English Language Development Video Series

Administrator's Guide for Facilitating Remote Professional Learning

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California Department of Education

Contents

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Lead Writer:

- Gina Garcia-Smith, Education Programs Consultant (EPC), CDE, MSD

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Notice

The guidance in this document is not binding on local educational agencies or other entities. Except for statutes, regulations, and court decisions that are referenced herein, the document is exemplary, and compliance with it is not mandatory (see California *Education Code* Section 33308.5).

Introduction

The Integrated and Designated English Language Development (ELD) Transitional Kindergarten through Grade Twelve Video Series, available on the CDE YouTube channel at https://bit.ly/CDEVideoSeriesELD, is a collection of videos that demonstrate integrated and designated ELD instruction in real classroom settings. The collection is designed to assist educators to identify the key features of each ELD setting by watching the videos and discussing them in professional learning (PL) settings. Subject area integrated ELD videos in English language arts (ELA), math, and science are paired with designated ELD lessons that support the integrated ELD. The paired sets of integrated and designated ELD videos are available for each grade level, transitional kindergarten through grade twelve. Site and district administrators can utilize this collection to design, implement, and enhance integrated and designated ELD instruction and the overall PL program. The administrators can provide this guide to grade level teams as a tool to use during grade level meetings in the elementary school setting or to the chair of the academic departments in grades seven through twelve.

Quality PL is coherent and aligned with other standards, policies, and programs. The Quality Professional Learning Standards (QPLS) present the elements of a quality professional learning system that, if well implemented, will benefit educators focused on increasing their professional capacity and performance.

Federal and state requirements and expectations have been changing to support schools and districts during COVID-19 related school closures and the transition to reopening schools. Familiarity and monitoring of these changes can help to focus on immediate PL needs and priorities and align local policies, structures, and practices. Continue to use and adapt, as much as possible, current curriculum, learning management systems, and PL structures to maintain continuity.

When planning PL using the Integrated and Designated ELD Video Series, it is key to connect discussion back to the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy). The California State Board of Education unanimously approved the EL Roadmap Policy on July 12, 2017. This policy is intended to provide guidance to local educational agencies (LEAs) on welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools. The *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners* (*CA EL Roadmap*) builds on the EL Roadmap Policy and provides further guidance on educating English learners. The *CA EL Roadmap* supports LEAs as they implement the EL Roadmap Policy.

EL Roadmap Vision

English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

EL Roadmap Mission

California schools affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California.

EL Roadmap Principles

1. **Assets-Oriented and Needs-Responsive Schools**

   Pre-schools and schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

2. **Intellectual Quality of Instruction and Meaningful Access**

   English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

3. **System Conditions that Support Effectiveness**

   Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

4. **Alignment and Articulation Within and Across Systems**

   English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

Additional EL Roadmap Information

For more information about the EL Roadmap Policy and associated guidance and resources, visit the CDE EL Roadmap web page at https://www.cde.ca.gov/sp/el/rm/index.asp.

The Californians Together EL Roadmap Teacher Toolkits can also be used for EL Roadmap PL. The elementary, middle, and high school teacher toolkits are available for free download on the Californians Together EL Roadmap Teacher Toolkit web page at https://www.californianstogether.org/english-learner-roadmap-toolkits.

How to Use this Toolkit

Administrators provide time and structure for staff (teachers, paraprofessionals, counselors, coordinators, etc.) to engage in PL about ELD instructional practices in classrooms. This series assists educators by providing real classroom examples and related resources in context. This series can be used for reflection and continuous improvement of ELD instructional practices.

During COVID-19 related distance learning, PL will likely take place virtually. While the videos in this series feature in-person classroom teaching, the questions associated with the videos and the activities in this guide have been adapted for distance PL and teaching. The strategies that teachers use in these videos can be adapted to distance or hybrid learning and can still serve as models of effective ELD instruction.

When facilitating virtual PL, it is important to keep the audience engaged by including breakout room discussions and other remote learning techniques. The suggestions in this guide are a starting point. Feel free to adapt them to fit your needs. The Integrated and Designated ELD Video Series is divided into elementary (transitional kindergarten through grade six) and secondary (grades seven through twelve). Grade level teams can use their particular grade level section or use the series for articulation between grade levels or academic content areas.

The video series is designed to be viewed over a series of sessions throughout a school year.

This toolkit contains ideas for each stage of PL using the ELD videos:

1. **Into:** Setting the Stage for PL
2. **Through:** Viewing and Analyzing the ELD Videos
3. **Beyond:** Applying Learning

Each stage includes sample discussion questions and suggested virtual PL activities. Please feel free to adapt these activities to fit the needs of educators participating in the PL series. The most effective PL is responsive to the needs of the educators served and includes voice and choice for participants.

The QPLS identify characteristics of PL that are most likely to support educators in building individual and collective capacity to meet professional, school, and student performance expectations.

Seven interdependent standards promote PL that is:

- Rooted in student and educator needs demonstrated through **data,**
- Focused on **content and pedagogy,**
- Designed to ensure **equitable** outcomes,
- Designed and structured to be **ongoing, intensive, and embedded** in practice,
- **Collaborative** with an emphasis on **shared accountability,**
- Supported by **adequate resources,** and
- **Coherent and aligned** with other standards, policies, and programs.

More information about the QPLS is available on the CDE QPLS web page at https://www.cde.ca.gov/pd/ps/qpls.asp.

This guide is designed to align with the QPLS and is based on the ideas articulated on the CDE Quality PL from a Distance web page at https://www.cde.ca.gov/pd/ps/distancepl.asp.

Leading Effective Remote PL:

Quality PL is designed and structured to be ongoing, intensive, and embedded in practice. The purpose and focus of remote PL should be clear and agreed upon. Remote PL should be systematized and differentiated to include opportunities for teachers to analyze their own practice and apply new learning. Scheduling of PL events should be convenient for teachers and recorded for those who cannot participate. Online PL sessions are facilitated with great care and with expertise in the platform and features and includes clear and timely communication with participants, structures that support the effective flow of the session, and anticipation of challenges. Remote PL events provide opportunities to engage with content and peers in a variety of ways to promote active engagement such as frequent discussion/question breaks, polling, break out rooms, back channel chats, and engagement with open content, including digital white boards.

Quality PL is collaborative with an emphasis on shared accountability. Remote PL should address the strain of isolation by providing opportunities for video conferencing, digital environments for educators to stay in touch with each other, and ensuring teachers have agency in determining the focus of PL. Community of practice models continue in remote PL with digital tools to try new approaches and share results with colleagues, common planning, peer observation, and support. Collaboration extends beyond school and district boundaries as all educators learn and grow in this new context.

For guidance on supporting social and emotional needs during remote PL, visit the CDE Social and Emotional Support in Distance Learning web page at https://www.cde.ca.gov/ci/se/seldistance.asp. For additional guidance on facilitating remote PL, visit the Learning Forward Tips for Leading PL Online web page at https://bit.ly/LearningForwardTips.

Setting Objectives:

It is important to set clear objectives for both the entire PL series and also for each individual session in the series. These objectives should be clearly stated in advance

and, as the learning series goes on, participants should have the opportunity to decide on the focus and objectives.

Sample Objectives for the ELD Video PL Series:

- To identify the characteristics of effective integrated and designated ELD instruction.

- To identify the characteristics of effective distance learning integrated and designated ELD.

- To set goals for improving integrated and designated ELD practice within course/grade level teams, the school, and/or the district.

- To implement new effective integrated and designated ELD strategies and reflect on this process.

- To articulate integrated and designated ELD content and delivery across the grades and across the school and/or district

Planning Trainings and Timeframe:

The Integrated and Designated ELD Video Series is meant to be viewed in a series of intentionally planned PL opportunities. Consider scheduling the full series of trainings in advance and spreading them out over the school year to ensure that participants have time to apply their learning.

When scheduling PL opportunities, remember that virtual learning can be draining and consider scheduling shorter sessions that include opportunities for engagement and frequent breaks to ensure that participants are able to focus and engage with the content.

In each PL session, allow time for teachers to read or view a resource, engage in reflection and discussion, and share out.

Between each PL session, allow time for teachers to reflect upon their own practice and apply new strategies, resources, and other learning with their students.

Applying Learning:

In the later stages of this PL series, it is important to give participants the opportunity to create goals for integrated and designated ELD instruction and to provide them with opportunities to meet with grade level or course teams to plan. Teachers can also observe each other to learn new strategies and provide feedback to one another as part of a continuous improvement cycle.

In the distance learning context, observations can be conducted virtually. Educators can provide one another with the login information for synchronous instruction time and can also send links to asynchronous learning such as recorded videos, resources, assignments, and other materials.

Into: Setting the Stage for PL

Introduce the PL objectives and goals and establish the time, process, and procedures for teachers to work together and collaborate during and beyond the PL sessions.

There are multiple ways to begin the conversation around ELD. Below are a few focus questions and activities that can be used or adapted for remote PL to spark thinking about integrated and designated ELD and set the stage for viewing the ELD videos. These into questions and activities include:

- Looking at local data,
- Activating prior knowledge, and
- Discussing local practice.

Looking at Local Data:

Quality PL is designed to ensure equitable outcomes. Data that is used to inform remote PL should be disaggregated by student groups in order to identify the most critical student needs, and remote PL should improve educator understanding of the cultural, intellectual, social, emotional, and physical needs of each learner.

Quality PL is rooted in student and educator needs demonstrated through data. Collect data from early efforts to transition to distance learning regarding what is working well and what needs improvement before spring 2021. In addition to academic and instructional data, data regarding social-emotional learning (SEL), wellness, and communication for students, families and educators is also important. Data should be gathered regarding remote PL events and instructional supports, and data support should be readily available. When possible, look at student samples. This will provide specific data tied to instruction.

Possible Focus Questions and Discussion Starters:

- How long does it take for an English learner to become fluent in our school/district? How many long-term English learner students are in our school/district?

- How are English learners doing in our school/district (including grades, social-emotional well-being data if available, graduation rates, etc.)?

- In what kinds of classes and activities do English learners participate in our school/district (consider AP enrollment, electives, extracurriculars, leadership roles, etc.)?

- What are our program strengths (what we do well) and what needs more attention?

- Provide opportunities for teachers to observe each other's classrooms using an observation tool (like the one provided in Appendix 1). Use the information as preliminary data to discuss.

Sample Virtual PL Activity:

Focus question: How long does it take for an English learner to become fluent in our school/district?

Tools and Materials:

- A digital meeting platform that allows breakout rooms, such as Zoom, available on the Zoom website at https://zoom.us.

- District and school reclassification data showing how long it takes various groups to reclassify. For example, groups could include students who start in the district in kindergarten, elementary, middle, and high school (depending on what grades participants teach); English learners with disabilities; English learners who speak different languages; English learners who are migratory students; English learners from low socio-economic backgrounds; and English learners of various races/ethnicities.

Continued:

- Digital folders to organize and share data, such as Google Drive, available on the Google Drive website at https://drive.google.com.

Timeframe: 1.5 hours

Activity:

Provide participants with reclassification data showing how long it takes to reclassify based on the selected focus group(s) (separate data for each).

Show general data (including visual representations of data if possible) with the whole group and go over the task. Provide links to folders that house data by grade span or school.

Place participants in breakout rooms to look at the data and discuss. If participants are all from the same school, place in breakout rooms based on grade level or grade span. If participants are from different schools, place in breakout rooms based on school. Provide each breakout room with the reclassification data for their grade span or school. Give participants about 30 minutes in breakout rooms to look at the data and discuss.

Breakout room discussion questions:

- How long, on average, does it take for an English learner to be reclassified? How long does it take for an English learner from the selected group(s) to be reclassified?

- How do reclassification timeframes vary by group, grade span, school, etc.? Consider various groups, including English learners with interrupted prior schooling, English learners developing literacy in their primary language, and English learners that have been retained.

- What practices are in place in grades/schools where students are reclassified more quickly? What practices are in place for the focus group(s)?

- What factors and/or practices might slow down the reclassification process/timeframe? How can we improve as a school/district?

Have participants return to the full group and share ideas and trends that came up. Have a facilitator take notes on a Google Doc that is shared on the screen and with participants to capture main ideas and trends. You can return to these notes later in the series to add to them or make connections to what participants have learned in the series and set goals.

Activating Prior Knowledge:

- What do we want to know about integrated and designated ELD?

- What do we want to know about integrated and designated ELD at our school/district?

- How well do we know the three parts in the ELD standards?

- What does integrated ELD look like?

- What does designated ELD look like?

- Lead teachers in a conversation about the distinct features between integrated and designated ELD and make connections to the information presented in the resources they read or viewed.

Sample Virtual PL Activity:

Focus questions:

- What does integrated ELD look like?

- What does designated ELD look like?

- What do we want to know about integrated and designated ELD?

Tools and Materials:

- A digital meeting platform that allows breakout rooms, such as Zoom, available on the Zoom website at https://zoom.us.

- A digital board to organize information, for example, Padlet, available on the Padlet website at https://padlet.com.
    - Create a shelf with four headings:
        - What does integrated ELD look like?
        - What does designated ELD look like?
        - What do we want to know about integrated ELD?
        - What do we want to know about designated ELD?

Timeframe: 20 minutes

Activity:

Explain that the purpose of this activity is to get everyone thinking about the difference between integrated and designated ELD instruction and not to evaluate their knowledge, but to identify collective group knowledge. Then, share a link to the digital board that you created using Padlet or another program. Demonstrate how to add an idea under a heading if some participants may not be familiar with the platform. Then, give participants about 10 minutes to add ideas under all four headings. Let participants post anonymously so that there is no fear of being incorrect.

Once the time is up, go over what you see in each heading and discuss common understandings of integrated and designated ELD and how you will address the "what we want to know" sections during this training series. Use the "what we want to know" headings to guide future PL planning in this series.

Discussing Local Practice:

Focus Questions:

- What do we do on a regular basis to provide all the domains of ELD?

- How prevalent is ELD at our school/district?

- What strategies are common at our school/district?

- What do we do well in our school/district regarding integrated ELD?

- What are our challenges?

- What could we focus on to provide or improve integrated ELD?

- How have our integrated ELD practices changed since moving to distance learning?

- How could we continue to improve distance learning integrated ELD?

- What do we do well in our school/district regarding designated ELD?

- What are our challenges?

- What could we focus on to provide or improve designated ELD?

- How have our designated ELD practices changed since moving to distance learning?

- How could we continue to improve distance learning designated ELD?

Sample Virtual PL Activity:

Focus question: What have been our successes and challenges with implementing ELD instruction during distance learning?

Tools and Materials:

- A digital meeting platform that allows breakout rooms, such as Zoom, available on the Zoom website at https://zoom.us.

- A shared space to add ideas in breakout groups, such as Google Slides, available on the Google Slides website at https://www.google.com/slides/about.
    - Template for this activity available at http://bit.ly/SuccessesChallengesTemplate

Timeframe: 45 minutes

Activity:

Introduce the activity with the whole group. Then, break participants into breakout rooms by grade level, grade span, subject area, or course team.

> **Continued:**
>
> In breakout rooms, ask participants to choose a notetaker and a reporter who will share out for the group. Have participants write down the team's successes and challenges with implementing ELD instruction during distance learning on their group's slide. The template provided can be copied and customized.
>
> For this activity, the successes and challenges listed can be success or challenges with either integrated and/or designated ELD. Give participants about 20 minutes in breakout rooms to discuss and prepare their slide to share.
>
> Bring participants back to the whole group and have each group share out. While groups are sharing, participants can use the chat feature and also the reactions feature to share points that they agree with or to build on ideas.
>
> Finally, the PL facilitators can sum up by sharing what trends they noticed in what was shared. The input gathered here can be used to guide future PL sessions.

Through: Viewing and Analyzing the ELD Videos

General Directions:

Select and view videos to identify features of a designated ELD lesson. Take time to discuss those features before moving on to the paired integrated ELD video. Allow participants to view the videos more than once. As a reminder, this PL should be completed over multiple sessions. How you organize the PL and which activities you choose should be tailored to the needs of the educators. Keep in mind that the videos are not exemplars, but real classroom examples created to spark conversations around ELD.

Suggestions:

- Ensure that participants have the foundational information in the frameworks and standards documents prior to viewing the videos so they can make connections to those resources.
- View designated ELD videos prior to viewing associated integrated ELD videos (videos come in paired sets of integrated and designated ELD lessons). Often, the teacher frontloads vocabulary and language structures for the English learners during designated ELD which they then apply during the paired integrated ELD video.

- Use Appendix 2 to choose videos that will resonate with the educators participating in the PL. For example, you could divide educators by grade, subject, or grade span to view the videos of the grade(s) and/or subject(s) that they teach or view videos from a variety of grades together as a whole staff. Most videos come in pairs (integrated and designated ELD) but some videos stand alone.

- Try not to view too many videos in one sitting. Instead, focus on viewing a video and fully discussing it using interactive activities.

- Consider activities for just before viewing a video, for each viewing (three viewings recommended), and for after viewing both videos in a paired set. Suggested activities below are organized in this way.

Before Viewing a Paired Set of Integrated and Designated ELD Videos:

Administrators can arrange and lead the following:

- Preview some known features of integrated ELD or designated ELD using the links to Frameworks and Standards documents (available in the Key Resources section). Give participants time to generate features and have discussion about the features they listed. This can be done in grade level groups or other groupings. Then, have groups share to the collective group.

- As a group, identify the next set of integrated and/or designated ELD video to view, discuss, and analyze.

- View one of the videos (integrated or designated) for a grade level and ask participants to identify the features of ELD they observe, then do the same with the other video.

- Direct participants to reference readings, resources, research, etc., to confirm the practices observed. See the Key Resources section of this document for ideas.

- Allow time for participants to view the videos again to observe what the teacher is doing and what the students are doing. Try using the Classroom Observation Tool (Appendix 1) to guide observations when viewing videos. Then provide time and opportunity for group discussion.

View the Designated ELD Videos:

View and discuss the designated ELD video three times. In each viewing, select a few of the focus questions listed below to guide discussion or create your own. Each viewing should have a different focus. Use the Features of Designated ELD (Appendix 3) as a guide. For example:

- **Viewing One:** Focus on the facts of the lesson (what the students and the teacher were doing).

- **Viewing Two:** Focus on the ELD strategies used and the standards addressed.

- **Viewing Three:** Dig deeper and analyze. Focus on the choices that the teacher made, the next steps that could be taken, and how this could apply to your setting.

Sample Virtual PL Activity: Viewing One

Note: This sample activity can be used for both the integrated and designated ELD videos.

Focus questions:

- What did you observe the teacher doing during the ELD lesson?

- What did you observe the English learners doing in the video?

- What systems and procedures seem to be in place in this classroom that facilitated this lesson?

- What did you notice about the setting (classroom setup, students, etc.)?

Tools and Materials:

- A digital meeting platform that allows breakout rooms, such as Zoom, available on the Zoom website at https://zoom.us.

- A shared space to add ideas in breakout groups, such as Google Docs, available on the Google Docs website at https://www.google.com/docs/about.

  - Template for this activity available at https://bit.ly/ViewingOneNotetaker.

Timeframe: 35 minutes (plus video viewing time. See Appendix 2 for video run times)

Activity:

Prior to the first viewing, provide participants with the first viewing focal questions and explain that with each viewing, you will be deepening your observations. For the first viewing, the focus is to observe the facts of the lesson, or what the students and the teacher are doing. The first viewing is not focused on evaluating the quality of the lesson or analyzing the choices made.

Play the first ELD video selected. Then, place participants in breakout rooms. Let participants know that they will need to select a notetaker and reporter to share with the group. Each breakout room will have a different focus area based on the focus questions below:

- Breakout Room One: What did you observe the teacher doing in this video?

- Breakout Room Two: What did you observe the English learners doing in the video?

- Breakout Room Three: What systems and procedures seem to be in place in this classroom that facilitated this lesson?

- Breakout Room Four: What did you notice about the setting (classroom setup, students, etc.)?

Sample Focus Questions for Each Viewing:

Viewing One:

- What did you observe the teacher doing in this video?

- What did you observe the English learners doing in the video?

- What systems and procedures seem to be in place in this classroom that facilitated this lesson?

- What did you notice about the setting (classroom setup, students, etc.)?

Viewings Two and Three:

- What features of the designated ELD instruction did you observe in the video? Use the Features of Designated ELD (Appendix 3) as a guide.

- What instructional strategies did you observe being used to support the students in the video? What other strategies or instructional practices would help facilitate language learning?

- How did you observe the focal ELD standards and supporting content standards being implemented in the designated ELD lesson?

- Use the Classroom observation tool (Appendix 1) on the second or third viewing

- How might this lesson be adapted to the distance learning context?

- Analyze and discuss how the instruction gave students the language they would need to engage in the upcoming content lesson

- What else can the teacher do to enhance the students' learning of the language and the content?

View the Integrated ELD Videos:

View and discuss the integrated ELD video three times. In each viewing, select a few of the focus questions listed below to guide discussion or create your own. Each viewing should have a different focus. Use the Features of Integrated ELD (Appendix 4) as a guide. For example:

- **Viewing One:** Focus on the facts of the lesson (what the students and the teacher were doing).

- **Viewing Two:** Focus on the ELD strategies used and the standards addressed.

- **Viewing Three:** Dig deeper and analyze. Focus on the choices that the teacher made, the next steps that could be taken, and how this could apply to your setting.

Sample Virtual PL Activity: Viewing Two and Three

Note: This sample activity can be used for both the integrated and designated ELD videos.

Focus questions:

- How did you observe the focal content standards and supporting ELD standards being implemented in the integrated ELD lesson?

  - Note: Adjust question if using for designated ELD lesson

- How could you apply one or more of the strategies you viewed in this series in the distance learning context?

Tools and Materials:

- A digital meeting platform that allows breakout rooms, such as Zoom, available on the Zoom website at https://zoom.us.

- The standards addressed in this lesson, placed on a slide (refer to Appendix 2 for the standards that each video addresses)

- A shared space to add ideas in breakout groups, such as Google Docs, available on the Google Docs website at https://www.google.com/docs/about.

  - Template for this activity available at https://bit.ly/Viewing2-3Notetaker.

Timeframe: 45 minutes (plus video viewing time. See Appendix 2 for video run times)

Activity: Play the selected integrated ELD video for the whole group, explaining that on this viewing, you will be focusing on how the teacher implemented the focal content standards and supporting ELD standards. Each video shows which standards are addressed at the beginning, but it also may be helpful to have the standards on a slide and to have the full standards available for viewing (you can find the standards addressed in each video in Appendix 2 and can copy and paste them onto the provided template and your slides).

Continued:

Next, place participants in breakout rooms. Each breakout room will be assigned one standard to focus on. Provide each group with a notetaking template like the sample Google Doc linked above to capture their ideas. Group members should discuss and brainstorm how they saw their assigned content or ELD standard addressed in this lesson and how this same content or ELD standard could be addressed during distance learning. The group can discuss how to adapt the method used to teach this standard in the video to the distance learning context. Give participants about 20 to 30 minutes in breakout rooms to discuss and take notes. The group should select a notetaker and reporter and share out when they return to the large group.

Sample Focus Questions for Each Viewing:

Viewing One:
- What did you observe the teacher doing during this video?

- What did you observe the English learners doing in the video?

- What systems and procedures seem to be in place in this classroom that facilitated this lesson?

- What did you notice about the setting (classroom setup, students, etc.)?

Viewings Two and Three:
- What features of the integrated ELD instruction did you observe in the video? Use the Features of Integrated ELD (Appendix 4) as a guide.

- What instructional strategies did you observe being used to support the students in the video? What other strategies or instructional practices would help facilitate language learning?

- How did you observe the focal content standards and supporting ELD standards being implemented in the integrated ELD lesson?

- Use the Classroom observation tool (Appendix 1) on the second or third viewing.

- How might this lesson be adapted to the distance learning context?

- Discuss what additional support students would need in extended lessons beyond the video.

- Analyze and discuss how the instruction reinforced the language English learners needed to engage in the content.

- What else can the teacher do to enhance the students' learning of the language and the content?

After Viewing both Integrated and Designated ELD Videos:

- After viewing both the integrated and designated ELD videos in the pair, discuss the following:
    - What do you notice about the relationship between integrated and designated ELD after viewing this pair of videos?
    - How could you apply one or more of the strategies you viewed in this series in the distance learning context?
    - What were the key instructional strategies used in the designated ELD video? Use the Features of Designated ELD (Appendix 3) as a guide.
    - What were the key instructional strategies used in the integrated ELD video? Use the Features of Integrated ELD (Appendix 4) as a guide.
    - How were these different; how were they the same?
    - How do the features of integrated ELD instruction compare to the features of designated ELD instruction?

Sample Virtual PL Activity:

Focus question: How could you apply one or more of the strategies you viewed in this series in the distance learning context?

Tools and Materials:

- A digital meeting platform that allows breakout rooms, such as Zoom, available on the Zoom website at https://zoom.us.

- A shared notetaker/planner using a platform like Google Docs
    - Template for this activity available at https://bit.ly/ReflectingandPlanningNotetaker.

- A video recording and sharing platform, such as Flipgrid, available on the Flipgrid website at https://info.flipgrid.com, that allows participants to view each other's videos and comment on them.
    - Flipgrid question: What is one (or more!) strategy from the integrated and/or designated ELD video pair that you would like to adapt to the distance learning context and try in your classroom?

Timeframe: 35 minutes

Activity: After viewing both the integrated and designated ELD videos in the chosen pair, ask participants to reflect individually on how they could apply one or more of the strategies viewed in this pair of videos in the distance learning context.

Continued:

Project the directions and ask participants to spend some time planning individually using the shared Google Doc notetaking template. Then, ask participants to individually create a Flipgrid video explaining the strategy they plan to use. Remind them that these videos will be available to be viewed by the group and will be used in later stages of the PL series.

Give participants time to plan and record their short videos explaining the strategy or strategies they want to try. These recorded videos can be used later in the PL series when you facilitate observations. You can ask participants to pair up for observations and view each other's videos. Then, you can have the participants work together to plan a day to observe their partners (using remote observations) trying out the new strategy or strategies they selected. You can also have participants view and comment on each other's Flipgrid videos to get inspiration of other strategies they could try and to provide encouragement and support to one another.

A Note to Facilitators:

This concludes the sections of the *ELD Video Series Administrator's Guide for Facilitating Remote PL* that guide participants into and through the ELD Video Series. The next section (beginning on the next page) provides guidance for PL opportunities that extend beyond the video series and allow participants to extend and apply their learning.

Beyond: Applying Learning

This section of the *ELD Video Series Administrator's Guide for Facilitating Remote PL* is provided to continue PL opportunities beyond the video series.

Facilitating Observations:

- Establish opportunities and a schedule for teachers and administrators to observe ELD instructional practices in both designated ELD settings and in content courses (integrated ELD).

   o Ensure that you have a system for facilitating observations during distance learning. Provide teachers with clear directions on how to invite colleagues to observe their classrooms remotely and establish remote observation protocols. The Classroom Snapshot Tool (Appendix 1) can be used during peer observations.

- Collect and discuss what was seen during the observations.

   o Use this information for goal setting and continuous improvement work. Ensure that observations are not evaluative but rather are used as a coaching opportunity.

Establishing Professional Learning Communities (PLCs):

In this phase, provide opportunities for teachers to focus on the features of integrated and designated ELD instruction observed in the school/district classrooms. Administrators can:

- Provide time for teachers to discuss the ELD instruction they observed in the classrooms visited and in their own classroom.

- Provide time for teachers to revisit some of the applicable written resources (frameworks, standards, tools, etc.) for grounding, guidance, and ideas.

- Allow teachers to share lesson plans, materials, strategies, etc.

   o In settings where the same teacher does not teach both ELD and content classes, ensure that content teachers and ELD teachers have time to meet and plan for alignment between the ELD class and the content classes.

- Provide time for teachers to analyze student data and identify where English learners excel with language development and academic achievement.

   o Identify where the greatest support should be provided with regards to language development and academic achievement for groups or cohorts of English learners.

- Provide time for teachers to identify the ELD standard(s) on which to focus to support their English learner' language development during designated ELD—identify how those standards will be used in tandem with the content standard(s) during integrated ELD.

- Provide time for teachers to identify and agree on at least one integrated ELD strategy to implement in all classrooms. These should be observed during the next round of virtual or in-person walk-throughs. Share the data of the observations with teachers.

- Provide time for teachers to identify and agree on at least one designated ELD strategy to implement in all designated ELD classrooms or during designated ELD within the content.

- Allow time for teachers to collaboratively plan integrated and designated ELD lessons or share ELD lesson plans with other teachers to receive constructive feedback.

Administrators can further support teachers by providing collaborative opportunities beyond the sessions, for example:

- Provide time and resources so teachers can regularly meet to view videos, analyze student data, plan for ELD instruction, etc.

- Support teachers with specific ELD training, time, and resources to observe other teachers during their ELD instruction time and provide time and space for them to debrief what was observed.

- Provide time for teachers to use the EL Roadmap Self Reflection Rubric (Appendix 3) to identify strengths and areas for growth. Facilitate a conversation about next steps to support English learners based on the areas for growth identified. Focus on one principle at a time, working through at least principles one and two at the classroom and school level.

- Use the Californians Together EL Roadmap Teacher Toolkits in a PL series. The toolkits are available for free download on the Californians Together EL Roadmap Teacher Toolkit web page at https://www.californianstogether.org/english-learner-roadmap-toolkits/.

As the teacher networks view and discuss the collection, individual teachers develop and implement ELD instruction in the classroom, taking the following steps:

- Observe English learners during instruction and identify where they excel with language and where they excel in academics.
  - Identify where the greatest support is needed regarding language and academics.

- Identify the ELD standard(s) to teach during designated ELD.
  - Identify the supporting content standards(s) to build into and from.

- Identify the content standard(s) driving the instruction.
  - Identify the supporting ELD standard(s) to teach during integrated ELD.
  - Use the template provided in Appendix 5 to place the two sets of standards in close proximity for easier planning.

- Identify at least one aspect of integrated ELD to further develop and enhance.

- - Analyze the language demands of the lesson to identify the language that will need to be supported for English learners to make meaning and engage in the content during the lesson (listening, speaking, reading, and writing).
- Identify the new language structures to teach English learners about how English works and how to use them to engage with learning the content (listening, speaking, reading, and writing).
  - Identify at least one aspect of designated ELD to further develop and enhance
- Plan integrated and designated ELD lessons collaboratively within teacher networks or share ELD lesson plans with each other to receive constructive feedback.
- Set aside regular times to view videos, reference resources, and meet in teacher networks to engage in study session, plan for ELD instruction, etc.
- Observe ELD instruction and then schedule a time to discuss
  - What features of ELD were noted?
  - What were the teachers doing?
  - What were the students doing?

Teacher-Led Continued PL:

In this phase, teachers take the lead to identify and plan next steps in effective ELD instruction. The administrator can do the following:

- Celebrate successes.
- Provide teachers the opportunity to reflect on their integrated and/or designated ELD instruction.
- Create time and space for continued teacher collaboration.
- Revisit familiar ELD resources or encourage teachers to find new resources.
- Invite teachers to design current and future sessions.

Sample Virtual PL Activity: Beyond

Focus question:

- How well is our school/district (choose a focus level) implementing the EL Roadmap Policy and what are our next steps to move this policy forward?

Tools and Materials:

- A digital meeting platform that allows breakout rooms and annotation, such as Zoom, available on the Zoom website at https://zoom.us.
- The EL Roadmap Self-Reflection Rubric, available as Appendix 3.

Continued:

- The EL Roadmap Teacher Presentation, which includes slides and talking points that can be adapted to fit your needs, available on the CDE EL Roadmap Resources web page at https://www.cde.ca.gov/sp/el/rm/resources.asp.
- A shared notetaker/planner using a platform like Google Docs
  - Template for this activity available at https://bit.ly/SelfReflectionSlideTemplate

Timeframe: 1.5 hours

Activity: Choose one principle to focus on at a time for this activity. The activity can be repeated for each principle. Minimally, teachers should focus on both principles one and two, since those principles most closely align with teaching and learning. Provide a brief overview of the EL Roadmap and the purpose of the Self-Reflection Rubric. The EL Roadmap Teacher Presentation, available above, provides an overview of both and can be used or adapted to fit your needs.

Place participants in breakout rooms with a facilitator or participant volunteer in each room. The facilitator or participant volunteer should share their screen with the Self-Reflection Rubric on it. Participants can then use the "annotation" feature in Zoom to mark up the rubric where they feel that the school/district is currently for each element of the principle. The Zoom Help Center Using Annotation Tools on a Shared Screen or Whiteboard web page at https://bit.ly/ZoomHelpAnnotation provides an overview of how to use the annotation feature. Once everyone has marked up where they think the school/district is for each element, the group can discuss elements where they agreed strongly versus those where different members selected different levels of implementation. Together, the group can come to consensus on the level of implementation of the school/district and note that consensus on their assigned Google slide. This slide template includes a space for participants to note the two or three elements that the school/district should focus on going forward. Give participants at least 30 minutes in groups to discuss and come to consensus.

Return to the main room and have each group share out where they think the school/district should focus on EL Roadmap Policy implementation going forward. Then, facilitators can facilitate a whole group discussion based on which elements to focus on and what the next steps toward EL Roadmap Policy implementation should be based on the elements selected for focus. If the group is too large to facilitate an effective whole group discussion, facilitators can also use the Zoom Polls feature to have participants select the elements that should be the focus areas and then break participants back out into breakout rooms to discuss next steps for the elements selected.

Key Resources

Introduce a selection of instructional resources and tools that the teachers can read and engage with during and beyond the sessions and describe a process for working with the resources.

Provide an overview of the video series by showing teachers where they can access the videos and the available resources.

CDE Resources:

ELD and Content Standards:

California ELD Standards available directly as a PDF on the CDE website at https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf.

- Read pages 26–134: Kindergarten through Grade 12 ELD Standards

- Read pages 148–149: Interacting in Meaningful and Intellectually Challenging Ways

- Read pages 151–152: Developing Academic English

California Common Core State Standards for ELA and Literacy in History/Social Studies, Science, and Technical Subjects available directly as PDF on the CDE website at https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf.

Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve (CA NGSS), available on the CDE NGSS for California Public Schools K–12 web page at https://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp.

The *CA NGSS* were developed to prepare California students to be future citizens and future scientists.

California Common Core State Standards for Mathematics (CA CCSS for Mathematics) available directly as a PDF on the CDE website at https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf.

The *CA CCSS for Mathematics* are designed to be robust, linked within and across grades, and relevant to the real world, reflecting the knowledge and skills that young people will need for success in college and careers.

- Integrating the CA ELD Standards into K–12 Mathematics and Science Teaching and Learning available directly as a word document on the CDE website at https://www.cde.ca.gov/sp/el/er/documents/fnl1516agmnteldstndab899.doc.

  o Read pages 16–22: Integrating CA ELD Standards into Mathematics Teaching and Learning

  o Read pages 191–198: Integrating CA ELD Standards into Science Teaching and Learning

Curriculum Frameworks:

ELA/ELD Framework available on the State Board of Education-Adopted *ELA/ELD Framework* Chapters web page at https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp.

- Read pages 10–11: Emphasis of English Learners in this Framework
- Read pages 30–31: Intent of the CA ELD Standards
- Read pages 104–119: ELD
- Read pages 167–168: Integrated and Designated ELD

2016 Science Framework, available on the CDE 2016 Science Framework web page at https://www.cde.ca.gov/ci/sc/cf/cascienceframework2016.asp.

- The *2016 Science Framework* was developed to support the implementation of the Next Generation Science Standards.

2013 California Mathematics Framework, available on the CDE 2013 Mathematics Framework Chapters web page at https://www.cde.ca.gov/ci/ma/cf/mathfwchapters.asp.

- Universal Access Chapter available directly as a PDF on the CDE website at https://www.cde.ca.gov/ci/ma/cf/documents/mathfwuniversalaccess.pdf.
    - Read pages 667–670: New Language Demands of the *CA State Standards for Mathematics*
    - Read pages 683–687: Planning Instruction for California's English Learners

CDE Regional EL Specialists Comprehensive ELD Resources for LEAs Padlet on the Padlet website at https://padlet.com/carelspecialists/ELD.

- This Padlet contains guidance and resources for integrated and designated ELD.

Webinars

CDE Educator Workforce Investment Grant (EWIG): EL Roadmap Policy Implementation web page at https://www.cde.ca.gov/sp/el/rm/ewigelrmpolicy.asp.

- This web page includes links to a series of webinars from the two EWIG recipients: Californians Together and the California Association for Bilingual Education. The webinar series can be used for PL related to English learners.

CDE COVID-19 EL Resources web page at https://www.cde.ca.gov/sp/el/er/covidelresources.asp.

- This web page includes links to resources, model programs and units, webinars, guidance, and learning acceleration information during distance learning.
    - The webinars linked under the "webinars" tab can be used for PL and include webinars from the California Teachers Association, with the Comprehensive Center Network Region 15 and the CDE, as well as the California Collaborative for Educational Excellence.

Partner Resources:

The California ELD Standards: Getting Started available on the My Digital Chalkboard Professional Development Content web page at https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action. These professional learning models (PLMs) are designed to provide an orientation to the CA ELD Standards, ideas for implementing the standards in different contexts, and in tandem with the ELA/Literacy, and opportunities to apply learning and reflect on instructional practice.

The My Digital Chalkboard A Deeper Dive into the California ELD Standards web page at https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scId=509621.

These PLMs are designed to provide deeper learning about implementing the CA ELD Standards in elementary, middle, and high school classrooms, guidance on implementing the standards in tandem with the ELA/Literacy, and opportunities for teachers to reflect on their instructional practice.

The Riverside County Office of Education Blueprint for Effective Leadership and Instruction for Our English Learners' Future (B.E.L.I.E.F.) PLMs web page at https://rcoe.learning.powerschool.com/mmccabe/b.e.l.i.e.f/cms_page/view. The B.E.L.I.E.F. PLMs support district and site administrators with implementation of both integrated and designated ELD. The modules include current ELD research; opportunities to deepen understanding of integrated and designated ELD; activities to analyze, reflect upon, and refine programs for English learners; and follow-up activities to use with staff to support implementation. The modules were developed by the Curriculum and Instruction Steering Committee (CISC), ELA/ELD CISC Subcommittee.

Local Resources:

- The locally adopted ELD curriculum
- The locally adopted subject-area curriculum

Appendices

The Following pages include appendices referenced in this document. These appendices include:

- Appendix 1: Classroom Observation Tool
- Appendix 2: ELD Video Series at a Glance
- Appendix 3: Features of Designated ELD
- Appendix 4: Features of Integrated ELD
- Appendix 5: CA ELD Standards Related to the Content: Math
- Appendix 6: Self-Reflection Rubric

Appendix 1: Classroom Observation Tool

Instructions: Focus only on what the teacher is doing initially ("What the Teacher is Doing" and "Learning Strategies Used" sections). After three to five minutes, focus only on the students ("What the Students are Doing" and "Materials Used by Students" sections). Calibrate and reflect on practices.

Grade/Subject:

Time in/out:

ELD Instruction (check one):

- ☐ Integrated
- ☐ Designated

What the Teacher is Doing:

- ❑ Lecture
- ❑ Discussion leader
- ❑ Provide time for structured speaking and listening
- ❑ Classroom management techniques evident
- ❑ Explains activity and gives concise sequential directions to guide lesson
- ❑ Sets purpose/objective of learning
- ❑ Whole class instruction
- ❑ Small group Instruction
- ❑ Guided Practice
- ❑ Checks for understanding
- ❑ Models/demonstrates tasks
- ❑ Assessment/formative assessment
- ❑ Differentiate for use of academic English
- ❑ Provides for a variety of learning styles
- ❑ Asks or answers questions
- ❑ Makes connections to prior knowledge/experiences
- ❑ Builds connections/experiences

Evidence/Comments:

Learning Strategies Used:

- ❑ Wait time
- ❑ Higher level questioning/Depth of Knowledge level: Bloom's level:
- ❑ Text dependent questions
- ❑ Instructional technology
- ❑ Frontload academic language
- ❑ Artifacts/realia/primary source documents
- ❑ Flexible grouping
- ❑ Routines/procedures
- ❑ Graphic organizers/visuals
- ❑ Writing process
- ❑ Sentence deconstructing/unpacking

- ❑ Sentence reconstructing/repacking
- ❑ Proficiency level grouping
- ❑ Structured student talk
- ❑ Project based learning
- ❑ Writing from sources
- ❑ Incorporates mathematical practices
- ❑ Paraphrase text

Evidence/Comments:

Learning Environment:

- ❑ Rubrics/criterion charts available and used
- ❑ Respect for cultural diversity
- ❑ Standards addressed–connected to the lesson
- ❑ Safe and orderly
- ❑ Affirmation for all student/student-centered

Evidence/Comments:

Instructions: View the same video but focus only on the students.

What the Students are Doing:

- ❑ Individual work/independent assignment
- ❑ Workbook/worksheets
- ❑ Presentation/performance task
- ❑ Grade level content standards-based task
- ❑ Writing
- ❑ Asking and answering higher order questions/text dependent questions
- ❑ Completing graphic organizer
- ❑ Collaborative groups
- ❑ Using purposeful academic language
- ❑ Problem solving
- ❑ Responding verbally/ non-verbally based on language proficiency
- ❑ Engaged in Depth of Knowledge levels (1–4)
- ❑ Speaking/responding in complete sentences
- ❑ Writing/responding in complete sentences
- ❑ Engaging in small groups
- ❑ Taking assessment
- ❑ Participate in student led discussion
- ❑ Self-reflecting and evaluating their learning
- ❑ Writing from sources
- ❑ Close reading
- ❑ Rereading using context clues

Evidence/Comments:

Materials Used by Students

- ❑ Core materials at grade level (text complexity)
- ❑ Technology
- ❑ Multi-level texts
- ❑ Differentiated grade level core materials
- ❑ Supplemental materials
- ❑ Materials in the students' home language
- ❑ Culturally diverse materials
- ❑ Graphic organizers

Evidence/Comments:

Appendix 2: ELD Video Series at a Glance

Kindergarten Videos

Kindergarten Science Video Pair One:

Kindergarten Science Designated ELD Video: Using Noun Phrases

Link to Video: CDE YouTube Channel at https://bit.ly/KindergartenScienceDELD

Video Length: 12 minutes, 33 seconds

Context: In this lesson, the students are learning, reviewing, and practicing how to exchange information and ideas about grade-level science content. They intentionally listen, speak, read and write in order to build language and linguistic structures.

The students will use these language resources to accurately demonstrate their understanding of the science content in writing now and when they return to their science class.

Standards:

The Focal California ELD Standards Driving this Lesson (Bridging Level):

- **Kindergarten. Part I. Standard 1. Exchanging Information and Ideas.** Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

- **Kindergarten. Part I. Standard 12. Selecting Language Resources.** Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect while speaking and writing.

- **Kindergarten. Part II. Standard 4. Using Nouns and Noun Phrases.** Expand noun phrases in a wide variety of ways in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and independently.

The Supporting California Next Generation Science Standards Used in Tandem with the Focal ELD Standards:

- **Kindergarten. Life Science 1. Sub-Item 1. From Molecules to Organisms: Structures and Processes.** Use observations to describe patterns of what plants and animals (including humans) need to survive.

Reflection and Discussion Questions:

1. How did you observe the following focal ELD standards and supporting content standards being implemented in this kindergarten designated ELD lesson?

   - Part I. Standard 1. Exchanging Information and Ideas

   - Part I. Standard 12. Selecting Language Resources

   - Part II. Standard 4. Using Nouns and Noun Phrases

   - Life Science 1. Sub-Item 1. From Molecules to Organisms: Structures and Processes

2. What features of designated ELD did you observe in the lesson?

Kindergarten Science Integrated ELD Video: Causal Explanation

Link to Video: CDE YouTube Channel at https://bit.ly/KindergartenScienceIELD

Video Length: 10 minutes, 40 seconds

Context: In this lesson, the students are in the middle of a science unit on marine ecosystems. At the end of the unit, each student will write and illustrate a book in which they describe sea otters and their habitats, explain why the animals are critical to the ocean ecosystem, and communicate why ocean ecosystems should be protected.

Standards:

The California Next Generation Science Standards Driving the Lesson:

- **Kindergarten. Earth and Space Science 3. Sub-Item 1: Earth and Human Activity.** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

The Supporting California ELD Standards Used in Tandem with the Science Standards (Bridging Level):

- **Kindergarten. Part I. Standard 1. Exchanging Information and Ideas.** Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
- **Kindergarten. Part II. Standard 6. Connecting Ideas.** Combine clauses in a wide variety of ways to make connections between—and join—ideas in shared language activities guided by the teacher and independently.

Reflection and Discussion Questions:

1. How did you observe the following focal content standards and supporting ELD standards being implemented in this kindergarten integrated ELD lesson?
   - Earth and Space Science 3. Sub-Item 1: Earth and Human Activity
   - Part I. Standard 1. Exchanging Information and Ideas
   - Part II. Standard 6. Connecting Ideas
2. What features of integrated ELD did you observe in the lesson?

Kindergarten Science Video Pair Two: Force

Link to Videos (includes both integrated and designated ELD): CDE YouTube Channel at https://bit.ly/KinderScienceForce

Video Length: 13 minutes, 58 seconds

Context: This video is used with permission from the Sobrato Early Academic Language (SEAL) program, a California nonprofit corporation. This video includes both integrated and designated ELD.

Standards: Not identified

Reflection and Discussion Questions: Not identified

Kindergarten Math Video Pair:

Kindergarten Math Designated ELD Video: Sequential Connectives
Link to Video: CDE YouTube Channel at https://bit.ly/KindergartenMathDELD

Video Length: 10 minutes, 46 seconds

Context: In this lesson, the students are learning, reviewing, and practicing how to exchange information and ideas about grade-level mathematics content. They intentionally listen, speak, read, and write in order to build language and linguistic structures. The students will use these language resources to accurately demonstrate their understanding of the mathematics content in writing now and when they return to their math class.

Standards:

The Focal California ELD Standards Driving this Lesson (Bridging Level):

- **Kindergarten. Part I. Standard 1. Exchanging Information and Ideas.** Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

- **Kindergarten. Part II. Standard 2. Understanding cohesion.** Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.

The Supporting California Common Core State Standards for Mathematics Used in Tandem with the Focal ELD Standards:

- **Kindergarten. Operations and Algebraic Thinking. Standard 2.** Solve addition and subtraction word problems and add and subtract within 10.

Reflection and Discussion Questions:

1. How did you observe the following focal ELD standards and supporting content standards being implemented in this kindergarten designated ELD lesson?

   - Part I. Standard 1. Exchanging Information and Ideas

   - Part I. Standard 2. Understanding Cohesion

   - Operations and Algebraic Thinking. Standard 2

2. What features of designated ELD did you observe in the lesson?

Kindergarten Math Integrated ELD Video: Explain Word Problems
Link to Video: CDE YouTube Channel at https://bit.ly/KindergartenMathIELD

Video Length: 11 minutes, 17 seconds

Context: In this lesson, the students are applying what they have previously learned about solving math word problems and sharing explanations of how they solved them in speaking and writing. The lesson focuses on sequential connectives that signal the steps of an explanation.

Standards:

The California Common Core State Standards for Mathematics Driving the Lesson:

Mathematics Standard:

- **Kindergarten. Operations and Algebraic Thinking. Standard 2.** Solve addition and subtraction word problems and add and subtract within 10.

Mathematical Practices 6:

- **Attend to Precision.** Mathematically proficient students try to communicate precisely to others…In the elementary grades, students give carefully formulated explanations to each other.

The Supporting California ELD Standards Used in Tandem with the Mathematics Standards (Bridging Level):

- **Kindergarten. Part I. Standard 1. Exchanging Information and Ideas.** Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

- **Kindergarten. Part II. Standard 2. Understanding cohesion.** Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.

Reflection and Discussion Questions:

1. How did you observe the following focal content standards and supporting ELD standards being implemented in this kindergarten integrated ELD lesson?

   - Operations and Algebraic Thinking. Standard 2

   - Part I. Standard 1. Exchanging Information and Ideas

   - Part II. Standard 2. Understanding Cohesion

2. What features of integrated ELD did you observe in the lesson?

Grade 1 Videos

Grade 1 ELA Video Pair:

Grade 1 ELA Designated ELD Video: Using a That Clause to Describe
Link to Video: CDE YouTube Channel at https://bit.ly/Grade1ELADELD

Video Length: 12 minutes, 48 seconds

Context: In this lesson, the students are learning, reviewing, and practicing how to expand and enrich their ideas using the relative pronoun *that*. They intentionally listen, read, speak, and write in order to build language and linguistic structures.

The students use these language resources to be more precise and detailed in discussing and writing informational texts now as well as when they return to their integrated ELA class to read, write, and speak about community helpers.

Standards:

The Focal California ELD Standards Driving this Lesson (Bridging Level):

- **Grade 1. Part I. Standard 1. Exchanging Information and Ideas.** Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

- **Grade 1. Part II. Standard 4. Using Nouns and Noun Phrases.** Expand noun phrases in a variety of ways in order to enrich the meaning of phrases/sentences

and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and independently.

The Supporting California ELA Standard Used in Tandem with the Focal ELD Standards:

- **Grade 1. Speaking and Listening. Standard 1.** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

  a. Follow agreed-upon rules for discussions

  b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

  c. Ask questions to clear up any confusion about the topics and texts under discussion.

- **Grade 1. Language. Standard 1j:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Reflection and Discussion Questions:

1. How did you observe the following focal ELD standards and supporting content standards being implemented in this grade four designated ELD lesson?

   - Part I. Standard 1. Exchanging Information and Ideas

   - Part II. Standard 4. Using Nouns and Noun Phrases

   - Speaking and Listening. Standard 1

   - Language. Standard 1j

2. What features of designated ELD did you observe in the lesson?

Grade 1 ELA Integrated ELD Video: Learning About Firefighter
Link to Video: CDE YouTube Channel at https://bit.ly/Grade1ELAIELD

Video Length: 11 minutes, 37 seconds

Context: The students are in the middle of a unit in which they are learning about community helpers. In this lesson, the students are reading, discussing, and writing about firefighters. After reading and discussing their text in small groups and with the whole class, they write and illustrate an informational flyer about firefighters and why they are important.

Standards:

The California Common Core State Standards for ELA Driving the Lesson:

- **Grade 1. Reading Standards for Informational Text. Standard 2:** Identify the main topic and retell key details of a text.

- **Grade 1. Writing. Standard 2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

- **Grade 1. Speaking and Listening. Standard 1.** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
    a. Follow agreed-upon rules for discussions
    b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
    c. Ask questions to clear up any confusion about the topics and texts under discussion.

The Supporting California ELD Standards Used in Tandem with the ELA Standards (Bridging Level):

- **Grade 1. Part I. Standard 1. Exchanging Information and Ideas.** Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

- **Grade 1. Part I. Standard 2. Interacting via Written English. Collaborate** with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.

- **Grade 1. Part I. Standard 10. Writing.** Write longer literary texts and informational texts collaboratively with an adult, with peers, and independently.

Reflection and Discussion Questions:

1. How did you observe the following focal content standards and supporting ELD standards being implemented in this grade one integrated ELD lesson?

    - Reading Standards for Informational Text. Standard 2

    - Writing. Standard 2

    - Speaking and Listening. Standard 1

    - Part I. Standard 1. Exchanging Information and Ideas

    - Part I. Standard 2. Interacting via Written English

    - Part I. Standard 10. Writing

2. What features of integrated ELD did you observe in the lesson?

Grade 2 Videos

Grade 2 Science Video Pair One:

Grade 2 Science Integrated and designated ELD Video: Sequence
Link to Video (includes both integrated and designated ELD): CDE YouTube Channel at https://bit.ly/Grade2ScienceSequence

Video Length: 12 minutes, 10 seconds

Context: This video is used with permission from the SEAL program, a California nonprofit corporation. In this video students are learning to use sequencing language to describe how a natural resource is produced and becomes a product.

Standards: Not identified

Reflection and Discussion Questions: Not identified

Grade 2 Science Video Pair Two (Bilingual):

Grade 2 Science Integrated and Designated ELD Video: Describing (Bilingual)
Link to Video (includes both integrated and designated ELD): CDE YouTube Channel at https://bit.ly/Grade2ScienceBilingual

Video Length: 14 minutes, 19 seconds

Context: This video is used with permission from the SEAL program, a California nonprofit corporation. In this video students observe and classify the states of matter and use description language.

Standards: Not identified

Reflection and Discussion Questions: Not identified

Grade 2 Science Integrated ELD Video (no designated ELD video pairing):

Grade 2 Science Integrated ELD Video: Asking and Answering Questions
Link to Video: Teaching Channel at https://bit.ly/Grade2ScienceIntegratedELD

Video Length: 11 minutes, 38 seconds

Context: This video is available through the Teaching Channel. In this video students listen, talk, read, and write about soil. The students analyze text features to ask and answer questions about soil.

Standards: Not identified

Reflection and Discussion Questions: Not identified

Grade 4 Videos

Grade 4 Math Video Pair:

Grade 4 Math Designated ELD Video: Mathematical Argument
Link to Video: CDE YouTube Channel at https://bit.ly/Grade4MathDELD

Video Length: 11 minutes, 1 second

Context: In this lesson, the students are learning and practicing how to write mathematical arguments. They intentionally listen, speak, read, and write in order to build language and linguistic structures. The students will use these language resources to accurately demonstrate their understanding of math content in writing now as well as when they return to their math class.

Standards:

The Focal California ELD Standards Driving this Lesson (Bridging Level):

- **Grade 4. Part I. Standard 1. Exchanging Information and Ideas.** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

- **Grade 4. Part I. Standard 10a. Writing.** Write longer and more detailed literary and informational texts collaboratively and independently using appropriate text organization and growing understanding of register.

- **Grade 4. Part II. Standard 1.** Understanding Text Structure. Apply understanding of how different text types are organized to express ideas to comprehending texts and writing cohesive texts.

The Supporting California Common Core State Standards for Mathematics Used in Tandem with the Focal ELD Standards:

- **Grade 4. Number and Operations in Base Ten. Standard 5: Use place value understanding and properties of operations to perform multi-digit arithmetic.** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Reflection and Discussion Questions:

1. How did you observe the following focal ELD standards and supporting content standards being implemented in this grade four designated ELD lesson?

   - Part I. Standard 1. Exchanging Information and Ideas

   - Part I. Standard 10a. Writing

   - Part II. Standard 1. Understanding Text Structure

   - Number and Operations in Base Ten. Standard 5

2. What features of designated ELD did you observe in the lesson?

Grade 4 Math Integrated ELD Video: Justify Mathematical Argument
Link to Video: CDE YouTube Channel at https://bit.ly/Grade4MathIELD

Video Length: 13 minutes, 53 seconds

Context: In this lesson, the students are collaboratively solving a word problem and learning how to justify their thinking in writing. They collaboratively construct a mathematical argument and will ultimately color code the different structural components of their arguments.

Standards:

The California Common Core State Standards for Mathematics Driving the Lesson:

- **Grade 4. Number and Operations in Base Ten. Standard 5: Use place value understanding and properties of operations to perform multi-digit arithmetic.** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

The Supporting California ELD Standards Used in Tandem with the Mathematics Standards (Bridging Level):

- **Grade 4. Part I. Standard 1. Exchanging Information and Ideas.** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

- **Grade 4. Part I. Standard 10a. Writing.** Write longer and more detailed literary and informational texts collaboratively and independently using appropriate text organization and growing understanding of register.

Reflection and Discussion Questions:

1. How did you observe the following focal content standards and supporting ELD standards being implemented in this grade four integrated ELD lesson?

   - Number and Operations in Base Ten. Standard 5

   - Part I. Standard 1. Exchanging Information and Ideas

   - Part I. Standard 10a. Writing

2. What features of integrated ELD did you observe in the lesson?'

Grade 4 Science Video Pair:

Grade 4 Science Designated ELD Video: Sequential Connectives

Link to Video: CDE YouTube Channel at https://bit.ly/Grade4ScienceDELD

Video Length: 20 minutes, 11 seconds

Context: In this lesson, the students are learning, reviewing, and practicing listening, speaking, reading, and writing to exchange information and ideas that build the language resources necessary to accurately explain a sequential process exhibiting access to grade level content.

Standards:

The Focal California ELD Standards Driving this Lesson (Bridging Level):

- **Grade 4. Part I. Standard 1. Exchanging Information and ideas**. Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

- **Grade 4. Part I. Standard 6a. Reading/Viewing Closely.** Describe ideas, phenomena, and text elements in detail based on close reading of a variety of grade-level texts, with light support.

- **Grade 4. Part II. Standard 2b. Understanding Cohesion.** Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases to comprehending texts and writing cohesive texts.

The Supporting California Next Generation Science Standards Used in Tandem with the Focal ELD Standards:

- **Grade 4. Earth and Space Science 3. Sub-item 1. Earth and Human Activity.** Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Reflection and Discussion Questions:

1. How did you observe the following focal ELD standards and supporting content standards being implemented in this grade four designated ELD lesson?

   - Part I. Standard 1. Exchanging Information and Ideas
   - Part I. Standard 6a. Reading/Viewing Closely
   - Part II. Standard 2b. Understanding Cohesion
   - Earth and Space Science 3. Sub-item 1. Earth and Human Activity

2. What features of designated ELD did you observe in the lesson?

Grade 4 Science Integrated ELD Video: How Solar Panels Work

Link to Video: CDE YouTube Channel at https://bit.ly/Grade4ScienceIELD

Video Length: 25 minutes, 11 seconds

Context: In this two-part lesson, the students are in the middle of a science unit on solar energy as a resource. At the end of the unit, each student will write an informational report discussing the positive and negative effects of energy resources for a green future.

Standards:

The California Next Generation Science Standards Driving the Lesson:

- **Grade 4. Earth and Space Science 3. Sub-item 1. Earth and Human Activity.** Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

The Supporting California ELD Standards Used in Tandem with the Science Standards (Bridging Level):

- **Grade 4. Part I. Standard 1. Exchanging Information and Ideas.** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

- **Grade 4. Part II. Standard 2b. Understanding Cohesion.** Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases to comprehending texts and writing cohesive texts.

Reflection and Discussion Questions:

1. How did you observe the following focal content standards and supporting ELD standards being implemented in this grade four integrated ELD lesson?

   - Earth and Space Science 3. Sub-item 1. Earth and Human Activity
   - Part I. Standard 1. Exchanging Information and Ideas
   - Part II. Standard 2b. Understanding Cohesion

2. What features of integrated ELD did you observe in the lesson?

Grade 4 ELA Social Studies Video Pair:

Grade 4 ELA Social Studies Integrated and Designated ELD Video: Reasons and Evidence

Link to Video (includes both integrated and designated ELD): CDE YouTube Channel at https://bit.ly/Grade4ELASocialStudies

Video Length: 13 minutes, 16 seconds

Context: This video is used with permission from the SEAL program, a California nonprofit corporation. This video includes both integrated and designated ELD. In this video students share opinions about whether sources are trustworthy or not using reasons and evidence.

Standards: Not identified

Reflection and Discussion Questions: Not identified

Grade 5 Videos

Grade 5 ELA and Social Studies Video (no integrated video pairing):

Grade 5 ELA and Social Studies Designated ELD Video: Oral Language Analysis
Link to Video: CDE YouTube Channel at https://bit.ly/Grade5ELASS-Designated

Video Length: 11 minutes, 58 seconds

Context: This video is used with permission from the SEAL program, a California nonprofit corporation. This video includes both designated ELD and does not include an integrated ELD paired video. In this video students use cause and effect language to discuss the Trail of Tears. This video also shows the teachers engaging in oral language analysis and planning for next steps.

Standards: Not identified

Reflection and Discussion Questions: Not identified

Grade 7 Videos

Grade 7 ELA Integrated ELD Video (no designated ELD video pair):

Grade 7 ELA Integrated ELD Video: Analyzing Figurative Language
Link to Video: CDE YouTube Channel at https://bit.ly/Grade7ELAIELD

Video Length: 25 minutes, 53 seconds

Context: In this lesson, the students are in the middle of a unit on biographies. At the end of the unit, each student will research and develop a biographical presentation of a great leader. The students have been learning about how biographies and autobiographies are structured, including analyzing figurative language to infer the leader's character traits.

Standards:

The California Common Core Standards for ELA Driving the Lesson:

- **Grade 7. Reading Standards for Informational Text. Standard 4. Craft and Structure.** Determine the meaning of words and phrases as they are used in a

text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

- **Grade 7. Speaking and Listening. Standard 1.** Engage effectively in a range of collaborative discussions with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas, and expressing their own clearly.

- **Grade 7. Language Standard 5. Vocabulary Acquisition and Use.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

The Supporting California ELD Standards Used in Tandem with the ELA Standards (Bridging Level):

- **Grade 7. Part I. Standard 1. Exchanging Information and Ideas.** Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

- **Grade 7. Part I. Standard 8. Analyzing Language Choices.** Explain how phrasing, different words with similar meaning, or figurative language produce shades of meaning, nuances, and different effects on the audience.

- **Grade 7. Part I. Standard 12a. Selecting Language Resources.** Use an expanded set of general academic words, domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.

Reflection and Discussion Questions:

1. How did you observe the following focal content standards and supporting ELD standards being implemented in this grade seven integrated ELD lesson?

    - Reading Standards for Informational Text. Standard 4

    - Speaking and Listening. Standard 1

    - Language. Standard 5

    - Part I. Standard 1. Exchanging Information and Ideas

    - Part I. Standard 8. Analyzing Language Choices

    - Part I. Standard 12a. Selecting Language Resources

2. What features of integrated ELD did you observe in the lesson?

Grade 7 Science Video Pair:

Grade 7 Science Designated ELD Video: Describing and Questioning
Link to Video: CDE YouTube Channel at https://bit.ly/Grade7ScienceDELD

Video Length: 7 minutes, 37 seconds

Context: In this lesson, the students practice how to describe their observations of rocks and generate their own questions about rocks, with language supports. They intentionally listen and speak in order to build language and linguistic structures.

The students use these language resources to accurately demonstrate their understanding of the science content in discussions now and when they return to their science class.

Standards:

The Focal California ELD Standards Driving this Lesson (Bridging Level):

- **Grade 7. Part I. Standard 1. Exchanging Information and Ideas.** Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.

- **Grade 7. Part I. Standard 12a. Selecting Language Resources.** Use an expanded set of general academic words, domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.

The Supporting California Next Generation Science Standards Used in Tandem with the Focal ELD Standards:

- **Middle School. Earth and Space Science 2. Sub-item 1. Earth's Systems.** Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.

Reflection and Discussion Questions:

1. How did you observe the following focal ELD standards and supporting content standards being implemented in this grade seven designated ELD lesson?

    - Part I. Standard 1. Exchanging Information and Ideas

    - Part I. Standard 12a. Selecting Language Resources

    - Earth and Space Science 2. Sub-item 1. Earth's Systems

2. What features of designated ELD did you observe in the lesson?

Grade 7 Science Integrated ELD Video: Explain How Rocks are Formed
Link to Video: CDE YouTube Channel at https://bit.ly/Grade7ScienceIELD

Video Length: 11 minutes, 32 seconds

Context: In this lesson, the students have an opportunity to observe and discuss different types of rocks and hypothesize how they were formed. The students are developing critical content knowledge for what they will do later in the unit of study: create models that illustrate the flow of energy that drives the process of rock formation.

Standards:

The California Next Generation Science Standard Driving the Lesson

- **Middle School. Earth and Space Science 2. Sub-item 1. Earth's Systems.** Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.

The Supporting California ELD Standards Used in Tandem with the Science Standards (Bridging Level):

- **Grade 7. Part I. Standard 1. Exchanging Information and Ideas.** Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.

- **Grade 7. Part I. Standard 12a. Selecting Language Resources.** Use an expanded set of general academic words, domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.

Reflection and Discussion Questions:

1. How did you observe the following focal content standards and supporting ELD standards being implemented in this grade seven integrated ELD lesson?

   - Earth and Space Science 2. Sub-item 1. Earth's Systems

   - Part I. Standard 1. Exchanging Information and Ideas

   - Part I. Standard 12a. Selecting Language Resources

2. What features of integrated ELD did you observe in the lesson?

Grade 8 Videos

Grade 8 Math Video Pair:

Grade 8 Math Designated ELD Video: Math Problem Explanation
Link to Video: CDE YouTube Channel at https://bit.ly/Grade8MathDELD

Video Length: 14 minutes, 56 seconds

Context: In this lesson, the students review how they solved a word problem using a system of equations and practice speaking and writing skills to exchange information and ideas that build the language resources necessary to write a mathematical explanation.

Standards:

The Focal California ELD Standards Driving this Lesson (Bridging Level):

- **Grade 8. Part I. Standard 2. Interacting via Written English.** Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.

- **Grade 8. Part I. Standard 10b. Writing.** Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words.

- **Grade 8. Part II. Standard 2b. Understanding Cohesion.** Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases to comprehending and writing texts with increasing cohesion.

The Supporting California Common Core State Standards for Mathematics Used in Tandem with the Focal ELD Standards:

- **Grade 8. Expressions and Equations. Standard 8c**: **Analyze and solve pairs of simultaneous linear equations.** Solve real-world and mathematical problems leading to two linear equations in two variables.

Reflection and Discussion Questions:

1. How did you observe the following focal ELD standards and supporting content standards being implemented in this grade four designated ELD lesson?

   - Part I. Standard 2. Interacting via Written English

   - Part I. Standard 10b. Writing

   - Part II. Standard 2b. Understanding Cohesion

   - Expressions and Equations. Standard 8c

2. What features of designated ELD did you observe in the lesson?

Grade 8 Math Integrated ELD Video: Solving Word Problems

Link to Video: CDE YouTube Channel at https://bit.ly/Grade8MathIELD

Video Length: 15 minutes, 33 seconds

Context: The students have been engaging in tasks where they solve real-world application problems using systems of equations as part of a unit on linear equations. In this lesson, the students work collaboratively to unpack and solve a word problem using a system of equations and key information from the text. At the end of the lesson, the students engage in a class discussion, explaining how they unpacked the problem and solved the equation.

Standards:

The California Common Core State Standards for Mathematics Driving the Lesson:

   - **Grade 8. Expressions and Equations. Standard 8c**: **Analyze and solve pairs of simultaneous linear equations.** Solve real-world and mathematical problems leading to two linear equations in two variables.

The Supporting California ELD Standards Used in Tandem with the Mathematics Standards (Bridging Level):

   - **Grade 8. Part I. Standard 1. Exchanging Information and Ideas.** Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.

   - **Grade 8. Part I. Standard 12a. Selecting Language Resources.** Use an expanded set of general academic words, domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.

Reflection and Discussion Questions:

1. How did you observe the following focal content standards and supporting ELD standards being implemented in this grade four integrated ELD lesson?

   - Expressions and Equations. Standard 8c

   - Part I. Standard 1. Exchanging Information and Ideas

   - Part I. Standard 12a. Selecting Language Resources

2. What features of integrated ELD did you observe in the lesson?

Grade 9–10 Videos

Grade 9–10 Math Video Pair:

Grade 9–10 Math Designated ELD Video: Math Problem Explanation

Link to Video: CDE YouTube Channel at https://bit.ly/Grades9-10MathDELD

Video Length: 19 minutes, 42 seconds

Context: In this lesson, the students are reviewing and practicing listening, speaking, reading, and writing skills to exchange information and ideas that build the language resources necessary to write a paragraph explaining how they solved a mathematical problem.

The students will use these language resources to accurately demonstrate their understanding of mathematics content in speaking and writing now and in their mathematics class.

Standards:

The Focal California ELD Standards Driving this Lesson (Bridging Level):

- **Grades 9–10. Part I. Standard 1. Exchanging Information and Ideas.** Contribute to class, group, and partner discussions sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, and asking and answering relevant, on-topic questions, affirming others and providing coherent and well-articulated comments and additional information.

- **Grades 9–10. Part I. Standard 10b. Writing.** Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words.

- **Grades 9–10. Part II. Standard 2b. Understanding Cohesion.** Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text to comprehending grade-level texts and writing cohesive texts for specific purposes and audiences.

The Supporting California Common Core State Standards for Mathematics Used in Tandem with the Focal ELD Standards:

- **Grade 9–10. Higher Mathematics Standards. Functions: Interpreting Functions. Standard 8a: Analyze functions using different representations.** Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. Use the process of factoring and completing the square in a quadratic function to show the zeroes, extreme values, and symmetry of the graph, and interpret these in terms of a context.

Reflection and Discussion Questions:

1. How did you observe the following focal ELD standards and supporting content standards being implemented in this grade nine and ten designated ELD lesson?

   - Part I. Standard 1. Exchanging Information and Ideas
   - Part I. Standard 10b. Writing
   - Part II. Standard 2b. Understanding Cohesion

- Interpreting Functions. Standard 8a

2. What features of designated ELD did you observe in the lesson?

Grade 9–10 Math Integrated ELD Video: Math Explanation

Link to Video: CDE YouTube Channel at https://bit.ly/Grades9-10MathIELD

Video Length: 22 minutes, 38 seconds

Context: In this unit, the students have been analyzing graphs of quadratic functions and determining how they are used to model and solve situations involving maximizing profits and area to projectile motion. In this lesson, the students will rewrite a quadratic function in vertex form to find the highest point of the graph without having to actually graph the function. At the end of the lesson, each student will contribute to a group discussion to explain the steps of completing the square, describe their new formula, and justify why their formula works.

Standards:

The California Common Core State Standards for Mathematics Standard Driving the Lesson:

- **Grade 9–10. Higher Mathematics Standards. Functions: Interpreting Functions. Standard 8a: Analyze functions using different representations.** Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. Use the process of factoring and completing the square in a quadratic function to show the zeroes, extreme values, and symmetry of the graph, and interpret these in terms of a context.

The Supporting California ELD Standards Used in Tandem with the Mathematics Standards (Bridging Level):

- **Grades 9–10. Part I. Standard 1. Exchanging Information and Ideas.** Contribute to class, group and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking notes, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.

- **Grades 9–10. Part II. Standard 3. Using Verbs and Verb Phrases.** Use a variety of verbs in different tenses and mood appropriate to the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.

Reflection and Discussion Questions:

1. How did you observe the following focal content standards and supporting ELD standards being implemented in this grade nine and ten integrated ELD lesson?
    - Interpreting Functions. Standard 8a
    - Part I. Standard 1. Exchanging Information and Ideas
    - Part II. Standard 3. Using Verbs and Verb Phrases

2. What features of integrated ELD did you observe in the lesson?

Grade 9 Social Studies Integrated ELD Video (no designated ELD pairing):

Grade 9 Science Integrated ELD Video: Model United Nations (UN) for English Learners

Link to Video: Teaching Channel at https://bit.ly/Grade9SSintegrated

Video Length: 11 minutes, 10 seconds

Context: This video is available through the Teaching Channel. This video demonstrates integrated ELD and does not include a designated ELD pairing. In this video students focus on the three major effects of climate change. This lesson includes vocabulary instruction, a reading, annotation, and an unmoderated caucus discussion structure for academic conversation.

Standards: Not identified

Reflection and Discussion Questions: Not identified

Grade 9–10 ELA Designated ELD Video (no integrated ELD pairing):

Grade 9–10 Designated ELD Video: Foundational Literacy Skills with Newcomers
Link to Video: Teaching Channel at http://bit.ly/Grade9-10DesignatedELD

Video Length: 11 minutes, 38 seconds

Context: This video is available through the Teaching Channel. This video demonstrates designated ELD and does not include an integrated ELD pairing. In this video students use academic language to discuss how they think Frida Kahlo will feel living in the United States and to make connections with their own identities and experiences.

Standards: Not identified

Reflection and Discussion Questions: Not identified

Grade 11–12 Videos

Grade 11 ELA Video Pair:

Grade 11 ELA Designated ELD Video: Understanding Argumentative Text
Link to Video: CDE YouTube Channel at https://bit.ly/Grade11ELADELD

Video Length: 13 minutes, 3 seconds

Context: In this lesson, the students are learning how to analyze and exchange ideas about argumentative texts. They intentionally listen, speak, read, and write in order to build language and discuss how argumentative texts work.

The students will use these language resources to accurately demonstrate their understanding of argumentative texts so that when they return to their content area classes, they can be successful readers and writers of the genre.

Standards:

The Focal California ELD Standards Driving this Lesson (Bridging Level):

- **Grades 11–12. Part I. Standard 1. Exchanging Information and Ideas.**
  Contribute to class, group, and partner discussions, sustaining conversations on

a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.

- **Grades 11–12. Part II. Standard 1. Understanding Text Structure.** Apply analysis of the organizational structure of different text types to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts, and narratives.

The Supporting California Common Core State Standards for ELA Used in Tandem with the Focal ELD Standards:

- **Grades 11–12. Reading Standards for Informational Text. Standard 1.** Read closely to determine what the text says explicitly; cite textual evidence when writing or speaking to support conclusions drawn from the text.

- **Grades 11–12. Reading Standards for Informational Text. Standard 8.** Evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- **Grades 11–12. Speaking and Listening. Standard 1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Reflection and Discussion Questions:

1. How did you observe the following focal ELD standards and supporting content standards being implemented in this grade eleven designated ELD lesson?

   - Part I. Standard 1. Exchanging Information and Ideas

   - Part II. Standard 1. Understanding Text Structure

   - Reading Standards for Informational Text. Standard 1

   - Reading Standards for Informational Text. Standard 8

   - Speaking and Listening. Standard 1

2. What features of designated ELD did you observe in the lesson?

Grade 11 ELA Integrated ELD Video: Analyzing Argumentative Text
Link to Video: CDE YouTube Channel at https://bit.ly/Grade11ELAIELD

Video Length: 17 minutes, 18 seconds

Context: In this lesson, the students are in the middle of a unit of study about argumentative texts. Specifically, students are focusing on how understanding the text structure of an argument helps them read complex, unfamiliar texts, and accurately locate the author's claim, evidence to support that claim, and counter arguments. This will help them be successful when they engage in writing arguments of their own.

Standards:

The California Common Core State Standards for ELA Driving the Lesson

- **Grades 11–12. Reading Standards for Informational Text. Standard 1.** Read closely to determine what the text says explicitly; cite textual evidence when writing or speaking to support conclusions drawn from the text.

- **Grades 11–12. Reading Standards for Informational Text. Standard 8.** Evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- **Grades 11–12. Reading Standards for Informational Text. Standard 10.** Read and comprehend complex informational texts independently and proficiently.

- **Grades 11–12. Speaking and Listening. Standard 1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

The Supporting California ELD Standards Used in Tandem with the ELA Standards (Bridging Level):

- **Grades 11–12. Part I. Standard 1. Exchanging Information and Ideas.** Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.

- **Grades 11–12. Part II. Standard 1. Understanding Text Structure.** Apply analysis of the organizational structure of different text types to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts, and narratives.

Reflection and Discussion Questions:

1. How did you observe the following focal content standards and supporting ELD standards being implemented in this grade eleven integrated ELD lesson?

   - Reading Standards for Informational Text. Standard 1
   - Reading Standards for Informational Text. Standard 8
   - Reading Standards for Informational Text. Standard 10
   - Speaking and Listening. Standard 1
   - Part I. Standard 1. Exchanging Information and Ideas
   - Part II. Standard 1. Understanding Text Structure

2. What features of integrated ELD did you observe in the lesson?

Grade 11–12 Science Video Pair:

Grade 11–12 Science Designated ELD Video: Written Explanation

Link to Video: CDE YouTube Channel at http://bit.ly/Grade11-12ScienceDELD

Video Length: 17 minutes, 44 seconds

Context: In this lesson, the students are reviewing and practicing listening, speaking, and writing skills to exchange information and ideas that build the language resources necessary to articulate and present their ideas about human impact on the environment.

The students will use these language resources to accurately demonstrate their understanding of the science content in speaking and writing now and when they return to their science class.

Standards:

The Focal California ELD Standards Guiding this Lesson (Bridging Level):

- **Grades 11–12. Part I. Standard 5. Listening Actively.** Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments with light support.

- **Grades 11–12. Part I. Standard 9. Presenting.** Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas, well supported by evidence and reasoning, and are delivered by using an appropriate level of formality and understanding of register.

- **Grades 11–12. Part II. Standard 1. Understanding Text Structure.** Apply analysis of the organizational structure of different text types to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts, and narratives.

The Supporting California Next Generation Science Standards Used in Tandem with the Focal ELD Standards:

- **High School. Life Sciences 2. Sub-Item 7: Ecosystems: Interactions, Energy, and Dynamics.** Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

Reflection and Discussion Questions:

1. How did you observe the following focal ELD standards and supporting content standards being implemented in this grade eleven and twelve designated ELD lesson?

   - Part I. Standard 5. Listening Actively

   - Part I. Standard 9. Presenting

   - Part II. Standard 1. Understanding Text Structure

   - Life Sciences 2. Sub-Item 7: Ecosystems: Interactions, Energy, and Dynamics

2. What features of designated ELD did you observe in the lesson?

Grade 11–12 Science Integrated ELD Video: Ecological Problems
Link to Video: CDE YouTube Channel at https://bit.ly/Grade11-12ScienceIELD

Video Length: 10 minutes, 44 seconds

Context: In this lesson, the students are in the middle of a biology unit on ecosystem stability and the response to climate change. This lesson is the culminating task of creating a group poster that will be presented to peers, including the definition of an ecological problem and the solutions designed to solve that problem.

The group that is presenting and the group that is listening each have a different topic, so the students must actively listen and ask meaningful questions.

Standards:

The California Next Generation Science Standards Driving the Lesson:

- **High School. Life Sciences 2. Sub-Item 7: Ecosystems: Interactions, Energy, and Dynamics.** Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

The Supporting California ELD Standards Used in Tandem with the Science Standards (Bridging Level):

- **Grades 11–12. Part I. Standard 1. Exchanging Information and Ideas.** Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.

- **Grades 11–12. Part I. Standard 5. Listening Actively.** Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments with light support.

- **Grades 11–12. Part I. Standard 9. Presenting.** Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas, well supported by evidence and reasoning, and are delivered by using an appropriate level of formality and understanding of register.

Reflection and Discussion Questions:

1. How did you observe the following focal content standards and supporting ELD standards being implemented in this grade eleven and twelve integrated ELD lesson?

    - Life Sciences 2. Sub-Item 7: Ecosystems: Interactions, Energy, and Dynamics

    - Part I. Standard 1. Exchanging Information and Ideas

    - Part I. Standard 5. Listening Actively

    - Part I. Standard 9. Presenting

2. What features of integrated ELD did you observe in the lesson?

Grade 12 ELA Integrated ELD Video (no designated ELD pairing):

Grade 12 Integrated ELD Video: Literature Circles, Fostering Heterogenous Collaboration

Link to Video: Teaching Channel at https://bit.ly/Grade12IELDLitCircles

Video Length: 11 minutes, 58 seconds

Context: This video is available through the Teaching Channel. This video demonstrates integrated ELD and does not include a designated ELD pairing. In this video students engage in literature circles using roles.

Standards: Not identified

Reflection and Discussion Questions: Not identified

Appendix 3: Features of Designated ELD

Features of Designated ELD

In designated ELD instruction the *CA ELD Standards* are used to teach the form, function, and structures of English that English learners need to apply listening, speaking, reading, and writing in the content area.

What Teachers Do (Framework):

- Provide English learners with intellectually motivating, challenging, and purposeful tasks, with support to meet the tasks

- Focus instruction on students' proficiency with academic English and literacy in the content area

- Provide opportunities for extended language interaction between students, to communicate in meaningful ways in English

- Provide instruction that focuses on meaning, connecting to the language demands of the content areas, and identifying the language of texts and tasks critical for understanding meaning

- Provide instruction that explicitly focuses on learning about how English works based on purpose, audience, topic, and text type.

- Provide appropriate levels of scaffolding based on individual differences and needs, that is planned in advance and provided just in time

- Provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students

- Frequently monitor student progress through informal observations and ongoing formative assessment practices

What English Learners Do (ELD Standards):

- Contribute to discussions, sustaining dialogue

- Offer opinions and negotiate with others in conversations using learned phrases

- Support opinions and persuade others

- Use language appropriate to social setting

- Demonstrate active listening by asking and answering questions

- Describe ideas and text elements

- Plan and deliver presentations on variety of topics

- Write literary and informational texts

- Use variety of academic and domain-specific words

- Apply understanding of how different text types are organized to express ideas

- Apply understanding of how ideas, events or reasons are linked throughout a text using connecting and transitional words or phrases

- Use variety of verb types and expand noun phrases to enrich the meaning of sentences

- Combine clauses in a variety of ways to express cause/effect, make a concession, or link ideas that happen at the same time

- Condense clauses in a variety of ways to create precise and detailed sentences

Instructional Strategies (Professional Learning Content):

- Draw on students' existing knowledge

- Build students' background knowledge

- Use graphic organizers to help students organize content knowledge, text structures, vocabulary, etc., to assist in reading and analyzing academic text, then writing to explain concepts learned

- Model using the language to describe, interpret, explain, persuade, etc.

- Strategic grouping

- Provide opportunities for English learners to use and practice the language (partner, group, individual)

- Create anchor charts of literary text types structures and language forms

- Scaffold language use by providing sentence/discussion and question frames

- Provide opportunities to engage using visuals, realia, hands-on activities, media, technology, etc.

- Choral reading

- Shared writing

- Think/Pair/Share/Apply

- Scaffolding text

Appendix 4: Features of Integrated ELD

Features of Integrated ELD

In integrated ELD instruction the content standards are used to drive the lesson and teach the subject area content. The supporting *CA ELD Standards* are used to in tandem with the content standards to lead the students toward accurate expression of their content knowledge by providing opportunities for them to listen to the language, speak with their peers using learned language structures and vocabulary, read and analyze academic text, then write to explain the concepts learned.

What Teachers Do (Framework):

- Appropriately scaffold the instructional experiences to provide strategic support that moves learners toward independence

- Develop English learners' content knowledge and use of academic English

- Routinely examine the texts and tasks used for instruction to identify language that may be challenging for English learners

- Lead English learners to analyze various text features and functions to understand how to engage with the text in reading and writing

- Determine the opportunities to highlight and discuss particular language resources (e.g., powerful or precise vocabulary, different ways of combining ideas in sentences, ways of starting paragraphs to emphasize key ideas, etc.)

- Observe students to determine how they are using the language resources to engage with the content

- Adjust whole group and small group instruction or work with individuals to provide adequate and appropriate instruction support

- Lead English learners to develop an awareness about how English works to make meaning of the content knowledge

What English Learners Do (ELD Standards):

- Listen, speak, read, write

- Contribute to discussions, sustaining dialogue

- Offer opinions and negotiate with other in conversations using learned phrases

- Support opinions and persuade others

- Use language appropriate to social setting

- Demonstrate active listening by asking and answering questions

- Describe ideas and text elements

- Plan/deliver presentations on variety of topics

- Write literary and informational texts

- Use variety of academic and domain-specific words

- Apply understanding of how different text types are organized to express ideas

- Apply understanding of how ideas, events or reasons are linked throughout a text using connecting and transitional words or phrases

- Use variety of verb types and expand noun phrases to enrich the meaning of sentences

- Combine clauses in a variety of ways to express cause/effect, make a concession, or link ideas that happen at the same time

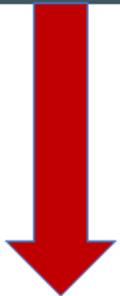- Condense clauses in a variety of ways to create precise and detailed sentences

Instructional Strategies (Professional Learning Content):

- Draw on students' existing knowledge

- Build students' background knowledge

- Use graphic organizers to help students organize content knowledge, text structures, vocabulary, etc., to assist in reading and analyzing academic text, then writing to explain concepts learned

- Model using the language to describe, interpret, explain, persuade, etc.

- Model using text structures to discuss and write

- Provide opportunities for English learners to use and practice the language (partner, group, individual)

- Heterogeneous grouping

- Create anchor charts of literary text types structures and language forms

- Scaffold language use by providing sentence/discussion and question stems

- Differentiate text for various proficiency levels

- Provide opportunities to engage using visuals, realia, hands-on activities, media, technology, etc.

- Think/Pair/Share/Apply

- Encourage use of home language to create meaning

CA ELD Standards Related to the Content: Math

CA ELD Standards	Grade 8 Part I Standard 1	Exchanging Information/Ideas
Emerging Engage in conversational exchanges and express ideas on familiar topics by asking and answering *yes-no* and *wh-* questions and responding using simple phrases.	**Expanding** Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	**Bridging** Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.

CA ELD Standards	Grade 8 Part I Standard 12a	Selecting Language Resources
Emerging Use a select number of general academic words (e.g., *specific, contrast*) and domain-specific words (e.g., *scene, cell, fraction*) to create some precision while speaking and writing.	**Expanding** Use a growing set of academic words (words (e.g., *specific, contrast, significant, function*), domain-specific words (e.g., *scene, irony, suspense, analogy, cell membrane, fraction*), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	**Bridging** Use an expanded set of general academic words (words (e.g., *specific, contrast, significant, function, adequate, analysis*), domain-specific words (e.g., *scene, irony, suspense, analogy, cell membrane, fraction*), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.

Designated ELD Focal standards driving instruction that builds into and from content.

Integrated ELD Focal content standards driving the instruction are used in tandem with the supporting ELD standards

California State Standards for Mathematics Grade 8 Expressions and Equations	Mathematical Practice
Analyze and solve pairs of simultaneous linear equations. Standard 8c: Solve real-world and mathematical problems leading to linear equations in two variables.	• Make sense of problems and persevere • Construct viable arguments and critique the reasoning of others

Appendix 6: Self-Reflection Rubric

English Learner Roadmap Self-Reflection Rubric

School and district teams can use this self-reflection tool to engage in dialogue, to assess current status in enacting the English Learner (EL) Roadmap Principles, and to identify areas needing improvement.

Principle #1: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Element	1 Minimally or Not at All Responsive	2 Somewhat Responsive	3 Responsive	4 Very Responsive	Connection to Local Control and Accountability Plan (LCAP) and other local planning
A. The **languages and cultures** English learners bring to their education are **assets** for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.	School is monolingual focused with little visibility of language diversity or cultural diversity. There is little or no evidence of programs or instructional support for developing bilingualism.	School affirms language and cultural diversity as a general concept (for example, in mission statements); some teachers may include culturally responsive approaches in teaching.	School has some programs and aspects of culturally/ linguistically responsive instruction in place. Multilingual programs are available for some students.	School is multilingual focused and dedicated to a culturally responsive pedagogy and climate for all students. School has multilingual programs, materials, and celebrations. School engages students in many opportunities to build proficiency in multiple languages.	Connections:

Element	1 Minimally or Not at All Responsive	2 Somewhat Responsive	3 Responsive	4 Very Responsive	Connection to Local Control and Accountability Plan (LCAP) and other local planning
B. Recognizing that **there is no single EL profile** and no one-size-fits-all approach that works for all English learners, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. EL students entering school at the beginning levels of English proficiency have different needs and capacities than do students entering at intermediate or advanced levels. Similarly, students entering in kindergarten have different needs than students entering in later grades. The needs of long-term English learners are vastly different from recently arrived students (who in turn vary in their prior formal education). Districts vary considerably in the distribution of these EL profiles, so no single program or instruc-tional approach works for all EL students.	School programs, curriculum, and instruction are the same for all English learners.	School programs, curriculum, and instruction are somewhat adaptive to suit the students. Some options are provided but they may not be responsive to the strengths and needs of all EL profiles represented at the school.	School programs, curriculum, and instruction are adaptive to the individual student. School programs, curriculum, and instruction provide some options for individualization based on student strengths and needs.	School programs, curriculum, and instruction are tailored toward each individual student in order to promote the greatest amount of learning for each individual. Programs, curriculum, and instruction provide options for students that embrace their strengths and are responsive to their individual needs. These options respond to all EL profiles represented at the school.	Connections:

Element	1 Minimally or Not at All Responsive	2 Somewhat Responsive	3 Responsive	4 Very Responsive	Connection to Local Control and Accountability Plan (LCAP) and other local planning
C. School climates and campuses are affirming, inclusive, and safe.	Little or no evidence is visible of programs or practices in place to create a safe and affirming school climate.	School climate is safe and affirming towards most students and their families, but programs and practices to support an inclusive school climate may not be developed.	School climate is safe and affirming towards students and their families. Some programs and practices are in place to support an inclusive school climate. All students and their families are treated fairly.	School climate is safe and affirming towards all students and their families. Programs and practices celebrate diversity. Programs and practices affirm, value, and uplift all groups represented at the school and treat all students and families in a responsive, fair way.	Connections:
D. Schools value and build strong **family and school partnerships**.	Little or no evidence is visible of meaningful family involvement. Families rarely participate in school activities.	School engages families with opportunities to be involved in their children's learning experience. Strategies to engage families are visible.	School engages families with opportunities to be involved in their children's learning experience. Targeted strategies to engage families that represent the demographics of the school are visible.	School engages families with opportunities to be meaningfully involved in their children's learning experience. School has proactive supports for two-way engagement with families. Participation reflects the demographics of the school.	Connections:

Element	1 Minimally or Not at All Responsive	2 Somewhat Responsive	3 Responsive	4 Very Responsive	Connection to Local Control and Accountability Plan (LCAP) and other local planning
E. Schools and districts develop a collaborative framework for identifying **English learners with disabilities** and use valid assessment practices. Schools and districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to English learners. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations.	Systems to accurately identify and support English learners with disabilities are not evident.	School identifies English learners with disabilities but systems to effectively support them may need more development.	School accurately identifies English learners with disabilities and has systems in place to support them and to identify and distinguish language needs from special education needs.	School accurately identifies English learners with disabilities and has systems in place to support them and to identify and distinguish language needs from special education needs. School has IEP practices and teacher training support systems specific to addressing the needs of English learners with disabilities.	Connections:

Self-Reflection: What questions does this principle and its elements raise?

Principle #2: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Element	1 Minimal to No Implementation	2 Fair Implementation	3 Appropriate Implementation	4 Excellent Implementation	Connection to LCAP and other local planning
A. Language development occurs in and through subject matter learning and is **integrated** across the curriculum, including integrated ELD and designated ELD (per the ELA/ELD Framework pages 891–892).	Connections between language development and content are not evident. Designated ELD is not fully implemented and may not be responsive to the linguistic demands of the content.	Language development occurs inconsistently in and through content and is inconsistently integrated across the curriculum. Designated ELD is inconsistently connected to content.	Language development occurs in and through content. Designated ELD is responsive to the linguistic demands of the content.	Language development occurs consistently in and through the full content and is integrated across the full curriculum—in addition to strong content-based designated ELD.	Connections:

Element	1 Minimal to No Implementation	2 Fair Implementation	3 Appropriate Implementation	4 Excellent Implementation	Connection to LCAP and other local planning
B. Students are provided a rigorous, **intellectually rich, standards-based curriculum** with instructional scaffolding that increases comprehension and participation and develops student auton-omy and mastery.	Evidence of curriculum's basis in the standards may be absent. Instructional scaffolding for comprehension, participation, and mastery is not evident.	School provides standards-based, rigorous, and intellectually engaging curriculum with incomplete instructional scaffolding for comprehension, participation, and mastery.	School provides standards-based, rigorous, and intellectually rich curriculum with instructional scaffolding for comprehension, participation, and mastery.	School provides standards-based, rigorous, and intellectually rich curriculum with strategic instructional scaffolding for comprehension, participation, and mastery.	Connections:
C. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same **high expectations** for English learners as for all students in each of the content areas.	Teaching and learning is teacher-centered and evidence of student engagement, inquiry, and critical thinking may not be evident. School holds low expectations for English learners in comparison to other student groups.	Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking, but with low expectations for English learners in comparison to other student groups.	Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with high expectations for English learners.	Teaching and learning frequently and effectively emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students.	Connections:

Element	1 Minimal to No Implementation	2 Fair Implementation	3 Appropriate Implementation	4 Excellent Implementation	Connection to LCAP and other local planning
D. English learners are provided **access to the full curriculum** along with the provision of appropriate EL supports and services.	English learners are provided partial access to the curriculum with minimal or no provision of EL supports and services.	English learners are provided access to some curriculum with inconsistent or weak provision of EL supports and services.	English learners are provided meaningful access to core curriculum along with provision of EL supports and services. English learners have access to all A–G requirements.	English learners are provided meaningful access to the full curriculum across content areas along with provision of EL supports and services. English learners have access to all A–G requirements and the full college and career preparatory curriculum. English learners have equal access to gifted and talented programs and courses and are proportionately identified as gifted and talented as compared with English only students.	Connections:

Element	1 Minimal to No Implementation	2 Fair Implementation	3 Appropriate Implementation	4 Excellent Implementation	Connection to LCAP and other local planning
E. Students' **home language** is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.	Students' home language is viewed as irrelevant to or a detriment to accessing curriculum content and is neither addressed nor developed.	Students' home language is understood as a means to access curriculum content and as a foundation for developing English, but is not developed to high levels of literacy and proficiency along with English.	Students' home language is utilized as a means to access curriculum content, as a foundation for developing English, and is developed to high levels of literacy and proficiency along with English.	Students' home language is valued and embraced as a means to access curriculum content, as a foundation for developing English, and is developed to high levels of literacy and proficiency along with English and other languages.	Connections:

Element	1 Minimal to No Implementation	2 Fair Implementation	3 Appropriate Implementation	4 Excellent Implementation	Connection to LCAP and other local planning
F. Rigorous **instructional materials** support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.	Instructional materials support low levels of intellectual engagement and do not provide opportunities for integrated language development and content learning. Instructional materials provide minimal or no opportunities for bilingual/biliterate engagement appropriate to the program model.	Instructional materials support low levels of intellectual engagement and provide minimal opportunities for integrated language development and content learning. Instructional materials provide some opportunities for bilingual/biliterate engagement appropriate to the program model.	Instructional materials support high levels of intellectual engagement, integrated language development, and content learning. Instructional materials provide opportunities for bilingual/biliterate engagement appropriate to the program model.	Instructional materials support high levels of intellectual engagement, integrated language development, and content learning. Instructional materials provide many opportunities for bilingual/biliterate engagement appropriate to the program model.	Connections:

Element	1 Minimal to No Implementation	2 Fair Implementation	3 Appropriate Implementation	4 Excellent Implementation	Connection to LCAP and other local planning
G. English learners are provided choices of **research-based language support/development programs** (including options for developing skills in multiple lan-guages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum.	Families of English learners are provided no choices of research-based language support/ development programs and are not enrolled in programs designed for language learning that provide access to the curriculum.	Families of English learners are provided choices of research-based language support/ development programs that are intended to support language learning and to provide access to the curriculum.	Families of English learners are provided choices of research-based language support/ development programs that successfully support language learning and provide access to the full curriculum.	All families of English learners are provided choices of research-based language support/ development programs that successfully support language learning and provide access to the full curriculum. Options are available in multiple languages. Families have a voice in program development.	Connections:

Self-Reflection: What questions does this principle and its elements raise?

Principle #3: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Element	1 Minimal Conditions	2 Fair Conditions	3 Good Conditions	4 Excellent Conditions	Connection to LCAP and other local planning
A. **Leaders** establish clear goals and commitments to English learners by providing access, growth toward English proficiency, and academic engagement and achievement. Leaders maintain a systemic focus on continuous improve-ment and progress toward these goals— over and above compliance via the EL Master Plan and English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) regulations.	Leaders are in the early stages of establishing goals and commitments to EL access, growth toward English proficiency, academic achievement, and participation. Evidence of a focus across the system on progress towards these goals and continuous improvement is not observed.	Leaders establish goals and commitments to EL access, growth toward English proficiency, academic achievement, and participation. Leaders are engaged in the beginning stages of a continuous improvement cycle to set and monitor goals.	Leaders establish clear goals and commitments to EL access, growth toward English proficiency, academic achievement, and civic engagement. Leaders engage in a continuous improvement cycle when setting and monitoring goals. Commitment to these goals is evident across the system.	Leaders establish clear goals and commitments to EL access, growth toward English proficiency, academic achievement, and civic engagement. Leaders engage in a continuous improvement cycle when setting and monitoring goals. These goals are integrated and embedded in all aspects of the system and the needs of English learners are represented in all actions and discussions.	Connections:

Element	1 Minimal Conditions	2 Fair Conditions	3 Good Conditions	4 Excellent Conditions	Connection to LCAP and other local planning
B. The school system invests **adequate resources** to support the conditions required to address EL needs.	The school system does not have adequate resources to support the conditions required to address EL needs.	The school system invests few resources to support the conditions required to address EL needs.	The school system invests adequate resources to support the conditions required to address EL needs.	The school system prioritizes resources to support the conditions required to address EL needs.	Connections:
C. A **system of culturally and linguistically valid and reliable assessment** supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.	A system of valid and reliable assessment is representative of instruction and captures what students can do.	A system of culturally and linguistically valid and reliable assessment is representative of instruction and captures what students can do.	A system of culturally and linguistically valid and reliable assessment is representative of instruction and captures what students can do. The assessment system supports biliteracy and academic achievement.	A comprehensive system of culturally and linguistically valid and reliable assessment is representative of culturally relevant instruction and captures what students can do. The system takes student needs into account and supports Biliteracy and academic achievement.	Connections:

Element	1 Minimal Conditions	2 Fair Conditions	3 Good Conditions	4 Excellent Conditions	Connection to LCAP and other local planning
D. **Capacity building** occurs at all levels of the system, including **leadership development** to understand and address the needs of English learners. **Professional learning** and **collaboration time** are afforded to teachers. The system makes robust efforts to address the teaching shortage and build a **recruitment and development pipeline** of educators skilled in addressing the needs of English learners, including bilingual teachers.	Capacity building to understand and address the needs of English learners is limited. Professional development, rather than ongoing, collaborative professional learning, may be provided.	Some opportunities for capacity building are provided. Professional learning is supportive and interactive but collaboration time may not be sufficient to implement strategies learned. Capacity building addresses the needs of English learners.	Opportunities for capacity building are provided on an ongoing basis. Professional learning is supportive and interactive. Collaboration time to implement strategies learned is provided. Capacity building is targeted to address the needs of English learners.	Opportunities for capacity building that represent the standards for professional learning are provided on an ongoing basis. Professional learning is supportive, meaningful, and interactive. Individuals at all levels of the system have a voice in developing professional learning opportunities and there is sufficient collaboration time to implement strategies learned. Capacity building is targeted to address the needs of English learners, including by addressing the teacher shortage and the need for highly trained bilingual teachers.	Connections:

Self-Reflection: What questions does this principle and its elements raise?

Principle #4: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

Element	1 Minimal Alignment and Articulation	2 Fair Alignment and Articulation	3 Good Alignment and Articulation	4 Excellent Alignment and Articulation	Connection to LCAP and other local planning
A. EL educational approaches and programs are designed for continuity, **alignment, and articulation** across grade levels and system segments beginning with a strong foundation in early childhood (preschool), and continuing through elementary and secondary levels onto graduation, postsecondary education, and career preparation.	Research-based EL approaches and programs are visible within the school, but alignment and articulation between schools may be absent.	Research-based EL approaches and programs are designed for continuity, alignment, and articulation within each system (preschool, elementary, middle, and high school); however, articulation and alignment may be absent across systems within a district (for example, articulation and alignment between elementary and middle schools within a single district may be absent).	Research-based EL approaches and programs are designed for continuity, alignment, and articulation within and across systems within the district (for example, alignment and articulation between elementary and middle school within a single district exists, but may be absent across systems outside the district).	Research-based EL approaches and programs are designed for continuity, alignment, and articulation from early childhood through higher education. Each level of the system engages in two-way articulation and alignment with the system that precedes and follows it in order to provide continuity for each student moving between systems.	Connections:

Element	1 Minimal Alignment and Articulation	2 Fair Alignment and Articulation	3 Good Alignment and Articulation	4 Excellent Alignment and Articulation	Connection to LCAP and other local planning
B. Schools plan schedules and resources to **provide extra time** in school (as needed) and build partnerships with after-school and other entities to provide additional support for English learners, to accommodate the extra challenges they face in learning English and accessing/mastering all academic subject matter.	Schools do not plan schedules and resources to provide time in school nor do they build partnerships with afterschool and other entities in order to provide additional support for English learners.	Schools attempt to plan schedules and resources to provide time in school and to build partnerships with afterschool and other entities in order to provide additional support for English learners.	Schools plan schedules and resources to provide time in school and build partnerships with afterschool and other entities to provide additional support for English learners.	Schools implement schedules and resources to provide extra time in school and build continuous partnerships with afterschool and other entities to provide additional targeted support for English learners.	Connections:

Element	1 Minimal Alignment and Articulation	2 Fair Alignment and Articulation	3 Good Alignment and Articulation	4 Excellent Alignment and Articulation	Connection to LCAP and other local planning
C. EL educational approaches and programs are designed to be **coherent** across schools within districts, across initiatives, and across the state.	EL approaches and programs are not designed to be coherent across schools within districts, across initiatives, and across the state. EL approaches and programs are in the beginning stages of aligning to State guidance (the EL Roadmap Policy, the ELA/ELD Framework, and the ELD Standards).	EL approaches and programs are partially designed to be coherent across schools within districts, across initiatives, and across the state. EL approaches and programs are moving toward alignment with State guidance (the EL Roadmap Policy, the ELA/ELD Framework, and the ELD Standards).	EL approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state. EL approaches and programs are aligned to State guidance (the EL Roadmap Policy, the ELA/ELD Framework, and the ELD Standards).	EL approaches and programs are meticulously designed to be coherent across schools within districts, across initiatives, and across the state. EL approaches and programs are aligned to State guidance (the EL Roadmap Policy, the ELA/ELD Framework, and the ELD Standards).	Connections:

Self-Reflection: What questions does this principle and its elements raise?