



2013-2014 AWARENESS

2014-2015 TRANSITION

2015-2016 IMPLEMENTATION

Updated 8/4/15

2015-2016 ELD STANDARDS IMPLEMENTATION PLAN

Purpose: *District-wide outcomes* have been identified for this first year of implementation of the ELD Standards. These outcomes are designed to ensure equity and access for English Learners across the district as we build on a shared vision of inclusivity and collaboration to implement the ELD Standards in tandem with the CA Standards. **Personnel and instructional resources** will support implementation **through instructional tools and professional development**. It is essential that implementation of the ELD standards is grounded on the identified **Essential Elements for Professional Development**. In addition, **guiding questions** have been developed to guide and reflect on our progress. Lastly, as the State finalizes adoption of ELA/ELD instructional materials and transitions to a new language proficiency assessment for ELs, it is important to acknowledge **time-line considerations** that will continue to both inform and impact our work.

CENTRAL, LOCAL DISTRICT & SCHOOL OUTCOMES

1. Strengthen teacher and staff knowledge of the ELD Standards and a Comprehensive ELD program through on-going professional development and on-line learning opportunities
2. Build teacher and staff capacity to design Designated and Integrated ELD lessons, develop language & ELD objectives, use formative assessments, understand the High Impact Essential Practices, and embed the constructive conversation skills to foster academic student interactions
3. Develop teacher and staff capacity to identify how students progress in their language use and learning within the proficiency level continuum (emerging, expanding, bridging) as well as how to differentiate, scaffold and assess instruction
4. Build school capacity and support instructional delivery of MMED developed lessons:
 - *Designated ELD START SMART lessons AND*
 - *Designated & Integrated ELD model lessons*
5. Identify resources and materials to support implementation of the ELD standards and ensure that units/lessons are designed to develop student skills and abilities to:
 - *Interact in meaningful ways through collaborative, interpretive and productive modes (ELD Standards, Part I) AND*
 - *Learn about how English works through structuring cohesive texts, expanding & enriching ideas, and connecting & condensing ideas (ELD Standards, Part II)*

ELD Standards PD & Instructional Resources (MMED website)

- 15/16 Summer ELD Standards PD: Facilitator Notes, Power Points & Resources
- CA ELD Standards bound copy and Independent Study Guide
- K-12 grade level CA ELD Standards
- K-12 grade level ELD Standards Part II How English Works Matrix
- Elementary Designated ELD Frame of Practice: High Impact Essential Practices
- K-6 grade level Designated ELD Start Smart Lessons
- 6-12 grade level ELD Start Smart Lessons
- K-6 Designated & Integrated ELD Model Lessons
- K-6 Formative Assessments
- Secondary Designated & Integrated ELD Model Lessons
- Secondary LTEL Novel Units
- Secondary LTEL Thematic Units
- Fostering Academic Interactions Videos
- Constructive Conversation Norms Poster
- Constructive Conversation Skills Poster
- On-line learning opportunities
- Other: defined by local district and/or school

Personnel Resources

- MMED Central Instructional and Compliance Staff
- District Office EL Coordinators
- School TSP Advisor/EL Designee
- Title III Coaches
- ELD Teacher Fellows
- Teacher Designees (*attended ELD Summer PD*)

Other Resources

- ELD Standards FAQ
- CDE: www.mydigitalchalkboard.org
- ELA/ELD Framework
- ELD Standards
- SBAC Digital Library- *Formative Assessment Modules*

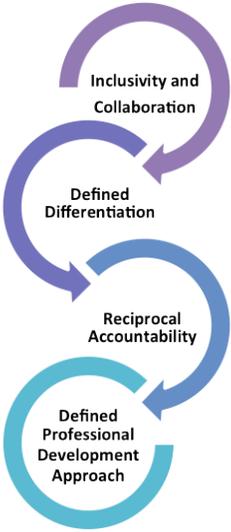
Evidence of Implementation

- Classroom observations/ walkthroughs of Designated and Integrated ELD
- Instructional Units aligned to ELD Standards
- Teaching Learning Framework – focus on ELD Standards Implementation
- Use of Language and ELD objectives
- PLC instructional focus on ELD
- Use of at-a-glance ELD Standards and ELD Standards Part II How English Works Matrix during planning
- Title III Coaches- ELD Action Research project
- PD Sign-ins, agendas & evaluations
- OLAS (On-line Accountability System)
- Surveys
- Other: defined by each local district

ESSENTIAL ELEMENTS for PROFESSIONAL DEVELOPMENT

Inclusivity & Collaboration ∞ Defined Differentiation ∞ Reciprocal Accountability ∞ Defined Professional Development Approach

Essential Elements for Professional Development have been identified to serve as key considerations for professional development while transitioning to implementing the California ELD Standards. These essential elements were derived from research-based practices in effective professional development for teachers of ELs.



- **Inclusivity and Collaboration:** School reform literature points to the importance of developing a shared vision for EL education. The collaboration of all stakeholders is essential in both processes and outcomes in order to increase district-wide knowledge.
- **Defined Differentiation:** Teachers need specialized professional development to target and differentiate according to the linguistic and academic needs of English Learners.
- **Reciprocal Accountability:** Central, Local District and schools must be prepared to support teachers in order to ensure EL success. This is accomplished through strong systems of classroom-based professional development for both teachers and leaders.
- **Defined Professional Development Approach:** Opportunities for grade-level professional learning communities to have time to collaborate and reflect on their ELD instructional practice and assessments in order to inform instruction.

ELD Standards Implementation Guiding Questions

1. How do we ensure that English Learners have access and support to both content and language development?
2. How do we ensure that English Learners experience culturally responsive educational practices simultaneous with Designated and Integrated ELD?
3. How do we provide site-level and local district-level personnel with resources to promote English Learner success?
4. How have we re-envisioned our professional development approaches/structures to provide differentiation for developing and deepening teacher knowledge of ELD Standards in tandem with the CA Standards consistently across central, local and school site level?
5. What tools and resources currently exist or need to be developed in order to enter into full implementation of the ELD Standards?
6. How do our student assessments inform ELD instructional practices and provide evidence of impact on EL's language proficiency?
7. How do we provide parents with vital information?
8. In what ways can we enhance systemic efforts to keep current ELs from becoming Long Term English Learners within and beyond the transition plan timeframe?
9. How is English Language Development meaningfully included in all CA Standards professional development?
10. How do we monitor English Learner progress and Designated and Integrated ELD instruction?

ELD Standards Implementation Considerations Timeline

	2014/2015	2015/2016	2016/2017
Standards	1997 ELD Standards	2012 ELD Standards & CA Standards	2012 ELD Standards & CA Standards
Assessment	CELDT	CELDT	ELPAC
Proficiency Level	ELD Levels	CELDT Level	CELDT Level → ELPAC level
EL Monitoring	ELD levels: <i>ELD Portfolio</i>	Reclassification Criteria: <i>EL Progress Profile</i>	Reclassification Criteria: <i>EL Progress Profile</i> & ELPAC levels