Standard-Based Instruction and Native American and Alaska Native Education

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Standards-Based Instruction Impacting the Education of Native American and Alaska Native Children and Schools

1. National content standards: Common Core State Standards, Next Generation Science Standards

2. National English language standards: WIDA, ELPA 21, state standards

3. Native language and cultural guidelines: Though these vary by state, Alaska has developed a comprehensive set of guides
Common Core State Standards (CCSS)
Common core state standards: Implications for English Learners

• A greater emphasis on language and literacy across content instruction
  ➢ Also great emphasis speaking and listening skills, along with reading and writing integrated in content instruction

• Use more informational (nonfiction) text
  ➢ Biographies, technical reports, speeches, political cartoons, editorial pieces, and advertisements

• Focus on argumentation (oral and written)
  ➢ Writing opinion letters, citing textual or scientific evidence, defending a thesis statement
Other Content Standards

• Next Generation Science Standards

• Common Career Technical Core

• State Standards
Content Standards and Language Demands: The Framework for English Language Proficiency Development (ELPD) Standards

• Corresponds to the CCSS and the NGSS
• Goal of the ELPD Framework: to provide guidance to states on how to use the expectations of the CCSS and NGSS as tools for the creation and evaluation of ELP standards
• ELLs need to both access grade-level content, as well as build language proficiency
The ELPD Framework

The Framework:

• outlines the underlying English language practices found in the CCSS and the NGSS,
• communicates to ELL stakeholders the language that all ELLs must acquire in order to successfully engage the CCSS and NGSS and,
• specifies a procedure by which to evaluate the degree of alignment present between the Framework and ELP standards under consideration or adopted by states.
## Discussion

With your small group, jot down some implications and challenges of the key points regarding content standards for your context.

<table>
<thead>
<tr>
<th>Type of Standards/Guidelines</th>
<th>Key Points</th>
<th>Implications for my context</th>
<th>Challenges for my context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content standards</td>
<td>• More emphasis on language and literacy across content instruction...</td>
<td></td>
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<tr>
<td></td>
<td>• More use of informational texts...</td>
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<td></td>
<td>• Focus on argumentation...</td>
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NATIONAL ENGLISH LANGUAGE STANDARDS

WIDA’s

2012 Amplification of the ELD Standards
2012 Amplification of WIDA Standards

- Informed by the latest developments in both English language development research and states' content standards for college and career readiness.

- Connections to college and career readiness standards

- Higher order thinking

- Features of Academic language
Features of Academic Language in WIDA’s Standards

The Features of Academic Language operate within sociocultural contexts for language use.

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discourse Level</td>
<td></td>
</tr>
<tr>
<td>Linguistic Complexity</td>
<td>Amount of speech/written text</td>
</tr>
<tr>
<td>(Quantity and variety of</td>
<td>Structure of speech/written text</td>
</tr>
<tr>
<td>oral and written text)</td>
<td>Density of speech/written text</td>
</tr>
<tr>
<td></td>
<td>Organization and cohesion of ideas</td>
</tr>
<tr>
<td></td>
<td>Variety of sentence types</td>
</tr>
<tr>
<td>Sentence Level</td>
<td></td>
</tr>
<tr>
<td>Language Forms and</td>
<td>Types and variety of grammatical structures</td>
</tr>
<tr>
<td>Conventions</td>
<td>Conventions, mechanics, and fluency</td>
</tr>
<tr>
<td>(Type, array, and use of</td>
<td>Match of language forms to purpose/perspective</td>
</tr>
<tr>
<td>language structures)</td>
<td></td>
</tr>
<tr>
<td>Word/Phrase Level</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Usage</td>
<td>General, specific, and technical language</td>
</tr>
<tr>
<td>(Specificity of word or</td>
<td>Multiple meanings of words and phrases</td>
</tr>
<tr>
<td>phrase choice)</td>
<td>Formulaic and idiomatic expressions</td>
</tr>
<tr>
<td></td>
<td>Nuances and shades of meaning</td>
</tr>
<tr>
<td></td>
<td>Collocations</td>
</tr>
</tbody>
</table>

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants’ identities and social roles

Retrieved from: http://www.wida.us
ASSETS Consortium

• A state-led consortium with the aim of providing innovative and comprehensive assessment tools in order to help English learners succeed in becoming college- and career-ready.

ASSETS

Research Development Piloting Field-testing Rollout

ACCESS for ELLs® ➔ ACCESS 2.0
W-APT™ ➔ ACCESS 2.0 Screener
Interim Assessments

pre-grant 2011-12 2012-13 2013-14 2014-15 post-grant

Representation of Academic English for Purposes of the ASSETS Summative Assessment and Screener (by domain)

Standards
LoLA = language of language arts
LoSS = language of social studies
SIL = social and instructional language
LoMA = language of math
LoSC = language of science

Proficiency levels
P1 = Entering
P2 = Emerging
P3 = Developing
P4 = Expanding
P5 = Bridging

Other English Language Standards

• ELPA 21: Arkansas, Florida, Kansas, Iowa, Louisiana, Nebraska, Ohio, Oregon, South Carolina, Washington, West Virginia

• State-based ELP standards: Arizona, California, Connecticut, Georgia, Hawaii, Indiana, New York, and Texas
Discussion

With your small group, jot down some implications and challenges of the key points regarding English language standards for your context.

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</table>
| English language standards  | • Connected with college and career readiness...  
                            | • Emphasis on higher order thinking...  
                            | • Involves the features of academic language... |
NATIVE LANGUAGE AND CULTURAL GUIDELINES
Native Language and Cultural Guidelines

• Alaska’s Cultural standards are ‘not intended to produce standardization, but rather to encourage schools to nurture and build upon the rich and varied cultural traditions that continue to be practiced in communities throughout Alaska.’
## Alaska: Native Language and Cultural Guidelines

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Alaska Standards for Culturally-Responsive Schools</td>
<td>Online HTML, Download PDF, also available on interactive CD</td>
</tr>
<tr>
<td>Guidelines for Preparing Culturally-Responsive Teachers for Alaska’s Schools</td>
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<tr>
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<td>Guidelines for Cross-Cultural Orientation Programs</td>
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</tr>
<tr>
<td>Guidelines for Respecting Cultural Knowledge</td>
<td>Online HTML, Download PDF, also available on interactive CD</td>
</tr>
<tr>
<td>Guidelines for Strengthening Indigenous Languages</td>
<td>Online HTML, Download PDF, also available on interactive CD</td>
</tr>
<tr>
<td>Culturally Responsive Guidelines for Alaska Public Libraries (outside link)</td>
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Retrieved from: http://ankn.uaf.edu/ANKNPublications#standards
Alaska: Guidelines for Strengthening Indigenous Languages

• Native Elders - Respected Native Elders are the essential resources through whom the heritage language of a community and the meaning it is intended to convey can be learned.

• Parents - Parents are the first teachers of their children and provide the foundation on which the language learning of future generations rests.

• Aspiring Language Learners - Indigenous language learners must take an active role in learning their heritage language and assume responsibility for the use of that language as contributing members of the family and community in which they live.
Alaska: Guidelines for Strengthening Indigenous Languages

• Native Communities and Organizations - Native communities and organizations must provide a healthy and supportive environment that reinforces the learning and use of the heritage language on an everyday basis.

• Educators - Educators are responsible for providing a supportive learning environment that reinforces the wishes of the parents and community for the language learning of the students in their care.

• Schools - Schools must be fully engaged with the life of the communities they serve so as to provide consistency of expectations in all aspects of students lives.
Alaska: Guidelines for Strengthening Indigenous Languages

- **Education Agencies** - Education agencies should provide a supportive policy, program and funding environment that encourages local initiative in the revitalization of the Indigenous languages.

- **Linguists** - Linguists should assist local communities in the development of appropriate resource materials and teaching practices that nurture the use and perpetuation of the heritage language in each respective cultural community.

- **Media Producers** - The producers of mass media should assume responsibility for providing culturally-balanced materials and programming that reinforce the use of heritage languages.
Discussion

With your small group, jot down some implications and challenges of the key points regarding Native language and cultural guidelines for your context.

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| Native language and cultural guidelines | • Educators reinforce the wishes of parents and community…  
• Schools fully engage with the communities they serve…  
• Education agencies encourage Indigenous language revitalization… | | |
