

Arizona's Language Development Approach (LDA)

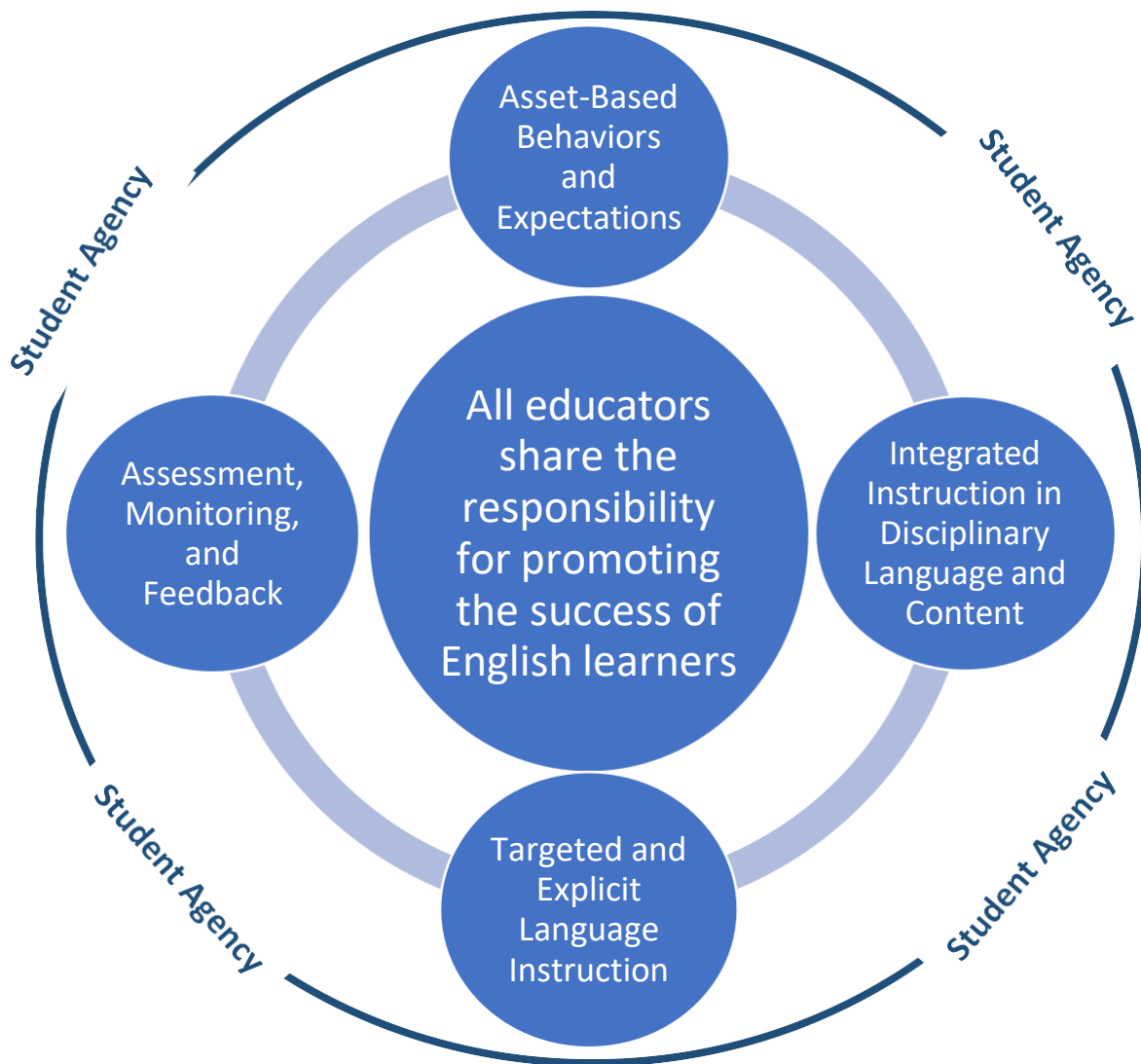


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Language Acquisition Department



Arizona's Language Development Approach

Underlying Arizona's Language Development Approach is the foundational understanding that English learner (EL) students are valuable members of our education community, and all individuals at every level within the educational system have an active role in ensuring the success and achievement of the over 80,000 multilingual learners who attend Arizona schools. The four principles that surround the core reflect the research-based and non-negotiable components of a comprehensive instructional program for Arizona's EL students. The outer ring identifies the overarching goal of language and content instruction for English learner students; through implementation of the four principles, Arizona's EL students will develop a sense of agency, confidence, and determination.



Principle One: Asset-Based Behaviors and Expectations

English learner (EL) students bring rich linguistic resources and cultural knowledge with them to the school environment. All systems and programs leverage these assets and provide opportunities for students to demonstrate these contributions. All systems and programs align with asset-based behaviors and expectations and provide opportunities and supports to ensure culturally and linguistically sustaining practices for EL students.

All educators:

- recognize that multilingualism and biliteracy are assets.
- leverage home languages and cultures as assets for both the EL student and his/her community (e.g., peers, teachers, etc.)
- ensure students' cultural and linguistic assets are acknowledged and respected in a safe, affirming, and inclusive climate.
- consistently acknowledge and build on the background knowledge and prior experiences of EL students.
- are responsive to the different strengths, needs, and identities of all EL students, including those with special needs.
- support the unique socio-emotional health and development of EL students.
- build and foster strong family, community, and school partnerships.
- recognize there is no universal EL student profile and no one-size-fits-all approach.

Asset-based behaviors and expectations will support the development of **student agency** when educators:

- provide opportunities for EL students to show mastery of competency.
- support students in finding their zone of proximal development.
- encourage students to recognize the strengths and experiences they bring to the learning community
- reinforce growth mindset.
- highlight examples of fellow students who are overcoming challenges.
- address students' social, emotional, and physical needs.

Through participation in an asset-based learning environment, EL students will develop confidence in their own skills and knowledge, a sense of self-efficacy, and a belief in their own ability to achieve and be successful.



Principle Two: Integrated Instruction in Disciplinary Language and Content

All educators share the responsibility for designing instruction that integrates language and literacy development with content learning. This is accomplished by using content standards to plan instruction along with the English Language Proficiency Standards to support differentiation by language proficiency level. Through the use of scaffolded supports, academic language development, and collaborative discussions, reading, and writing, educators help students develop disciplinary content knowledge, language, and autonomy.

All educators:

- differentiate disciplinary language instruction using the English Language Proficiency Standards.
- provide differentiated scaffolds to make grade level concepts comprehensible in receptive, productive, and interactive language and to support students to make informed and deliberate choices about language when speaking and writing.
- model learning approaches so students can construct meaning using metacognition strategies.
- immerse students in a language rich environment and engage in interactive and discussion-based learning tasks about the language of complex content-area texts.
- plan and provide opportunities for students to work together in intellectually rich and integrated learning environments around worthy and engaging inquiry questions, texts, and topics.
- support EL students' deep learning and ability to engage in extended academic discourse and abundant, authentic writing.

Integrated Instruction in Disciplinary Language and Content will support the development of **student agency** when educators:

- provide choices or open-ended opportunities to select strategies and tactics for mastery of language and content.
- encourage independent learning by teaching effective strategies for learning language and content.
- encourage initiative by creating learning environments that increase motivation and engagement with language and content.

Through participation in integrated language and content instruction, EL students will develop a sense of voice, confidence, and self-determination as they use content and language in tandem to meet their goals.



Principle Three: Targeted and Explicit Language Instruction

Explicit language instruction is a critical opportunity to intentionally support English learner (EL) students in developing the discourse practices they need to engage with rigorous, grade-level disciplinary content. Just as literacy and language should be integrated into content instruction, so should content and disciplinary practices be integrated into language instruction. Educators use the English Language Proficiency Standards with content material to teach language.

All educators:

- create opportunities for students to use language and reflect on their understanding across the four language domains (reading, writing, speaking, and listening) and in direct connection to rigorous, grade-level content.
- design instruction that fosters EL students' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.
- immerse students in a language rich environment that fosters critical thinking and problem solving.
- utilize language supports, academic language development, and opportunities for academic discourse.
- provide age/grade level appropriate instruction & materials that are culturally and linguistically appropriate and aligned to the English Language Proficiency Standards.
- design explicit instruction that provides students with an understanding of how language functions with a content discipline lens.

Targeted and explicit language instruction will support the development of **student agency** when educators:

- provide choices or open-ended opportunities to select strategies and tactics for language acquisition.
- encourage independent learning by teaching effective strategies for learning language.
- encourage initiative by creating learning environments that increase motivation and engagement with language acquisition.

Through participation in targeted and explicit language instruction, EL students will develop a sense of voice, confidence, and self-efficacy around their language use.



Principle Four: Assessment, Monitoring, and Feedback

Districts and schools use English Language Proficiency Standards, diagnostic tools, formative assessment practices, and summative assessments to measure progress of English learner (EL) students' language and content knowledge to inform instruction.

All educators:

- use Arizona English Language Proficiency Standards to align instruction and assessment on a language learning continuum.
- use district and teacher formative and summative assessments that require sophisticated uses of language embedded in authentic and rich content.
- use analytical rubrics and assessment data to provide meaningful feedback on language development, skill development, and content knowledge.
- use short cycle formative assessment data (i.e., minute-by-minute, day-by-day) to gather evidence on student progress.
- use student progress evidence to guide teachers' and students' productive next steps to support both content learning and academic language development.
- Use Arizona state assessment data to evaluate language and content instructional effectiveness and inform future language and academic program decisions.

Assessment, monitoring, and feedback will support the development of **student agency** when educators:

- design a pathway to learning for EL students that provides opportunities for self-direction.
- consistently provide timely and meaningful feedback.
- provide varied opportunities for EL students to show mastery of competency.
- support EL students to develop awareness of their strengths and needs through regular progress checks.
- help EL students develop the habit of self-reflection using various formative assessments.

With regular assessment, monitoring, feedback, and educator guidance, EL students have opportunities to set their own goals and learn how to measure and evaluate their progress towards those goals.

