aligned to the standard and level that would support the goal. You can use Table C-1 in Appendix C for examples of supports and scaffolds. Include your initials in the first column. Also see additional resources from previous weeks. |Learner's goal|Standard/descriptor|Instructional support
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Videos	Join Sylvia Ramirez from Mira Costa College (CA) and CASAS as she discusses why the CCR Standards for Adult Education provide a boost to language instruction that focuses on transitions for ELL learners. https://www.youtube.com/watch?v=aoXHGDmRxpA
Resources	The VA ESOL Content Standards (use the 'click here' link): http://www.valrc.org/leadership/content/index.html

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Appendix

Survey for the First Week Using Google Forms

1. I have heard of the ELP Standards for AE. Yes / No

2. I have not heard of the ELP Standards for AE.

3. Yes / No

4. I use the ELP Standards for AE for instructional guidance.

   Never / Sometimes / Often

5. I use the VA ESOL Content Standards for instructional guidance.

   Never / Sometimes / Often

6. I use the College and Career Readiness Standards for instructional guidance.

   Never / Sometimes / Often