



English Language Development (ELD) and the California ELD Standards

2015-2016

Facilitator Resources

HAND GESTURES

Constructive Conversation Skills

- Create**
• Sharing Our Ideas
- Clarify**
• Making Our Ideas Clearer
- Fortify**
• Supporting Our Ideas
- Negotiate**
• Making Our Ideas Stronger

Create



Clarify



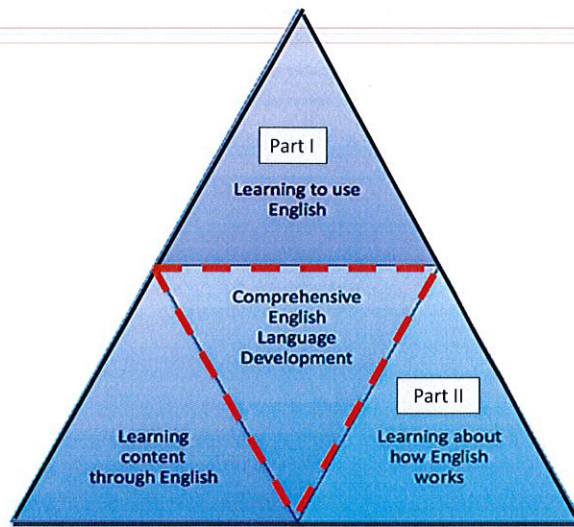
Fortify



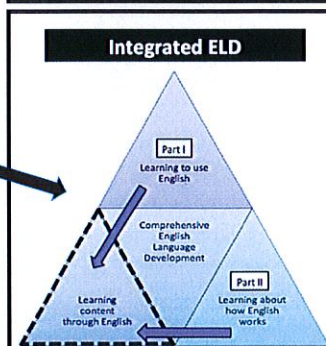
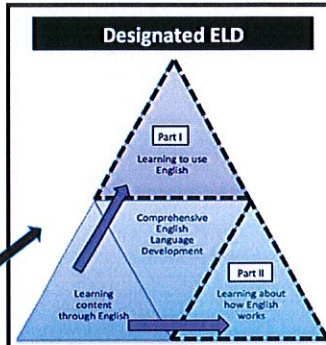
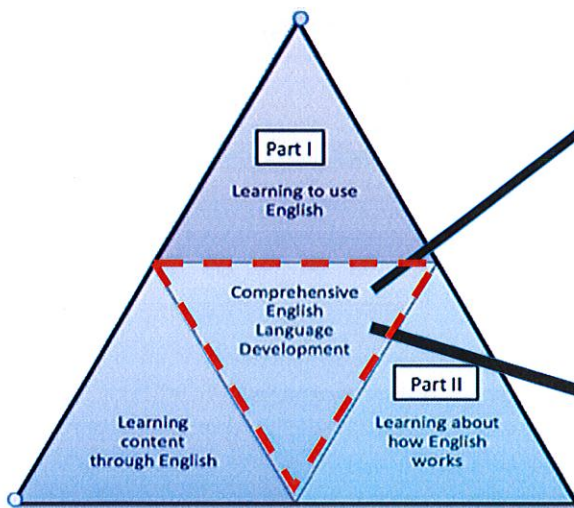
Negotiate



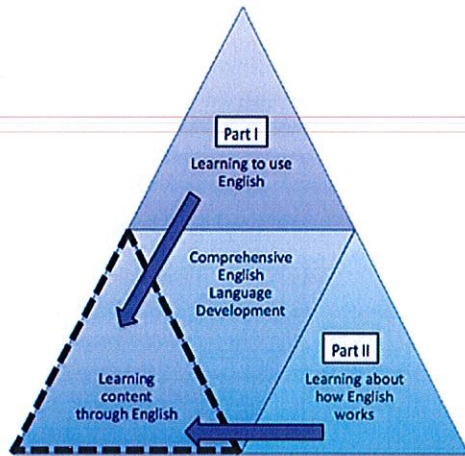
Comprehensive ELD



Comprehensive ELD



Integrated ELD



PURPOSE

- Throughout the day and across the disciplines, ELs learn to use English as they simultaneously develop academic English and academic content. Ch. 2 pg. 79
- All teachers with ELs in their classroom use CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards Ch. 2 pg. 79
- Values and build on primary language and culture and other forms of prior knowledge Ch. 2 pg. 91
- Instruction that includes an abundance of collaborative discussions about content, meaningful interaction with complex texts, and engaging and intellectually rich tasks.
- Builds both content knowledge and academic English Ch. 2 pg. 91

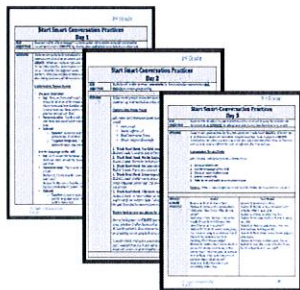
OUTCOME

EL students learn academic content and academic language of the discipline.

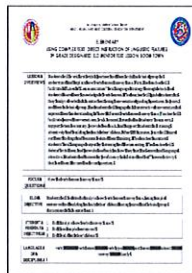
Ch. 2 pg. 82

Resources to Support Comprehensive ELD

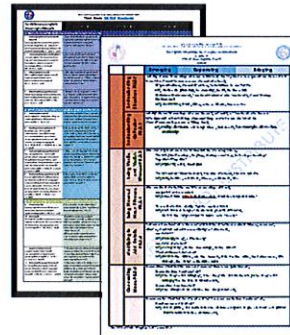
15-Day Start Smart Lessons




Designated ELD & Integrated ELA/ELD Sample Lessons



CA ELD Standards at a glance & How English Works Matrices



What must students be able to do with language?

ELA	MATH	SCIENCE
<ul style="list-style-type: none"> • Comprehend and evaluate complex texts across a range of types and disciplines • Construct effective arguments and convey intricate or multifaceted information • Discern a speaker's key points • Request clarification and ask relevant questions • Build on others' ideas • Articulate their own ideas, and confirm they have been understood 	<ul style="list-style-type: none"> • Understand and use stated assumptions, definitions, and previously established results in constructing arguments • Make conjectures and build a logical progression of statements to explore the truth of their conjectures • Justify their conclusions, communicate them to others, and respond to the arguments of others 	<ul style="list-style-type: none"> • Construct explanations and designated solutions • Engaging in argument from evidence • Obtain, evaluate, and communicate information <div data-bbox="1344 733 1715 1382" style="border: 2px solid black; padding: 10px; margin-top: 20px;">  <p>TOM TORLAKSON State Superintendent of Public Instruction</p> <p>The CA ELD Standards AMPLIFY the CCSS for ELA/Literacy.</p> </div>



2013-2014 AWARENESS

2014-2015 TRANSITION

2015-2016 IMPLEMENTATION

Updated 8/4/15

2015-2016 ELD STANDARDS IMPLEMENTATION PLAN

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

CENTRAL, LOCAL DISTRICT & SCHOOL OUTCOMES

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

ELD Standards PD & Instructional Resources (MMED website)

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

Personnel Resources

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

Other Resources

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

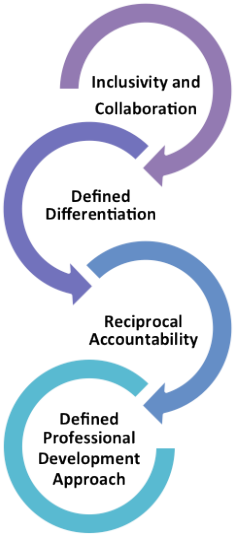
Evidence of Implementation

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

ESSENTIAL ELEMENTS for PROFESSIONAL DEVELOPMENT

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

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



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

ELD Standards Implementation Guiding Questions

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

ELD Standards Implementation Considerations Timeline

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



ELA CCS Standard(s):			
Purpose for using language: •describing •entertaining •informing •interpreting •analyzing •recounting •explaining •persuading •negotiating •justifying •evaluating •other-			
Audiences include: →Peers (one-to-one) / →Small group (one-to-group) / →Whole group (one-to-many)			
Text type	Informational text		Literary text
	<ul style="list-style-type: none"> description or accounts, (e.g., scientific, historical, economic, technical) recounts, (e.g., biography, memoir) 	<ul style="list-style-type: none"> information reports, explanations (e.g., causal, factorial) explanation, (e.g., causal, factorial), 	<ul style="list-style-type: none"> exposition, (e.g., speeches, opinion pieces, argument, debate), responses, (e.g., literary analysis); etc.
Proficiency Language Descriptors	Emerging <i>At exit from the Emerging level, students have basic skills in social and academic contexts.</i>		Expanding <i>At exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.</i>
	Bridging <i>At exit from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.</i>		
	Part I: Interacting in Meaningful Ways <i>Sets expectations for English Learners to participate in meaningful, relevant, and intellectually challenging ways in various contexts and disciplines in three modes.</i>		
A. Collaborative (engagement in dialogue with others) <ul style="list-style-type: none"> 1. Exchanging information/ideas with others through oral collaborative conversations on a range of social & academic topics 2. Interacting with others in written English in various communicative forms (print, communicative technology, & multimedia) 3. Offering & supporting opinions & negotiating with others in communicative exchanges 4. Adapting language choices to various contexts (based on task, purpose, audience, & text type) 		Part II: Learning About How English Works <i>ELs build awareness about language resources available to them, how English is structured and organized, and how meaning is made through language choices in order to improve their ability to comprehend and produce academic texts in various content areas.</i>	
B. Interpretive (comprehension and analysis of written and spoken texts) <ul style="list-style-type: none"> 5. Listening actively to spoken English in a range of social & academic contexts 6. Reading closely literary & informational texts & viewing multimedia to determine how meaning is conveyed explicitly & implicitly through language 7. Evaluating how well writers & speakers use language to support ideas & opinions with details or reasons depending on modality, text, type, purpose, audience, topic & content area 8. Analyzing how writers & speakers use vocabulary & other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text, type, purpose, audience, topic, & content area 		A. Structuring Cohesive Texts <ul style="list-style-type: none"> 1. <i>Understanding text structure</i> and organization based on purpose, text type, and discipline 2. <i>Understanding cohesion</i> and how language resources across a text contribute to the way a text unfolds and flows 	
C. Productive (creation of oral presentations and written texts) <ul style="list-style-type: none"> 9. Expressing information & ideas in formal oral presentations on academic topics 10. Writing literary & informational texts to present, describe, & explain ideas & information, using appropriate technology 11. Supporting own opinions & evaluating others' opinions in speaking & writing 12. Selecting & applying varied and precise vocabulary and language structures to effectively convey ideas 		B. Expanding & Enriching Ideas <ul style="list-style-type: none"> 3. <i>Using verbs and verb phrases</i> to create precision and clarity in different text types 4. <i>Using nouns and noun phrases</i> to expand ideas and provide more detail 5. <i>Modifying to add details</i> to provide more information and create precision 	
Part III: Using Foundational Skills Literacy in an Alphabetic Writing System <ul style="list-style-type: none"> Print concepts Phonological awareness Phonics & word recognition Fluency 		C. Connecting and Condensing Ideas <ul style="list-style-type: none"> 6. <i>Connecting ideas</i> within sentences by combining clauses 7. <i>Condensing ideas</i> within sentences using a variety of language resources 	
See Appendix A of CELDS: literacy instruction for ELs will need to be adapted based on each student's previous literacy experiences in his or her native language, as well as <ul style="list-style-type: none"> age, native language, native language writing system, schooling experience, and literacy experience and proficiency in L1 and English 			



ELA CCS Standard(s):			
Purpose for using language: •describing •entertaining •informing •interpreting •analyzing •recounting •explaining •persuading •negotiating •justifying •evaluating •other-			
Audiences include: →Peers (one-to-one) / →Small group (one-to-group) / →Whole group (one-to-many)			
Text type	Informational text		Literary text
	<ul style="list-style-type: none"> 📖 description (e.g., science log entry) 📖 procedure (e.g., how to solve a mathematics problem) 	<ul style="list-style-type: none"> 📖 recount (e.g., autobiography, science experiment results) 📖 information report (e.g., science or history report) 	<ul style="list-style-type: none"> 📖 explanation (e.g., how or why something happened) 📖 exposition (e.g., opinion) 📖 response (e.g., literary analysis); etc.
Proficiency Language Descriptors	Emerging <i>At exit from the Emerging level, students have basic skills in social and academic contexts.</i>	Expanding <i>At exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.</i>	Bridging <i>At exit from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.</i>
	Part I: Interacting in Meaningful Ways <i>Sets expectations for English Learners to participate in meaningful, relevant, and intellectually challenging ways in various contexts and disciplines in three modes.</i>		Part II: Learning About How English Works <i>ELs build awareness about language resources available to them, how English is structured and organized, and how meaning is made through language choices in order to improve their ability to comprehend and produce academic texts in various content areas.</i>
	A. Collaborative (engagement in dialogue with others) <ul style="list-style-type: none"> ❖ 1. Exchanging information/ideas with others through oral collaborative conversations on a range of social & academic topics ❖ 2. Interacting with others in written English in various communicative forms (print, communicative technology, & multimedia) ❖ 3. Offering & supporting opinions & negotiating with others in communicative exchanges ❖ 4. Adapting language choices to various contexts (based on task, purpose, audience, & text type) 		A. Structuring Cohesive Texts <ul style="list-style-type: none"> ❖ 1. <i>Understanding text structure</i> and organization based on purpose, text type, and discipline ❖ 2. <i>Understanding cohesion</i> and how language resources across a text contribute to the way a text unfolds and flows
B. Interpretive (comprehension and analysis of written and spoken texts) <ul style="list-style-type: none"> ❖ 5. Listening actively to spoken English in a range of social & academic contexts ❖ 6. Reading closely literary & informational texts & viewing multimedia to determine how meaning is conveyed explicitly & implicitly through language ❖ 7. Evaluating how well writers & speakers use language to support ideas & opinions with details or reasons depending on modality, text, type, purpose, audience, topic & content area ❖ 8. Analyzing how writers & speakers use vocabulary & other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text, type, purpose, audience, topic, & content area 		B. Expanding & Enriching Ideas <ul style="list-style-type: none"> ❖ 3. <i>Using verbs and verb phrases</i> to create precision and clarity in different text types ❖ 4. <i>Using nouns and noun phrases</i> to expand ideas and provide more detail ❖ 5. <i>Modifying to add details</i> to provide more information and create precision 	
C. Productive (creation of oral presentations and written texts) <ul style="list-style-type: none"> ❖ 9. Expressing information & ideas in formal oral presentations on academic topics ❖ 10. Writing literary & informational texts to present, describe, & explain ideas & information, using appropriate technology ❖ 11. Supporting own opinions & evaluating others' opinions in speaking & writing ❖ 12. Selecting & applying varied and precise vocabulary and language structures to effectively convey ideas 		C. Connecting and Condensing Ideas <ul style="list-style-type: none"> ❖ 6. <i>Connecting ideas</i> within sentences by combining clauses ❖ 7. <i>Condensing ideas</i> within sentences using a variety of language resources 	
Part III: Using Foundational Skills Literacy in an Alphabetic Writing System <ul style="list-style-type: none"> • Print concepts • Phonological awareness • Phonics & word recognition • Fluency 		See Appendix A of CELDS: literacy instruction for ELs will need to be adapted based on each student's previous literacy experiences in his or her native language, as well as <ul style="list-style-type: none"> • age, • native language, • native language writing system, • schooling experience, and • literacy experience and proficiency in L1 and English 	



2015-2016 CA ELD Standards Implementation: Frequently Asked Questions for Teachers & Administrators

1. Why are there new ELD Standards?

Assembly Bill 124 was enacted on October 8, 2011, in recognition of the need for new English language development standards to clarify what knowledge, skills, and abilities are needed to help ELs engage with and master the state's content standards, including college- and career-readiness standards. This required the State Superintendent of Public Instruction (SSPI), in consultation with the State Board of Education (SBE), to update, revise, and align the state's current English Language Development (ELD) standards by grade level with the state's English language arts (ELA) standards by November 2012.

2. What are the new California English Language Development Standards?

The California English Language Development Standards (CA ELD Standards) reflect recent and emerging research and theory and are intended to support language development as English learners (ELs) engage in rigorous academic content. The CA ELD Standards provide a foundation for ELs in kindergarten through grade 12 (K–12) in California schools; so that each EL is able to gain access to academic subjects, engage with them, and meet the state's subject-matter standards for college and career readiness.

The Standards replaced the 1997 ELD standards and are to be fully implemented beginning in the 2015-2016 school year.

3. What are the benefits of the new standards?

The California English Language Development Standards (CA ELD Standards) reflect recent and emerging research and theory and are intended to support language development as English learners (ELs) engage in rigorous academic content. The CA ELD Standards provide a foundation for ELs in kindergarten through grade 12 (K–12) in California schools to ensure each EL gains access and engages in academic content learning and understanding and meet the state's subject-matter standards for college and career readiness.

4. Will all teachers be expected to know and use the CA ELD standards?

Yes- under the new ELA/ELD framework the California State Department of Education recognizes California's diverse student population. LAUSD is the largest enrolling district of English learners and therefore all teachers will be expected to know and use the ELD Standards alongside the CA Standards when teaching English learners.

5. What funds are available to implement the new ELD standards?

The funds available are EIA-LEP carryover (7V883), the Target Student Population (TSP), Title I and/or Title III. All schools with English Learners received these funds and have decision-making authority on their use.

6. What professional development is available to schools to implement the ELD standards?

For the 14/15 school year, MMED developed four professional development sessions of ELD standards to be rolled-out at schools. In addition, MMED sent to schools ELD standards booklets for each teacher. EL Designees and Title III Coaches were provided on-going PD to support the transition. Principals were also provided PD within their ESC. During the summer, ELD Standards PD was offered to teacher designees at all schools. Principals selected teacher designees to send to the 2-day summer ELD Standards PD.

7. Will additional ELD Standards PD be offered for schools that did not send EL teacher designees during the summer?

ELD Standards PD will be offered on Saturdays in September. The local district will offer additional professional development opportunities for schools.



2015-2016 CA ELD Standards Implementation: Frequently Asked Questions for Teachers & Administrators

8. What will the implementation of ELD standards entail?

Central office, local district and school staff have received professional development and resources to assist with the implementation of the ELD standards. An ELD Standards Implementation Plan has been developed that outlines the expected outcomes, resources, and evidence of implementation, essential elements of professional development, guiding questions, and time-line considerations.

In addition, ELD fellows in collaboration with MMED have developed Smart Start lessons and model Designated and Integrated ELD lessons that teachers can implement on day one. The lessons are reflective of the High Impact Essential Practices for teachers to focus on to become effective language teachers of the complex academic language and literacy skills of the CA Standards. (*Common Core for Diverse Learners, Zwiers et al*) In addition, EL designees at MPI and Title III coaches at the Title III Coach Institute were provided with PD to support ELD standards implementation.

9. Will schools receive new instructional materials?

There are no new instructional materials at this time since the State Board of Education has not adopted instructional materials. Once the State adopts new instructional materials (expected Nov. 2015), LAUSD will establish a timeline for adopting new instructional materials for both English Language Arts and English Language Development.

10. What curriculum will be used?

Teachers will be expected to use the ELD and CA Standards and the instructional materials available at the school site.

11. What assessment will be used?

CELDT will continue to be administered for the 2015/16 school year. Eventually the CELDT will be replaced with a new language assessment, *English Language Proficiency Assessment of California (ELPAC)*. As the state releases information about the ELPAC, MMED will inform the field.

12. Will teachers of ELs still continue to use the ELD portfolio?

The ELD portfolios will no longer be used as they were designed for the 1997 standards. Teachers will learn to use the English Learner Progress Profile (MiSIS Report) as a resource to monitor student achievement in both ELA and ELD to ensure that all students are reclassified in a timely manner and prepared to participate fully in all content areas.

13. Will special education students be held to these standards?

All students in general education are instructed using the CA Standards with accommodations and modifications, as stated in their IEP.

14. How will we reflect the new ELD Standards on the report cards and communicate with parents during conferences?

Reports cards will remain the same in the 15-16 school year. Parent tools are forthcoming to assist schools to inform parents of the new ELD standards.

15. What ELD levels will students be placed in using the new standards?

For the 15-16 school year the ELD level will be synonymous with the current CELDT level. However, for implementation purposes teachers are to identify how students are progressing in their language use and learning within the proficiency level continuum of *emerging, expanding, and bridging* as well as understanding how to differentiate, scaffold and assess instruction.



2015-2016 CA ELD Standards Implementation: Frequently Asked Questions for Teachers & Administrators

ELD Standards Instructional Resources

16. Are there instructional resources available for ELD Standards implementation?

MMED has developed elementary & secondary Designated and Integrated ELD instructional resources. All resources are available on the MMED website under EL Instruction: <http://achieve.lausd.net/mmed>

17. What elementary instructional resources will be provided to schools?

The following Elementary K-6 Designated and Integrated ELD instructional resources will be delivered to teachers of English Learners in elementary schools:

- Grade level 15 day Designated ELD Start Smart: Conversation Practices Lessons
- Constructive Conversation Norms Poster
- Conversation Skills Poster
- CA ELD Standards at a glance (laminated)
- CA ELD Standards Part II How English Works Matrix

18. How will elementary instructional resources be distributed to schools?

Local District Elementary EL Instructional Coordinators will survey schools to determine the number of EL teachers per grade level. School site information will be forwarded to the Multilingual and Multicultural Department. Reprographics will deliver materials to schools beginning the week August 17 thru the week of Aug. 24, 2015.

19. I received the elementary instructional materials... when should I distribute to teachers of English Learners?

All teachers of English Learners are to receive professional development on the ELD Standards, delivering a comprehensive ELD program, Designated and Integrated ELD Frame of Practice, and ELD instructional resources. Distribution of instructional materials should occur after completion of professional development.

Professional Development

20. What professional development will be offered for principals?

Principals will receive professional development through their local district office. Principals may use staff that participated in summer ELD Standards PD, as well as Title III coaches, EL designees and other staff to lead professional development at the school site and build staff capacity.

The central office Multilingual and Multicultural Education Department is also available to support.

21. What professional development will be offered for Local District Instructional Directors?

Each local district has an Elementary and Secondary Coordinator that will work directly with the Administrator of Instruction on professional development. Professional development sessions for instructional directors will be conducted in order to ensure that those who supervise principals and school instructional programs know and can recognize the components of a comprehensive ELD program.

22. What professional development will be available for teachers and school staff on the new ELD Standards?

Professional development for teachers and school staff will be conducted at the school site. The models for professional development will be locally determined and can vary. Principals, along with their staff, may dedicate banked time Tuesdays, minimum days, after-school and/or Saturdays for professional development.



2015-2016 CA ELD Standards Implementation: Frequently Asked Questions for Teachers & Administrators

23. What are the roles and responsibilities for principals in schools with English Learners?

The school principal is ultimately responsible for the identification, assessment, placement, and achievement of English Learner students. The principal is also responsible for ongoing supervision, monitoring and support of all aspects of a comprehensive English Language Development program at their school including Designated ELD and Integrated ELD services for all English Learners. It is crucial that the ELD standards be considered an integral component in all grades and the teachers are held to the same rigorous professional standards in delivering English Language development and disciplinary/content knowledge to all English Learners regardless of proficiency levels.

Parent and Community Outreach & Engagement

24. How will the ELD standards be promoted for parents and community?

The Multilingual and Multicultural Education Department along with Parent Community Student Services branch will be responsible for creating a toolkit to help teachers and principals communicate the change in standards for parents of English Learners. This communication tool will be developed in the various languages in our district to ensure that all parents will have access to the information. The office of communication will also work with media outlets to assist with outreach to all families and community members.