

Standard-Based Instruction and Native American and Alaska Native Education

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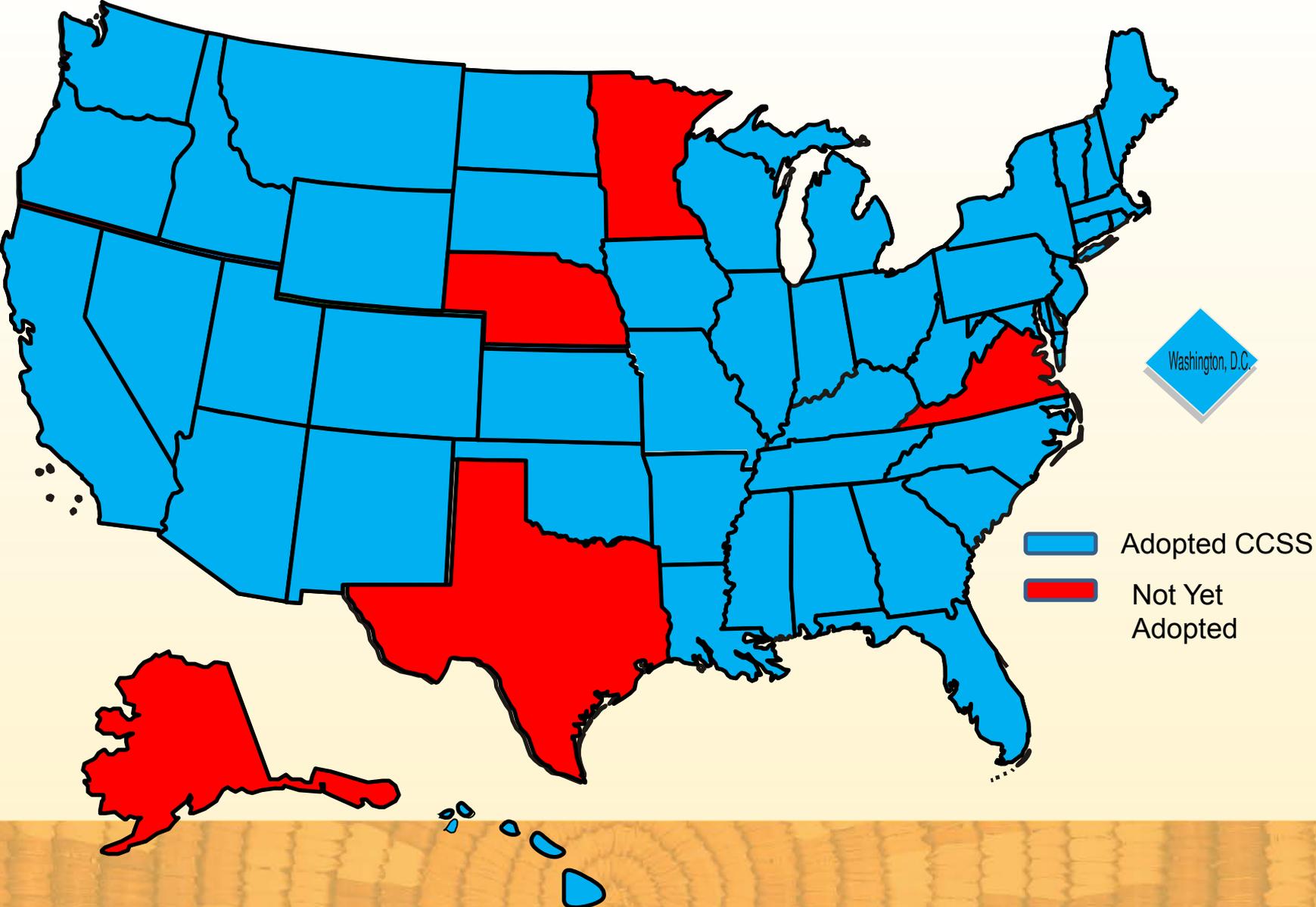
Standards-Based Instruction Impacting the Education of Native American and Alaska Native Children and Schools

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

NATIONAL CONTENT STANDARDS

Common Core State Standards (CCSS)

COMMON CORE STATE STANDARDS NATIONWIDE



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
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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
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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.

Type of Standards/Guidelines	Key Points	Implications for my context	Challenges for my context
Content standards	<ul style="list-style-type: none">•More emphasis on language and literacy across content instruction...•More use of informational texts...•Focus on argumentation...		

NATIONAL ENGLISH LANGUAGE STANDARDS

WIDA's

2012 Amplification of the ELD Standards

2012 Amplification of WIDA Standards

2012 AMPLIFICATION OF
**The English Language
Development Standards**
KINDERGARTEN–GRADE 12

INCLUDING

- Features and examples of academic language
- Connections to state content standards, including the Common Core State Standards and Next Generation Science Standards
- Higher-order thinking at all levels of language proficiency

WIDA™

- 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.

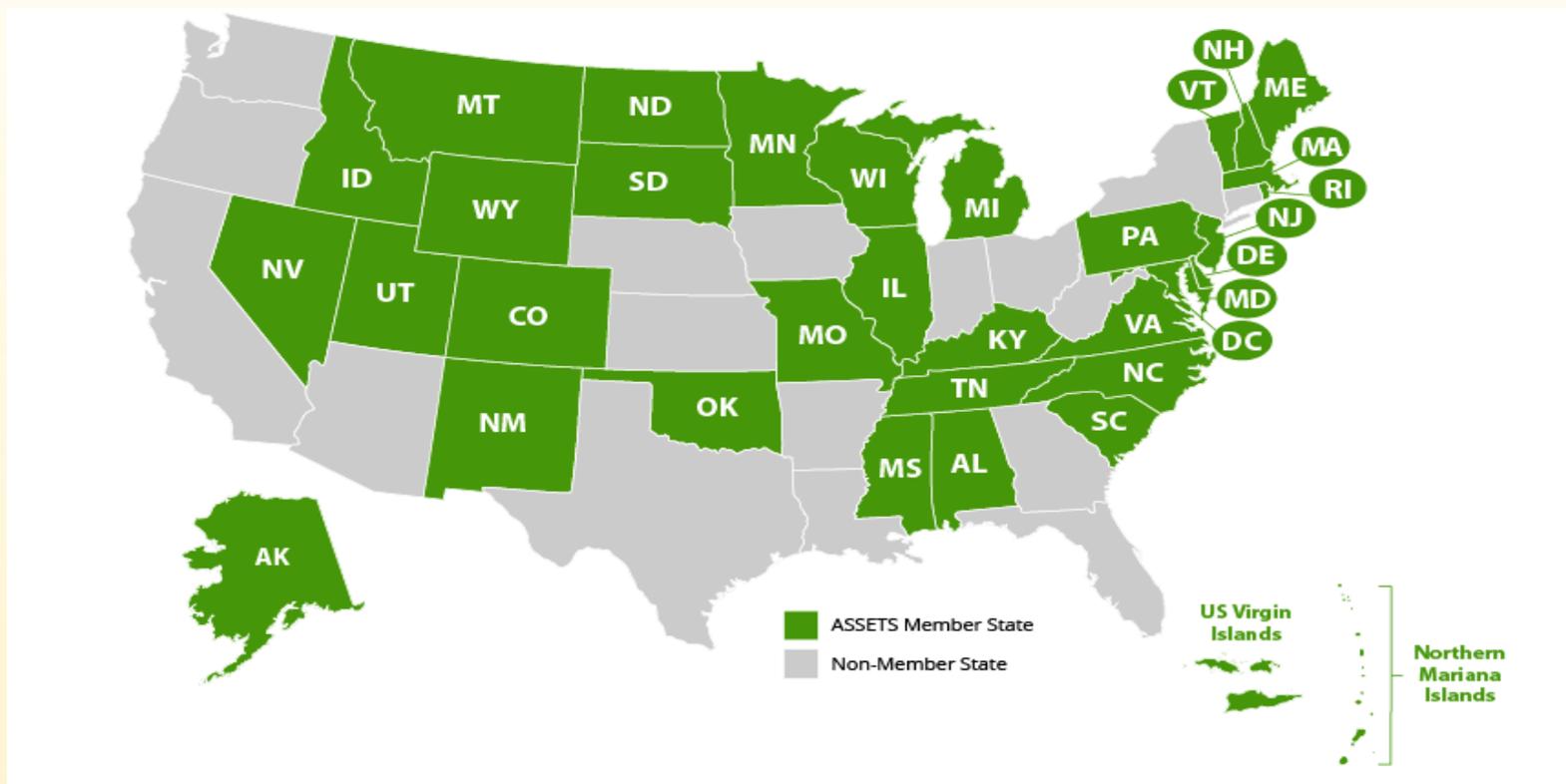
	Performance Criteria	Features
Discourse Level	Linguistic Complexity <i>(Quantity and variety of oral and written text)</i>	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	Language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

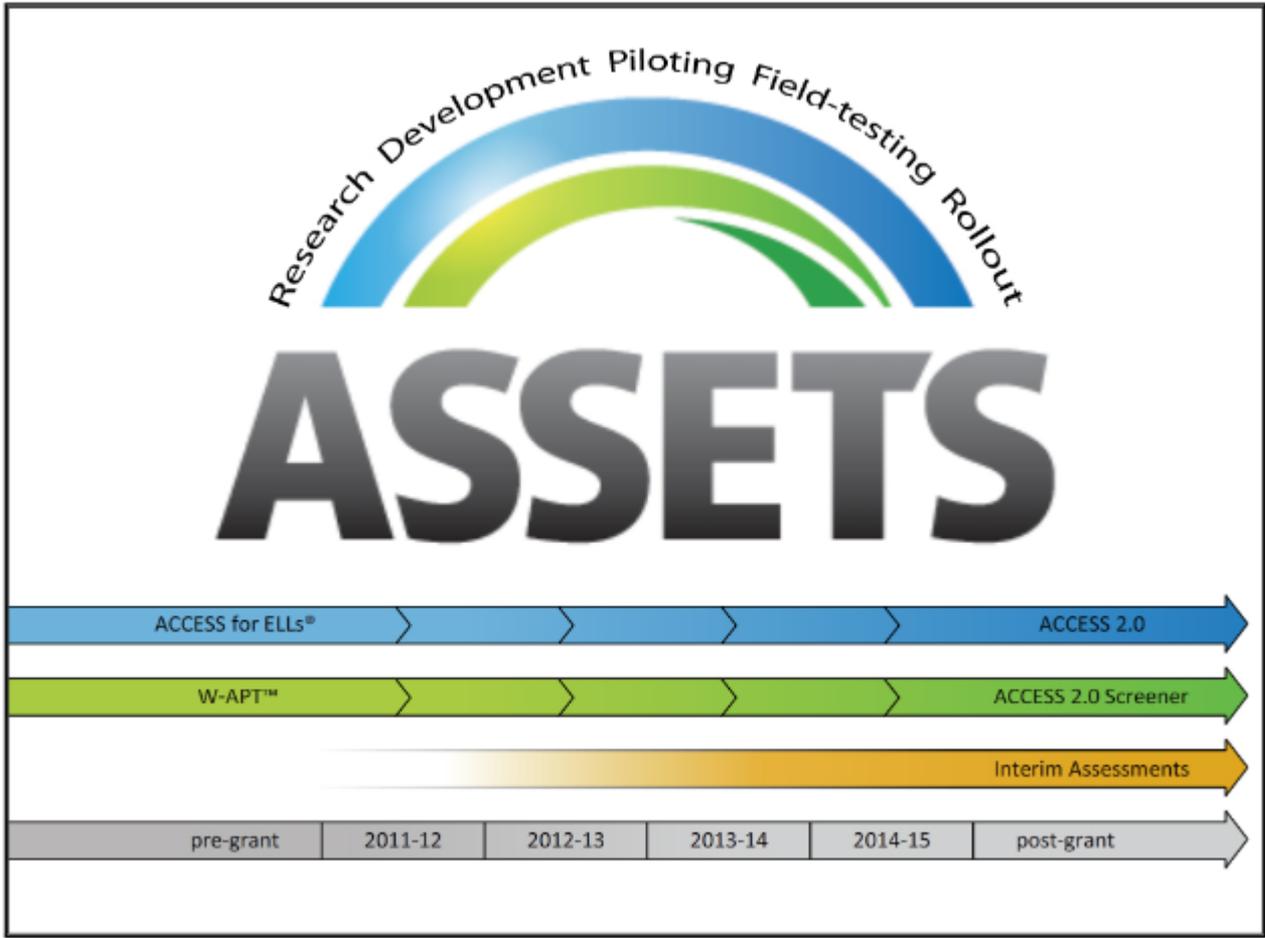
ie sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

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

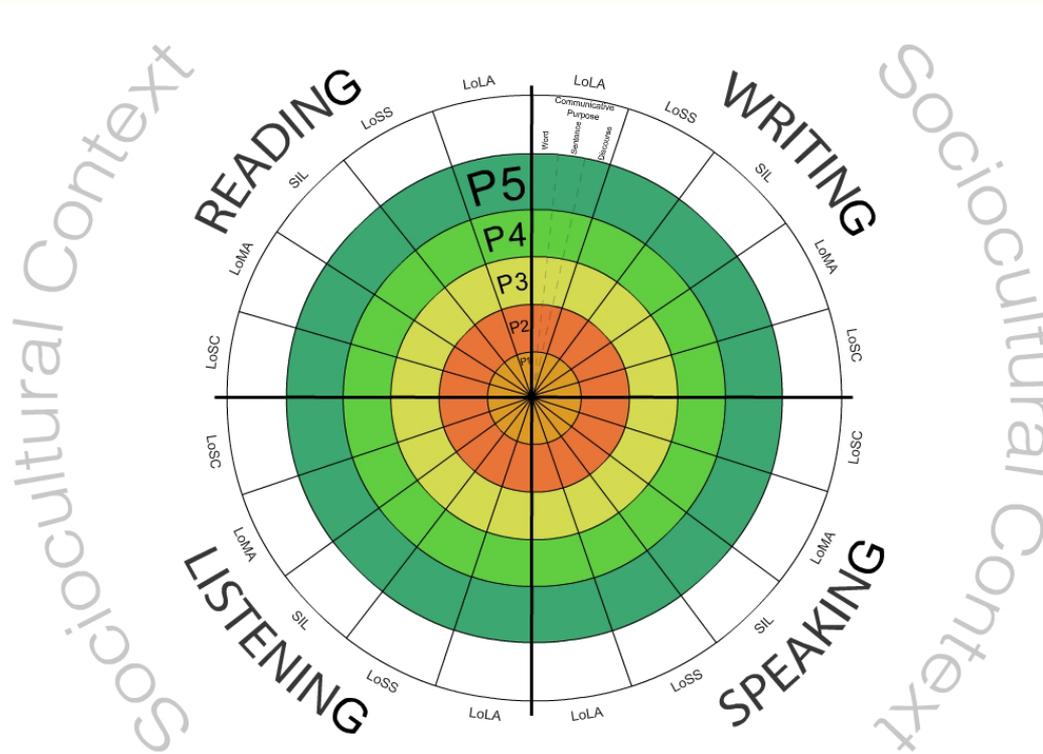
ASSETS Consortium

- 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.





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.

Type of Standards/Guidelines	Key Points	Implications for my context	Challenges for my context
English language standards	<ul style="list-style-type: none">•Connected with college and career readiness...•Emphasis on higher order thinking...•Involves the features of academic language...		

NATIVE LANGUAGE AND CULTURAL GUIDELINES

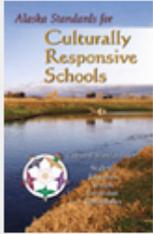
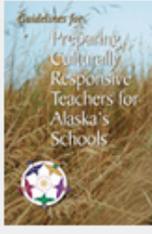
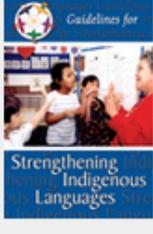


Native Language and Cultural Guidelines

- 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

	Alaska Standards for Culturally-Responsive Schools Online HTML Download PDF also available on interactive CD		Guidelines for Preparing Culturally-Responsive Teachers for Alaska's Schools Online HTML Download PDF also available on interactive CD
	Guidelines for Culturally-Responsive School Boards Online HTML Download PDF also available on interactive CD		Guidelines for Nurturing Culturally-Healthy Youth Online HTML Download PDF also available on interactive CD
	Guidelines for Cross-Cultural Orientation Programs Online HTML Download PDF also available on interactive CD		Guidelines for Respecting Cultural Knowledge Online HTML Download PDF also available on interactive CD
	Guidelines for Strengthening Indigenous Languages Online HTML Download PDF also available on interactive CD		Culturally Responsive Guidelines for Alaska Public Libraries (outside link) Online HTML

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.

Type of Standards/Guidelines	Key Points	Implications for my context	Challenges for my context
Native language and cultural guidelines	<ul style="list-style-type: none">•Educators reinforce the wishes of parents and community...• Schools fully engage with the communities they serve...•Education agencies encourage Indigenous language revitalization...		