



WISCONSIN DEPARTMENT OF **Public Instruction**

Standards Module 101 Transcript **An Introduction to the Wisconsin English Language Development Standards**

[Link to DPI Webinar Presentation](#)

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(0:04) Slide 1- Title Slide

Welcome to DPI's Standards 101 Module: An introduction to the Wisconsin English Language Development Standards. This module is designed to provide an overview of the WIDA 2020 English Language Development Standards framework for a variety of audiences, including school and district administrators, instructional coaches, ESL and bilingual teachers, content-area teachers and classroom teachers and other educators who work with English Learner students.

(0:38) Slide 2

Introductions slide

(0:54) Slide 3- How To Use This Module

This module has been created as a resource to be used by school and district-level educators and CESA leaders, according to their needs. You may choose to view the recording, slides, and notes on your own or as part of a group. Even if you view this material on your own, we encourage you to find others with whom you can reflect on the content and think about how you might apply it to your specific context.

If you are watching a recording of this module, we recommend that you have a copy of the slides open so that you can access the embedded links.

Recordings and slides for this module and future modules will be posted on DPI's ELD Standards webpage, which can be accessed via the link on this slide.

Relevant Link: <https://dpi.wi.gov/english-learners/english-language-development-standards>

If you are responsible for providing professional development related to English learners, you may use the slides and notes to facilitate learning opportunities for your colleagues and others who you feel would benefit from this information.

We will be posting additional modules as we finish them. Use the EL Professional Learning tab to access the modules as they become available.

(1:54) Slide 4- Objectives

The objectives of the Standards 101 module is to:

- Explore why the English language development, or ELD, standards are an integral part of educational programs for English Learner students.
- Discuss the legal framework that mandates implementation of ELD standards
- Highlight what local education agencies, or LEAs, are expected to do in terms of implementing the standards, and
- Provide an overview of the WI ELD standards framework
- Discuss next steps and resources

This module is meant to help educators develop a high-level understanding of the standards. Future modules will take a closer look at the different components of the standards framework and will provide opportunities to work with the standards and plan for implementation.

(2:51) Slide 5- What are the ELD Standards?

We realize that not everyone may be familiar with the English language development standards or be aware that our state has recently adopted a new set of ELD standards. These are the standards that support the academic language proficiency of English learners or multilingual learner students in Wisconsin, we will use the terms EL, English learners and multilingual learners interchangeably throughout the presentation. The standards are intended to work in conjunction with the state's academic standards and to support the development of English learner student's English language skills.

(3:30) Slide 6- Why are the ELD Standards Important?

To fully understand why the ELD standards are important to the education of EL students, we need to revisit the obligations that schools and districts have related to serving those students. *Lau vs. Nichols* was a United State Supreme Court case in which the court unanimously decided that the lack of language instruction in public schools for students with limited English proficiency violated the Civil Rights Act of 1964. This specific case is viewed as the backbone of the provision of language programs supporting multilingual learners today. It states: *“There is no equality in treatment merely by providing students with the same facilities, textbooks, teachers and curriculum... for those students who do not understand English are effectively foreclosed from any meaningful education.”* The ELD standards provides a pathway to meaningful education in that it prioritizes not only attainment of English and access to learning for multilingual learners, but additionally and intentionally promotes the academic language development of all our students.

(4:44) Slide 7- ELD Standards Requirements

To ensure EL students have instruction in English language and access to academic content and learning, the Elementary and Secondary Education Act, as amended by ESSA, outlines the following requirements for SEAs and LEAs in Section 1111 (b)(1)(F).

All SEA's are required to demonstrate in state plans the adoption of English Language Proficiency standards that derive from the four language domains of speaking, listening, reading and writing; that address different proficiency levels; and that align with the State's content standards.

The non-regulatory guidance for Title III, section B-3 confirms that the English language proficiency standards must be implemented by each LEA.

(5:32) Slide 8- The Big Ideas

The 2020 Edition of the WIDA ELD Standards Framework, which was recently adopted by WI as the State’s ELD standards, is anchored by four Big Ideas that will be elaborated upon later in the presentation. The framework continues to support WIDA’s “Can Do” philosophy, and standards-based educational experiences that are student-centered, culturally and linguistically sustaining, and responsive to multilingual learners’ needs, while promoting an assets-based mindset. It’s important to highlight, that of the “Big Ideas,” equity is first and foremost within the framework.

(6:13) Slide 9- Equity for English Learners

With equity leading the ELDs framework, WIDA emphasizes how central the standards are to providing equitable and integrated learning experiences for ELs.

According to WIDA, “The 2020 Edition of the WIDA ELD Standards Framework upholds the goal of increasing equity for multilingual learners by providing common and visible language expectations in relation to grade-level academic content. These expectations also serve to increase coherence of policy and practice around the education of multilingual learners at federal, state, and local levels.”

(6:54) Slide 10- DPI’s Mission: Educational Equity

The ELD Standards Framework’s focus on equity also aligns with DPI’s mission of educational equity for all students. DPI defines educational equity as meaning “That every student has access to the educational resources and rigor they need at the right moment in their education, across race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income.” The ELD Standards Framework is an important tool for ensuring that EL students have access to the support they need to be successful in the classroom and beyond.

To learn more about DPI’s mission of educational equity, please visit DPI’s Educational Equity webpage, which is linked within this slide.

Relevant Link: <https://dpi.wi.gov/statesupt/every-child-graduate?rdt=ecg-ccr>

(7:46) Slide 11- Pause and Reflect

This may be a moment to provide you with an opportunity to pause for reflection on the information that was just presented and apply it to your own context. Jot down the support that your district or school is currently providing to its ML students. Then think about the ways in which your school or district specifically addresses the language learning needs of Multilingual learner students. Finally, consider how standards focusing on academic language development, such as the ELD standards, might benefit Multilingual learner students.

[If leading this module live or completing it as a group, provide time for attendees to share their responses to the prompts on this slide.]

(8:35) Slide 12- Wisconsin ELD Standards Adoption Timeline

The Wisconsin Department of Public Instruction has a transparent and comprehensive process for reviewing and revising academic standards. The process of adopting the WIDA English Language Development Standards framework, 2020 Edition as the state's ELD standards, began on January 28, 2020 with a Notice of Intent to Review. That was followed by a month-long public comment period in February of 2020. A standards development committee was formed and met in December 2020 to review the WIDA Standards Framework for correspondence to WI academic standards and connection to college and career readiness. The committee also discussed comments on the revised WIDA standards and whether to recommend adoption of the standards. In March 2021, WIDA's English Language Development Standards Framework, 2020 Edition, was presented to the Superintendent's Academic Standards Review Council and recommended for adoption. The State Superintendent decided to move forward with the adoption on May 10, 2021.

To learn more about DPI's standards adoption process, visit the WI DPI Academic Standards page, which is linked on this slide (<https://dpi.wi.gov/standards>).

(9:55) Slide 13- WI ELD Standards: WIDA 2020 ELDS Framework

The 2020 edition of the WIDA ELD Standards Framework was chosen for adoption as the state's ELDS standards for a number of reasons. The WIDA ELD standards framework builds on ideas and concepts from prior editions of the standards and other existing WIDA resources. Additionally, the framework is designed to meet all federal requirements under ESSA and is aligned to the state's English Language Proficiency Assessment. The ACCESS for ELLs, in addition to helping educators meet requirements for EL students, the WIDA ELD standards framework reflects what is known about effective instruction for ELs. It advances the latest theory, policy and practice incorporating ideas and feedback from educators around the world, the framework is meant to serve as a foundation for systems that foster engaged and interactive learning for students, as well as collaborative practice for educators. Although focused on the development of EL students, social and academic language proficiency, the ELD Standards Framework will support the learning, learning of academic language for all students, and is a powerful tool for all teachers to use across the entire curriculum. It also provides English learners with meaningful, equitable access to grade level curriculum and can help schools in avoiding unnecessary segregation of instruction for multilingual learners.

(11:19) Slide 14- ELD Standards Rollout Goal

Since adopting the standards, DPI has engaged in many conversations with educators that have informed the state's standards rollout plan. This includes identifying the goal of the rollout and a set of guiding beliefs for the rollout, both of which are connected to the agency's larger vision for multilingual education in the State of Wisconsin. The goal of the standards rollout is to ensure that Wisconsin educators are equipped with the knowledge, dispositions and resources necessary to fully implement, with integrity, the English language development standards across content areas so that all English learner students in Wisconsin graduate college, career, and life ready. This goal connects the standards to another important agency initiative - newly revised Language

Instruction Educational Programs (LIEP) Crosswalk - which is intended to support students through effective programming based on sound theory. Taken together, these two initiatives will strengthen programming for multilingual learners in our state.

(12:24) Slide 15 ELD Standards: Guiding Beliefs

DPI has also developed a set of guiding beliefs for the standards rollout. These guiding beliefs align with the *Big Ideas* that anchor the ELD standards and reflect an approach to systems change that embraces authentic collaboration and meaningful transformation and fosters the basic understanding that all educators are collectively responsible for the education of our state's multilingual learners.

- We believe that every student's language should be seen as an asset. While our multilingual learners are learning a new language for them, they also have an entire linguistic repertoire that plays a huge part in their identity, their experiences and their way of thinking and that can be leveraged for academic learning.
- We believe that language is foundational to academic learning. Every day teachers use academic language and structures that may be new to any student walking into the classroom. While this is true for all students, it is particularly true for ELs.
- In order to meet the needs of EL students, we believe that the ELD standards must be integrated into all instruction for ELs to support their language learning.
- Additionally, we believe that all educators are language educators. We cannot afford to make the assumption that presenting content to students without attending to language is an effective means of teaching for all students. As educators, we must be intentional in the key ways we use language in our specific context.
- Finally, we believe that implementing the ELD standards will benefit ALL students. Meeting the needs of a group of students, such as multilingual learners, should not be viewed as an addition to our work as educators, instead it should be prioritized and positioned as a way of providing a great education for all students. The adoption and implementation of the English language Development Standards provide the opportunity to demonstrate this new way of thinking. Using these standards in the classroom provides multilingual learners with the support they need and deserve while also fostering the academic language growth of all of OUR students.

(14:11) Slide 16- WI Guiding Principles for Teaching and Learning

Wisconsin's Guiding Principles for Teaching and Learning inform the design and implementation of all state standards, including the ELD standards. These Guiding principals are based on the idea that all educational initiatives are guided and impacted by attitudes or principles for teaching and learning.

The Guiding Principles for Teaching and Learning provide the touchstone for practices that affect the vision of every child a graduate prepared for college and career. When made transparent, these principles inform what happens in the classroom, the implementation and evaluation of programs, and remind us of our own beliefs and expectations for students.

As you can see, the guiding principles touch on many of the underlying beliefs of the ELD standards framework, including equity, collaboration, taking an asset-based view of students, and creating responsive learning environments.

To learn more about WI's Guiding Principles for Teaching and Learning, visit the DPI webpage linked on the bottom of this slide (<https://dpi.wi.gov/standards/guiding-principles>).

(15:47) Slide 17- Universal Instruction for ELs

Before moving on, we want to emphasize that ELD standards are an essential part of universal, or Tier 1, instruction for EL students. To effectively meet the needs of multilingual learners, two essential components must be in place. Multilingual learners need educators who are attentive to the language of instruction and they need access to grade-level content. English learner programming is not an intervention. Framing the supports EL students need as an intervention fosters a deficit mindset and diminish the linguistic assets that students bring to the table. The ELDS Framework, along with the many associated materials developed by WIDA is a rich resource that teachers can draw on to support the work they are already doing to design effective universal instruction for their students.

While we recognize that implementing another set of standards may feel like additional work for districts and schools, we truly believe that implementing the ELD Standards Framework will make the work of educators easier, not harder. Language and content are inextricably linked and ALL students are learning both language and content at all times. Because the ELD standards are aligned with content area standards, they are a tool that teachers can use to integrate language teaching into content area instruction and support the needs of ELs and non-ELs.

In the past, educators may have had to develop their own ways of addressing academic language. Now, teachers can draw on the ELD standards to support the work they are already doing to make sure that their students develop the academic language needed to access content-area instruction.

(17:33) Slide 18- Phase By Phase Rollout of Wisconsin's English Language Development Standards

In order to assist in the rollout process, at both the state and local levels, DPI has developed a phase-by-phase rollout document that shows the tasks involved in preparing to implement the standards. The tasks are divided into three phases. The focus of the first phase is on building awareness and understanding of the ELD standards. This is the foundation of the implementation process and involves investigations into the standards that lead to a deeper understanding of the standards and what implementing them will entail.

In phase two, the focus is on planning and preparing for the implementation process. This phase involves considering the connection between the standards and the curriculum, fostering the collaborative relationships needed to implement the standards, providing professional learning opportunities related to the standards, and beginning to review assessments for alignment.

The third phase focuses on implementation and beyond. During this phase, the standards are

integrated across the curriculum and work continues on aligning instruction and assessment to the standards. The phase-by-phase rollout document can be accessed on DPI's ELD Standards webpage.

(18:44) Slide 19- ELDS Standards Implementation Timeline

The implementation timeline for the ELD standards on this slide shows the target dates for implementation of each of the phases of the rollout plan. As you can see, Phase 1 of the rollout process began during the 21-22 school year and continued into the 22-23 school year. Phase 2 will begin during the 23-24 school year and will continue during the 24-25 school year. The 24-25 school year will also mark the start of Phase 3. The ultimate goal is to have the standards fully implemented by the 2025-26 school year, which is when the ACCESS test will be fully-aligned to the 2020 edition to the WIDA ELD standards Framework.

DPI recognizes that individual districts and schools may vary in their readiness to implement the standards fully and may need more or less time to move through the three phases of the rollout process. That being said, it is expected that all districts serving ELs implement the ELD standards in their language instruction educational programs for EL students. This includes bilingual programs, which support English language development and a student's content learning in their first language, and English as a Second Language programs, which primarily provide instruction in English. Much as the state's content-area standards serve as goals for learning and inform what should be taught in the classroom, the ELD standards provide a foundation for curriculum, instruction and assessment related to the English language development of multilingual learners in grades K through 12. And, just as the ELA and Math standards support student performance on summative assessments, such as the Forward exam, the ELD standards support the performance of EL students on the state's annual English language proficiency test, the ACCESS for ELLs.

(20:36) Slide 20- Level of Involvement/Professional Knowledge

The graphic on this slide was created to provide LEAs with a full picture of the depth of involvement and/or professional knowledge different stakeholder groups should have with the ELD standards. The roles district and school administrators and staff play vary from district to district. For that reason, rather than using positions and job titles, this graphic groups stakeholders by the roles they play in the school or district. It is possible that one person - such as a district administrator in a small district - may fall into multiple groups. This graphic can be used to ensure that all stakeholders have the level of training and support necessary for effective implementation of the standards. Because the ELD standards are aligned to the content areas, districts and schools should also consider the level of understanding EL staff, such as ESL and bilingual teachers and bilingual paraprofessionals need to have of the content areas for which they provide support to EL students.

(21:38) Slide 21- Pause and Reflect

Let's pause again to reflect on the information that was just presented and think about how it applies to your own context. Take a look at the "Level of Involvement and Professional Knowledge" graphic on the previous slide. Where do you fall on the continuum? Based on the information

provided in the graphic, are there stakeholder groups you will need to reach out to with information about the ELD standards? What types of professional development will you need to provide to stakeholders to ensure they are ready to support the standards?

[If leading this module live or completing it as a group, provide time for attendees to share their responses to the prompts on this slide.]

(22:22) Slide 22- Implementation Accountability

The WI DPI has oversight and monitoring responsibilities to review compliance of ESEA grant programs. DPI takes a three-prong approach: Universal monitoring, which is helping LEAs understand the basic rules and requirements. Targeted monitoring, providing additional supports to a targeted group of LEAs based on risk assessment factors, and comprehensive monitoring - collaborating with or coaching selected LEAs to ensure full implementation of the requirements. Being selected for targeted or comprehensive monitoring does not mean the LEAs have done something wrong. It simply means they have been identified as potentially needing more support and technical assistance from DPI based on the risk assessment. More information about the ESEA monitoring process can be found on the ESEA DPI website using the link provided within the slide. **Relevant Link:** <https://dpi.wi.gov/esea/esea-monitoring-process>

As noted earlier, the Elementary and Secondary Education ACT, as amended by ESSA, requires that all districts serving English Learners adopt and implement the ELD standards. This requirement is included as part of the consolidated ESEA monitoring process that districts undergo on a periodic basis.

(23:39) Slide 23- Implementation Accountability

Any LEA that is selected for monitoring through the risk assessment process would be asked to provide documentation that could include any of the following:

- Evidence of English proficiency standards implementation,
- Evidence of participation in training activities pertaining to the English Language proficiency standards along with application to the classroom setting or
- A plan for English Language Proficiency adoption and implementation.

Even in circumstances where caregivers have refused services in a district's language program, a student must still participate in the annual proficiency test, and a school must still take steps to provide opted-out EL students with access to its educational programs, monitor their progress, and offer EL services again if a student is struggling.

<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>

(24:30) Slide 24- DPI Support for Implementation

It is DPI's intention to provide districts with the support they need to meet the ELD standards implementation requirement. Behind the scenes there are many tools and supports that are in development.

This includes this learning module, as well as other professional learning modules that may include the Big Ideas or collaboration. We additionally have a draft version of an WI implementation guide, and a self-reflection tool that can provide one-on-one technical assistance.

WIDA additionally provides access to many training opportunities, and many other implementation or supportive resources. These are all available to Wisconsin Schools.

(25:12) Slide 25- What has stayed the same?

We are now going to take a closer look at the standards themselves. As a reminder, this module is intended to provide a high-level overview of the standards. Subsequent modules will provide a more detailed look at the standards and provide support for using the standards.

The 2020 WIDA ELD Standards Framework is a revision of WIDA's 2012 ELD standards and many elements of the standards have stayed the same. As previously mentioned, This includes WIDA's "Can Do Philosophy," which emphasizes the assets of multilingual learners. The five standards statements have also stayed the same, as have the six levels of language proficiency. Finally, like the previous version, the 2020 standards are divided into six grade-level clusters.

<https://wida.wisc.edu/sites/default/files/Website/News/2021/February/WIDA-StandardsFAQ-Intro.pdf>

(26:04) Slide 26- What's updated or new?

Here are some of the new elements of the 2020 ELD Standards Framework. We will be touching on some of these changes in this module, including the four components of the standards, the updated, more inclusive communication modes, the grade-level cluster materials, the language expectations, and the proficiency level descriptors. The annotated language samples, and other curricular resources or pending resources will be included in future modules. As WIDA additionally makes more resources available, those will also be shared widely throughout the state.

(26:39) Slide 27- Organization of the WIDA 2020 ELD Standards Framework

The 2020 Edition presents a new supporting organization for the WIDA ELD standard statements, along with additional resources. When working with a copy of the 2020 ELD Standards Framework that you have ordered from WIDA or downloaded from their website, you will see that it is organized into five sections. The first section goes over the four "Big Ideas." The second section breaks down the standards framework in an understandable format. The third presents the standards according to grade-level clusters. Finally, there is a section of additional resources and the appendices. Let's take a look at some of these in more detail...

(27:22) Slide 28- The Big Ideas

First and foremost WIDA anchors the framework in 4 very important Big Ideas. It's important to take a little more time to reflect on these principles as the foundational anchors for supporting English Learner's strengths and needs.

The first being in **Equity Of Opportunity and ACCESS** which supports a commitment to providing MLs a high-quality, inclusive education. With the wide range of assets that our multilingual learner bring to our schools, educators can leverage this to increase equity in a standards based environment which empowers students to engage in deep and meaningful learning.

You may have heard the expression that English Learners need to constantly double-deep. This means that they have to learn English at the same time they are learning content. For many early learners, this means learning their own language and learning English and learning content. As educators, it requires great skill and intentionality in designing lessons that meet BOTH their language needs and their content learning needs. WIDA takes this into consideration through the second Big Idea: **Integration of Content and Language**. The framework provides the means for students to learn and develop language concurrently. The content of the classroom becomes the context in which language-learning takes place and means for learning that content.

The third big idea is **Collaboration Among Stakeholders** Within the complexities of schools as a system. Every person within that system has a collective and shared responsibility in the services that they provide multilingual learners. Everyone should see themselves as supporting and enhancing the language development of students. While language development specialists are the experts, The language learning and support that is required within each content or classroom extends through the entire day and within all learning environments. Building strategic systems in place for collaboration to take place, where each teacher can feel valued and bring their expertise into conversation is pivotal to assuring MLs have high quality experiences within all educational settings.

The final “Big Idea” is a **Functional Approach to Language Development**. Finally, **Functional Approach to Language Development**. We all hold a bucket of linguistic assets that we use to navigate the world around us. Everytime we seek to understand or express ourselves we reach into our bucket and pull out these assets and apply them purposefully to meet the needs of what is being communicated. A functional approach lies in being explicit about expanding what students can do with language. It provides MLs the tools they need to be strategic in how they use language and make meaning in different contexts to achieve a purpose.

(30:28) Slide 29-Components of the Standards Framework

The WIDA ELD Standards Framework consists of four components, ranging from broad to narrow in scope: The WIDA ELD standards statements, which provide a framing for language and content integration; the Key Language Uses, which cover the most prominent uses for language across all disciplines; the Language Expectations, which are goals for for content-driven language learning; and the Proficiency Level descriptors, which outline the 6 level- continuum for language development.

These four components work together to make a comprehensive picture of language development. The figure on this slide shows the four components of the framework conceptualized as nested building blocks of language development within sociocultural contexts.

We will now take a closer look at each of the components.

(31:24) Slide 30- ELD Standards Statements

The five English language development standards statements continue to be the foundation of WIDA's system. They have remained the same and are still grounded in providing the broadest conceptual framing, illustrating the integration of both language and content. The standards statements show language use in the service of learning—in other words, language for thinking and doing. They address the language of schooling.

You will notice that Standard 1, Language for Social and Instructional purposes, is unique in that it encompasses a multilingual learner's use of language across all proficiency levels, across all disciplines, all settings, tasks and situations.

(32:07) Slide 31- The Key Language Uses

The Key Language Uses (KLUs) are select genre families that appear across content areas: Narrate, Inform, Explain, and Argue.

The KLUs summarize prominent language across disciplines as a common ground to organize and coordinate instruction. In other words, the KLUs are ways of using language across any and all content areas. Much, if not all, of the academic language used for instructional purposes in classrooms falls into one of these categories.

(32:44) Slide 32- Communication Modes

The framework consolidates the domains of language into two communication modes. Interpretive (listening, reading and viewing) and expressive (speaking, writing and representing.) It is important to highlight that teachers should be intentional about the activities that they provide to make sure students have opportunities to use standards in different communicative modes and according to their needs. These modes are outlined throughout the language expectations

(33:17) Slide 33- Language Expectations

Language Expectations are goals for content-driven language instruction, adding specificity to the ELD standards statements and Key Language Uses. They are the statements most similar to what educators generally find in academic content standards. They include the content area, the grade-level cluster, the key language use, the mode of communication, and the related language goals. The language expectations can be used to set language development objectives for a lesson or unit.

(33:55) Slide 34- Proficiency Level Descriptors

Proficiency Level Descriptors (PLDs) are a detailed articulation of student language performance across six levels of English language proficiency. In other words, the PLDs describe how students are able to use language at the end of each proficiency level. Each end-of-level descriptor includes and builds on previous level (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PLDs are aligned to the six grade-level clusters used in ACCESS online (K, 1, 2-3, 4-5, 6-8, 9-12)

The PLDs can be used to identify the scaffolding students might need to access and participate in content-area instruction based on their English proficiency level.

(34:44) Slide 35- Pause and Reflect

We are going to pause again for an opportunity to reflect. Take a moment to think about the information that was just presented related to the four “Big Ideas” underlying the standards, as well as the four components of the standards. Then, jot down how this information relates to what you know about effective instruction for ELs. What connections do you see between these ideas and effective instruction for ELs? Do these ideas expand your thinking in any way? If so, make a note of how your thinking has been expanded.

[If leading this module live or completing it as a group, provide time for attendees to share their responses to the prompts on this slide.]

(35:26) Slide 36-Grade Level Clusters

Now that we have learned a little bit more about the standards, we are going to explore how you might begin to learn about and implement them. Initially, the standards may seem overwhelming. However, once you understand how they are organized, they become more approachable and easier to use.

The ELD standards are organized into six grade-level clusters: K, 1, 2-3, 4-5, 6-8, and 9-12. These match the grade-level clusters currently in use on ACCESS for ELLs online and have not changed from the 2012 edition of the WIDA Standards Framework. For the 2020 edition, new sets of materials were developed that are appropriate for students in the different grade-level clusters. Within each grade-level cluster section of the standards book, the materials are organized according to the components of the ELD Standards Framework that were reviewed in the previous section of the module. Each section also includes some additional resources, such as annotated language samples.

The grade-level cluster materials are intended to help educators enact the ELD Standards Framework by allowing them to focus on the specific grade levels for which they are planning instruction. If you are just getting started with the standards, we would recommend choosing one grade-level cluster to focus on. Take a close look at that section of the standards and practice using the information in the section to plan a lesson for a group of students with whom you work.

(37:09) Slide 37- Connections to the LIEP Crosswalk

We also want to highlight how the ELD standards connect to DPI’s revised LIEP Crosswalk. The crosswalk lists approved language instruction educational programs, or LIEPs, for ELs in Wisconsin. The adoption of the 2020 ELD Standards Framework provides districts and schools with an opportunity to review the programs they have in place for serving EL students, using the standards framework and the four “Big Ideas” of equity, integration, collaboration, and functional language development as a lens. For example, you might review your programming and consider the following questions: Are EL students provided with equitable access to academic content? Are language expectations being integrated into all program models? Are EL and content area educators collaborating to serve EL students? Are educators developing EL students’ functional language across learning contexts? If not, what changes might need to be made to support those goals?

In addition to reflecting on those questions just mentioned, we recommend consulting the revised LIEP Crosswalk and the LIEP flowcharts to determine if the program models that are currently being implemented are the best fit for the students being served. You can also consult the crosswalk to learn more about the standards - both language-related and academic - that should be implemented in each of the programs listed. And identify whether more needs to be done to support the integration of those standards into learning environments that serve ELs.

(38:51) Slide 38- Next Steps

As mentioned earlier, DPI will be releasing additional modules to support the implementation of the ELD standards in the coming months. In addition to sharing this module and future modules with colleagues, here are some recommended next steps for getting started with the standards:

- To learn more about the standards, visit the WIDA website to download or purchase a copy of the standards framework. WIDA also has many other resources available on its website related to the standards, including an introduction video and FAQs. All Wisconsin educators also have access to WIDA's self-paced professional learning modules - including one that is focused on the 2020 ELD Standards Framework. The WIDA ELD standards module can be used for individual learning or can be used as part of a group learning experience, such as a PLC.
- In addition to learning about the standards, schools and districts should begin planning for implementation. This could include looking at the phase-by-phase rollout document that was shared earlier in the presentation to determine next steps, thinking about how the ELD standards will be integrated into the school or district's EL programs, and exploring the connection between the ELD standards and the content-area standards.
- Additionally, it is recommended that districts and schools develop a plan for providing professional development related to the standards for ALL educators who work with ELs. One good resource for ideas and professional learning opportunities are local CESA networks.

(40:29) Slide 39- Applications

Now that you have a better idea of what the ELD standards are and what the standards rollout entails, we encourage you to take a minute to reflect upon this information using your own educational lens. This reflection exercise on this slide is called "What? So what? Now what?" because it prompts you to ask yourself the following questions: What did you learn? Why does it matter? What will you do with this information?

Start by jotting down a summary of what you learned about the ELD standards and the standards rollout. What is something new you learned? What did you already know? What are some lingering wonderings you have? Is there anything that challenged your thinking? Once you've done that, write about the significance of this learning to your work and outline what you could do next in response to this learning.

[If leading this module live or completing it as a group, provide time for attendees to share their responses to the prompts on this slide.]

(41:23) Slide 40- Supplemental Resources

This slide lists some resources that you might find helpful as you prepare to implement the 2020 ELD Standards,

- DPI's ELD Standards webpage has a link to the standards framework. It is also where DPI will be posting any materials it develops related to the standards, including this module and other professional learning modules.
- Visit WIDA's ELD Standards Framework web page to download the standards and to access the many resources they have developed to support implementation of the standards.
- WIDA's ELD standards framework professional development webpage has links to WIDA's self-paced learning modules, recorded webinars, and Focus Briefs - all of which can be used to learn more about the standards.
- Finally, WIDA has developed a series of FAQs about the standards that share information in a short, easily accessible format. One FAQ provides an overview of the framework. The other FAQs touch on a specific component of the framework - including the Big Ideas, Key Language Uses, Language Expectations, and Proficiency Level Descriptors.

(42:36) Slide 41- Video: Introduction to the ELD Standards

There is one resource in particular that we want to draw your attention to. WIDA has developed a short video that provides an introduction to the 2020 ELD Standards Framework. We would encourage you to share the video with stakeholders as a way of introducing them to the standards and communicating to them that the standards are a powerful tool for supporting the learning of EL students. Among other things, the video highlights how the 2020 edition is centered on equity and fosters the assets, contributions, and potential of multilingual learners. It also provides a high-level overview of the standards framework and emphasizes the importance of using the standards to support all students in learning academic language and content together.

To access the WIDA video, use the link on this slide,.

<https://wida.wisc.edu/resources/introduction-wida-eld-standards-framework-2020-edition>).

(43:23) Slide 42-Acknowledgement

DPI would like to acknowledge all of the members of the ELD standards committee for their commitment and feedback throughout the standards adoption and implementation process. Their feedback and insight on the ELD standards rollout, in general, and on this module, in particular, has been invaluable. DPI looks forward to continued collaboration with the committee moving forward.

(43:47) Slide 43- Reference

Throughout this webinar, we have made reference to the 2020 Edition of the WIDA ELD standards framework. The official citation of the standards can be found on this slide.

(44:00) Slide 44- DPI Contacts

Thank you for joining us today. If you have any questions about the English Language Development Standards, please feel free to one of us using the contact information on this slide.