

VS 5.2: Standards and Classifications



Think About

- How can I support language minority students through Inclusive Pedagogy?
- How can I engage with other people in different disciplines within my educational setting to support students' development as knowers?
- What programs and practices exist to serve language minority students?

Click on the following link to download and write on the viewing guide: [VS 5.2 Standards and Classifications](#)

Conceptual Outline	Meaning Making
Essential Policy	
Standard	
Essential policy must be an integral part of advocacy for language minority students.	Essential policy integral to advocacy?
The Teacher's Personal Educational Policy = Advocacy as represented by plans, decisions, and curricular adjustment.	Your personal policy?

Conceptual Outline	Meaning Making
<p>Martha Duran Conteras (Bilingual Elementary School Teacher) "One of the best ways you can influence policy is in the way you teach." The way you act sends messages to children, colleagues, parents, and the community.</p>	<p>Messages sent?</p>
<p>Definition of Advocacy Putting into action what you think is best for students.</p>	<p>My advocacy?</p>
<p>Your classroom is affected by school, district, state, and federal politics and policies.</p>	<p>Politics and policy influences in my classroom?</p>
<p>Essential Policy 1. Standards 2. Classifications 3. Legalities</p>	
<p>1. Standards <i>Goal Question</i> How do my content area standards interface with standards addressing language minority students? Each of the academic disciplines has developed standards to guide teaching of academic content. Standards have also been developed to guide the teaching of special populations like language minority students. Best educational practices emerge when teachers understand and use both sets of standards to guide them in making decisions about curriculum and instruction.</p>	<p>Standards guide curriculum? Best practices and standards?</p>
<p>Jill Manning (elementary school teacher) "How can a teacher really affect change in policy?"</p>	
<p>Start in your classroom <ul style="list-style-type: none"> • Know as much as you can about your content. • Be aware of what students need to know. • Challenge inappropriate policies and mandates. </p>	<p>Begin in my classroom?</p>
<p>Be involved in your school <ul style="list-style-type: none"> • Parent education • Curriculum committees • Textbook adoption and material resource decisions </p>	
<p>2. Classifications</p>	
<p><i>Goal Question</i> How can/do classifications both expand and limit my ability to advocate for language minority students?</p>	
<p>Classifications allow students to get needed services.</p>	<p>Labeling and classifying?</p>
<p>Classification refers to identifying, assessing, and placing students in programs and classrooms.</p>	
<p>3. Legalities</p>	
<p><i>Goal Question</i> What policies and laws address the education of language minority students?</p>	<p>Educational policies?</p>
<p>Mary McGroarty (Northern Arizona University) "Most of the time, language has been subsumed under other core values, like individualism or tolerance. And that's actually one of the strengths of our tradition, that there have been certain times in our history that we have not tolerated multiple languages. But most of the time, when it's come to a legal decision about whether or not languages can be restricted, most of the time our legal system has upheld the right of people to speak the language they wish to speak. Not every time in our history and not in all contexts."</p>	<p>Language in US?</p>
<p>Essential Policy</p>	
<p>Standards How do my content area standards interface with standards addressing language minority students?</p>	<p>My content area standards?</p>

Conceptual Outline	Meaning Making
<p>Deborah Short (Center for Applied Linguistics) At the beginning of the decade, professional organizations in the academic disciplines—mathematics, science, English-language arts—created standards to guide teaching. These standards are called content-area standards. TESOL monitored the processes of standard development to make sure that high expectations were set for language minority students by the disciplines. The disciplines did not include such rhetoric. As a result TESOL developed their own set of standards to guide content area teachers in teaching language minority students.</p>	<p>ESL standards?</p>
<p>ESL Standards</p>	
<p>Goal statements for language minority students:</p>	
<ul style="list-style-type: none"> • Use English to communicate in social settings. 	<p>Social Skill?</p>
<ul style="list-style-type: none"> • Use English to achieve academically in all content areas. 	<p>Develop English through content?</p>
<ul style="list-style-type: none"> • Use English in socially and culturally appropriate ways. 	<p>Appropriateness?</p>
<p>Each goal is defined by additional standards.</p>	
<p>ESL Standard One</p>	
<p>Use English to communicate in social settings.</p>	
<p>Deborah Short (Center for Applied Linguistics) "We want to make sure they also understand the ways that one can communicate and the resources they can use to help them understand, including books and other people."</p>	
<p>ESL Standard Two</p>	
<p>Use English to achieve academically in all content areas.</p>	
<p>Deborah Short (Center for Applied Linguistics)</p>	
<p>"Academic achievement and learning English are not just about vocabulary or writing if-then sentences.</p>	
<p>"In the content areas, they are moving toward understanding the habits of mind—ways of knowing. We want the ESL student to learn those things.</p>	<p>Habits of mind?</p>
<p>"That's why collaboration between ESL teachers and content-area teachers is vital."</p>	
<p>Fred Genesee (McGill University, Canada)</p>	
<p>Text-level academically specialized language requires metalinguistic insight about language:</p>	
<ul style="list-style-type: none"> • "What's the vocabulary I need?" • "How do I need to organize this report?" • "How do I structure my sentences to give an accurate description of my experiment or make a convincing argument?" 	<p>Metalinguistic awareness?</p>
<p>"Using language in these ways requires a conscious knowledge of language—how it's structured and how it can be manipulated for different purposes."</p>	
<p>Mary McGroarty (Northern Arizona University)</p>	
<p>"When younger children use English easily on the playground, we assume they have learned English perfectly. "But when you see middle-school or high-school students trying to wrestle with concepts in science or math . . . then you realize that the nature of the demands are different."</p>	<p>Academic language? Social language?</p>
<p>ESL Standard Three</p>	
<p>Deborah Short (Center for Applied Linguistics)</p>	
<p>"The third goal looks at sociolinguistic and sociocultural competence. This goal focuses on understanding that we communicate differently depending on our audience or our purpose—a persuasive speech is very different from a friendly letter."</p>	<p>Sociolinguistic competence? Sociocultural competence?</p>

Conceptual Outline

Meaning Making

Margie Berns (Purdue University)

"We gauge how we're going to speak to people based on what is appropriate in the situation."

- Speaking to an academic community dictates vocabulary, tone of voice, pitch, rate.
- We adjust our speech in speaking to friends vs. children.
- We speak differently at a casual dinner vs. delivering a seminar paper.

"We choose language that is appropriate in order to be an effective communicator in that situation."

There are written as well as unwritten cultural rules for social interaction.

2. Classifications

Goal Question

How do classifications both expand and limit my ability to advocate for language minority children?
Classifying a student as Limited English Proficient (LEP) opens the door to language development programs, but it may also temporarily close the door to mainstream.

Classification Process

- Identification
- Assessment
- Placement

Identification Phase

Begins by determining whether a student knows or uses a language other than English in the home.

Example

Primary Home Language Other Than English (PHLOTE) Survey

Assessment Phase

Using tests and observations to determine the student's ability to

- process English
- speak English
- write English.

Each school district selects a valid and reliable test to classify a student as a

- beginner (non-English speaker)
- intermediate (limited English speaker)
- advanced (fluent English speaker)

New Classification Category:

Limited Formal Schooling

- Students with limited formal schooling come with native-language proficiency that is different from traditional ESL students because they usually have little or no literacy in their native language. (Else Hamayan)
- Their schooling has been interrupted or they have had atypical schooling experience. (Else Hamayan)
- Typically they come from the Caribbean, Central America, and West Africa with incredible political and economic realities. They are often as old as 12 or 13. (JoAnn Crandall)
- Sometimes they have been living in remote villages in the mountains, and often they can't read, don't know the alphabet, have no formal school experience. (Steve Giles)

This new classification category highlights how flexible ESL programs and practices must be to meet the wide range of educational needs.

Cross Classification

Purpose? Audience? Register?
Appropriate classroom talk?

Examples?

Classification opens doors?
Classification closes doors?

Process in your school?

Identification?

Assessments?
Other possible Classifications?

Other possible Classifications?

Coping with life experience and becoming literate?
Teacher's role?

Conceptual Outline

A student can be classified as a language minority speaker as well as talented and gifted or as learning disabled.

Placement Phase

The assessment phase ends in a classification decision, which leads to program placement. Program placement is constrained by the programs and resources that a school has available.

Meaning Making

Cross classification?

Resources restrict placement?



Pinnegar, S. E. (2019). *Foundations of Bilingual Education*. EdTech Books. Retrieved from https://edtechbooks.org/bilingual_education