WIDA English Language Development (ELD) Standards Implementation Planning Tool

For successful implementation of the ELD standards, it is essential for school leaders to express and model the importance of integrating the standards into the school’s instructional practices. This involves consistent, long-term training opportunities for all educators, as well as building in accountability through multiple means, such as incorporating expectations of ELD standards implementation into professional growth and evaluation systems.

Successful implementation also requires adequate staffing, resources, and appropriate scheduling that allows for regular and meaningful collaboration. Most of all, it requires adopting an asset-based mindset and culture of shared responsibility for multilingual learners.

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| **Stage 1: Exploration**  Schools begin examining the current state of their ELD standards implementation, identify gaps, and develop greater familiarity with the WIDA ELD Standards Framework, 2020 Edition. | | |
| **Critical Questions** | **Notes** | |
| 1. Do we have achievement goals that promote equity for all students? |  | |
| 1. How well do teachers understand the language development process and how the WIDA ELD Standards Framework represents the joining of Maine Learning Results content objectives with language expectations? |  | |
| 1. How consistently has the school implemented the 2012 edition of the WIDA ELD Standards? |  | |
| 1. What evidence must be gathered to show how our current ELD standards implementation is working? |  | |
| 1. What steps has the school taken to implement the 2020 Framework? |  | |
| 1. What areas do we identify where ELD standards implementation is not yet sufficient/strong? |  | |
| **Action Plan** | | |
| **Steps** | **Responsible Staff Member(s)** | **Timeline** |
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| **Stage 2: Preparation**  Schools develop and implement professional learning (PL) plans to prepare all teachers to use the WIDA ELD Standards in their daily instructional practice. | | |
| **Critical Questions** | **Notes** | |
| 1. What will be the role of school and district leadership? |  | |
| 1. How can we develop buy-in from all instructional staff? |  | |
| 1. How will collaboration time for educators be scheduled for the purpose of integrating content objectives and language expectations within lesson design? |  | |
| 1. What opportunities exist to leverage PLCs, school-wide, and district-wide PL time? |  | |
| 1. What specific kinds of PL will be offered, by whom, to whom, and on what timeline? |  | |
| 1. How can the WIDA ELD Standards Framework be used as a guide to provide PL around asset-driven educational practices? |  | |
| **Action Plan** | | |
| **Steps** | **Responsible Staff Member(s)** | **Timeline** |
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| **Stage 3: Implementation**  Schools begin using the WIDA ELD Standards Framework, 2020 Edition, in everyday instructional practice. | | |
| **Critical Questions** | **Notes** | |
| 1. On what scale will implementation begin (1-2 pilot classrooms, full grade level, whole school)? |  | |
| 1. What sources of funding and other resources can be leveraged? |  | |
| 1. What supports are available to teachers as they begin to implement? |  | |
| 1. What provisions will be made in scheduling to prioritize the necessary collaboration for ELD standards implementation? |  | |
| 1. How will the ELD standards be used to inform families of the ESOL program’s standards-based expectations, progress monitoring, and assessment? |  | |
| 1. What quality-control measures are in place? |  | |
| **Action Plan** | | |
| **Steps** | **Responsible Staff Member(s)** | **Timeline** |
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| **Stage 4: Evaluation**  After sufficient trial, schools review their progress in implementation, identify challenges (and their causes), and begin planning improvements. | | |
| **Critical Questions** | **Notes** | |
| 1. What has worked well in our initial implementation? |  | |
| 1. What challenges persist and why? |  | |
| 1. What are some potential solutions to those challenges? |  | |
| 1. What does student achievement data reveal about the effectiveness of ELD standards implementation? |  | |
| **Action Plan** | | |
| **Steps** | **Responsible Staff Member(s)** | **Timeline** |
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| **Stage 5: Refinement**  Schools adjust course, as needed, to ensure successful and sustainable implementation. | | |
| **Critical Questions** | **Notes** | |
| 1. How will we address needs related to educator buy-in, asset-based messaging and communication, consistent supports and resources, and consistency of implementation? |  | |
| 1. What will the role of administrators be in ensuring the necessary changes are put into action? |  | |
| 1. How will we measure whether the changes are working? |  | |
| **Action Plan** | | |
| **Steps** | **Responsible Staff Member(s)** | **Timeline** |
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