

ESSENCE OF THE CA ELD STANDARDS
 GRADE _____ CA ELD STANDARDS

PART I: INTERACTING IN MEANINGFUL WAYS		
A. Collaborative	1.	
	2.	
	3.	
	4.	
B. Interpretive	5.	
	6.	
	7.	
	8.	
C. Productive	9.	
	10.	
	11.	
	12.	
PART II: HOW ENGLISH WORKS		
A. Structuring Cohesive Text	1.	
	2.	
B. Expanding and Enriching Ideas	3.	
	4.	
	5.	
C. Condensing and Connecting Ideas		
C. Condensing and Connecting Ideas	6.	
	7.	

**ELD Intervention Brainstorm for English Learners Who Have Remained
at the Intermediate Level on CELDT for 3 or More Years**

Listening	Speaking	Reading	Writing



Los Angeles Unified School District
MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT



DRAFT

Teacher Name: _____

Grade: _____

Subject: _____

Date: _____

Time: _____

☐ Designated ELD: ELD Objective: _____

☐ Integrated ELD: Content Objective: _____

Language Objective: _____

Student Vital Actions		Teachers Evidence	Student Evidence
<input type="checkbox"/> Students engage in rigorous tasks and texts: written, spoken, or multimodal and in print or digital form focused on content knowledge and linguistic development. [TLF: 1a2, 1d1, 3c1]			
<input type="checkbox"/> Students look for more precise ways of expressing their thinking, supporting each other to look for and use academic language, and focus on the knowledge and/or skills of the discipline and task. [TLF: 1a2, 3c2, 5a2]			
<input type="checkbox"/> Students develop linguistic awareness and adjust language choices according to purpose, social setting, and audience. [TLF: 3a4, 3d3]			
<input type="checkbox"/> Students engage in a variety of collaborative discussions, build awareness about language and build skills and abilities to use language. [TLF: 1a2, 3a4, 3b1, 3b2, 3c1, 3c2]			
<input type="checkbox"/> Students participate in class, group and partner discussions by using the constructive conversation skills: create, clarify, fortify & negotiate to build on other ideas/thinking, asking relevant questions, affirming others and adding relevant information. [TLF: 1d1, 2c1, 3b2]			
<input type="checkbox"/> Students participate in sustained dialogue on a variety of topics and content areas; explain their thinking and build on others' ideas; construct arguments and justify their positions with sound evidence; and effectively produce written and oral texts in a variety of informational and literary text types. [TLF: 1b1, 3b1, 3d3]			
<input type="checkbox"/> Students develop an understanding of how content is organized in different text types across disciplines using text structure, language features, and vocabulary, depending upon purpose and audience in preparation for oral presentations and writing tasks. [TLF: 1d1, 3b1 & 3c1]			
<input type="checkbox"/> Students use the register of the discipline in sustained dialogue to extend and explain their thinking across the disciplines. [TLF: 3a4, 3b2]			

Actionable Feedback: _____

Administrator Name: _____

Date: _____



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DESIGNATED ELD FRAME OF PRACTICE



FOSTERING ACADEMIC INTERACTIONS
Academic Language Development

USING COMPLEX TEXT
Direct Instruction of Linguistic Features

FORTIFYING COMPLEX OUTPUT
Differentiated Instruction

CLARIFYING / MODELING / GUIDING- COMPLEX LANGUAGE

Modeling

Guiding

Teacher:

- States the purpose of the lesson and the student-friendly ELD objective
- Models a Constructive Conversation Skill (Create, Clarify, Fortify and Negotiate) using language models based on previously observed student conversations, mentor text, multi-media text, etc.
- Establishes or reviews routines for Constructive Conversations (ex. *Model/non-model listening comprehension activity, Pro/Con, Stronger/Clearer*)
- Models and clarifies oral complex language to make output understandable

Teacher:

- Introduces prompt on a high interest topic that connects to the direct instruction portion of the lesson
- Guides & models students to use language of the topic to practice a targeted Constructive Conversation Skill (*engaging, relevant, intellectually rich and challenging – CA-ELD Standards Appendix C*)
- Provides opportunities for students to engage in extended interactions using target academic language and disciplinary thinking.
- Monitors students' ability to use complex language to describe, shape and support ideas by listening and collecting language sample of students' strengths and needs (*formative assessment of output skills*)

Teacher:

- Introduces and charts the lesson focus question
- Introduces and clarifies text language, vocabulary, and features of the text.
- Models how to read and use language from the text to think about the content.
- Models how to keep track of and remember information from the text for later use.
- Delivers lessons based on Part II ELD Standards (*Learning about How English Works*) supported by Part I ELD Standards (*Interacting in Meaningful Ways*)
- Provides scaffolds depending on the nature of the task, knowledge of content, and/or proficiency in language to engage in and complete task
- Prompts students about the linguistic features of text using guiding questions
- Guides student to practice using the language from the text and the Constructive Conversation Skills while analyzing complex/mentor text (Part I)
- Monitors students' ability to use complex language to describe, shape and support ideas by listening and collecting language sample of students' strengths and needs (*formative assessment of output skills*)

Based on data, teacher:

- Extends opportunities to practice skills with tools and linguistic supports to produce oral, written or multi-media messages.
- Supports (small group or one-on-one) to students to fortify complex output and vocabulary usage or to target language skill development
- Provides collaborative oral/written work activities/tasks based on proficiency level and needed language skill development
- Monitors students' ability to use complex language to describe, shape and support ideas by listening and collecting language sample of students' strengths and needs (*formative assessment of output skills*)

Wrap-up & Next Steps

Teacher:

- Reviews and clarifies linguistic feature of the lesson's focus question

Students:

- Self-assess and reflect on ELD objectives

Teacher:

- Closes lesson and introduces topic for next lesson
- Develops follow-up goal and experiences for future lessons



MULTILINGUAL & MULTICULTURAL EDUCATION DEPARTMENT California English Language Development Standards (ELD) Implementation Plan



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.mysdigitalchalkboard.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



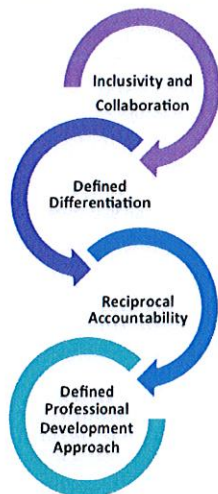
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California English Language Development Standards (ELD) Implementation Plan



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