

## Administrator Supplement: WIDA ELD Standards Framework Implementation, What, Why, and How?

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Let's take a dive into what this is, and our moderator is going to put the link in the chat. What I would really like you to do is download it or make it accessible for yourself.

You may want to go ahead and highlight some pieces.

I'm going to kind of walk you through it and put page numbers.

Please do whatever feels best for you, whether you want to you know highlight or just even bookmark some pieces in there or take some notes on yourself.

Maybe you just want to listen. And like we said this will be recorded.

But you might just want to listen today, kind of take everything in and then go back and listen to the recording and access this later at your convenience.

Whatever works best for you.

Administrator's supplement focuses on programmatic support.

If you're looking for that classroom support, we're going to talk a little bit at the end just about the guide for the classroom support around the ELD standards.

This is more around a systems wide support. It really serves several purposes.

It supports the articulation that I'm sure you're looking for in your district. Maybe you already have worked on this around a shared vision.

It also offers a common language.

As we're talking about our multilingual learners and thinking about the standards, sharing that common language among ourselves and that's what this supplement also offers you.

And then it also gives you a lot of resources that really exemplify what this looks like to roll out these standards within your local context.

And that I think is important.

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I will say that one of the things I like the most is that it embeds self-reflection.

And we all know with our professional learning, self-reflection is incredibly important.

It gives a lot of tools and resources so that we can be thinking about multilingual learners in our context and what we're making available and what other things we might be able to do to have equitable access for students.

If you haven't already, again, I encourage you to go ahead and access the supplement.

You can use the link that's right there in the chat for you.

And I'm going to give you a minute to do that.

I think it's been in there for a little bit longer, you should have had some time to download it and do what you want with this bookmark it or just listen, whatever is most convenient.

Let's look more into the supplement which is probably one of the things I like the most.

Besides the reflection that I already mentioned.

I really appreciate all of the educator's input.

If any of you participated in creating this, I really appreciate your work on everything.

What we call the field buzz or the stories of practice, these are embedded throughout the entire supplement. It's voices from the field.

Educators, administrators, coaches not only contributed to the design and development of this supplement but contributed experiences and what it's like in their district in the context rolling out the ELD standards. Field buzzes and stories of practice are really helpful throughout.

If you're using the supplement for examples, I know for myself, I really appreciate that.

And then I can kind of build on that, think about our local context and then go from there.

It's a nice feature throughout the supplement.

I think it's important for you to know that the administrator supplement connects and aligns to the Framework Implementation Guide.

Blue circle is for the implementation guide which is intended to be used for implementation of the standards at a classroom level.

And we'll talk at the end about webinar we did that relates to it.

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But then when you're looking at it, you've got the administrator supplement.

Just thinking more about a system wide approach which is what the supplement is really intended to do, to give you all the resources and tools that you need to think about this from a system wide approach within your local context.

I think that's important for you to realize and note what else is included in this supplement.

It is based on the same big ideas.

And here they are on the screen that you can see that our standards are based on.

Big ideas I think are very important when we think of our multilingual learners.

It offers a clear connection for you to four big ideas that are in our standards big ideas for everything that we do here at WIDA.

Also, these may look familiar to some of you, they may be brand new.

Let me just give you a little walkthrough.

At WIDA, we believe that multilingual learners need education that is characterized by equity and opportunity and access to a wonderful academic experience.

And you do that through the integration of content as well as language and a functional approach to language development and the collaboration among stakeholders.

Thus, the supplement gives you some of those resources to home in on these ideas.

And we're going to take a little bit of a deeper dive into that collaborative piece integrating language and content, which is key for everything we're doing with multilingual learners.

Why is this supplement important for you?

We've talked about some of the what's and we're going to go a little bit deeper.

But why is it important to you?

Why would you even want to look at this or use it as an administrator?

It's somewhat of a complex question.

When we think about why we made it and the purpose for us in creating supplement, it really was intentionally designed and developed to support use to lay a foundation.

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I love this.

When we think about it, we're laying a foundation over time we can nourish and sustain.

I think that word sustain is important because we can start but are we sustaining to have that systemic implementation in place and process that is involved with and collaborating.

What's the intention of this and successful ELD standards.

Implementation can be complex.

When we think about it at a federal level, at a national level, when we think about the state policies that are in front of us and then we bring it down to our local context thinking about all the states, drivers, stakeholders within our local context.

It can be very complex when we think about it that way.

I'm going to read a quote here that you'll find in the supplement.

I actually know this person.

Tamisha Sampson, Maryland she says that from her perspective.

Successful implementation for me as a leader means that district and school administrators, teachers, everyone is clear about what the framework is and how it can work based on each person's department, their school, or context.

I love this quote because even within our local school context. We had elementary buildings, we had middle school buildings, principals, coaches, literacy coaches, instructional coaches, family liaisons, classroom teachers, dual language, teachers in English-speaking classrooms.

All of those stakeholders need to come together to implement these ELD standards.

It's a complex approach that we must think about from a systems level which is purpose and intention of this supplement.

I think is really important is for you to think about time.

I'm sure all of us as administrators and leaders think about it.

How are we going to roll this out?

What are the stages that we're going to need to go through to do a systems level approach around implementing English language development standards.

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Because ultimately our goal really is it. I'm sure that you all agree with this.

It's to really give that excellent education to our multilingual learners.

It's going to take a little bit of time if we're implementing a new approach around some new standards and we're looking for that cohesion.

As you think about it, how are you going to do this?

And these stages are meant to be a guide.

They're not prescriptive.

You'll see the different years that are mentioned here.

Like if you're first just adopting it, you know how long that would take you.

Maybe you're going to be involved, maybe you've been doing this and in that maintenance refinement and you're trying to just make sure that everything continues to run smoothly.

Because like we said, we want this to be a sustainable approach.

We don't want this just to be a one and done. It's something we continue to do over time thinking about stages and where we are in the process and what we're beginning.

I'm going to show you that these stages are integrated into some of the resources we're sharing with you within the administrator supplement.

If you're choosing one focus area, you still can see when you implement that focus area, what are the different stages that you're going to be going through as you do that.

Of course, any kind of time frame will depend on your local context.

It'll depend on how much time you have to offer, who's going to be involved, how it works with things like your PLC time or perhaps you have in service days, or perhaps you have early release or late start days, so your context is going to drive some of the decisions that you're making around implementation stages. I know you all know how to do that.

I would be curious to know if someone wants to share if you have started to implement.

I'm curious if you're in adoption stage, you can just put one of those words into the chat.

Or if you have any advice about where you're going.

I've got different stages at different grade levels.

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And for that context, some are in the initial, some used a rubric.

I love that you used a rubric.

We're going to talk about looking at things on your own to present resources. But you really have resources in your district already that you can also use and integrate as you implement adoption with the rest of the schools and educators.

I notice you start with your ESL teachers.

Thank you.

Should be at the scaling up stage, but you're actually at the initial implementation.

Erin, you may have things for us later on as we go through into one area.

Any advice I'm sure is welcomed by people out there.

New standards are unable to be incorporated in your lesson planning.

That's some feedback for us here at WIDA.

We'll look at some of this chat and there might be some ideas.

I used to present a lot in person. I had a WIDA poster on the wall for people to give us ideas.

We are always open to things that you might need or would like to have.

Many of you it seems are in the adoption in those initial stages.

But remembering that it is over time, it can take anywhere from two to three years.

We've got one to two years. It really can take two to three years for maintenance and for refinement to continue to happen.

Thank you for sharing in the chat.

I know everybody's appreciative of that.

Let's talk about establishing your team. I would love to have some feedback from the field.

When we think about our team, we need to think about who can be strategically placed on this implementation team.

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I know as administrators and leaders we all think about this whole section.

I would say it's the getting started section. It's 6 to 10 if you're bookmarking anything.

I think this resource is important when you're considering your team.

I would suggest even before you're in those adoption stages and you're starting to put implementation together, we're talking about implementation of the standards.

If you're thinking about adoption, you're coming up with who's going to be on your team.

As you think about different people within district that would be important to be on a team.

Some of the people you might consider might be district leader, coordinator, or a principal.

Perhaps there's a chairperson of a certain initiative that's going on that you want to include, maybe some support personnel.

I always feel like having families or having student voice represented is important as well.

Based on my experience. I know we were strategic in placing board members on our teams.

And they may not come to every meeting.

They may not be completely engaged and involved depending on their time.

Making sure informed strategic points and what's going on because that's important.

It's good to have that connection between what you're doing with your board members.

I'm going to invite anybody in the chat to talk about who's on their team.

If you've already put a team together, who do you have on that team in your context?

And we'll see if anyone sharing about it.

And there's the link again, for anybody that wants to open that administrator supplement.

How about literacy coaches?

We have literacy coaches on all our work around standards, assessments, multilingual learners. We had our literacy coaches who tended to meet separately.

I would meet with them and then we would bring them to PLC coordinator, student services supervisor, dual language literacy coaches.

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Again, your context is going to drive who you decide to put on this team.

If you're a smaller district, it may be a small team.

If you're a larger district, you're going to think strategically about how many would be on that team and who would be most important.

Content ML supervisors.

Thank you for sharing all this.

It will be helpful for those of you who are getting started.

If you're putting your team together, what this resource offers you which you can use at either at either time are these competencies for your team and the responsibilities.

I would suggest looking through the competencies if you're in the adoption phase. If you already have your team together, take time to go back looking through competencies checking for any gaps.

We've had some questions that tell us there's an information gap somewhere that we all need to make sure everything is on par with what we want to communicate.

Looking at this resource will give you some of those ideas for core implementation action.

What are some of those competencies that you're looking for within each of you?

What are your responsibilities?

If anyone else is still missing the link for the implementation guide, look in the chat.

Or if you just came in, let us know in there.

Fatima's the moderator.

She just put it in there again for you again.

Pick a good core team to be able to implement anything.

And we know that we must think of our time frame.

There are some other things that we should consider as well.

And I spoke briefly about this, laying this foundation to be able to nourish this work as well as sustain this work.



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There's a long name for it. Foundations and Reflection prompts for launching systemic framework implementation efforts.

I think that's on page 9 or the next page.

These are all within pages 6 to 10, so please take a look at this as well.

And what I like about this are some of those things that the supplement is intended for.

You will find those spoken to and referred to in this resource.

As an example, it's going to give you reflection questions and things to think about your vision because we all know how important that vision is.

I can just give a small example, but in my former work, when we would meet even as a team. We did it with the principals as well.

We really looked at what we had on our website as our vision and our mission.

And then we looked at it through the lens of multilingual learners and their families.

Is this what we're trying to do? What is our vision and our mission around the best educational opportunities that we can provide for our multilingual learners?

I encourage you to look at that vision well at what your plan is thinking about how you're going to roll it out.

Base of that foundation is so important for us to be able to build on, to nourish and sustain.

Looking at that implementation plan. I'm sure you know about this as well.

We have to think about our communication plan.

How are we rolling this out?

And in just a minute, we're going to see an example from an administrator that talks about the messaging that they were sure to make sure that they were rolling out.

And the last thing that this will also give you some reflection around is what are those feedback loops like?

What are those cycles that you're going to be going through? Where you're going to be asking for feedback, where you're going to be getting information?

I think this is important for those of you.

I think there's a place here for everybody no matter what stage you're in.

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Just thinking about this ahead of time, if you're in adoption stage or initial, even if you're the maintenance stage, might be going back to some implementation things.

Looking back at this resource and thinking do we have enough data?

Maybe we need to do some more feedback loops.

Maybe we need to make sure we're on the right pathway.

Maybe there's a gap somewhere that we missed within our communication plan.

Need to go back and fill in that gap. Resources can be used no matter what stage you're in.

And we all know that when you look at these reflection questions.

I'm sure you will come up with ones you think are important for context which is important.

Moving on is the last thing that you're going to make a decision.

Implementation stages, you are going to think about what team you're putting together and how you're going to lay that foundation and then you're going to choose a focus area.

We know we can't roll everything out all at the same time.

Looking at the numbers 11 to 56, most of this supplement focuses on four focus areas that you see here on your slide.

Professional learning, collaboration for content and language, inner integration.

We're going to look a little more closely at that part.

The other focus is around curriculum instruction.

And the last one is around data and assessment.

And you know your context best.

Four focus areas were really developed with a lot of input from across the consortium, from educators, from teachers, from leaders.

Focus areas for the implementation that this supplement is really organized.

We're going to move forward and think about that second area.

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I want to tell you no matter what area you choose, you're going to find these tools helpful.

We've gotten a lot of positive feedback from the field that implementation discussion tools are what's helping them drive the implementation forward.

These are for the other three areas for professional learning, curriculum and instruction as well as data and assessment.

If you recall, I talked about the stages, and you see those stages in each one of these tools.

As you're using this discussion, you're also thinking how we are going to adopt?

What's our initial implementation around data and assessment?

What does scale up look like around data and assessment?

What will full implementation look like?

How will we maintain and sustain data and assessment?

We're not going to go into depth with these three tools.

We will look at the other one that we're going to talk about.

Positive feedback and you may want to take a look or bookmark these as well.

Let's do a quick review before we go into one area. First, establish your team.

And there's tools and resources in there that we mentioned for you to do that.

Then you want to lay that foundation and you want to have a lot of reflective conversations among the team around roles and responsibilities. How we're going to lay that foundation.

What's the communication plan?

How are we moving forward with this?

Remember your team is there to help you do that.

That's the work that a team is doing as well.

And then you're going to think about which focus area you want to focus on.

That's how you're getting started.

And that is at the beginning of the supplement.

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We went through some of the page numbers you can read through that section.

Once you've chosen your focus area, then you're going to dive in within the supplement.

I went ahead and chose probably because it's my favorite.

I think this is at the heart of any of the work that we do with multilingual children.

It's around systemic implementation, collaborating, content and language integration.

They are connected. We use language to learn. We learn languages.

They are always connected and having the collaboration.

I think it's as simple as when we start hearing all our educators in our context.

We're all language teachers. It's being implemented that culture shift is going to happen.

We're going to go a little bit deeper right now into the systemic implementation focus area.

Which is collaboration for content and language integration. I walk you through, you're going to see resources that are included in all the other areas as well.

No matter what area you choose to focus on or if you're going to do more than one at once, you're going to find these same tools and resources in each focus area.

I'm going to be looking at everything that's 15 to 19 if you want to bookmark and follow along on your own.

I already talked about the field buzz. I love the field buzz. I'm going to give you a minute.

I'm going to pause because I've been doing a lot of talking.

I'm going to pause if you can. Hopefully you have this.

Take a look at this quote from Beverly Herman and Kurt Emel.

I don't know if any of you noticed it. Feel free to put things in the chat that you note or anything that stood out to you.

I'm sure everybody would be happy to hear those.

I think about what Beverly is embedding in it. Her story spoke to me because I was reflecting on some of the work that I was involved in for my former district.

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We found a lot of success in our district when educators strategically planned professional learning. We had it in different places.

As an example, when we started to do a language program. Professional learning that we were doing with reading and writing or literacy blocks. It really needed to be tweaked for our dual language program.

Strategically looking at that to implement content language standards together.

Focus area one is collaboration as well as integrating content and language.

How are you going to collaborate?

Bringing all of our dual language teachers together was really powerful.

And then working with the literacy coaches.

But in PLC's, the message was the same and teachers were focusing on this.

Again, I think looking carefully at your context is really helpful.

There are some good ideas in the chat if you want to take a look at that.

Not all teachers see each other.

As much as I've seen success, we know this is still a very important area for us to focus on.

I can just share the other day a high school teacher was sharing with me and said in her context within her high school it was not like the culture.

Not every content teacher in high school thought about themselves as a language teacher. Honestly, they weren't all trained that way either.

Thinking about how we're going to move forward with that and making culture as we're taking on language.

Language is meaning-making tools for all of us and for our multilingual learners and for our multilingual children.

We need to make sure that we're making the most of that tool and leveraging it as much as we can along with the content.

Again, we use language to learn and then we learn language as well.

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Thank you, Jackie.

Jackie's saying Kurt's quote is very powerful as everything starts at the district level and trickles down to schools.

Thinking about your team.

Who are going to be key players on your team to move forward this field.

Buzz these ideas and really move forward with that.

And I like the word embedded and the team embedded KLU into reading program.

Also, some things going on in the chat if you want to look at it yourselves that would be lovely and help each other out.

We're all learning together.

And you're going to find these field buzzes no matter what you're looking at.

These are the ones that are included at the beginning of this focus area.

Another thing that you're going to find is a list of WIDA resources.

Resources have been curated specifically for each focus area, so they don't look the same throughout the administrator supplement.

They look different depending on what focus area you're in.

It's really just a lot of resources that you can use and you can choose.

Obviously, you don't need to use them all. I'm sure you will know what works best for you.

What we used to do in my former job with WIDA resources.

We used to sometimes jigsaw them, use them in PLCS, use them in some of those courses that I was saying that we had for literacy or math.

And you can use and sprinkle them throughout but are curated for this section.

Here's the one for collaboration or content and language integration.

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Some are focus bulletins or might be the guiding principles.

Some of our other key pieces that we put out.

It may also be like an infographic or a news article.

They're curated specifically for the area.

What is at the bottom of each of these is the resources that districts across the consortium have shared with us.

We don't endorse these. These are things that other people have created within their context and have shared with us.

But we do include them there if you're interested.

And then we kind of leave you and encourage you to look at your own resources.

And somebody mentioned that before that they created their own rubric within district.

Make sure that you're thinking about what resources do you already have.

Which of these resources have you already used that you can summarize because the people are already familiar with it.

And you will find a list of curated resources in each of the focus areas and be sure to include resources as well.

Thinking about everything else you're going to find.

We just talked about discussion tools. And you will find a discussion tool in each section.

As I mentioned before, those implementation stages are outlined there for you.

It's organized by implementation stages. The tools really connect specifically to focus area.

Tool collaboration for content and language integration is specifically designed and developed as a resource for this specific area.

I want to take a brief look at some of the action items here.

As you kind of see what's in these discussion tools.

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As you look at the first one adoption, identify those integration points within your district that are between the framework and also your academic standards.

Maybe there's some curriculum you want to make sure that things are lined up.

Maybe you want to look at some of your course mappings. What have you already done mapping some of your curriculum, staff or even your resource allocation.

There's some questions and things that you're going to want to look at in that adoption.

But then when you get into that initial implementation or even the scaling up, you may continue to offer some professional learning.

Did we include everything we needed to in our professional learning around this?

Look at those resources for PLCs to check focus bulletin.

It might be a good idea to review those as well.

Maybe you're in the implementation or you're trying to maintain and nourish.

New resources we didn't include that we want to make sure to check.

I know you understand your professional culture best.

What do you offer. Where it fits in best. The suggestions are not prescriptive. The stages will occur over time. As an example, you might blend more than one focus area.

Looking at two discussion tools at the same time.

Intersection with each other. Probably most likely with your team make some decisions about anything to adjust.

But these discussion tools would be a great resource to walk you through that.

And they've had a lot of positive.

A lot of feedback from the field. Those are the discussion tools.

Another resource you'll find in each area is a set of reflective prompts and sample questions.

Again, these are specifically for the focus area that you're working on.



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Elicit some evidence of your progress.

It's a progress monitoring tool in some ways. It's similar to the ones that we've offered in the other focus areas.

It helps that you tend to go through the process and check back on the work you're doing.

Maybe collect more data for the collaboration area.

Maybe consider what percentage of the core implementation team or whoever on your team as well as your staff.

Would they talk about how the framework corresponds to the state standards as well?

Understand why integration is important between ELD and state standards.

What about an elevator speech?

I invite you to look at a few sample questions or discussion guides to explore the reflective prompts.

Understand what's useful for your context as well.

Educators across the consortium, administrators, leaders and teachers provide not only feedback and input but how this administrator supplement was designed and developed.

Stories of practice. Let's talk about that.

It reviews a few pages of the supplement or story of practice.

It's really beautiful. I encourage you to review the piece.

It's in the back of the supplement or all the stories of practice together.

It might be where you want to begin.

If you're going to a little bit deeper after this webinar into the supplement.

I would look at all those stories of practice first because I think it's just so helpful.

She shared her input here in this story of practice and talked about how she collaboratively.

I love the word collaboratively that means working with people to craft district wide messages and she tries to leverage design from the margins approach which I just love.

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Highlighting some of those content language integration that's happening at every grade level. And they did a lot of this through curriculum mapping.

Here's just one example of that.

Looking at the language functions and language expectations from the standards.

Mapping it according to their curriculum at the different grade levels.

She shares some of those resources in her story of practice and graciously provides examples of different integrated maps.

I just think that that's so powerful for us to think and to get feedback.

I'm curious to know what are some ways that within your district.

I think this will be helpful to others.

I saw some really interesting comments in the chat.

Language in all of our content standards, so of course we're all language teachers.

I love that one.

What are some ways that you're sharing within your district?

If you have any advice or suggestions or examples for your colleagues here on this webinar.

I'm sure they would love it.

Academic vocabulary is taught in all content areas.

All teachers are language teachers.

Thank you for that, Jill.

What ways are you communicating?

Thinking about the communication plan for implementation becomes so important.

How do you build that core collaborative culture within your context?  
Maybe you are already doing that.

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It looks like you're focusing on how to develop expressive language.

It may look different depending on the content area or what grade level.

Everyone participates in communication.

Monthly letters newsletters.

ELL monthly newsletters

I love the idea coming up in the chat here.

Monthly newsletter from the curriculum team.

It doesn't all have to be in writing.

I know we get a lot of feedback.

In multimodal context.

It could be an infographic, video or a short audio.

I'm sure you have a lot of creative ways on how to share information.

Electronic newsletters.

I love it. Thank you.

Stories of practice that you can look in this section.

Stories about educators in the classroom.

Administrator supplement is designed for the system-wide level approach.

Part of that must be the classroom.

Integration of content and language. What does that look like in the classroom?

Nice examples from Wisconsin or Boston.

Life cycles or complex relationships. Check pages 41 to 45.

It's so nice because I think we can talk a lot about what teachers want to know.

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Explain how to implement everything in the classroom.

Few places within the supplement if you're excited about the classroom part.

There are a few classroom examples within the supplement.

If you're really excited about the classroom part.

I'm just going to give a little shout out here.

Life cycle lesson a little bit more in depth.

Share everything in your district.

And you can use the implementation guide. I will put that in the chat.

It's available on our website. As a reminder, these documents support each other.

I really encourage you to go back and listen to the webinar that is on the implementation.

And this webinar will also be recorded.

And you can look at both of those resources as well as listen to the webinars.

Thank you so much, Fatima.

We'd also love for you to take a survey.

As a reminder, your voice is important to us at WIDA.

Everything is by, with or for educators.

Thank you so much, everyone. Take a moment to fill out the survey.

We would love to hear your voice and feedback.

Let us know what you'd like for the next webinar.

Pre-K. A lot of great webinars planned. We always want to be doing what you need.  
Thank you for taking time to use the link for the QR code to fill out a survey.

As you're doing that, I'm going to check for questions.

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Always thinking about language and content.

Multilingual learners and children are all of our responsibility.

Thanks so much for everything you do to support children.

To support families and communities. Thank you so much.