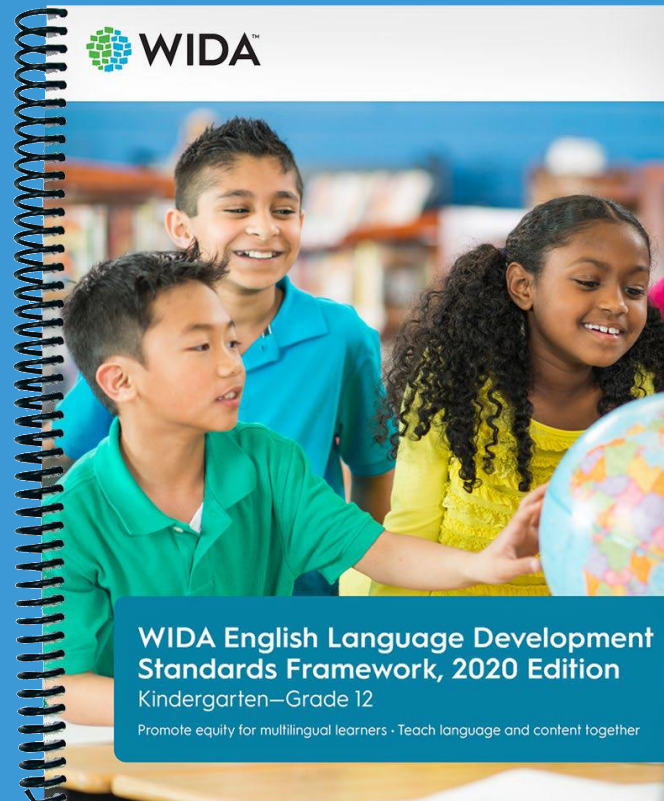**Implementing the WIDA ELD
Standards Framework, 2020 Edition:
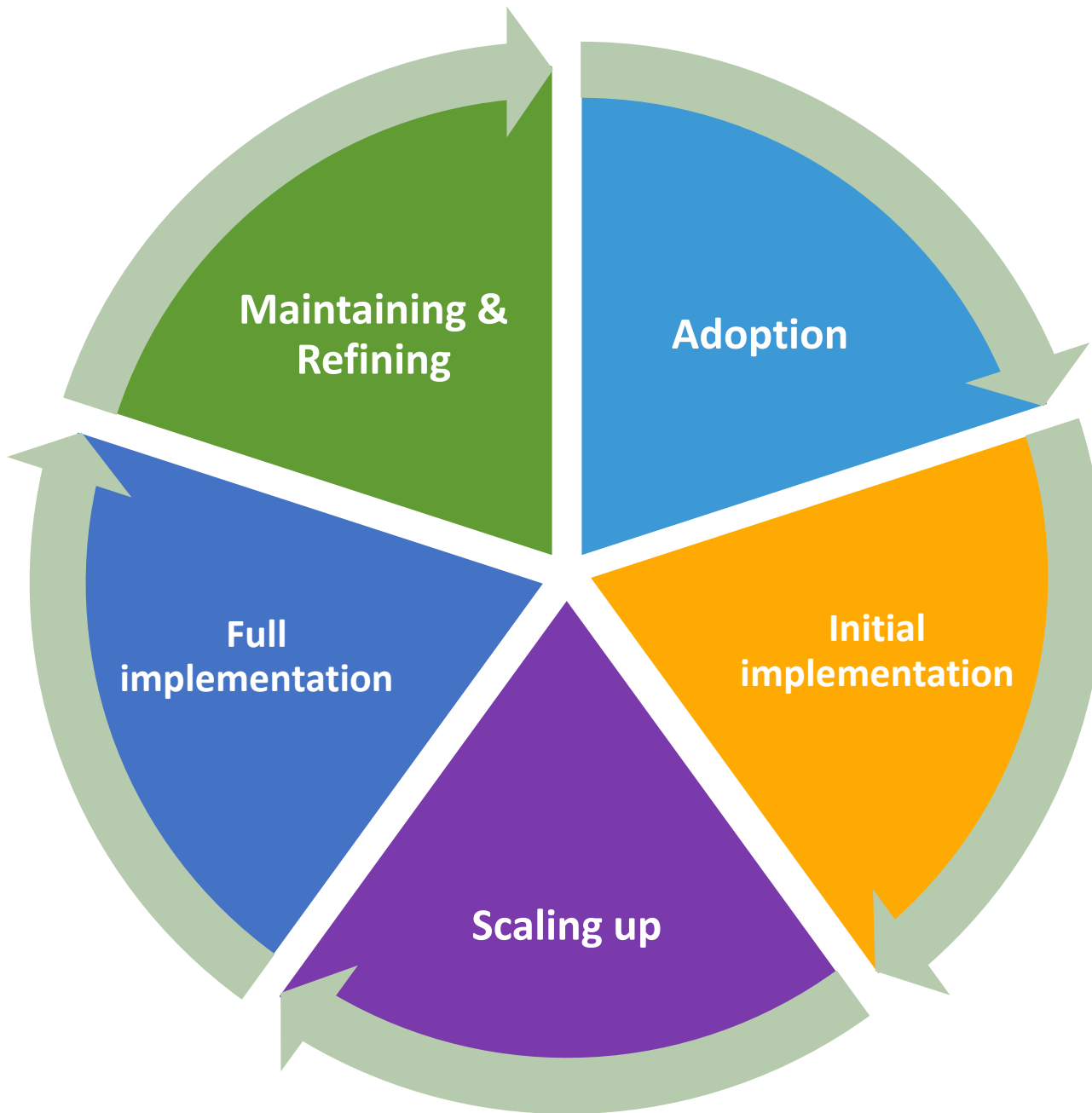Planning for Multilingual Learners' Success**

Agenda: WIDA ELD Standards Framework, 2020

Standards Implementation: Planning for Success
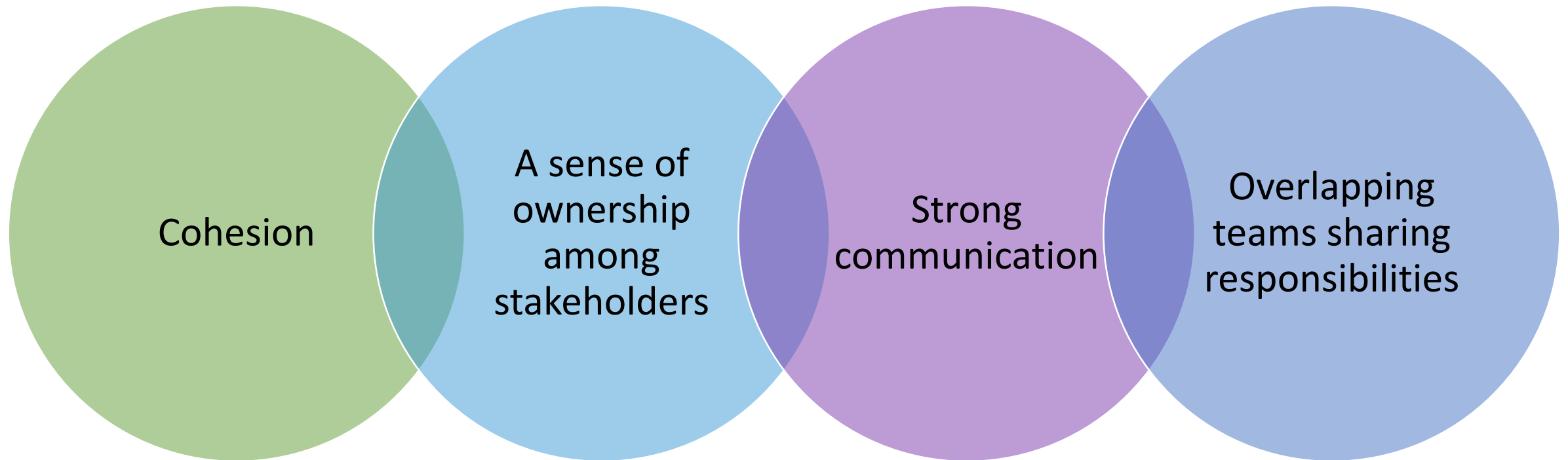
Reflecting on Big Ideas & Framework Components

Question Time

WIDA

Core Needs of Successful Implementation Plans

Cohesion

A sense of ownership among stakeholders

Strong communication

Overlapping teams sharing responsibilities

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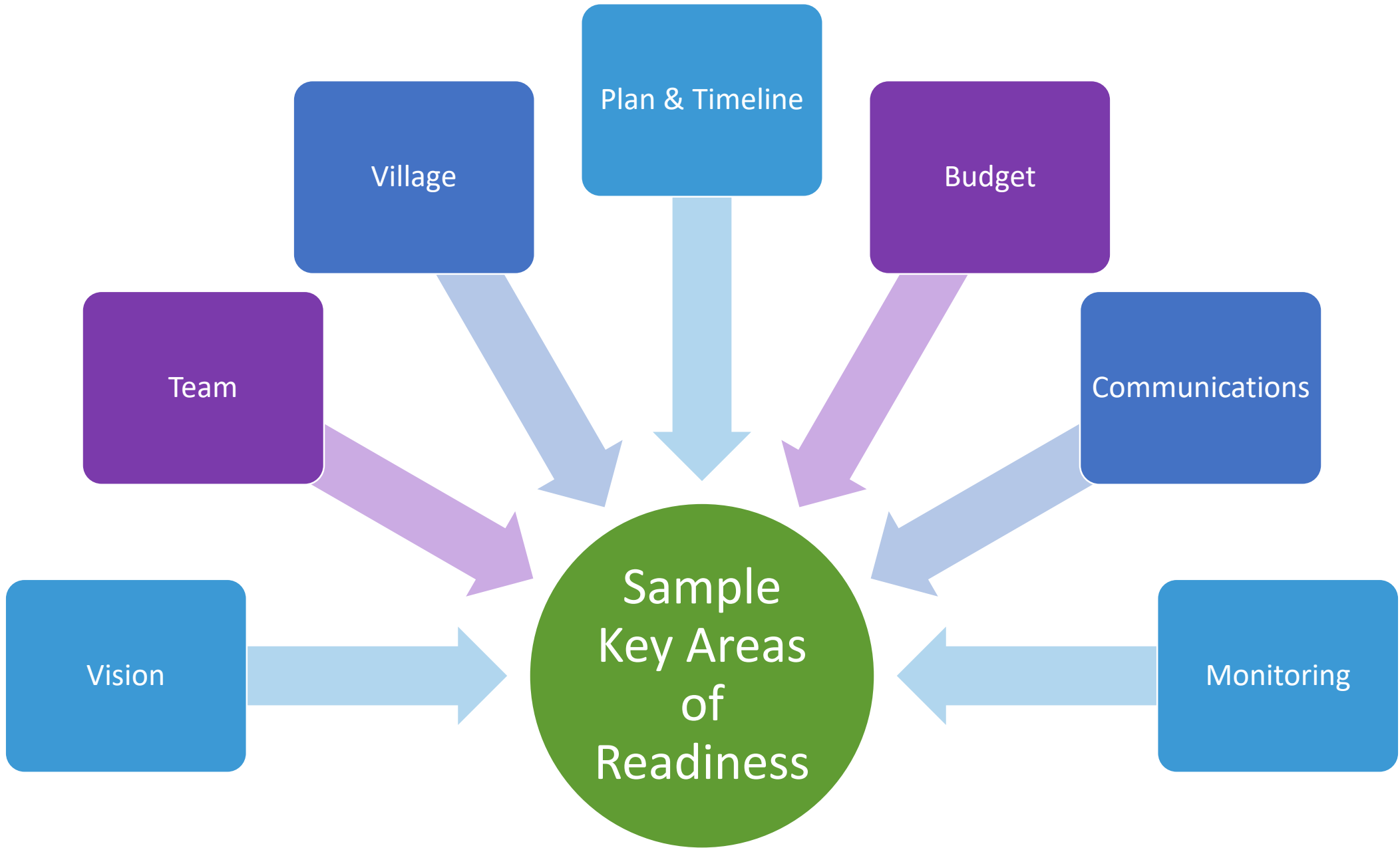
Clear Communication Requires that Stakeholders Understand…

- **What:** What needs to be communicated in each phase of implementation
- **Why:** Why they need to communicate this message in their context
- **Who:** Who the target audiences are that need to be informed
- **When:** How often each audience needs to be informed
- **How:**
  - The channels that will be used to communicate
  - The level of detail that needs to be shared
  - Any changes a message may need for different audiences
  - When translation and/or interpretation of a message is needed
  - The steps needed to ensure a message is accessible

WIDA
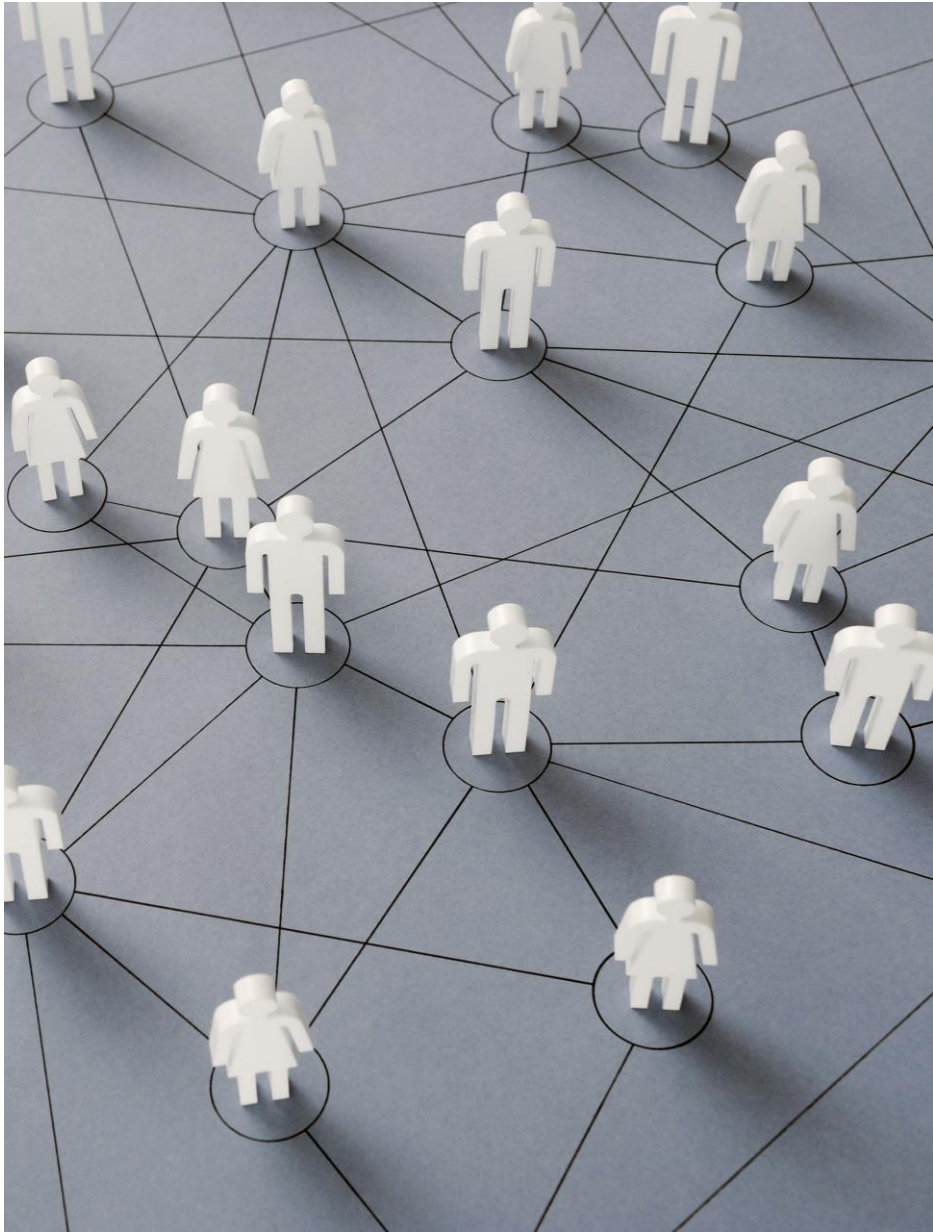
Considering Communication

- What communication channels are being used to communicate with stakeholders and regularly gather feedback from them?

- What tools and strategies are in place to answer stakeholder questions?

- What percentage of the leadership team can concisely explain their vision for successful standards implementation?

- What percentage of staff can explain the rationale & next steps in the plan?

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Support Spotlight: Communication

Communicating foundational concepts:

- Introductory video, flyer, and PowerPoint deck

- FAQ Flyer Series (on Big Ideas, KLUs, Language Expectations, …)

- Guiding Principles of Language Development (14 languages, illustrated)

- Q&A Webinar recordings

- **Communicating with Families:**

- It takes more than a village: Challenging the status quo and establishing inclusive family engagement practices (in English and Español)

Voices from the Field
Educator perspectives on the WIDA ELD Standards Framework

WIDA

Effective PL Ensures Everyone Knows...

- How the Framework fits into local program model(s) & approach(es)

- The terms, concepts, and ideas that make up the Framework

- How to effectively apply the Framework to develop and deliver curriculum, instruction, and assessment

- How to translate the Framework into high impact methods, strategies, and larger pedagogies for teaching and learning

- **Making sure all stakeholders have the knowledge needed to serve these goals requires robust, ongoing professional learning experiences.**

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Considering Professional Learning

- What channels are being used to advertise PL opportunities?

- Do all educators have access to ongoing PL, feedback systems, & coaching that support deeper knowledge of the Framework?

- Who is participating in PL opportunities?

- What percentage of PL time and resources are spent helping educators expand their instructional toolkit for supporting MLs?

- What data is being used to determine which PL offerings are effective?

WIDA

Support Spotlight: Professional Learning

- Self-paced Workshops:

    - *The WIDA ELD Standards Framework: A Collaborative Approach*

    - *Making Language Visible in the Classroom: Explore the Key Language Uses -* **NEW OFFERING!**

- Facilitated Workshops: *Planning with the WIDA ELD Standards Framework*

- Hybrid Workshop: Teacher Leaders: Planning with the WIDA ELD Standards Framework

- *(A new workshop is also under development!)*

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Integration of Content & Language Requires…

- Fostering collaboration–it is crucial for all stakeholders to assume collective responsibility for MLs' success

- Educators understand that all students learn language through content and content through language

- Educators be supported in having the time, knowledge and resources needed for successful collaboration

- MLs receive appropriate supports and scaffolding in order to access grade-level content

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Considering Integration of Content & Language

- How does the leading implementation team describe the relationship between content-language integration and collaboration?

- How does grade-level curricula reflect integration of content and language development?

- What percentage of staff are engaging in collaborative practices that support the integration of content and language development?

WIDA
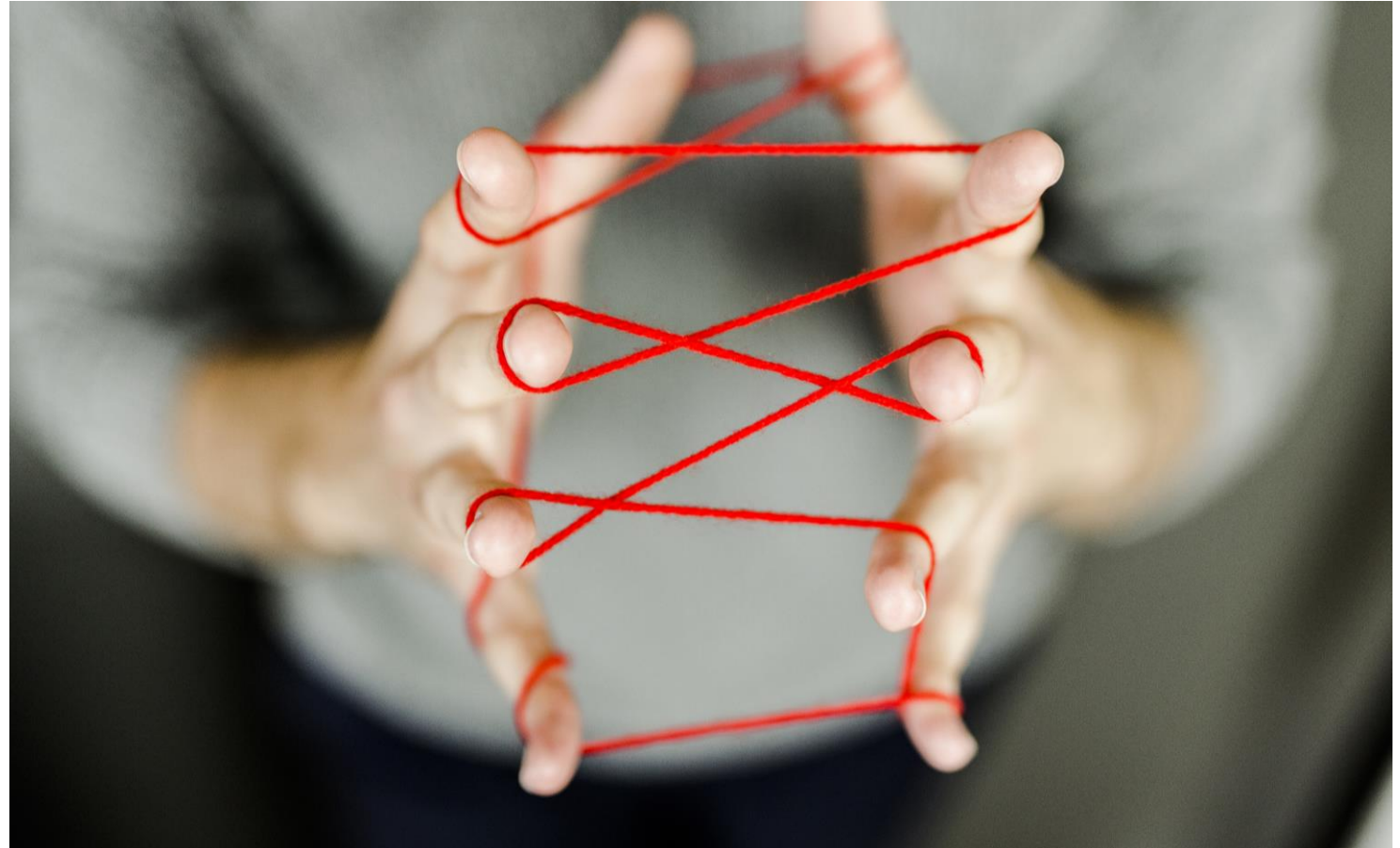
Support Spotlight: Integration of Content & Language (and Collaboration!)

- Focus Bulletin: Collaboration: Working Together to Serve Multilingual Learners

- What Can Collaboration Look Like? (Infographic)

- Voices from the Field: Collaboration as a tool for equity and language development

- Voices from The Field: Creating a culture of shared responsibility in multilingual learner teacher education

- Focus Bulletin: Multiliteracies: A Glimpse into Language Arts Bilingual Classrooms (English and Spanish)

- Voices from the Field: Working with math by beginning with the end in mind

- Focus Bulletin – Scaffolding Learning for Multilingual Students in Math

- Focus Bulletin – Making Science Multilingual: Supporting Equity through Design Principles

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Aligning Curriculum & Instruction to the Framework Requires...

- The establishment of common expectations, support systems, and collaborative structures

- All support mechanisms for teachers to work together to aid implementation and instructional shifts

- All teachers to be supported in understanding how to make needed instructional shifts

- Clear criteria be used to determine that instructional materials and practices are aligned to the Framework

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Considering Curriculum & Instruction

What percentage of Administrators can…

1. Articulate the % of funding being spent on new materials aligned to the Framework, as well as the number of existing aligned materials?

2. Describe how instructional shifts are supported through programming and resourcing?

3. Explain instructional shifts proposed by the Framework and local expectations for instructional practices that support those shifts?

4. Recognize instructional practices aligned with the Framework?

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Support Spotlight: WIDA PRIME 2020

- PRIME 2020 was released in January 2023!

- Tool for both publishers and LEAs:

    - Rubric & Portfolio Workbook

- Purpose:

    - Self-analysis and self-determination of a degree of alignment with 2020 Edition – through the compilation of a guided portfolio based on the PRIME Rubric

    - Publishers may undergo external review by a team of WIDA-trained reviewers in application for a PRIME Seal

- Benefits for Publishers: PRIME seal report & feedback, productive conversations during review → increasing availability of materials aligned to the Framework

- Benefits for LEAs: Determine what is aligned/what may be missing and evaluate how to strengthen local programming

WIDA PRIME

WIDA PRIME 2020:
A Tool for Aligning K-12 Instructional Materials with the WIDA ELD Standards Framework, 2020 Edition

Rubric and Portfolio Workbook

WIDA
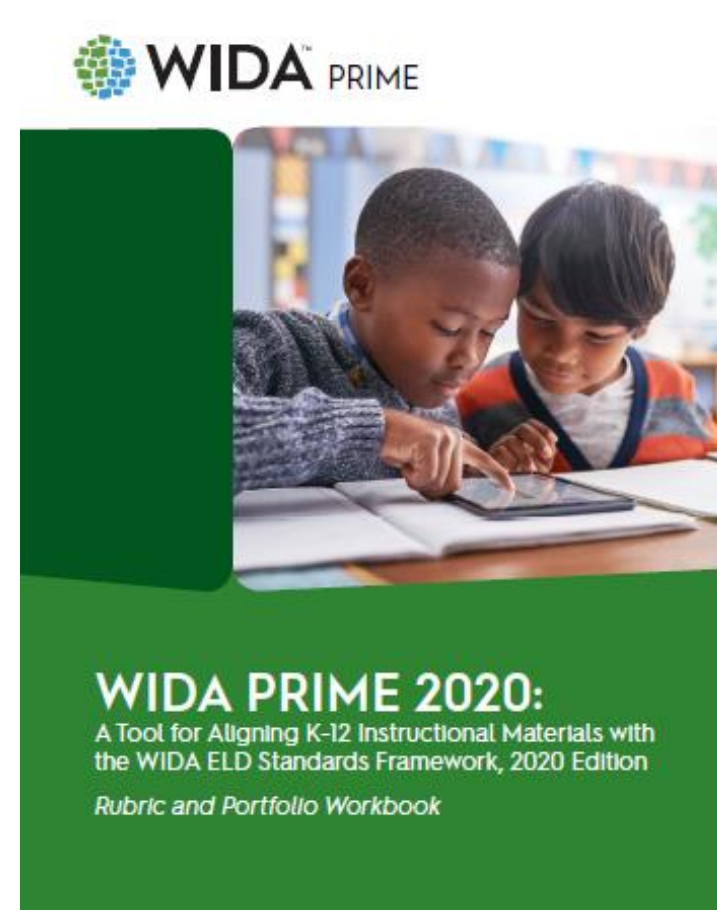
For Data & Assessment to be Meaningful...

- Tools and processes used to collect and analyze data must be varied, valid, and sound for MLs

- Instructional design must include a variety of assessments aligned to goals

- Multiple data points must be used to inform decision-making at all levels

- The culture must support assessment literacy and embed evidence of student learning into all decision-making

WIDA
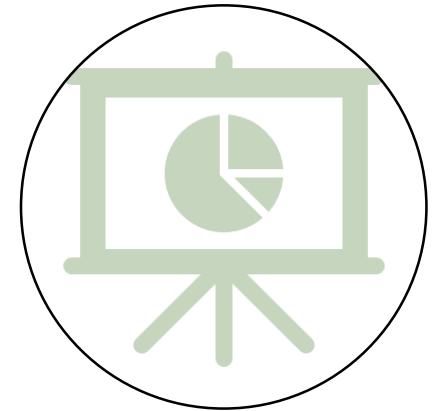
Considering Data & Assessment

What percentage of staff report...

- Having the assessment info needed to inform instruction for MLs?

- Understanding of the assessment info they receive for MLs?

- Using assessment data to monitor MLs' progress and adapt instruction as needed?

- Using data and assessment processes to support both content and language development?

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Support Spotlight: Language Portfolios

- In December 2022, WIDA released a Focus Bulletin, *Supporting Multilingual Learners' Language Growth through Language Development Portfolios.*
- It explores how teachers of MLs might (co)-plan to document students' language growth.
- It offers a sample portfolio note-catcher and sample "teacher-friendly" PLD chart.

Achievement is the outcome. The means to get there is through student engagement.

Pedro Noguera

WIDA

Use of Language Portfolios:

- Research-based (& WIDA recommended)
- Can be embedded into existing initiatives & instructional cycles/routines
- Tracks language development & content learning
- Provides common ground for collaboration at all levels
- Supports decision-making based on multiple, multimodal data sources

Development & maintenance of portfolios is NOT a 1-person job—everyone has a place at the table!

Bilingual & ESOL Administrators	District teams
Teacher teams	MLs & their caregivers

Language Portfolio

WIDA
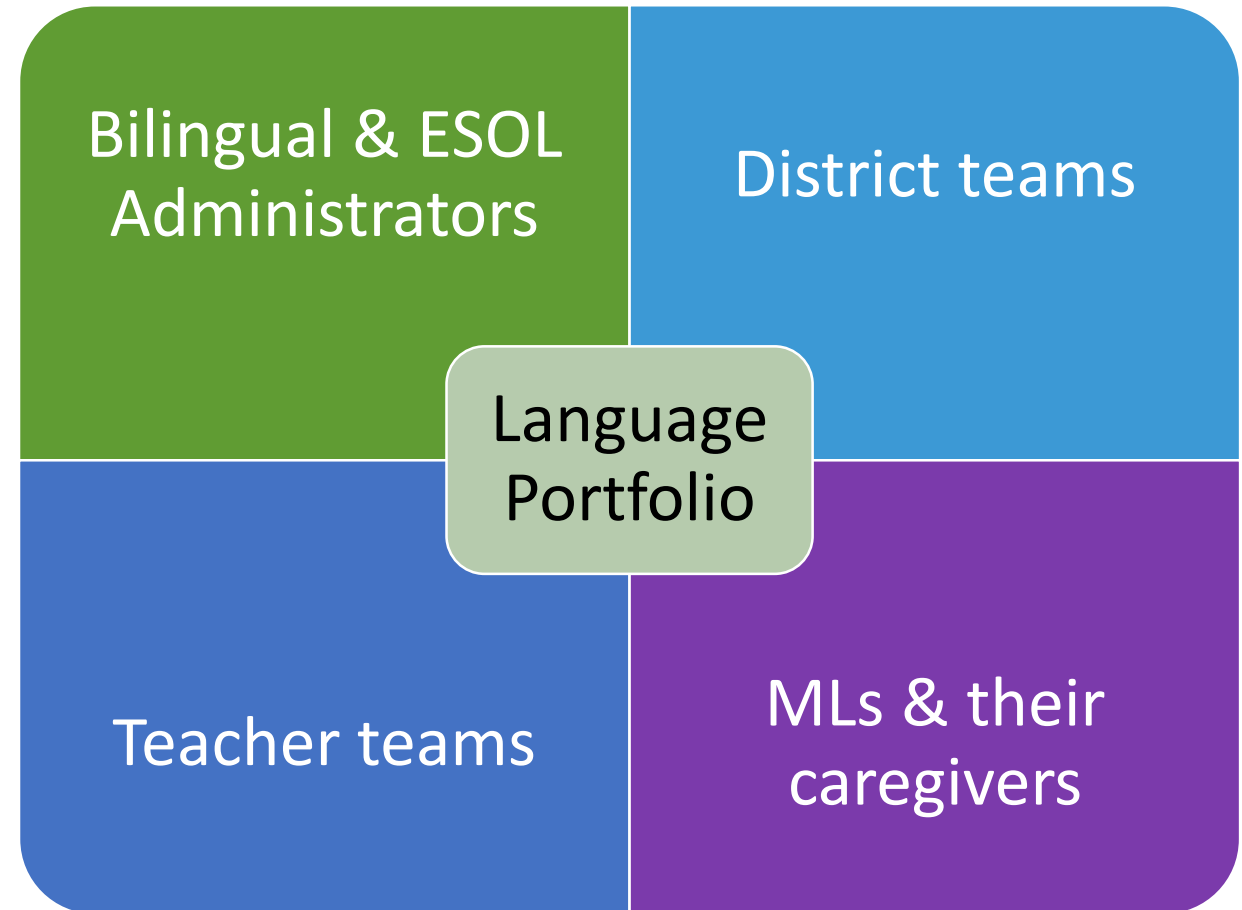
The 4 Big Ideas in Action

Equity of Opportunity and Access

- This is essential for multilingual learners' preparation for college, career, and civic lives.

Integration of Content and Language

- Academic content is the context for language learning, and language is the means for content learning.

Collaboration among Stakeholders

- Stakeholders share responsibility for educating multilingual learners.

Functional Approach to Language Development

- This approach makes language visible and helps educators focus on the purposeful use of language.

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Reflecting on the Big Ideas

- To what extent do existing policies and practices embody the Big Ideas?

- How does local policy support content-language integration?

- How do schedules and staffing support collaboration?

- What % of staff express/demonstrate shared responsibility for the language and content development of MLs?

EQUITY
of Opportunity and Access

INTEGRATION
of Content and Language

COLLABORATION
among Stakeholders

FUNCTIONAL APPROACH
to Language Development

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Reflecting on the Framework

- What percentage of the leading standards implementation team can express how the Framework corresponds to state content standards?

- What percentage of the leadership team can explain how the Framework fits into existing program models and approaches?

- What percentage of staff can articulate talking points and key concepts about the Framework?

- What percentage of staff can explain how they are using the Framework components to guide them in collaborating to integrate content learning and language development?

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Standards Statements

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Language for Social and Instructional Purposes	Language for Language Arts	Language for Mathematics	Language for Science	Language for Social Studies
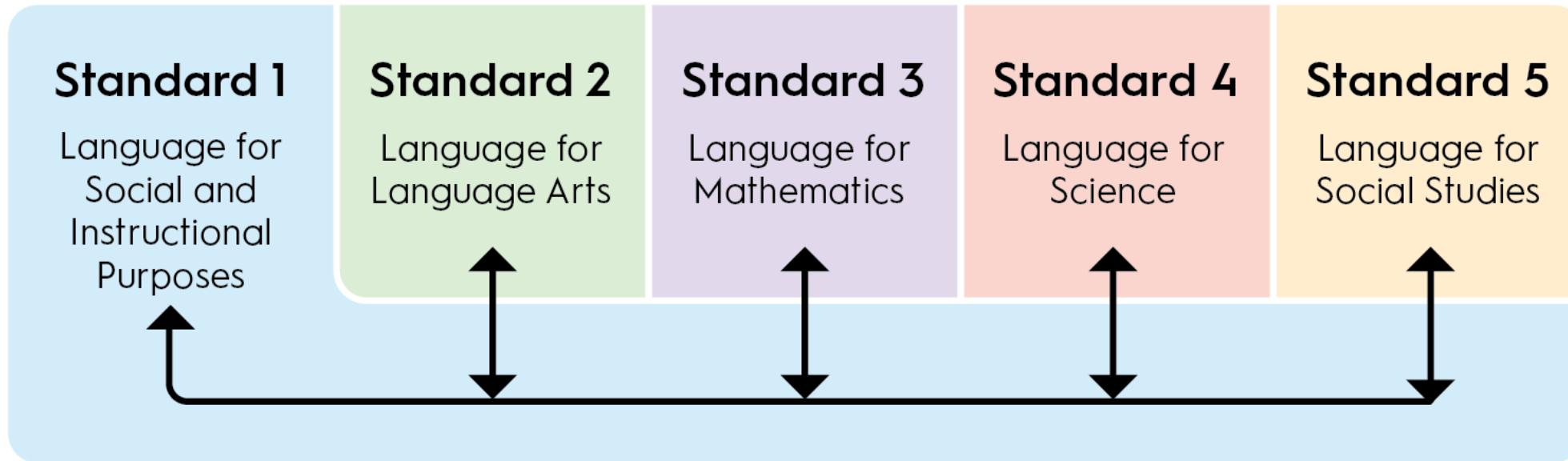
- The standards statements broadly represent content and language integration in the language of schooling. They emphasize the importance of using language **FOR** learning.

- Standard 1 applies across a range of educational settings. It encompasses the experiential, linguistic, and cultural backgrounds and identities of multilingual learners in relation to the other ELD Standards.

Learn more about the standards statements, their abbreviations, and the relationship of standard 1 to standards 2-5 on pages 24-25.

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Standard 1: Bridging Identity and Academics
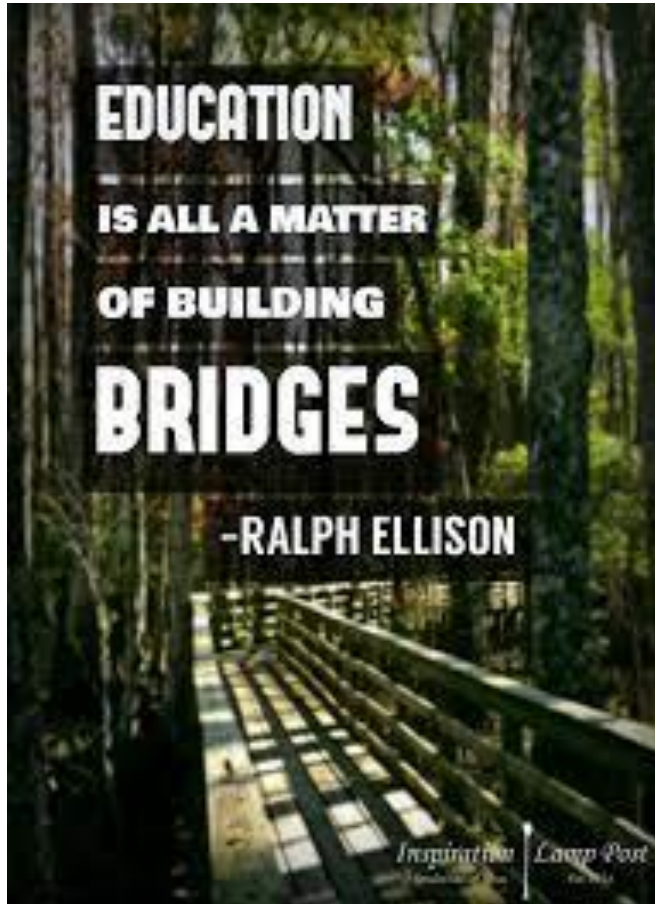
- Standard 1 draws educators' attention to:
  - The importance of honoring MLs' unique assets and experiences
  - How MLs' experiential, linguistic, and cultural backgrounds and identities inform their meaning-making
  - MLs' need for (and right to) instruction that supports them in leveraging their full linguistic and multimodal repertoires

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Reflecting on Standards 1

To what extent do existing policies and practices...

- Focus on the well-being and success of MLs?

- Consider—and honor—the whole student?

- Focus on sustaining MLs' cultural and linguistic assets?

- Offer MLs the opportunity to understand and reflect on their own language development?

- Focus on engaging families/caregivers of MLs as both partners and resources?

How often...

- Is asset-based language used to describe MLs and their abilities, plan for their instructional needs, and set goals for them?

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Communication Modes:

Communication Modes:
Four language domains (listening, speaking, reading, and writing) are consolidated into two more inclusive modes of communication

- Interpretive: listening, reading, *and viewing*
- Expressive: speaking, writing, *and representing*
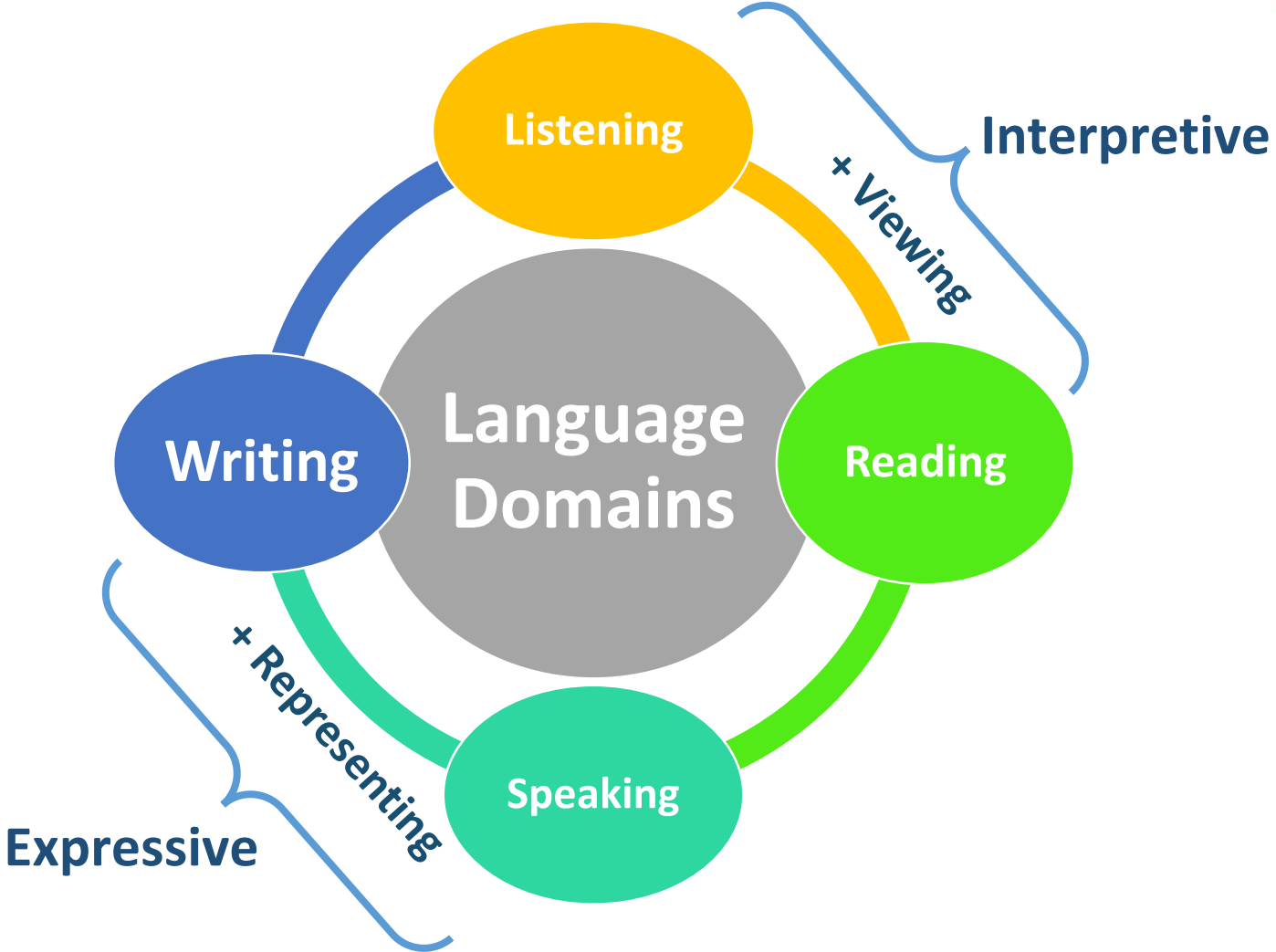
Implementation Planning: Reflecting on Communication Modes

To what extent do existing policies & practices support creation/use of:

- Home languages?

- Translanguaging?

- Multimodalities?

- Appropriate individualized scaffolding?

- Accessibility supports?

Key Language Uses (KLUs)

Prominent Language Uses across disciplines

NARRATE

ARGUE   INFORM

EXPLAIN

Learn more about the Key Language Uses on pages 26-27. For a deeper dive, see Key Language Uses: A Closer Look on pages 217-233.
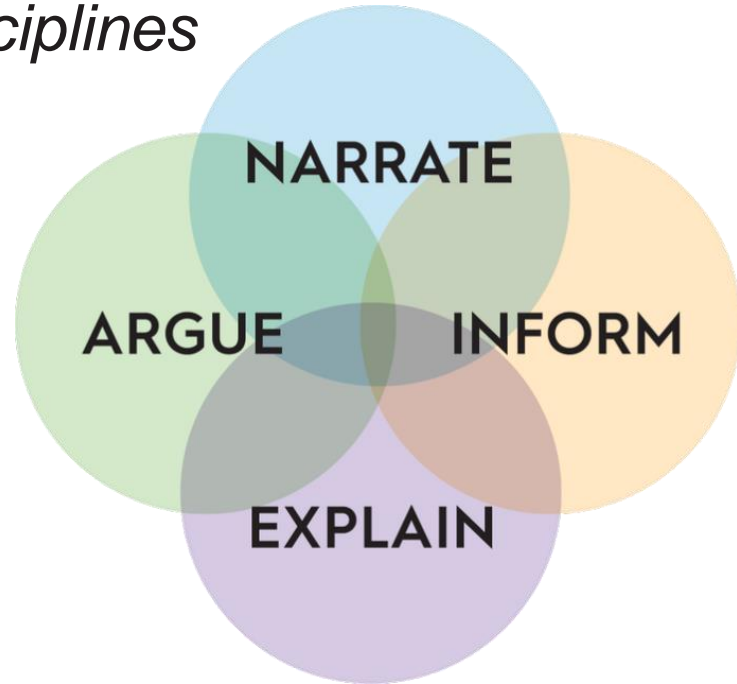
- Represent high-leverage ways students are asked to use language in school across all grade levels and disciplines

- Emerged from a systematic analysis of academic content standards, disciplinary practices, and research literature

- Bring focus and coherence to the language of schooling, helping educators make choices in what to prioritize during curricular planning for content-language integration

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Implementation Planning: Reflecting on the KLUs

Are KLUs being used…

- To help all educators working with MLs establish a common language with which to discuss MLs' language development and content learning?

- To help language specialists and content teachers identify the Language Expectations of content area units and collaborate in planning instruction?

- To help MLs reflect on how they are using languages for particular purposes, audiences, and sociocultural contexts?

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Language Expectations

Mode of Communication: Expressive

Key Language Use: Narrate

Grade-Level Cluster: 2-3

ELD Standard: Language for Language Arts

ELD-LA.2-3.Narrate.Expressive: Construct language arts narratives that
- Orient audience to context
- Develop story with time and event sequences, complication, and resolution
- Engage and adjust for audience
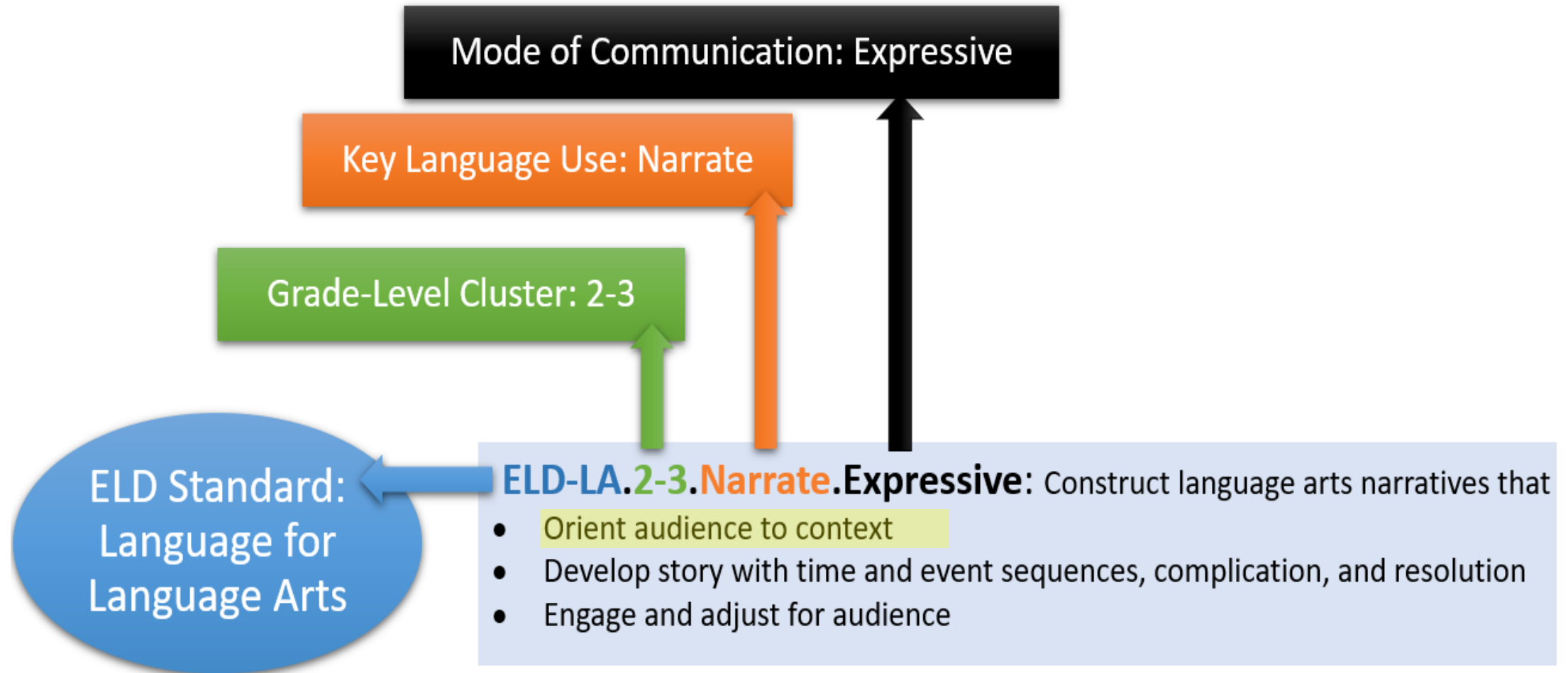
Language Expectations are goals for content-driven language instruction. They help to inform unit-level goals.

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Reflecting on Language Expectations

Are Language Expectations being used…

- To set clear goals for what all students need to be able to do with language in content area lessons?

- To set curricular priorities that support students in expanding what they can do with language?

- To emphasize that MLs must have access to rigorous, grade-level appropriate content standards and instruction?

Proficiency Level Descriptors (PLDs)

Articulate multilingual learners' growth across six levels of English language proficiency

- Interpretive and Expressive Communication Modes

- Three dimensions of language:

  - Discourse

    - Organization of language

    - Cohesion of language

    - Density of language

  - Sentence

  - Word/Phrase

Read about PLDs and Dimensions of Language on pages 31-34.
- PLDs appear in **grade-level cluster materials** (Section 3)
- Appendix D offers a compilation of all PLDs, K-12

Reflecting on Proficiency Level Descriptors

**Are the PLDs being used to…**

- Determine the linguistics tools MLs already possess and can use to meet a given Language Expectation?

- Plan instruction that will support MLs in acquiring new/additional tools do they can meet LEs with increasing complexity & sophistication?

- Monitor student language growth across time?
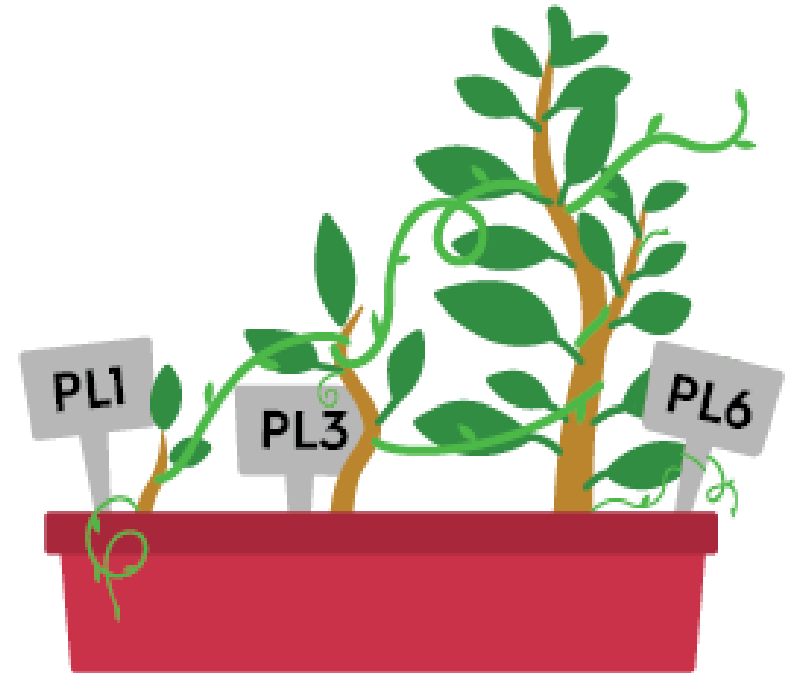
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Support Spotlight:

WIDA ELD Standards Framework, 2020 Digital Explorer

- Serves as a digital database of the Framework

- Categorizes Language Expectations two ways: by ELD standard statement and grade-level cluster, and by Key Language Use and communication mode

- Allows PLDs to be explored by grade-level cluster and communication mode
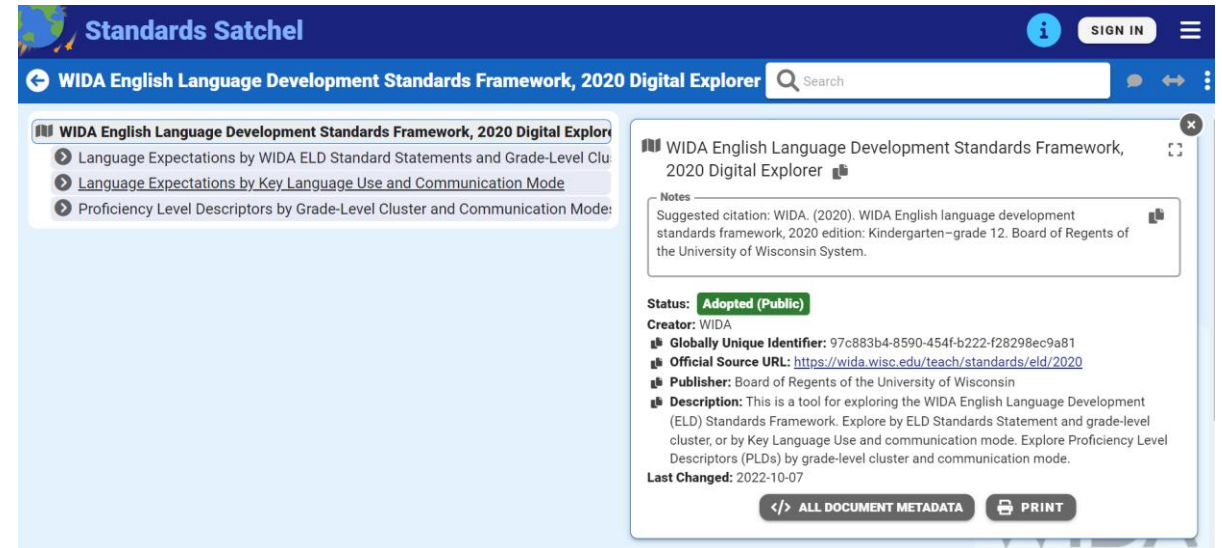
Takeaways: Administrators May Need Support...

Forming and supporting a standards implementation leadership team

Creating a shared vision of ELD standards implementation

Planning implementation stages and associated action steps

Using a common language to discuss stages, action steps, and goals of plan

Supporting specific charges of collaborative teams

Informing development of PL plans for both novice & experienced educators

Ensuring feedback cycles are ongoing, accessible to all, & inform maintenance/refinement of the plan

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Takeaways: Helping Teams Create/Refine Their Plans

- Invite them to engage in self-reflection about how MLs are being served

- Offer a common language they can use to discuss their goals

- Provide concrete reference points to support collaboration

- Support self-assessment of where they are in the implementation process and in determining next steps

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For Each Identified Focus Area, Consider Having Teams...

Reflect on where they are in their process related to each focus area and make a list of concrete action steps their team has completed.

Record as a team:

- Greatest strengths related to the focus area
- Greatest needs related to the focus area
- Drivers and barriers for each focus area
- Next steps related to the focus area

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Support Spotlight: Resources for Next Steps

- Need help explaining how to interpret data?

  - [Using active and former English learner data when creating a balanced picture of bi/multilingual students](#)

- Need help explaining how to use the PLDs?

  - [*Using Proficiency Level Descriptors to Plan Instruction and Assess Multilingual Learners*](#) (WAESOL article)

- Need instructional planning guidance or inspiration?

  - [*Project-Based Learning and Wristbands for Refugees*](#) (Voices from the Field)

  - [*Focus of Instruction*](#) (Voices from the Field)

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Standards Implementation on Social Media

What forthcoming resource do you find the most exciting?

What questions do you still have about supporting standards implementation?

On Twitter:
@WIDA_UW

On Facebook:
@WIDA.UW

On Instagram:
@WIDA_UW

On LinkedIn:
@WIDA-UW

wida.wisc.edu/teach/standards/eld

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Stay Connected with #WIDA Facebook Groups

WIDA Educator Exchange
A space to exchange ideas, share resources, and engage in discussions to help multilingual learners succeed.

Supporting Success for Multilingual Learners with Disabilities
A space to exchange ideas, share resources, and engage in discussions to help multilingual learners with disabilities succeed.

NEW - WIDA Enseñando en español
A space to exchange ideas, share resources, and engage in discussion to support fellow educators of Spanish working with bi/multilingual learners.