

2012 ELD Standards:

Challenges and Promises in Implementation

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Presentation Outline

- New Common Core Standards: Good News and Bad News
- WIDA, the CAN DO Philosophy and the 2012 Amplified ELD Standards
- Situating *standards* in the Big Scheme of Teaching and Learning
- “What Not to Wear” and “Say Yes to the Dress”:
What can we learn from these TV shows?
- What you CAN DO...

I think standards are more like a...?



Ruler?

Checklist?

Big idea?

Goal post?

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So, what do we mean when we say “Standards”?

1. **Standards:** universally or widely accepted, agreed upon, or established means of determining what something should be
2. **Learning standards** specify what essential knowledge and skills students should have attained at the end of a specific grade in a specific content in PreK-12 education
3. **Content standards** specify “what students should know and be able to do”
4. **Performance standards** specify “how good is good enough”

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Common Core State Standards: the Good News

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Potential of Common Core State Standards

Following the direction of the College and Career Readiness standards and building on strengths of current state standards, CCSS are designed to be

- Anchored in college and career readiness
- Focused, coherent, clear and rigorous
- Internationally benchmarked
- Evidence and research based
- Inclusive of both practice and content
- Provide clearer guidance for state and local educational programs

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Here is the only BIG, BAD News:

“The Common Core, however dressed, shares the fundamental spirit with NCLB: **Standardization of curriculum enforced with high-stakes testing.”**

Yong Zhao (2012)

Oh, and don' t forget!

1. Critical Thinking and Problem-Solving
2. Collaboration Across Networks and Leading by Influence
3. Agility and Adaptability
4. Initiative and Entrepreneurialism
5. Effective Oral and Written Communication
6. Accessing and Analyzing Information Curiosity and Imagination

Wagner (2008)

**These are often regarded as
21st century learning
standards:**

Other basic competencies students need to develop that go beyond knowledge and skills in a specific content area.

What to do?

What approach to standards implementation should we take in our local schools in regards to ELLs?

How are you approaching the new standards , especially in regards to your ELLs?

Popular Approaches to Standards Use:

- Adopting standards-based, high-stakes tests and then teach to the tests
- Aligning the curriculum “*nominally*” to the standards by changing the topics of instructional units in the curriculum guide or “integrating” required skills in existing units of studies without considering the full learning trajectory
- Adopting standards-aligned curriculum *materials* and then teach according to the prescribed program in the materials

Adapted from O’ Shea (2005)

WIDA and the CAN DO Philosophy:

- WIDA's goal is to advance the academic language development and the academic achievement of ELLs
- Standards are not the BE ALL, END ALL of instruction
- Standards are commonly accepted guides used to help set expectations and goals for learning
- Quality standards should provide teachers with clear examples of what students CAN DO at each level of proficiency in core subjects

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“We encourage educators to work collaboratively, to use the framework to **make the standards suitable to the local contexts, and to connect them to other resources available in the community.”**

WIDA , 2012 Amplification of the ELD Standards

The 2012 Amplified ELD Standards

(Student-centered, teacher-focused)

WIDA (2012)

An Essential Question regarding the 2012 ELD standards

*How do we use standards to build, track
and ensure success for ELLs?*

Critical corollary questions for every teacher

- *What is it that we expect our students to learn?*
- *How will we know when they learned it?*
- *How will we respond when they didn't learn it?*
- *How will we respond when they already know it?*

DuFour and DuFour (2004)

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Critical corollary questions for every teacher of ELLs

- *What is it that we expect our students to learn? (Academic content **and** English language growth expectations)*
- *How will we know when they learned it? (Academic assessment in L1 and L2, and L2 proficiency assessment)*
- *How will we respond **as** they are learning it? (Just in time differentiation rather than intervention)*
- *How will we respond when they already know it? (Acceleration and transition)*

Nguyen (2012)

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Using standards in assessment and instruction:

- Standards may be adopted as **goal posts**, *but they are not goals*.
- We are responsible for setting learning goals for our students, based on their needs and abilities.
- What goals we set for our students will determine what, how much, and how fast our students will learn in order to achieve in schools.
- Data from high-stakes tests can only tell some of the story of what, how much, and how fast our students learned.
- We need better ways of tracking success for our students.
- While clear standards are helpful guides, *realistic and challenging goals* are critical to building success for ELLs.

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Lessons from What Not To Wear

Recommendations from What Not to Wear

- *Take the opportunity to get rid of some old stuff that doesn't work for you anymore*
- *Take the experts' advice but insist on making your own decisions- **set your own students' learning goals!***
- *Remember the new standards are there to guide you to make the decisions that are right for you*
- *When it comes to goals setting : start with selecting your **essentials: less is more!***

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Lessons from Say Yes to the Dress

Recommendations from Say Yes to the Dress

- *Two brains are better than one. **Teaming and collaboration is the key to shaping and implementing a good plan.***
- *Always remember who is the most important person in the room: **“your student”**. Advocate for your ELLs by providing good information and alternative solutions, based on your own expertise.*
- *Apply your own criteria and high standards before saying **“Yes”**.*

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“We are all faced with a series of great opportunities brilliantly disguised as impossible situations.”

Charles Swindoll

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What you CAN DO

- *Use the curriculum mapping process to help you organize your students' learning.*
- *Referencing the 2012 ELD and the CCS, set both language and content learning goals for your students.*
- *Set your goals and benchmarks in a way so that your curriculum is guaranteed and deliverable.*
- *Use multiple assessments to track student success.*
- *Adjust as you go, based on your assessment results and **your students' needs.***

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**Remember the WIDA
CAN DO
philosophy applies to
students, educators, and
parents!**

Thank you
for your
courageous work!

Questions & Comments