WIDA

UNIVERSITY OF WISCONSIN–MADISON

ADMINISTRATOR SUPPLEMENT:

WIDA English Language Development Standards Framework Implementation Guide

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(Educator Learning, Research, and Practice)**

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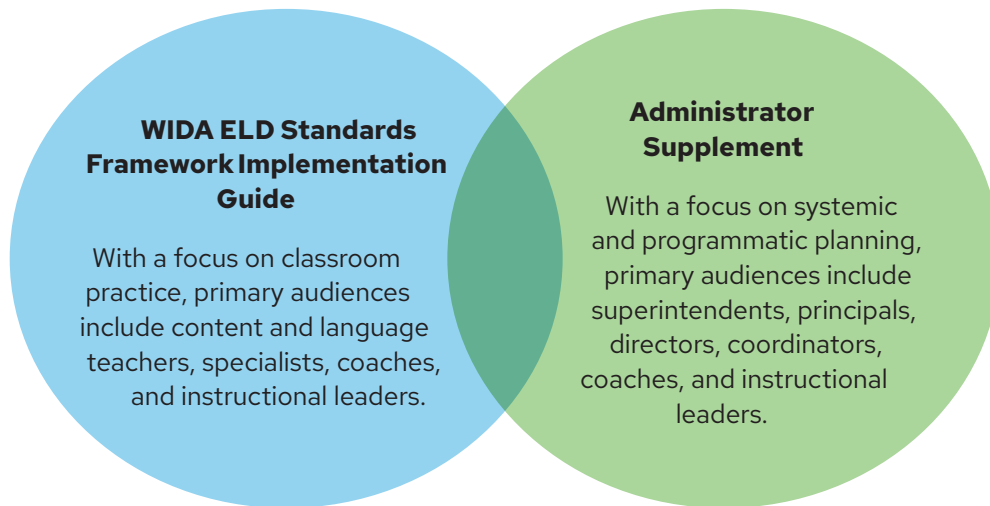
Version 1.0

Contents

Nourishing and Sustaining Systemic Implementation Efforts

Successful ELD standards implementation can be a complex effort involving every layer of the educational system, from federal and state law, policy, and guidance, to local district and school plans and goals; the realities of classroom practice; and the lived experiences of students and their families.
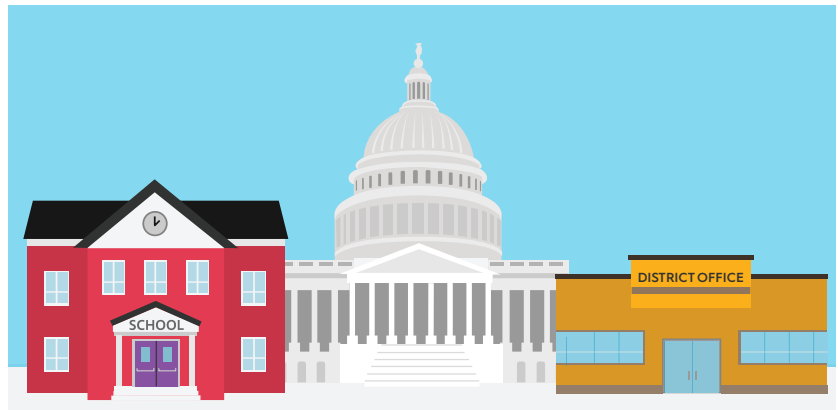
The WIDA English Language Development Standards Framework Implementation Guide offers educators practical ways to apply the Framework to classroom practices. As an addition, WIDA offers this Administrator Supplement that focuses on programmatic aspects of standards implementation. Together, these two documents serve as "two sides of the same coin" when planning for systemic implementation of the Framework at instructional and programmatic levels. Both guides are available on the WIDA ELD Standards webpage (wida.wisc.edu/2020standards).

WIDA ELD Standards Framework Implementation Guide

With a focus on classroom practice, primary audiences include content and language teachers, specialists, coaches, and instructional leaders.

Administrator Supplement

With a focus on systemic and programmatic planning, primary audiences include superintendents, principals, directors, coordinators, coaches, and instructional leaders.

Given the many possible local contexts, choices, and complexities of systemwide implementation, developers of the guides worked with administrators, teachers, and policymakers to prioritize four interrelated and mutually impacting focus areas for systemic ELD standards implementation:

- Professional learning
- Collaboration for content and language integration
- Curriculum and instruction
- Data and assessment

Each of the four focus areas for systemic ELD standards implementation includes

- Examples of what colleagues are doing with their own implementation efforts (check out the Field Buzz quotes and the Stories of Practice).
- Resources from WIDA to support the implementation effort.
- An Implementation Discussion Tool: Drawn from the literature on standards implementation, this discussion tool presents sample action steps organized around five implementation stages.[1] These stages occur over time, blend, intersect, and should be adjusted as needed—careful attention is needed to integrate the gradual timing, ordering, and coordination of activities.
- A set of reflective prompts and sample questions to elicit evidence of progress in the focus area.

Sample ELD Standards Implementation Stages in each Implementation Discussion Tool

Adoption	Initial Implementation	Scaling Up	Full Implementation	Maintenance/ Refinement
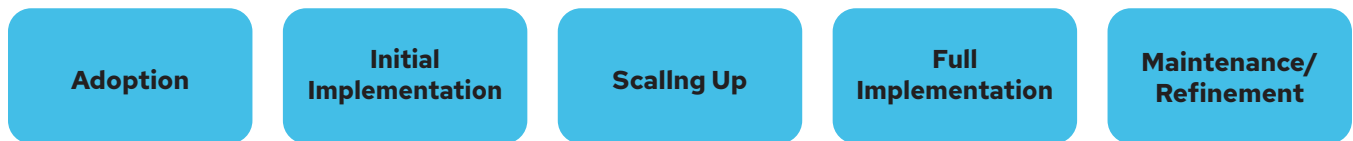
This Administrator Supplement and its Implementation Discussion Tools serve several purposes:

- Support articulation of a shared vision of ELD standards implementation to create team focus, cohesion, and commitment.
- Offer a common language and concrete points of reference for ELD standards implementation efforts.
- Exemplify an initial ELD standards implementation plan with concrete action steps within five stages.
- Invite self-reflection about how multilingual learners are being served in the district/school from a programmatic lens of systemic ELD standards implementation.

Suggested focus areas, implementation stages, and action steps are in no way meant to be prescriptive. Districts and schools of different sizes, settings, and populations may produce plans with varying degrees of complexity. Factors like state and local policy and priorities, resourcing, and other contextual considerations will determine the shape of your plan.

It is our hope that this supplement supports administrators' efforts as they endeavor to bring strategic direction, coherence, and excellence to the education of multilingual learners.

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1 According to the National Implementation Research Network, implementation best strengthens through stages.

Begin by Establishing a Strategic Implementation Action Team

A leadership team that guides high-quality teaching and learning for multilingual learners is critical for increasing equity, enhancing coherence across programs, and successfully implementing the WIDA ELD Framework. A high-functioning leadership team provides the needed structure for schools to develop collaborative cultures where linguistically and culturally sustaining practices support rigorous grade-level learning for multilingual learners.

The National Implementation Research Network (NIRN) at the University of North Carolina at Chapel Hill (NIRN website) recommends a core implementation team with a minimum of 3-5 participants, with additional individuals participating in break-out teams for specific purposes given their areas of expertise, with gradual shared responsibility and expansion. This core implementation team ties into other planning teams at district and school levels to ensure coherence in local priorities and growth areas. A cross-departmental team prevents the implementation plan from becoming isolated and disconnected from other strategic planning, so that team members may hold cross-functional roles in other teams. At each step of the way, make sure there is cohesion, buy-in, strong communication, and shared responsibility among overlapping teams responsible for this work.

Team composition will vary according to school size, staffing roles, and other characteristics. A core ELD standards implementation team could include, for example:

- District/school leaders (e.g., superintendent, principal, assistant principal).
- District/school directors and coordinators (e.g., of bilingual/ELD programs, Title III, student services, curriculum, special education, family engagement, McKinney-Vento, grants).
- Teacher leaders, coaches, chairpersons (e.g., content, language, and special educators; instructional and data coaches).
- Support personnel (e.g., family liaison, guidance counselor, data analyst, refugee services liaison).
- Students, families, and community members (e.g., parent representing the school's multilingual family council, student leaders).

The goal is to build a strategic implementation action team with the capacity to lead and foster a strong collaborative community that is knowledgeable and supportive of the district/school's vision and commitments to the well-being and success of multilingual learners. The following tables list sample competencies and responsibilities of the core implementation team.

Core Implementation Action Team: Sample Competencies
To be effective, the Implementation Action Team must be...

- Committed to prioritizing the success of multilingual learners.
  - Collaboratively establish district/school-wide values, beliefs, norms, and goals for supporting multilingual learner success.
  - Set clear goals for success for programs serving multilingual learners.
  - Sufficiently resource programs, for example, by hiring enough educators and staff with varied expertise to meet the diverse needs of multilingual learners.
- Knowledgeable about the multilingual population the district/school serves.
  - Know individual students, their families, and communities.
  - Understand patterns of performance of multilingual learners in school.
  - Respond to fluctuations in the multilingual population. For example, with a new influx of newcomers, how will programming structures and instruction need to be adjusted?
- Skilled in making change in the local system.
  - Collaborate with district/school leaders to develop improvement goals that support both content and language development.
  - Engage in and promote collaborative data and inquiry processes to support ELD standards implementation across the district.
  - Align district/school processes so that they are coherent and unified in regard to accessible and equitable standards-based education for multilingual learners.
  - Advocate for the well-being and success of multilingual learners.
- Knowledgeable about the WIDA ELD Standards Framework, the instructional shifts that accompany it, and the work that needs to be done for implementation (e.g., Section 3 of the Implementation Guide: What Does Implementation Look Like?).

Core Implementation Action Team: Sample Responsibilities
Working together, the Implementation Action Team should...

- Lay the groundwork for future phases of implementation by effectively launching the work.
- Plan and resource implementation actions and processes through each stage.
  - Are implementation efforts sufficiently resourced (e.g., policies, availability of programs and services, funding, staffing, materials, facilities)?
- Support and engage educators to implement the WIDA Standards ELD Framework with multilingual learner well-being and success in mind.
  - Co-construct, highlight, and sustain standards-based teaching and learning expectations with supporting mechanisms such as professional learning and coaching.
  - Provide for common planning time so that content, language, and other educators are able to jointly provide coordinated expertise in serving multilingual learners.
  - Ensure that teachers have the skills and support structures to feel competent and confident in implementing the Framework. Does all staff have the needed skills, licenses, certifications, and resources needed to serve multilingual learners well?
- Monitor implementation, plan next stages, evaluate progress, and make improvements over time.
  - Establish a regular mechanism for understanding how ELD standards implementation is going, along with adaptable planning for addressing improvements and future goals.

Lay a Foundation to Nourish and Sustain Systemic Implementation Efforts

The Field Buzz: Quotes from Collegial Conversations
Tamisha Sampson, ESOL Coordinator K-12, Howard County Public School System, Maryland

"Successful implementation for me, as a leader, means that district and school level administrators, teachers, everyone is clear about what the Framework is and how it can work, based on each person's department, school, or context. So for a high school administrator this is going to look different than the elementary administrator. I'm very interested in how we get this information to all staff. I'm K-12, so it's about how do we do this bottom-up and top-down, somewhere in the middle, where we are balancing the information so that people can actually use the Framework to grow student achievement and language proficiency."

The Field Buzz: Quotes from Collegial Conversations
Kerri Lamprey, Director of English Learner Program, Burlington Public Schools, Massachusetts

"How do we purposefully build capacity across the district? One of the challenges many of us face is the logistics of time. When do we have time to do this work when there are many other competing initiatives? We can only ensure that by figuring out how this all fits together within the bigger plan, and one of the ways to do that is by putting it into our district's strategic plan."

Planning for readiness is a critical factor impacting success in implementing the WIDA ELD Standards Framework. This requires clear understandings, commitments, and actions from all people and organizations that play any part in this process, as well as a willingness to adopt, implement, and scale up evidence-based practices that provide the best chances of success (Detric, 2013).

Once a core implementation team has been established, ensure each member has clear roles, responsibilities, defined points of accountability, and that those in charge have the resources and relationships they need to coordinate the effort. This team will lay a foundation to ensure that implementation efforts can be nourished and sustained over time—by managing implementation drivers, addressing barriers, and continuously focusing on the well-being of multilingual learners.

The next table explores foundations from which to launch and sustain systemic Framework implementation, including a shared vision, an implementation plan, a communications plan, and feedback loops. The table includes self-reflection questions and generalized indicators of readiness.

Foundations and Reflection Prompts for Launching Systemic Framework Implementation Efforts	Indicators
Vision	
Collaboratively develop a vision that is clear, strong, and garners collective ownership for implementing the Framework. If it is not clear, it is not implementable. • Why is this vision important to our district/school? • What voices and groups are included or excluded in defining the vision? • How does the vision relate to district/school goals and initiatives? • What are the intended local results of Framework implementation? • What does successful implementation look like across all classrooms of multilingual learners? See, for example, Section 3 of the Implementation Guide: What Does Implementation Look Like?, the WIDA Can Do Philosophy, and the WIDA Guiding Principles of Language Development. For state specific examples, see the Massachusetts and Rhode Island blueprints for multilingual learner success. Bonus: Check out this short article from the WIDA news article series Voices from the Field: Implementing the WIDA ELD Standards Framework: Strategic Ideas for District And School Leaders.	Vision is collaboratively defined with wide buy-in for how the Framework will change classroom practice to enhance equity and impact the academic and linguistic growth of multilingual learners.
Phased implementation plan	
Collaboratively develop a phased implementation plan that realistically defines key areas of Framework implementation, roles, timelines, and milestones. • What scheduling, facilitation strategies, and processes are needed to develop the plan? • What levels of approval (along with commitment to sustain efforts over time) are needed? • What level of detail will the plan include? To what extent will those responsible for implementation be able use the plan and timeline to guide the work? • What processes and programs already exist in school to support Framework implementation? • What risks are present in the plan, and what strategies might be used to mitigate challenges?	A realistic plan and timeline define key areas of work, roles, responsibilities, processes, and milestones.

Foundations and Reflection Prompts for Launching Systemic Framework Implementation Efforts	Indicators
Communications plan	
Collaboratively develop a clear communications plan. Clarity among all stakeholders is critical to developing coherent and stable implementation pathways (e.g., who does what, when, for what reasons, with what resources, and in coordination with whom). • What must be communicated in each phase of implementation to which specific audiences? • Who needs to be informed (e.g., directors, teachers, families, students, guidance counselors)? In what ways should the message be differentiated for each audience? • When (and how often) does each audience need to be informed? To what level of detail? • How (through what channels) will communication happen (e.g., all-staff and department meetings, emails, newsletters, during professional learning)? For ideas to support communication, take a look at Resources for Implementation on the WIDA 2020 Edition webpage. See the Introductory Flyer, Introductory Video, Power Point Slides, FAQ series, Q&A Webinar Series.	A plan identifies clear and consistent high-level talking points, plan goals, expectations, roles, stages, timelines and milestones, and is adjusted at each stage of implementation.
Feedback cycles	
Collaboratively establish multi-directional feedback cycles (e.g., to and from students, teachers, administrators, families) to monitor implementation progress. • Has the team established continuous improvement cycles for planning, implementing, collecting implementation data, and adjusting plans based on real time accomplishments? • How will implementation drivers be strengthened and sustained? • How will implementation barriers be addressed? For example, see the Regional Education Laboratory Program webpage Continuous Improvement in Education: A Toolkit for Schools and Districts.	Team has established routines and methods to gather data about each phase of implementation.

Systemic Implementation Focus Area 1: Professional Learning

For multilingual learners to achieve the goals set forth by the WIDA ELD Framework, it is important for all administrators and teachers to develop several understandings, skills, and practices, including

- Concepts, ideas, and practices that anchor and make up the Framework
- How to apply the Framework to design and deliver curriculum, instruction, and assessment
- How to translate the Framework into high-impact instructional strategies and pedagogies
- How the Framework fits into various program models and approaches (e.g., bilingual, dual language, sheltered English immersion)

These goals are best served through robust, ongoing professional learning (PL) experiences and systems that prioritize the well-being and success of multilingual learners in every classroom. High quality professional learning opportunities should be available to administrators, teachers, and staff serving multilingual learners. Include a variety of delivery modes (e.g., workshops, peer observation, study groups, coaching) and opportunities for collaboration and reflection as educators look at student work, design and deliver instruction, and observe each other.

The Field Buzz: Quotes from Collegial Conversations
Lisa Rose Martin, EL Teacher, Goshen Community Schools, Indiana

"We have to keep in mind that in the past there's been a challenge bringing content teachers in, but we want them on-board, we want them to understand, we want them to help multilingual learners. It's been really easy to look at the Framework and match like, okay, here's the Key Language Use that's going on here, and look at the resources on that. So I think it's useful, and it's something I can use to talk with teachers about."

The Field Buzz: Quotes from Collegial Conversations
Michael S. Gary, M.Ed., Ed.S. Assistant Principal, Holyoke Public Schools, Massachusetts

"Language development is the shared responsibility of every educator in a school building. It is important, then, that all of our systems, all of our meetings, and all conversations that we have about curriculum, instruction, assessment, and student progress involve language development."

WIDA Resources to Support Framework Implementation: Professional Learning

Focus on self-paced ELD standards implementation workshops

- Visit the WIDA eLearning website to access descriptions of self-paced offerings—most states make those available to all educators. WIDA releases new PL offerings each year, so please keep checking back! Recent examples include the following offerings:
  - WIDA ELD Standards Framework: A Collaborative Approach
  - Equity-Focused Professional Learning Communities: A Resource Guide and Study Guides
  - Making Language Visible in the Classroom: Explore the Key Language Uses
  - Bringing Language into Focus: Expectations, Functions and Features

WIDA also partners with state departments of education to offer facilitated face-to-face and hybrid workshops focused on standards implementation. Visit your WIDA Consortium member/state page for more information about opportunities available to you.

Focus on broader PL offerings that align with Big Ideas and support ELD standards implementation. (Descriptions available on the WIDA Secure Portal Professional Learning webpage; login required.)

- Engaging Multilingual Learners in Science: Making Sense of Phenomena
- Scaffolding Language Learning
- School Improvement Planning for the Equitable Education of Multilingual Learners

Subscribe: The Big Idea: WIDA Standards Newsletter brings updates, new resources, and the WIDA news article series Voices from the Field.

Also check out WIDA's Equity-Focused Professional Learning Communities: A Resource Guide and Study Guides (available in the WIDA Secure Portal; login required).

Add your own resources (examples do not imply endorsement or promotion by WIDA):

- Does your own state/territory offer a central resource for PL opportunities? (See for example, Pennsylvania's ELD Portal and North Carolina ELD Standards Resource Hub.)
- In-district example: Minneapolis Public Schools developed a local PL plan to support classroom implementation of the Framework. The central theme was "Collaborating on student language goals." The three cyclical PL foci were: 1) Analyze student data and set language goals; 2) Embed student language goals within upcoming unit and lesson plans; 3) Monitor and confer with students on their progress language goals.
- …

Implementation Discussion Tool

Professional Learning	
Adoption (1–2 years)	❏ Collaborate with staff to assess PL needs across district and in each school. ❏ Include teacher voice and leadership in assessing, planning for, and delivering PL experiences. ❏ Identify administrator and teacher leads for PL. ❏ Identify high-priority PL needs to support multilingual learners. ❏ Identify WIDA, state, and local options to address PL needs.
Initial Implementation (1–2 years)	❏ Determine minimum PL requirements for staff. ❏ Develop initial and multi-year PL plans to support all administrators and teachers of multilingual learners. ❏ Ensure all teachers and administrators of multilingual learners are 1) aware of available PL options and 2) receive needed PL. ❏ Provide teachers time in schedules to understand instruction that is aligned to Framework (e.g., WIDA PRIME 2020, a tool to determine alignment between instructional materials and the Framework; and Section 3 of the Implementation Guide: What Does Implementation Look Like?). ❏ Toward the end of each year, collect information on teachers' instructional needs and update PL.
Scaling Up (1 year)	❏ Set targets for integrating PL to support multilingual learners across disciplines. ❏ Develop PL that is specific to local needs about expected pedagogical and instructional shifts related to the Framework. ❏ Include opportunities through PL for teachers to collaboratively revise or develop new curricular materials. ❏ Offer PL opportunities that include lateral (teacher–to–teacher) learning so teachers can share lessons learned and jointly brainstorm solutions to challenges. ❏ Develop a plan for new teachers to receive needed PL.
Full Implementation (2 years)	❏ Offer PL related to use of new instructional materials. ❏ Offer PL focusing on deeper dives into the Framework. ❏ Offer PL on classroom assessment related to the Framework. (e.g., see the WIDA Focus Bulletin Supporting Multilingual Learners Language Development Through Language Development Portfolios). ❏ Ensure minimum PL requirements are being met. ❏ Continue to address PL needs of new educators along with veteran staff.
Maintain/Refine (Until release of next edition)	❏ Continue with integrated PL across subjects. ❏ Continue staff opportunities to collaborate across grades and subjects to fully integrate curriculum, instruction, and assessment.

Reflective Prompts and Sample Questions

Suggested process for using the ELD Standards Implementation Discussion Tool: Professional Learning

1. **Read, Reflect, Record:** Read through the Professional Learning Implementation Discussion Tool and the thinking prompts below. Reflect individually about where your district/school is in the Focus Area of PL. Jot down notes to prepare for collaborative team discussion.
2. **Check:** On the Discussion Tool, check off boxes for concrete action steps your team has already completed.
3. **Strengths:** What are the team's greatest strengths in PL as you begin to implement the Framework?
4. **Growth:** What are the team's greatest needs in PL as you begin to implement the Framework?
5. **Drivers and Barriers:** What are the drivers and barriers for effective PL to support Framework implementation?
6. **Key Discussion Take-aways:** What are the team's collective take-aways?
7. **Next Steps:** What are next steps in PL to support and drive your Framework implementation plan?

Sample Questions to Elicit Evidence of Progress in Focus Area 1: Professional Learning

- What are the communication lines/networks to advertise PL opportunities? Are all educators aware of PL opportunities available to them (e.g. from the state, from WIDA, from the district/school, or local TESOL)?
- Do administrators and teachers have access to ongoing PL offerings, including feedback and coaching systems, focused on deepening knowledge and practice of the Framework? How do you know?
- What percentage of PL resources (e.g., money, time) is spent deepening educator understanding of the Framework to support multilingual learners? Is it sufficient? How do you know?
- Who is participating in PL opportunities? (e.g., All administrators? All elementary, middle, and high school teachers? Language, content, and bilingual teachers? Specialists?)
- What percentage of administrators and teachers articulate increased knowledge of aligned instructional practices because of participating in PL?
- How does the school determine which PL opportunities are the most effective? Which should be offered next?

What are Colleagues Doing? Stories of Practice

A Professional Learning Experience Centered on the Big Ideas: Mike Gary, Assistant Principal, discusses the first two years of professional learning as Kelly Elementary began implementing the Framework.

Click here to read my story!
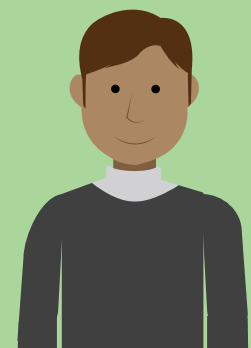
Systemic Implementation Focus Area 2: Collaboration for Content and Language Integration

The Big Ideas of Collaboration Among Stakeholders and Integration of Content and Language go hand in hand: all students learn content through language and language through content. Collaborative practices—in the form of co-planning, co-teaching, co-assessing, co-reflecting, and the like—are essential for providing multilingual learners with high-quality educational experiences that are well-supported, coordinated, and comprehensive. Administrators and teachers in distinct roles often have different areas of expertise and are responsible for different aspects of educational planning and delivery (e.g., content and language expertise); however, they are collectively responsible for the success of multilingual learners. It is crucial for systems to move away from the idea that language specialists alone should assume sole responsibility for students' language development—content and language educators have shared responsibility for fostering the well-being, academic growth, and language development of every multilingual learner.

The Field Buzz: Quotes from Collegial Conversations
Adanays Aranda, Lead ESOL Teacher, Catawba Ridge High School, South Carolina

"One of the successes we've had is making sure we're bringing our general education teachers into our department and making sure that they're supported. We've built a lot of relationships in that process, and that has helped not just our teachers, but our students as well. I think now the students understand that they've got all of these adults here who are prepared to support them, and they know that they can turn to any of us, not just their specific ESL teacher. And the challenge is making sure that the information we provide to classroom teachers is something that they can take and implement right away."

The Field Buzz: Quotes from Collegial Conversations
Curt Emmel, Director of Federal Programs and Family Engagement,
Manassas City Public Schools, Virginia

"One thing that has definitely worked really well for us is collaboration among departments: all of my colleagues in central office and all specialists I work with—not just ESOL, but content, special education, and gifted and talents specialists—they're on board. They think the work we've done this year [with the Framework] is fantastic."

The Field Buzz: Quotes from Collegial Conversations
Beverly Herrmann, Federal & State Programs Administrator, Canyons School District, Utah

"We were finding that the same group of people was always attending [PL offerings]. The others, if they didn't see themselves as language teachers, they didn't think they needed to attend. So now we have embedded this PL into every content area. For example, we are implementing a new reading curriculum—and in that training, teachers can see the Key Language Uses, the Language Functions and Features—it is all embedded and explicitly pointed out throughout the PL opportunities that all teachers are already attending."

WIDA Resources to Support Framework Implementation: Collaboration for Content and Language Integration

Develop a foundation. In the 2020 Edition, take a look at
- Big Ideas, in particular pp. 18-20 for Collaboration and Integration of Content and Language
- Collaborative Planning: A Jump-Off Point for Curricular Conversations (pp. 234-250)
- Appendix B: Correspondence Tables for Content and Language Standards (pp. 266-287)
- Appendix F: Theoretical Foundations of the WIDA ELD Standards Framework (pp. 354-367), in particular pp. 357-358 for Collaboration and Integration of Content and Language
- WIDA Guiding Principles of Language Development, also available in 14 languages, as illustrated booklets, and printable poster sets

Focus on Collaborative Practices
- WIDA Focus Bulletin: Collaboration: Working Together to Serve Multilingual Learners
- WIDA Infographic: What Can Collaboration Look Like?
- WIDA news article series Voices from the Field: Collaboration as a Tool for Equity and Language Development
- WIDA news article series Voices from the Field: Creating a Culture of Shared Responsibility in Multilingual Learner Teacher Education

Focus on Integrating Content and Language[2]
- WIDA news article series Voices from the Field: Working with Math by Beginning with the End in Mind
- WIDA Focus Bulletin: Multiliteracies: A Glimpse into Language Arts Bilingual Classrooms (English and español)
- WIDA Focus Bulletin: Scaffolding Learning for Multilingual Students in Math
- WIDA Focus Bulletin: Making Science Multilingual: Supporting Equity through Design Principles
- WIDA Focus Bulletin: STEM Discourse
- WIDA Focus Bulletin: Providing ELLs with Disabilities with Access to Complex Language

Professional Learning
- Many WIDA eLearning professional learning offerings support collaboration and content-language integration

Add your own resources (examples do not imply endorsement or promotion by WIDA):
- Has your state/territory published correspondences between state standards and the Framework (e.g., take a look at the North Carolina mapping of ELD standards and state academic content standards).
- …

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2 Disclaimer: Some Focus Bulletins were developed before the release of the 2020 Edition. Nevertheless, they contain valuable information in each select topic.

Implementation Discussion Tool

Collaboration for Content and Language Integration
Adoption (1–2 years) ❑ Identify integration points between the Framework and state academic content standards. (e.g., The Framework's ELD standards statements, Key Language Uses, Language Expectations, and Appendix B: Correspondence Tables for Content and Language Standards)   ❑ Study how Framework components connect to your specific state academic standards.   ❑ Identify opportunities to ensure that multilingual learners have equitable access to grade-level curriculum along with explicit and systematic language support.   ❑ Examine course mappings, staffing, scheduling, and resource allocation to support collaboration for content-language integration.   ❑ Promote school-wide collaborative practices such as co-planning, co-teaching, co-reflecting, and co-assessing (e.g., the WIDA Focus Bulletin Collaboration: Working Together to Serve Multilingual Learners).
Initial Implementation (1–2 years) ❑ Use language from both the Framework and state academic standards to build awareness and implement the Framework.   ❑ Identify supports needed for classrooms to integrate content and language. (e.g., professional learning, Section 3 of the Implementation Guide: What Does Implementation Look Like?, WIDA PRIME 2020, a tool to determine alignment between instructional materials and the Framework).   ❑ Include language specialists in cross-functional teams (e.g., grade-level, content-specific, data, other student support teams).   ❑ Create schedules and structures that support collaborative practices among content and language teachers.   ❑ Ensure that every content classroom that includes multilingual learners also offers explicit and systematic language development (e.g., see the following Voices from the Field articles about ELA, math, and social studies, or take a look at how music teachers might use the Framework in this article from the Science Direct website).   ❑ Ensure that learning is scaffolded for multilingual learners at all language proficiency levels to support content-language integration.   ❑ Ensure that dedicated ELD classes also integrate grade-level content.   ❑ As needed, modify course mappings, schedules, staffing, resourcing, and PL to support collaboration and content-language integration.
Scaling Up (1 year) ❑ Provide time and structures for collaborative teaching partners to share successes, challenges, and lessons learned.   ❑ Invite lead teachers to administrative planning meetings to share implementation lessons learned in relation to collaborative practices and content-language integration.   ❑ Ensure collaborative schoolwide discussion about application of the Framework related to content-language integration.   ❑ Continue to offer professional learning to facilitate collaborative practices and content-language integration.
Full Implementation (2 years) ❑ Continue to communicate about collaboration and content-language integration in local policy and practice.   ❑ Continue to focus on the simultaneous development of content and language in both grade-level content and dedicated ELD classes.   ❑ Continue to offer professional learning to facilitate collaborative practices and content-language integration.
Maintain/Refine (Until release of next edition) ❑ Deepen and refine collaborative practices, structures, and supports for content-language integration.

Reflective Prompts and Sample Questions

Suggested process for using the ELD Standards Implementation Discussion Tool: Collaboration for Content and Language Integration

1. **Read, Reflect, Record:** Read through the Collaboration for Content and Language Integration Discussion Tool and the thinking prompts below. Reflect individually about where your district/school is in this Focus Area. Jot down notes to prepare for collaborative team discussion.
2. **Check:** On the Discussion Tool, check off boxes for concrete action steps your team has already completed.
3. **Strengths:** What are the team's greatest strengths in Collaboration for Content and Language Integration?
4. **Growth:** What are the team's greatest needs in Collaboration for Content and Language Integration?
5. **Drivers and Barriers:** What are the drivers and barriers to Collaboration for Content and Language Integration?
6. **Key Discussion Take-aways:** What are the team's collective take-aways?
7. **Next steps:** What are next steps in the Focus Area of Collaboration for Content and Language Integration to support and drive your Framework implementation plan?

Sample Questions to Elicit Evidence of Progress in Focus Area 3: Collaboration for Content and Language Integration

- What percentage of the core implementation team (and staff) can express how the Framework corresponds to state academic standards?
- What percentage of staff articulates shared responsibility for content and language development for multilingual learners?
- How does the core implementation team see the relationship between collaborative practices and content-language integration?
- Where and how are collaborative practices happening for content and language integration?
- How does grade-level curriculum and instruction reflect integration of content and language development (e.g., academic content classes embed systematic language development for multilingual learners; dedicated ELD classes focus on language for learning grade-level content)?
- How do local policy, resourcing, scheduling, and staffing support collaborative practices and content-language integration?

What are Colleagues Doing? Stories of Practice

- Content-Specific Messages about Language Development: Rania Caldwell, Director of Multilingual Learner Education, Lynn Public Schools, collaboratively crafts districtwide messages, leverages a "design from the margins" approach, and highlights content-language integration in every grade-level curriculum map.
- Life Cycles: Molly Ross and Kait Zanzerkia of Randolph Public Schools, Massachusetts, discuss reflective practices and a targeted approach to set content and language goals for a science unit.
- Why Do Countries Need Each Other? Complex Trade Relationships: Elizabeth Folberg, English Learner Teacher at Stoner Prairie Elementary, Wisconsin, implements the Framework in a social studies unit.

Click here to read the first story.
Click here to read two more stories.

Systemic Implementation Focus Area 3: Curriculum and Instruction

Teaching is a complex and dynamic act, and responsive and effective curriculum and instruction are essential for multilingual learners to thrive in school and beyond. Integrating the Framework into curriculum and instruction requires strategic planning from district and school leadership, comprehensive professional learning, and collaboration among stakeholders.

Common expectations, support systems, and collaborative structures are critical to building a community of practitioners who demonstrate deep knowledge of standards-based instruction for multilingual learners across content areas. It is important that all teacher support mechanisms, such as observations, feedback, and instructional coaching, work together to support implementation of the Framework into curriculum and instruction. Moreover, when purchasing, developing, or assessing existing instructional materials and practices, schools should use widely agreed-upon criteria to determine their alignment with the Framework (e.g., WIDA PRIME 2020).

The Field Buzz: Quotes from Collegial Conversations
Jessica Shay, ELD Facilitator, Farmington Municipal Schools, New Mexico

"We're trying to leverage a lot of WIDA throughout curriculum this time around, so that it becomes part of the culture of what teachers see, right? So, they see these standards. They see the Language Expectations. As curriculum is rolled out in the district, that's all built within the scope and sequence, rather than an afterthought, so that the Framework becomes just as much a part of curriculum implementation as the content standards."

What are Colleagues Doing? Stories of Practice

How can we accomplish WIDA's Big Ideas in Curriculum and Instruction with our multilingual learners? English Learner Director Kerri Lamprey of Burlington Public Schools, Massachusetts, describes district prioritization of multilingual learners in curriculum and instruction as a response to recent local demographic shifts.

Click here to read my story!

WIDA Resources to Support Framework Implementation: Curriculum and Instruction

Focus on introductory concepts
* WIDA Can Do Philosophy
* Guiding Principles of Language Development (available in fourteen languages, illustrated versions, and poster sets)
* FAQ flyer series

Focus on curricular alignment and planning
* In the 2020 Edition, in addition to Sections 1–3 (Big Ideas, Understanding the WIDA ELD Standards Framework, and Grade-Level Cluster Materials), take a look at the resources in Section 4: Key Language Uses: A Closer Look (pp. 217-233)
* Collaborative Planning for Content and Language Integration (pp.234-250)
* WIDA Infographic: What Can Collaboration Look Like?
* Appendix B: Correspondence Tables for Content and Language Standards (pp. 266–287)

Focus on general strategies, methods, and approaches[3]
* WIDA PRIME 2020, a tool to determine alignment between instructional materials and the Framework
* WIDA news article series Voices from the Field: Working with Math by Beginning with the End in Mind
* WIDA Focus Bulletin: Embedding the Can Do Cycle Throughout the School Year
* WIDA Focus Bulletin: Educación en el mundo actual (Equity in Bilingual Settings) (English and español)
* WIDA Focus Bulletin: Interactive Learning with Multilingual Learners in Content-Area Classrooms
* WIDA Focus Bulletin: Translanguaging
* WIDA Focus Bulletin: Students with Limited or Interrupted Formal Education (SLIFE)
* WIDA Focus Bulletin: Providing Students with Disabilities with Access to Complex Language
* ALTELLA Brief No. 5: A Framework for Understanding English Learners with Disabilities: Triple the Work

Focus on core content areas
* WIDA news article series Voices from the Field: Project-Based Learning and Wristbands for Refugees
* WIDA Focus Bulletin: Multiliteracies: A Glimpse into Language Arts Bilingual Classrooms (English and español)
* WIDA Focus Bulletin: Scaffolding Learning for Multilingual Students in Math
* WIDA Focus Bulletin: Making Science Multilingual: Supporting Equity through Design Principles
* WIDA Focus Bulletin: STEM Discourse

Professional Learning
* Many WIDA eLearning PL offerings support development and delivery of curriculum and instruction

Add your own resources (examples do not imply endorsement or promotion by WIDA):
* What local curriculum development networks are available to you? For example, the local Massachusetts TESOL affiliate (MATSOL) has an "ESL Unit Developers Special Interest Group."
* …

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3 Disclaimer: Some Focus Bulletins were developed before the release of the 2020 Edition. Nevertheless, they contain valuable information in each select topic.

Implementation Discussion Tool

Curriculum and Instruction (C&I)	
Adoption (1–2 years)	❏ Engage in discussions regarding past, current, and future C&I practices. ❏ Convene interdisciplinary and cross-school groups to discuss implications of needed C&I shifts for implementing the Framework. ❏ Clarify the vision and desired changes to C&I and student experiences. What are the implications for policy, programming, resourcing, staffing, and PL? For capacity building for both administrators and teachers? (See Section 3: What Does Implementation Look Like? In the Implementation Guide.) ❏ Revise timelines for textbook adoptions so that new instructional materials are aligned to the Framework (e.g., WIDA PRIME 2020, a tool to determine alignment between instructional materials and the Framework). ❏ Collaborate with teachers and begin preparing them for curricular, pedagogical, and instructional shifts.
Initial Implementation (1–2 years)	❏ Involve teachers in planning for aligning C&I to the Framework. ❏ Review previous C&I for general alignment/misalignment to the Framework. ❏ Identify and support examples of exemplary or promising C&I for multilingual learners. ❏ Begin revising or developing curriculum with attention to pedagogical, conceptual, and instructional shifts related to the Framework. ❏ Create C&I teams to embed the Framework across every classroom serving multilingual learners (e.g. See these WIDA news articles from the series Voices from the Field about ELA, math, and social studies). ❏ Encourage teachers to support each other by modeling, observing, sharing data, and having protected time for structured collaboration. ❏ Support the core implementation team, PLCs, and individual teachers in making decisions that are congruent with the vision and content of the Framework. ❏ Identify and support positive impacts of aligned, high-quality C&I on multilingual learners.
Scaling Up (1 year)	❏ Retire misaligned curricula, resources, and practices—adopt and implement newly aligned C&I. ❏ Provide professional learning for new curricula and instructional practices. ❏ Provide teachers time in schedules to integrate new/updated materials into instruction. ❏ Collaboratively review and refine effective instructional practices in teams. ❏ Encourage teacher leadership in C&I, including through coaching and mentoring. ❏ Connect classroom observations to meaningful engagement of multilingual learners in content and language learning. ❏ Continue to center the positive impacts of aligned C&I on multilingual learners.
Full Implementation (2 years)	❏ Ensure full implementation of all aligned district curricula, with ongoing professional learning for new and veteran teachers and support staff (e.g., paraprofessionals and teacher aides). ❏ Continue to develop and implement school-specific supplemental curricular materials. ❏ Continue to create opportunities for staff to refine existing and new curricular materials. ❏ Monitor implementation of intended C&I and provide support to teachers as needed. ❏ Provide advanced professional learning and leadership opportunities for educators.
Maintain/Refine (Until release of next edition)	❏ Continue to review new/updated curricular material as they become available. ❏ Continue reviewing and sharing teacher-developed curricular materials and practices. ❏ Determine whether all current C&I in school are aligned to the Framework.

Reflective Prompts and Sample Questions

Suggested process for using the ELD Standards Implementation Discussion Tool: Curriculum and Instruction

1. **Read, Reflect, Record:** Read through the Curriculum and Instruction Discussion Tool and the thinking prompts below. Reflect individually about where your district/school is in this Focus Area. Jot down notes to prepare for collaborative team discussion.
2. **Check:** On the Discussion Tool, check off boxes for concrete action steps your team has already completed.
3. **Strengths:** What are the team's greatest strengths in Curriculum and Instruction for multilingual learners?
4. **Growth:** What are the team's greatest needs in Curriculum and Instruction for multilingual learners?
5. **Drivers and Barriers:** What are the drivers and barriers to effective Curriculum and Instruction for multilingual learners?
6. **Key Discussion Take-aways:** What are the team's collective take-aways?
7. **Next steps:** What are next steps in this Focus Area to support and drive your Framework implementation plan?

Sample questions to elicit evidence about your implementation progress in curriculum:
- What percentage of existing materials have school instructional staff reviewed to determine alignment to the Framework? What is the plan to bring misaligned materials into alignment?
- What percentage of teacher-created lessons and units address agreed-upon criteria for alignment to the Framework? What is the plan to bring misaligned materials into alignment?
- If teachers are revising curricular materials, are they receiving the supports they need (e.g., professional learning, coaching)? How do you know?
- What percentage of school expenditures on new instructional materials (purchased, revised, or developed) is spent on resources aligned to the Framework? Are these percentages sufficient? How do you know?

Sample questions to elicit evidence about your implementation progress in instruction:
- What percentage of administrators and teachers can describe how aligned instructional practices are supported through programming and resourcing (e.g., scheduling, professional learning, protected time for collaboration and content-language integration)?
- What percentage of administrators and teachers can articulate criteria for instructional practices that are aligned with the Framework, and with the locally agreed-upon expectations?
- What percentage of administrators and teachers can describe how aligned instructional practices have been integrated into classrooms?
- What percentage of teachers demonstrate application of instructional practices that are aligned with the Framework?

Systemic Implementation Focus Area 4: Data and Assessment

Obtaining data about multilingual learner performance in content and language development is critical for decision-making. Of course, this data must be not only collected but effectively used—and to be meaningful, the tools and processes used to collect and analyze the data must be varied, valid, and sound for multilingual learners.

Just as a photo album typically contains a variety of pictures—some close-ups, some wide-angle shots, some focused portraits, and some including many people—so should instructional design include a variety of assessments. Students are best served when administrators and educators use multiple data points to inform decisions about teaching and learning, student placement, programming, scheduling of classes, wrap around services, and strategic planning. A comprehensive and balanced assessment system—along with a culture that supports assessment literacy and the use of evidence of student learning to inform decision-making—is foundational to advancing equitable outcomes for multilingual learners. Capable and strong assessment leadership is needed to build such a system, and to foster conditions for data to be used meaningfully to produce improved learning outcomes at classroom, school, and district levels.

Although assessment data is an important driver of instruction, there are many aspects of teaching and learning that cannot be quantified or evaluated. It is critical that decisions are made based not only on multiple data points, but also by considering the whole student—for example, beyond test scores, what can data tell us about student well-being, voice, and agency (Safir & Dugan, 2021)?

The Field Buzz: Quotes from Collegial Conversations
Beverly Hermann, Federal & State Programs Administrator, Canyons School District, Utah

"I would love for all of my administrators to be able to really see how Language Expectations, Big Ideas, and Language Functions and Features can support achievement of anything they have in their yearly plan… and then be able to set clear expectations with what and how that looks like. When you walk into this building, what should people see that is developing language for all students, but specifically our multilingual students?"

What are Colleagues Doing? Stories of Practice

Thinking through alignment, data, assessment, and student and family voices: Christine Kennedy, Director of the ELD and Bilingual Program, and Katherine McNulty, program facilitator at Minneapolis Public Schools, describe the district's ELD Instruction and Assessment Framework.

Click here to read my story!

WIDA Resources to Support Framework Implementation: Data and Assessment

Focus on balanced data assessment systems
- WIDA Focus Bulletin: Supporting Multilingual Learners Language Growth Through Language Development Portfolios
- WIDA Focus Bulletin: Embedding the Can Do Cycle Throughout the School Year (see student portraits on page 4 and discussion of use of both quantitative and qualitative student data)
- WIDA News Article: Using active and former English learner data when creating a balanced picture of bi/multilingual students (in English and español)
- WAESOL Educator Article: Using Proficiency Level Descriptors to Plan Instruction and Assess Multilingual Learners (Percy Callaf, Shafer Wilner, Gottlieb, & Kray, 2022)
- International Journal of TESOL Studies Article: Language Standards Frameworks and Language Assessment: A Codependent Relationship (Gottlieb & Chapman, 2022)
- WIDA Guide: Choosing an Interim Assessment: Guidelines for Stakeholders

Focus on initial understandings of ACCESS for ELLs data
- WIDA Flyer: Using ACCESS for ELLs to Promote Beneficial Outcomes for English Learners
- WIDA Flyer: Finding Your Students' Superpowers: Using ACCESS Score Reports
- WIDA Guide: ACCESS for ELLs Interpretive Guide for Score Reports, Grades K–12
- WIDA Rubrics: Speaking and Writing Rubrics

    For a wealth of information on ACCESS for ELLs, visit the ACCESS for ELLs webpage

Focus on families
- ACCESS for ELLs Parent Letters (Available in 49 languages)
- ACCESS for ELLs: Understanding Your Child's Scores (ACCESS for ELLs Parent Guides) (Available in 14 languages)

Add your own resources (examples do not imply endorsement or promotion by WIDA):
- See, for example, Minneapolis Public School's ELD Instruction and Assessment Framework
- …
- …

Implementation Discussion Tool

Data and Assessment	
Adoption (1–2 years)	❏ Review all information received from your state/territory about adoption of the Framework, including expected implementation timelines related to curriculum, instruction, and assessments. ❏ Review assessment literacy strengths and needs of staff, and plan to offer PL to build staff capacity in this area.
Initial Implementation (1–2 years)	❏ Collaboratively review, revise, or develop a plan for evaluating classroom, school, and district data and assessment practices that align to the Framework. ❏ Determine if a transition plan is necessary to update data and assessment systems to align to the Framework. ❏ Identify opportunities for peer collaboration, specifically with language specialists and across subject areas and grade levels, to support effective assessment for multilingual learners. ❏ Use locally developed mechanisms for data collection and analysis to support the core implementation action team, teacher teams, and individual teachers in making decisions about assessment that are congruent with the vision and content of the Framework.
Scaling Up (1 year)	❏ Begin transition to data and assessment practices and systems that are aligned to the Framework. ❏ Support teachers to participate in developing various types of assessments with a focus on multilingual learners (consider equity, validity, and reliability when assessing multilingual learners). ❏ Revise interim and summative assessments as needed to ensure focus on the Framework and avoid gaps in instruction. ❏ Identify strengths and needs in addressing alignment to the Framework (in curriculum, instruction, and assessment) and develop action steps to move closer to making the implementation vision a reality in every classroom.
Full Implementation (2 years)	❏ Continue to revise classroom, school, and district assessments as needed to ensure focus on the Framework and avoid gaps in instruction. ❏ Assess multilingual learner progress in content and language development through classroom, school, and district assessments. ❏ Collaboratively analyze data to inform decisions on instruction and PL plans. ❏ Support teachers and ensure quality of data and assessment practices that inform instruction through coaching, PL, peer-observations, walk-throughs, and look-fors (e.g., Section 3 of the Implementation Guide: What Does Implementation Look Like?).
Maintain/Refine (Until release of next edition)	❏ Support use of data from state, district, school, and classroom assessments (as well as other holistic data) to inform placement of multilingual learners, programming, scheduling, resourcing, professional learning plans, hiring decisions, wrap-around services, and curriculum development choices.

Reflective Prompts and Sample Questions

Suggested process for using the ELD Standards Implementation Discussion Tool: Data and Assessment

1. **Read, Reflect, Record:** Read through the Data and Assessment Discussion Tool and the thinking prompts below. Reflect individually about where your district/school is in the Focus Area of Data and Assessment. Jot down notes to prepare for collaborative team discussion.
2. **Check:** On the Discussion Tool, check off boxes for concrete action steps your team has already completed.
3. **Strengths:** What are the team's greatest strengths in Data and Assessment as you begin to implement Framework?
4. **Growth:** What are the team's greatest needs in Data and Assessment as you begin to implement Framework?
5. **Drivers and Barriers:** What are the drivers and barriers to effective Data and Assessment practices when implementing the Framework?
6. **Key Discussion Take-aways:** What are the team's collective take-aways?
7. **Next steps:** What are next steps in the Focus Area of Data and Assessment to support and drive your Framework implementation plan?

Sample Questions to Elicit Evidence of Progress in Focus Area 5: Data and Assessment

- How is data begin used to inform instructional, placement, support, and programmatic choices?
- What percentage of teachers say that assessment data is critical to adapting their instructional practice?
- What percentage of administrators and teachers report that they have the needed assessment know-how to improve their practice and meet the strengths and needs of multilingual learners?
- What percentage of teachers report using data and assessment processes to adjust instruction and support both content and language development?
- How much time does the school allocate for administrators and teachers to review data on multilingual learners to make programmatic and instructional adjustments? Is it sufficient? How do you know?

What are Colleagues Doing? Stories of Practice

- Community Helpers: Helen Lannie Simpson, English Learner Director at Burke County, North Carolina, discusses collaborative efforts to develop language development portfolios.
- Collaboration among Teachers and Districts: Tamara Coburn, Lead ESL Teacher at Winston-Salem/Forsyth County, North Carolina, introduces KLUs to teachers, then builds on Ms. Simpson's work to create digital language development portfolios.

[Click here to read our stories!](#)

A Professional Learning Experience Centered on the Big Ideas

By Mike Gary, Assistant Principal, Kelly Elementary School, Holyoke, Massachusetts

Kelly Elementary is in its second year of implementation of the WIDA ELD Standards Framework, 2020 Edition. We began this second year by setting our vision with the motto: *Work Hard. Be Kind. Share your voice! Trabaja duro. Sé amable. ¡Comparte tu voz!*

Looking back at the first year of implementation, Kelly had just come out of remote learning and was under a state and district focus on "acceleration vs. remediation" as a way to provide students with grade-level experiences. Early in the year we had engaged in professional reading and small group discussions that included Jal Mehta's opinion piece "A Pernicious Myth: Basics Before Deeper Learning" and The New Teacher Project's "The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down-and How to Fix It." Our plan was to calibrate our understanding of what it meant to provide rigorous grade-level standards-based instruction. A crucial understanding that staff took away is that language development is an (if not THE) essential key to unlocking the doors to grade level achievement.

Setting: Kelly Elementary is a PK-5 school with a Spanish-English dual language education (DLE) strand in kindergarten, first, and second grades, and an English instruction strand in PK-5. Out of 330 students at Kelly, 91% of students identify as Hispanic, 4.6% African American, 3.7% as White, and less than 1% as non-Hispanic multi-race. Whereas 41% of students identify a first language other than English, 23% classify as English Learners. 96% of students at Kelly qualify for free and reduced-price meals.

What does it mean to provide rigorous, grade-level, standards-based instruction? Language development is certainly one crucial element!

In that first implementation year, we also dug into the Framework's Big Ideas. We asked our staff to identify how the Big Ideas connected to our mission, vision, and values about grade level learning. Then we began to braid our grade-level academic content focus with the Big Ideas. This experience set the tone for how we would approach our professional development for the year.

> We braided our grade-level academic content focus with the Big Ideas.

Other school and district priorities for the year centered around management strategies. They included developing strong classroom routines, helping students feel connected to the school community and to the content they are learning, and widening academic rigor strategies (e.g., opportunities for independent and group practice, monitoring student progress). We also created lesson plan exemplars: teacher-facing planning documents where teachers write out anticipated written or oral student responses that meet standards. To braid all of this learning and break down the components of the ELD Standards Framework, we created the following professional learning progression:

1. **Proficiency Level Descriptors (PLDs)**—Most teachers had experience with the previous (2012) Performance Definitions and/or ACCESS scores, so we followed up on our Big Ideas discussion by starting with a familiar concept of "What can language development look and sound like?"

2. **PLDs + Other Data**—We built on our learning about the PLDs and had teachers look at recent student benchmark assessment data, WIDA ACCESS for ELLs or WIDA Screener scores, and the PLDs, side-by-side. This helped us frame that grade level mastery can look and sound different depending on students' language proficiency levels.

3. **Key Language Uses (KLUs) and Functional Language Approach**—We explored the ideas of the KLUs in the Key Language Uses: A Closer Look section of the 2020 Edition. We then discussed what staff found confusing, confirming, surprising, and essential to share about the key concepts of genre; genre families; systematic, explicit, and sustained instruction; and the vision of language. We then connected those ideas to our current knowledge and practice.

4. **WIDA ELD Standards Statements**—We examined what purposeful language we were building throughout the day, across content areas.

5. **Standard 1: Language FOR Social and Instructional Purposes**—We inquired about how we saw Standard 1 happening within a particular Key Language Use and how this affected our expectations and planning prior to the lesson. Explorations of KLUs and lesson plan exemplars supported this work.

6. **Standards 2–5: Language FOR Language Arts, Math, Science, and Social Studies**—In addition to and together with Standard 1, we discussed our expectations for students using KLUs in disciplinary contexts.

7. **Language Expectations, Language Functions, and Language Features**—We added this section after teachers were familiar with the standards statements (developing language for learning in the disciplines) and KLUs so that teachers could first get used to the Big Idea of functional language use. This next step was to identify what needed to be taught and practiced explicitly.

Now, in this second year of implementation, we will work to accelerate new staff's understanding of the joint learning we did last year. We will also plan professional learning opportunities to strengthen our lesson planning and data collection approaches, always maintaining the Big Idea of functional approach at the table. We are also deepening our focus on collaboration and co-teaching—we will be working hard to ensure that equity of opportunity and access, integration of content and language, and functional approach to language development are concretely present in this. We are excited about doing this work together!

Content-Specific Messages about Language Development for Content–Language Integration

By Rania Caldwell, Executive Director of Multilingual Learner Education, Lynn Public Schools, Massachusetts

For as long as I can remember, our district's language and content departments have existed in silos. With the increasing number of multilingual learners in our district, we made a commitment to break down the silos in order to create a unified approach to the academic and linguistic success of our students. We recognized that if the integration of language and content was not intentional and visible at the district level, we would continue to perpetuate the existing silos.

The WIDA ELD Standards Framework, 2020 Edition, provided a tangible lever to actualize a "design at the margins" philosophy for our multilingual learners as part of our district equity work. This equity concept places historically underserved students at the center of the decision-making process to account for those needs FIRST, rather than as an afterthought or with an "aim to the middle" approach.

Beginning the Journey

We began this journey with a simple task—an ELD Standards Framework book talk. At the district level, WIDA implementation was minimal, and the book talk was a collective step towards shared ownership of language development. Our goal was for district leaders across departments to use the

Setting: Lynn Public Schools is a large public school district headquartered in Lynn, Massachusetts. 67% of students at Lynn report speaking a first language other than English, and 40% are identified as English Learners. 71% of students identify as Hispanic, 11% as White, 7.4% as African American, 7% as Asian, and about 3% as other, including non-Hispanic multi-race.

We made a commitment to break down the silos in order to create a unified approach to the academic and linguistic success of our students.

Framework to develop a common message about the integration of the Framework and state academic content standards, along with an assets-based message about our multilingual learners. Our message included a district-wide snapshot of our students' linguistic and cultural backgrounds, WIDA's Big Ideas, and the ELD Standards Framework, and would be used to anchor content area projects in professional learning, resource adoptions, and curriculum development.

> A district-wide message of content-language integration anchored content area projects in professional learning, resource adoptions, and curriculum development with multilingual learners in mind.

Content-Specific Messages for Content-Language Integration

In addition to a common message district-wide, each content area developed a content-specific message to intentionally integrate the Framework with their specific content area. For example, our mathematics department was the first to incorporate this message. The mathematics resource adoption team began its work with the district common message, describing our multilingual learners and the Framework, and then

> Each area developed a content-specific message to intentionally integrate the ELD Standards Framework with their specific discipline.

presented explicit connections between the state academic standards for mathematical practices and the WIDA Language Expectations. The combination of the district common message and the content-specific lens delivered a powerful message that gained momentum district-wide. Content-area administrators, not the language department, were sharing and describing the Framework and its connection to content-area mastery for our multilingual learners. In addition, educators were guided to evaluate the resources through the lens of our multilingual learners because the process was "designed at the margins" using the Framework as a resource.

These experiences not only empowered our content-area district leaders but also elevated and modeled the shared ownership of language development. Since then, hundreds of educators have met across the content areas and received a consistent message about WIDA and our multilingual learners. In just one school year, WIDA standards and philosophies have been embedded in resource selection tools, curriculum mapping documents, and professional learning opportunities consistently across content areas and departments, breaking down the silos and reinforcing a shared responsibility for the linguistic and academic success of our multilingual learners.

Below is a sample page from the Lynn Public School's math department's opening pages for every grade-level curriculum map highlighting the connections between the Standards for Mathematical Practices (SMPs) and the **Language Functions** found within **Language Expectations.**

SMPs for Grades PK–5	Sample Language Functions—ways to use language for doing math
1) Make sense of problems and persevere in solving them	• Describe quantities • Describe solutions and steps • State reasoning • Analyze plan/problem solving steps
2) Reason abstractly and quantitatively	• Compare/contrast concepts
3) Construct workable arguments and critique the reasoning of others	• Evaluate patterns and arguments • State reasoning • Compare, create conjectures, justify conclusions
4) Model with mathematics	• Visual data displays to clarify approach • Models, drawings, graphs to demonstrate principles
5) Use appropriate tools strategically	• Visual data displays to clarify approach • Models, drawings, graphs to demonstrate principles
6) Attend to precision	• Identify concept or object, entity • Describe quantities (attributes and characteristics) • Describe solutions and steps
7) Look for and make use of structure	• Analyze plan/problem solving steps • Visual data displays to clarify approach
8) Look for and express regularity in repeated reasoning	• Declarative statements to present generalizable process • Generalize logical relationships across cases

An alternate view might tie the SMPs to two **Key Language Uses** commonly found in mathematics (**Explain** and **Argue**). Educators can draw students' attention to the different kinds of language choices available as they create mathematical explanations and arguments.

| **EXPLAIN:** Language to account for *how* things work or *why* things happen. As students explain, they substantiate the inner workings of natural, humanmade, and social phenomena		
SMPs	**ELD Standard 1: Language for Social and Instructional Purposes**	**Standard 3: Language for Mathematics**
	Language Expectations for grade-level cluster 4-5: Multilingual Learners will…	
1) Make sense of problems and persevere in solving them 2) Reason abstractly and quantitatively 3) Construct workable arguments and critique the reasoning of others 4) Model with mathematics 5) Use appropriate tools strategically 6) Attend to precision 7) Look for and make use of structure 8) Look for and express regularity in repeated reasoning	**ELD-SI.4-12.Explain** • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • Act on feedback to revise understandings of how or why something is or works in particular ways	**ELD-MA.4-5.Explain.Interpretive** Interpret mathematical explanations by • Identifying concept or entity • Analyzing problem-solving steps • Evaluating a pattern or structure that follows a given rule **ELD-MA.4-5.Explain.Expressive** Construct mathematical explanations that • Introduce a concept or entity • Share solution with others • Describe data and/or steps to solve problem • State reasoning used to generate solution

ARGUE: Language to justify claims using evidence and reasoning. Argue can be used to advance or defend an idea or solution, change the audience's point of view, bring about action, or accept a position or evaluation of an issue.		
SMPs	**ELD Standard 1: Language for Social and Instructional Purposes**	**Standard 3: Language for Mathematics**
	Language Expectations for grade-level cluster 4–5: Multilingual Learners will…	
1) Make sense of problems and persevere in solving them 2) Reason abstractly and quantitatively 3) Construct workable arguments and critique the reasoning of others 4) Model with mathematics 5) Use appropriate tools strategically 6) Attend to precision 7) Look for and make use of structure 8) Look for and express regularity in repeated reasoning	**ELD-SI.4–12.Argue** • Generate questions about different perspectives • Support or challenge an opinion, premise, or interpretation • Clarify and elaborate ideas based on feedback • Evaluate changes in thinking, identifying trade-offs • Refine claims and reasoning based on new information or evidence	**ELD-MA.4–5.Argue.Interpretive** Interpret mathematics arguments by • Comparing conjectures with patterns, and/or rules • Distinguishing commonalities and differences among ideas in justifications • Extracting patterns or rules from solution strategies to create generalizations **ELD-MA.4–5.Argue.Expressive** Construct mathematics arguments that • Create conjecture, using definitions, patterns, and rules • Generalize commonalities and differences across cases • Justify conclusions with patterns or rules • Evaluate others' arguments

How Can We Accomplish the WIDA Big Ideas in Curriculum and Instruction with Our Multilingual Learners?

By Kerri Lamprey, English Learner Director, Burlington Public Schools, Massachusetts

In response to demographic changes, the Burlington Public School district has prioritized a specific focus on this population of students within the District Plan for Success. This includes initiatives and outcomes that align with the Big Ideas of the WIDA ELD Standards Framework and address the needs of our multilingual learners in many areas, including curriculum and instruction. The creation and revision of district ESL curriculum maps that include the four components of the WIDA Framework at the elementary, middle, and high school levels, has increased the shared responsibility and collaboration necessary to meet these district goals.
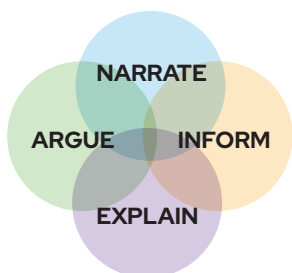
A team of curriculum writers representing ESL teachers from each elementary school has recently integrated the Key Language Uses into the district science and social studies curriculum to create content-based, language-focused units of study. This has increased students' learning

Setting: The Burlington Public Schools District in Massachusetts is a mid-incidence suburban district with around 7% multilingual learners and 57 languages represented, and it is experiencing not only a significant increase in population, but also a shift in demographics. Over the last few years, the largest language group among these 57 languages spoken has become Spanish, with a growing number of students arriving from Guatemala who have had limited or interrupted formal education (SLIFE). Many of these new students are unaccompanied minors who have left their families behind and are working full-time jobs in addition to attending school.

Elementary ESL teachers have utilized the science and social studies curricula to create content-based, language-focused units of study.

and thriving through access to high-quality curriculum and explicit connections across the curriculum. It has also addressed issues of equity through a consistent approach to instruction across our elementary schools.

> High school ESL and content teachers have co-created a curriculum map that focuses on shared monthly goals with specific Key Language Uses and expectations at the discourse, sentences, and word/phrase discourse dimensions.

At the high school, an interdisciplinary team of ESL and academic content teachers have co-created a curriculum map that focuses on shared monthly goals with specific Key Language Uses and expectations for the three dimensions of language (discourse, sentence, and word/phrase). Through regular meetings, teachers have discussed curriculum and instruction and looked at student work samples. As a result, students have noted the increased connections in their learning and educators have had the opportunity to strengthen their practice through collaboration.
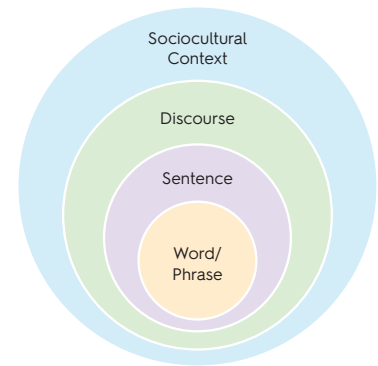
Serving as the bridge between primary and secondary levels, our recently hired middle school ESL team has begun to develop a curriculum by combining the elementary and high school approaches. Since this team is at the beginning stages of curriculum development, they are exploring the grade-level content curriculum and collaborating with content teachers to identify the most effective connections for multilingual learners. This process will include spending time in social studies classrooms, meeting with grade-level teams, and reviewing the elementary and high school ESL curriculum to ensure alignment.

Through the ESL and academic content curriculum development processes, the district is addressing WIDA's Big Ideas of Equity, Integration of Content and Language, Collaboration Among Stakeholders, and a Functional Approach to Language Development while increasing collaboration and shared responsibility to ensure the success of all of our multilingual learners.

Stories of Practice

SYSTEMIC IMPLEMENTATION FOCUS AREA 4: Data and Assessment

Thinking Through Alignment, Data, Assessment, and Student and Family Voices

By Christine Kennedy, Director of the ELD and Bilingual Program, and Katherine McNulty, program facilitator at Minneapolis Public Schools, Minnesota

At a recent professional development session, to start off the school year, we posed the question: "Would you rather be a teacher in 2019 or 2022? What has changed for you as an educator since 2019? What have you embraced? What words of wisdom would your 2022 self want to share with your 2019 self?" We pose these questions to you to begin our story about how we began to align our ELD program foci within Minneapolis Public Schools to the Framework.

Begin with the Big Ideas

The best place to begin in this work is to look at the WIDA Big Ideas and reflect on how your school or district values are in alignment with those Big Ideas. How are the values of your school and district centering around multilingual learners through equity of opportunity and access, collaboration among stakeholders, integration of content and language, and functional approach to language development? Finding ways to connect the Big Ideas with our ELD Program foci ensured that our work was aligned with our districts' mission and values and extended upon the idea that multilingualism is at the heart of how we work with our students and families. (See Figure 1 on the next page.)

Setting: Within Minneapolis Public Schools (MPS), approximately 16% of multilingual learners receive English Language Development services. As of May 2022, we have enrolled 478 new-to-country students, and over 200 of these newcomer students have recently arrived from Afghanistan. The main languages of our students and families include Spanish, Somali, Hmong, Pashto, Dari, and Oromo. Additionally, we will soon be welcoming Ukrainian families and students this year. Within our school district, we also have K–12 language programming to support our three main home language groups: Spanish Two-Way Dual Language, Hmong One-Way Dual Language, and Somali Heritage.

ELD programming in Minneapolis Public Schools is broken into three priority areas:

- Family-Driven Instruction
- Teacher Collaboration
- ELD Instruction and Assessment

For us, we had to first center our ELD programming around equity, which meant starting with our families and caregivers. During distance learning our families were inviting us into their homes via the computer and it was our job to engage and center their assets, their linguistic practices, and the strengths that their child(ren) brought into our virtual spaces.

Figure 1: Alignment of WIDA's Big Ideas to MPS ELD Programming

EQUITY of Opportunity and Access In MPS: Family Partnership, Cultural Humility, Multilingualism	**INTEGRATION** of Content and Language In MPS: Teacher Collaboration & Curriculum Transformation
COLLABORATION among Stakeholders In MPS: Teacher Collaboration & Family-Driven Instruction	**FUNCTIONAL APPROACH** to Language Development In MPS: English Language Development and Instruction

Within each of the three areas we found opportunities to further align day-to-day service of our students to the Framework, supported by its accompanying resources such as professional learning, focus bulletins, and the Guiding Principles of Language Development. Once we began to build mutually beneficial relationships more deeply with our families and students, we were then able to coach our teachers in how to integrate content and language learning as well as the funds of knowledge that our students and families bring to the conversation. Utilizing learner portraits allowed us to find opportunities to collaborate more deeply with our families and set goals with our students. Then we created systems and structures that helped us monitor the language development of our multilingual learners. The Framework has provided our district and teachers with more tools in their toolbox to ensure that all multilingual learners' assets and funds of knowledge are centered within daily learning in the classroom.

Focus On Data and Assessment

> How do we more deeply understand where our students are in their language development? How do our current data practices support our multilingual learners? How do we create more aligned systems and structures within our district to ensure that we meet the individual needs of our learners? How do our data practices center on the funds of knowledge our students bring and how do we provide more opportunities for our students to take ownership of their learning and language development?

These questions have guided our work in Minneapolis Public Schools as we have worked on creating a K–12 Common Language Assessment that assists teachers in setting language goals and in supporting more explicit language instruction. We embarked on this common language assessment journey six years ago where we grounded our EL teachers in their role within our schools when working with our multilingual learners.

We introduced the metaphor of language instruction and assessment with a noticing and forecasting bridge. Our students begin at one end of the bridge where teachers *notice* what students do with language. The other side of the bridge is where teachers *forecast* where students need to be or what is coming up within the content
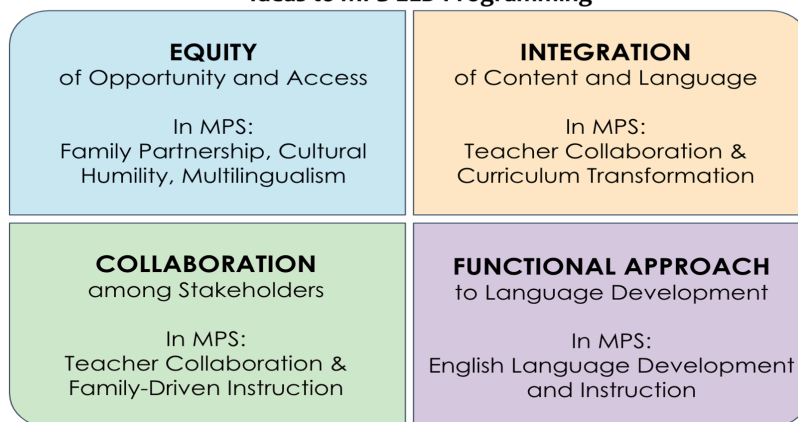
standards. The middle, or the actual bridge itself, is the work in how we take students from where they are to where they need to go with their language development. Our K–12 Common Language Assessments serve as a formative tool for helping our teachers understand where their students are, and they provide guidance of language features and functions that are coming up throughout the year that need to be supported within the instructional plans.
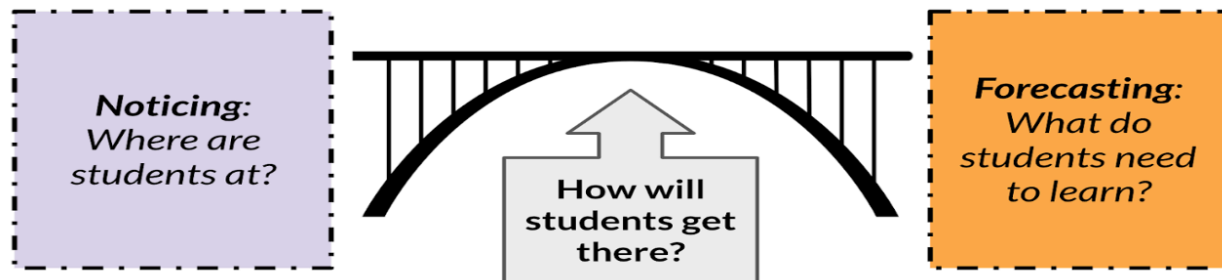
To support our teachers' learning, we spent time understanding how the Key Language Uses help integrate content and language. We supported their learning about systemic functional linguistics and explored ways to identify which genres, language functions, and language features to target when working with academic content standards. Our teachers dove into text analysis to understand how language features (grammatical structures) show up within complex texts and to determine what types of support our multilingual learners need while accessing these texts through explicit instruction.
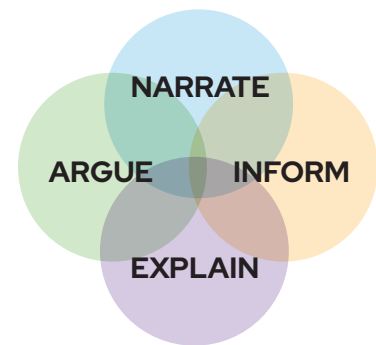
Our teachers engaged in data practices by giving common language assessments. They engaged in data dive protocols to look more closely at the language students were comprehending and producing to determine language goals and next steps for instruction. As an ELD department, we worked on connecting these pieces while also finding opportunities to engage our student and family voices through learner portraits.

As with many districts, the last two years of the pandemic created challenges with summative assessments, such as ACCESS for ELLs. Our Common Language Assessments served as a guidance for understanding how students progressed over the years in a more qualitative manner and provided more and richer conversations among EL teachers and their colleagues about how to better support and instruct students in both language and content learning.

Why Do Countries Need Each Other? Complex Trade Relationships

By Elizabeth Folberg, English Learner Teacher at Stoner Prairie Elementary, Wisconsin

In this video vignette, Elizabeth Folberg shares her approach to implementing the WIDA ELD Standards Framework in a third-grade social studies unit. Grounded in the unit's content learning goal, Ms. Folberg systematically teaches language in service of content learning. Click on the video to see how Ms. Folberg plans instruction based on Key Language Uses, Language Expectations, mentor texts, and scaffolding approaches.

Setting: Verona Area School District is the public school district for the cities of Verona and Fitchburg, as well as for a small part of Madison, Wisconsin. Stoner Prairie K–5 Elementary School has students who come from rural, suburban, and urban areas within the district. The school serves around 360 students. Close to 30% of Stoner Prairie students are eligible for free and reduced-price meals. English learners make up about 15% of the student body. Most of the multilingual students were born in the U.S. and have Spanish as their other language. In total, around 20 home languages are used by Stoner Prairie students. Other languages include Hmong, Somali, Amharic, Arabic, Albanian, and Chinese.

Stories of Practice

INSTRUCTIONAL FOCUS AREA 2: Determine the Language Learning Destination

Life Cycles

By Molly Ross, Sheltered English Immersion Instructional Coach, and Kait Zanzerkia, Elementary ELD teacher, Randolph Public Schools, Massachusetts

When You Know Better, Do Better. When I think about lesson planning for our multilingual learners, I am reminded of this quote from Maya Angelou: "When you know better, do better." After working with the WIDA English Language Development Standards Framework, 2020 Edition, I can honestly say that I am empowered to be a better language teacher than I ever have been in the past.

> Teachers in the English Language Development Department spent the last year learning about the WIDA ELD Standards Framework and identifying ways to create units of learning based on the Framework.

Reflective Practice. As I reflect on past practices, I realize some of the mistakes I made in supporting my multilingual learners. Often my instruction would focus on supporting mainstream content without an emphasis on language or teaching necessary vocabulary words for the content. I planned language lessons that were in isolation which had nothing to do with grade-level content. I didn't know better and was doing the best I could with the tools at my disposal.

Setting: Randolph Public Schools are located just south of Boston, Massachusetts. A district of 2,500, 50% of students identify as African American, 16% Asian, 17% Hispanic, 11% White, 0.3% Native American, and 5% as other. 62% of students qualify for free and reduced-price meals. 37% of students report a first language other than English, and 15% are classified as English Learners.

"For me personally, the breakdown of Language Expectations, Functions, and Features is the most helpful aspect of the WIDA ELD Standards Framework, particularly in planning for learning goals and objectives at discourse, word, and sentence levels. Additionally, having examples of how each might look in different content areas helps me plan English instruction across different academic contexts and better collaborate with general education teachers."
—Kait Zanzerkia, Elementary ELD teacher

Lifelong Learning. Our multilingual learners are the reason we show up every day. We want to make sure we are setting them up for the best chance of success. Because of this, our department of ELD teachers spent the last year familiarizing ourselves with the Framework and creating units based on the Framework. While we now know better and are trying to do better, we also know that we will continue to evolve.

Planning Language Units Using the WIDA ELD Standards Framework

We started with the content to determine the purpose for using language within a particular discipline. From there, we identified the specific language development needed for our students to be successful given the content and purpose. Whether ESL and content teachers are co-planning and co-teaching, or ESL teachers are designing content-driven language development units, we use the same set of guiding questions.

- What is the grade-level content or standard our students need?
- How is language being used in this context? Or what is the purpose for language use?
- What language functions and features are essential to accomplish disciplinary tasks?
- How do we scaffold learning for multilingual learners at different proficiency levels?

Once the unit goals are established, we plan intentional language practice to meet those goals in our daily lessons. As we teach, we assess how the language goals are being met through formative and mid-unit assessments and adjust our practice accordingly. We are shifting to a much more targeted approach to language learning to empower our multilingual learners to be more fluent and fluid language users.

> Always start with the grade-level academic content, then look for language development opportunities and demands. What language do students need to accomplish content tasks?

> We are shifting to a much more targeted approach to language learning to empower our multilingual learners to be more fluent and fluid language users.

Informing in Science: Life Cycles

Kait Zanzerkia, a kindergarten and first-grade ELD teacher, started her unit planning with a science standard focused on the idea that all plants and animals grow and change over time. She identified that the unit focuses on the language to Inform -more specifically sequencing how animals change through their life cycles. To determine the specific language functions and features, Ms. Zanzerkia considered the language proficiency levels of her students.
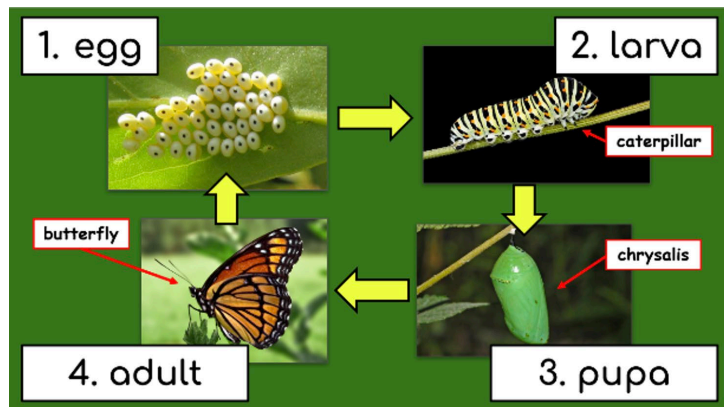
Ms. Zankerkia consulted the Language Expectations for Grade 1 Science for the Key Language Use Inform.

ELD-SC.1.Inform.Interpretive
Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive
Construct scientific informational texts that

- Introduce others to topic or entity
- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

Based on the task and her students' strengths and needs, she selected and finessed the language focus. Some of the language objectives throughout lessons included:

- Declarative simple sentences
- Verbs in present tense to label actions
- Sequence words to clarify sequence of events

When planning her language lessons, she determined ways for her students to meet these language objectives. For example:

- Students read texts on animal life cycles and identified the declarative sentences and verbs
- Students practiced using target language with a partner using realia and a word bank of sequence words and verbs
- Students created a book with a title, labeled pictures, and written declarative sentences using verbs and sequence words they had practiced orally.
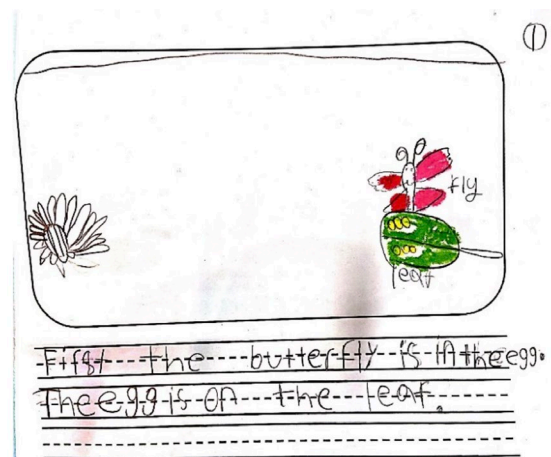
As we mentioned in the beginning, we've been teaching with the motto: "When you know better, do better." We're asking our students and teachers to reflect and improve. How are you reflecting on your own practice? How can you use the WIDA ELD Standards Framework to help you reflect on your language instruction?

Community Helpers

By Helen Lannie Simpson is English Learner Director at Burke County Public Schools, North Carolina

To support teachers with understanding and implementing the WIDA ELD Standards Framework, the theme of the North Carolina Department of Public Instruction's annual Multilingual Learner conference was From Standards to Success. When invited to present on the topic of standards-based data-driven instruction, we jumped at the opportunity. I, Mrs. Simpson, represent the rural district of Burke County Public Schools, and my collaborating partner, Ms. Coburn, represents the urban district of Winston-Salem/Forsyth County Schools. In wrestling with the topic, we decided to shine a light on how teachers can lean on the Framework to yield both formative and summative data. We relied on snapshots of **Key Language Uses** (KLU) for each grade-level cluster (K, 1, 2-3, 4-5, 6-8, 9-12).

In reviewing the Framework, we realized that the snapshots are very practical! If you are a veteran teacher of a specific grade, these examples will ring true. If you do not work with a specific grade-level cluster, these snapshots can give you a good idea of how multilingual learners in different grade levels might engage with a KLU.

As a starting point, we used the snapshots to create an initial Language Development Portfolio guide for collecting student work samples that would reflect each KLU. We simply created a matrix with the learning activities already

Setting: Burke County Public Schools is a medium size rural district in western North Carolina featuring 25 schools. The district is composed of 14 elementary schools, five middle schools, and four high schools, all serving a population of 11,395 students. Approximately 12% of the student population is comprised of multilingual learners. A total of 28 languages are represented in our diverse community. Spanish is the most predominant language other than English at 74%, as many of our students hail from Central America. These students speak English as a third language; they speak indigenous dialects as well as Spanish, the language used in formal schooling at their home countries. The next most prevalent language is Hmong, representing 13% of Burke's 27 home languages other than English. Elementary multilingual learners compose approximately 58% of all English language learners. The other 42% are in secondary schools—out of these students, approximately 60% are classified as long-term English learners and approximately 40% as newcomers to U.S. schools.

listed in the snapshots in the first column and added columns to the right with a heading for each quarter (Q1, Q2, Q3, Q4).

A note of caution—the snapshots are just that: examples of some ways students might engage with a KLU in each grade-level cluster. It is important that these examples alone do not become the only way teachers conceptualize student engagement with the KLUs. Therefore, we also added two blank rows under each KLU, so that teachers could add their own additional or alternate learning activities.

Snapshots of Key Language Uses in Grades 2-3: A Portfolio Guide

Place dates in cells of Grades 2-3 portfolio artifacts				
Narrate	Q 1	Q 2	Q 3	Q 4
☐ Develop a sense of narrative structure and the purposes for which people use narratives				
☐ Structure narratives to express experiences and ideas about familiar places and people				
☐ Add interactions and reactions to characters' actions to develop characters' inner and outer worlds				
☐				
☐				
Inform				
☐ Recognize the difference between imaginative stories and nonfiction informational texts				
☐ Develop an emerging sense of text structure as they interpret and create multimodal representations of their knowledge on topics of interest				
☐ Develop emerging research skills to build knowledge for reports				
☐				
☐				
Explain				
☐ Develop a sense of some causal, sequential, and cyclical relationships by observing concrete phenomena				
☐ Report observations of phenomena to build understanding of the world around them				
☐ Interpret and construct multimodal representations, such as diagrams and drawings, to illustrate how or why things work				
☐				
☐				
Argue				
☐ State opinions or construct tentative claims and offer those in class discussions				
☐ Recognize the difference between claims with and without support				
☐ Offer observations to support opinions and claims				

How might you use this portfolio guide in your own classroom, or design your own? Context is important. For example, in Burke County, multilingual learners make up 11% of the student population. These students are primarily concentrated within the county seat and otherwise sprinkled across our rural county. Given a different demographic, programmatic, or instructional context, you might use portfolios in a different way in your classroom.

Teachers at Burke County agreed to dip their toes in the water and use portfolios as formative assessment tools, using the matrix above for collecting evidence of language development. We put our heads together and agreed to collaborate with colleagues and co-teachers to collect student artifacts from across classrooms. We discussed on a Padlet[1] how we would collect student work—for example, would portfolios be paper-based, digital, or a combination of both? Teachers also considered how they would develop metalinguistic awareness with students, what support they might need to implement portfolios in their classrooms, and the importance of classroom assessment.
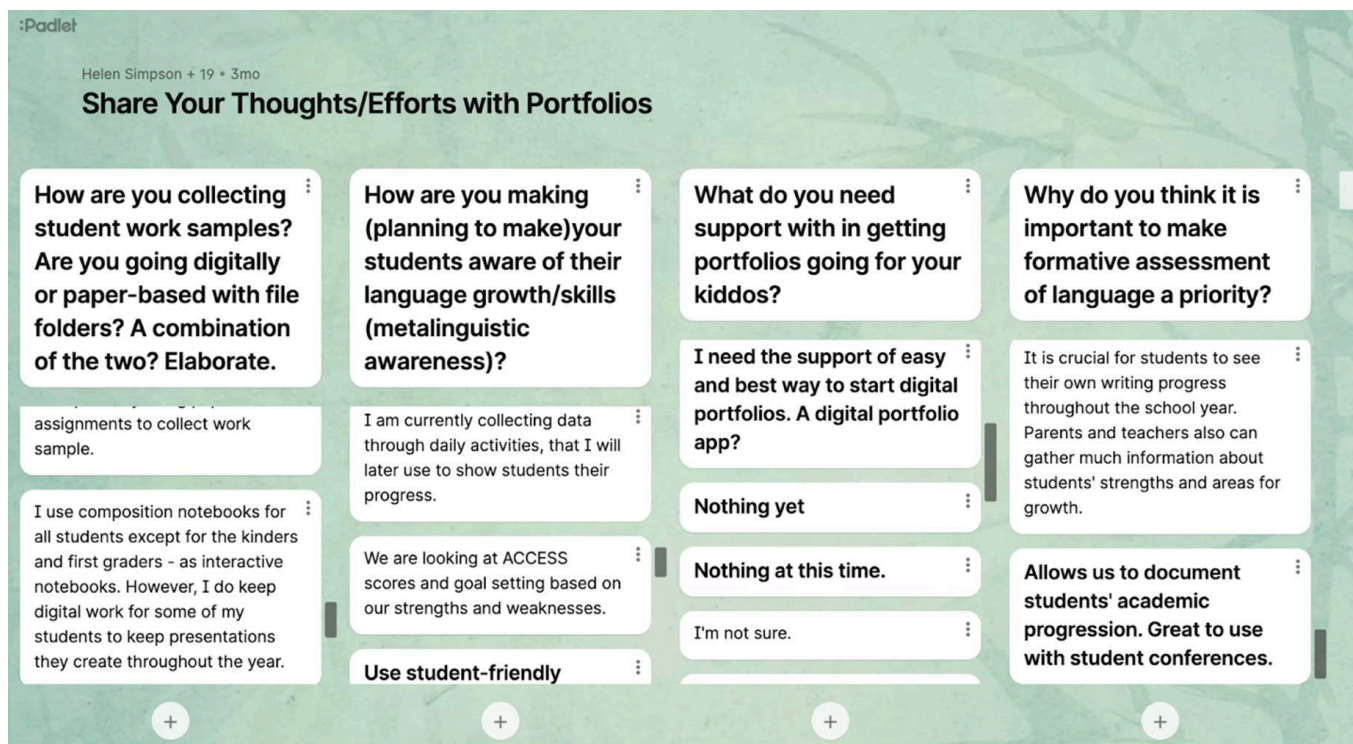
Let's take a look into how Mrs. Peeler used language development portfolios in her second grade classroom at Forest Hill Elementary School. Mrs. Peeler chose to collect language artifacts digitally. Whereas students were engaging in all four KLUs during instruction, as an example, let's follow how one student's use of the **KLU Inform** evolved over four months.

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1 Padlet is digital bulletin board software that is popular with educators and students. See www.padlet.com

In **September**, Mrs. Peeler's second grade class wrote, represented, and orally shared their favorite things in a get-to-know-you activity. Aracely (a pseudonym) recorded and uploaded a video (screenshot below).

"Hi, my name is Aracely. My favorite book is Pete the Cat, and my favorite color is pink, and my favorite thing is bask...I mean a soccer ball, and my favorite thing is blueberry, and my favorite animal is (a) unicorn."

In **October**, Mrs. Peeler's class read *Quinito's Neighborhood* by Ina Cumpiano. Second graders learned about members of the community and the unique jobs they do at various buildings, shops, and places within the neighborhood. The students also focused on language to inform—for example, they explored how key details are important to support the main idea that everyone is a valuable, contributing member of the community.

Mrs. Peeler extended the central message of the story, and students considered how other helpers contribute to our community. Students then wrote informational sentences or short text with information and key details about their community helper's job. Mrs. Peeler integrated both language arts and ELD standards.

State Academic Content Standards: Language Arts	WIDA ELD Standards Framework: Language Expectations
RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	**ELD-LA.2-3.Inform.Expressive:** Multilingual learners will construct informational texts in language arts that • Introduce and define topic and/or entity for audience • Add details to define, describe, compare, and classify topic • Develop coherence and cohesion throughout text

Aracely not only represented her thinking with a drawing, but also in writing as shown in the images below. In her video recording, Aracely continued to develop her use of language in service of grade-level disciplinary learning: Mrs. Peeler noticed that Aracely's oral skills were more developed than her writing skills, and accordingly noted this interpretation in the portfolio.

"My favorite community helper is the lifeguard. The lifeguard rescues people."

In **November,** the class wrote about types of communities. In a video recording, Aracely informed: *"My family lives in Morganton. I live (in a) suburban community. It has stuff and people. It has large houses and small houses and yards."* To make the video, Aracely had the support of a partner who would whisper prompts when Aracely needed help reading what she had written.

In **December,** the class continued to focus on writing informative text through exploring the topic of "types of communities." Mrs. Peeler had provided the class with paragraph frames to support their writing. In her video, Aracely informed with the support of whisper prompts from a partner: *"When I grow up, I'm gonna live in (an) urban community. I'm gonna live in (a) skyscraper. I'm gonna ride in the subway. And for the rest of the day, I'm gonna look in the dinosaur museum for fun. I'm gonna skate and camp for fun."*

Using Proficiency Level Descriptors to Notice Language Growth

To what extent are students using Key Language Uses? Whereas Key Language Uses and Language Expectations offer goals for what students do with language to meet grade-level academic content standards, **Proficiency Level Descriptors** (PLDs) offer agreed-upon criteria to interpret how individual language learners are developing across six levels of English proficiency over time. The PLDs provide a typical (but variable) trajectory of language development represented through three dimensions of language: discourse, sentence, and word/phrase. The PLDs provide a window into more in-depth analysis of language.

We learned at the 2022 WIDA Annual Conference through Margo Gottlieb's and Fernanda Marinho Kray's work that further analysis of language development can occur through [Teacher-Friendly Proficiency Level Descriptor Charts](). They guided our conversation about what Aracely could currently do with language and what her next steps for development might be.

We examined Aracely's portfolio through the lens of grade-level cluster 2–3 PLDs, and noticed the following about Aracely's use of Inform over four months:

- At the **discourse** dimension of language, Aracely was producing more quantity of text: we noticed a range of sentences and short texts with emerging organization to convey intended purpose (the purpose was to inform about several things: self, community helpers, and types of community).
- At the **sentence** dimension, we saw Aracely's sentence construction begin to include clauses.
- At the **word/phrase** level, Aracely demonstrated a growing repertoire of words and phrases with increasing precision.

Looking Forward to the Remainder of the School Year

As we collect artifacts for language portfolios across time, at the end of each quarter and toward the end of the school year, portfolios can serve as a summative assessment, and an additional data point to inform decision-making about instruction and services. Although parents already receive digital language development artifacts, Mrs. Peeler and I agreed that including PLDs would greatly enhance conferencing with parents to shed a light on Aracely's trajectory of language development.

Collaboration Among Teachers and Districts: Adding Framework Components to Portfolios

By Tamara Coburn, Lead ESL Teacher at Winston-Salem/ Forsyth County Schools, North Carolina

Our WSFCS department's excitement for the WIDA ELD Standards Framework, 2020 Edition, preceded its final publication. One of our first steps towards implementation included an extended close look at the **Key Language Uses** (KLUs—Narrate, Inform, Explain, and Argue).

Gathering a team of curriculum writers from among our district ESL teachers, we embarked on a professional learning journey towards understanding KLUs. Our theme for the year 2021-2022 was "Getting a KLU." We became language detectives by exploring how KLUs serve as

Setting: Winston-Salem/Forsyth County Schools (WSFCS) was formed in 1963—it is the fourth-largest school system in North Carolina and the 81st largest in the nation. WSFCS serves more than 53,000 students in grades Pre-K through 12 in 42 elementary schools, 15 middle schools, 16 high schools, and 8 specialty schools. Over 8,000 students are identified as current English Learners, representing over 80 languages, including Spanish, Karenni, Swahili, Vietnamese, and Chinese.

- A great place to start with educators who are just beginning to learn about the Framework
- A way to prioritize and organize the integration of language and content
- An organizing principle for the Framework's Language Expectations
- An entry point into the Framework's functional, genre-based approach to language development.

Our next step was to identify where KLUs appeared in WSFCS' grade-level academic content curriculum. We then wrote four model unit plans for each grade-level cluster (K, 1, 2-3, 4-5, 6-8, 9-12), also providing model lessons with specific strategies matched to each KLU.

As a result of this work, one of the most popular contributions from our instructional team to support teachers' emerging integration of the KLUs was this poster set with sample sentence starters and frames, designed in conjunction with Rebecca Olsen (reproduced with permission).
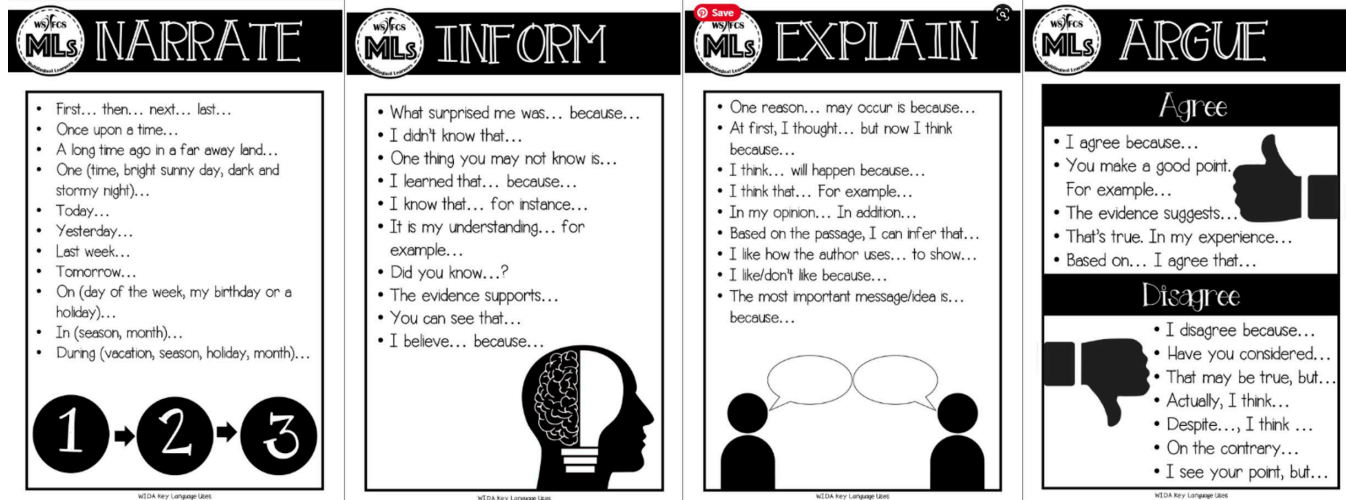
Next, we continued to support the integration of content and language by ensuring **Language Expectations** were added to WSFCS' unit planning organizer template.

One elementary school with a large ESL teacher team began to assess English Learner artifacts for growth using the **Proficiency Level Descriptors** (PLDs). It soon became evident that we needed a more focused approach to the PDLs.

We found that teachers still learning about the Framework found more success by narrowing their evaluation of student work to one particular dimension of language rather than focusing on all the three dimensions at once (discourse, sentence, word/phrase). For example, for one project, we used the sentence dimension of the PLDs to evaluate third-grade student artifacts.
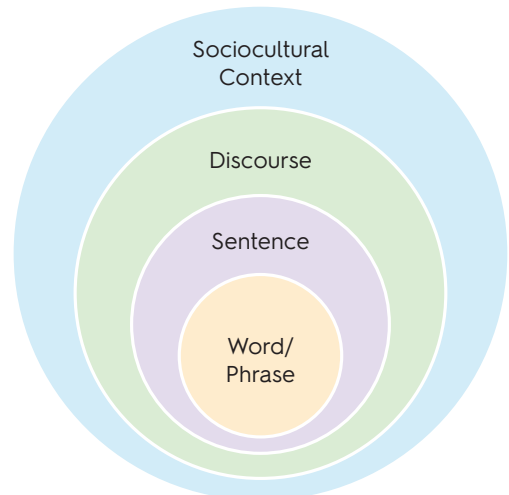
Grades 2-3 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
	Understand how meanings are extended or enhanced through…					
SENTENCE Grammatical complexity	chunks of language *(stick to rocks and coral)*	simple sentences *(They stick to rocks and coral.)*	related simple sentences *(They look like plants. They stick to rocks and coral.)*	multiple related simple sentences *(They are called anemones. They look like plants. They stick to rocks and coral.)*	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: *They are called anemones* **and** *they look like plants.*)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: *Anemones look like plants* **but** *they are sea animals.*)

Grades 2-3 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
	Extend or enhance meanings through…					
SENTENCE Grammatical complexity	sentence fragments *(triangles and rectangles)*	sentence fragments and emerging use of simple sentences *(triangle has three sides)*	simple sentences *(A square has 4 right angles.)*	sentences with emerging use of clauses *(We put triangles, then rectangles)*	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: *We put blue triangles, then we put red triangles.*)	compound and complex sentences with frequently used ways of combining clauses (with a broad range of coordinating conjunctions: *We put blue triangles, then red triangles, but there was no pattern.*)

This year, WSFCS Instructional Technologist Tammy Padgett collaborated with Helen Lannie Simson of Burke County Schools to create digital portfolios for multilingual learners. Tammy created full-color hyperlinked tabs for each of the KLUs for each grade-level cluster. With clear instructions and illustrations, students can add work samples to their individual portfolios. Our hope is that as students self-evaluate for their own language development goals, this adds to student efficacy and ownership of learning. Additionally, we hope that this becomes a tool to support collaboration between language and content teachers as they look for opportunities to highlight the genre-specific language of their lessons and units of study, spiraling language development and support within academic content.

To further support content teachers, I analyzed PLDs for each grade-level cluster to determine which language skills and practices mark our state's English Language Education program exit levels. Our state-determined exit criterion is a composite ACCESS score of 4.8, so I pulled from PLDs 4 and 5 to develop a list of suggested instructional strategies to support those specific desired language skills and practices. These strategies are the foundation of district- and school-wide professional learning offerings, connecting classroom practice to specific language development goals within the sentence dimension.

WSFCS Digital Portfolios created by Tammy Padgett at North Forsyth High School

Moving forward, we will continue our curriculum development by coordinating and collaborating with content areas to complete and improve the KLU section of our WSFCS unit planning organizers. North Carolina's standards implementation of the Mapping and Unpacking documents provides increasing support for content area teachers of multilingual learners.

Taking an iterative design approach to our implementation of the Framework, the coming summers will present an opportunity for curriculum writers to develop and refine our model unit plan offerings. Using KLUs as an organizing principle for the integration of content and language, as well as the primary entry point for educators just beginning to learn about the Framework, we'll be able to further focus our lesson design, delivery, and assessment by setting goals with Language Expectations and PLDs, and the support of the digital language development portfolios.

Stories of Practice describe how real educators and administrators from across the U.S. are taking action to implement aspects of each focus area. For more resources on implementation, see the Implementation Guide and the Administrator Guide.

ADMINISTRATOR SUPPLEMENT:
WIDA English Language Development Standards Framework
Implementation Guide

wida.wisc.edu