Minnesota Department of
Education

English Language Development Standards Implementation

A Stage-Based Features Document For District Leaders Engaged in Academic Content Standards and English Language Development Standards Implementation and Curriculum Development

1. What are Minnesota's current English Language Development (ELD) standards?

The Minnesota's standards for English language development are the current standards developed by the World-Class Instructional Design and Assessment (WIDA) consortium. The standards are grounded in scientifically-based research and best practices in English as a Second Language (ESL) and bilingual education. These standards, along with their performance indicators and related framework, provide Minnesota schools with a national model representing social, instructional and academic language guidelines. As stated in the Minnesota Rule, part 3501.1200, subparts 1-6 (2012), the standards are described as follows:

MINNESOTA RULE 3501.1210 ENGLISH LANGUAGE DEVELOPMENT STANDARDS.

Subpart 1. Application.
English learners will meet the language development standards in subparts 2 through 6.

Subp. 2. Social and instructional language.
English learners communicate for social and instructional purposes within the school setting.

Subp. 3. The language of *language arts*.
English learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

Subp. 4. The language of *mathematics*.
English learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.

Subp. 5. The language of *science*.
English learners communicate information, ideas, and concepts necessary for academic success in the content area of science.

Subp. 6. The language of *social studies*.
English learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies (Minn. R. 3501.1200).

2. What is the relationship between the ELD standards and the academic content standards?

The Minnesota Department of Education recognizes the need to ensure the ELD standards will enable ELs to meet more rigorous academic content expectations now manifested in the Common Core State Standards (CCSS). In 2010, Minnesota adopted the Common Core English language arts standards in their entirety and added some supplementary content. Public schools in Minnesota are required to implement the 2010 Minnesota K-12 Academic Standards - English Language Arts no later than the 2012-2013 school year. At this point, Minnesota has not adopted the Common

Academic Content Standards

ELD Standards

Standards-based Education Framework

Figure 1 Relationship Between ELD Standards and Academic Content Standards

Core Standards for Math; however Minnesota K-12 Academic Standards in Mathematics are the current standards that should be used to implement the ELD standard 4: The Language of Mathematics. Equally important are the K-12 Social Studies standards and K-12 Science standards to implement the corresponding ELD standards. Figure 1 explains the relationship between the ELD standards and the academic content standards. Figure 2 delineates the difference between the ELD and Minnesota content standards.
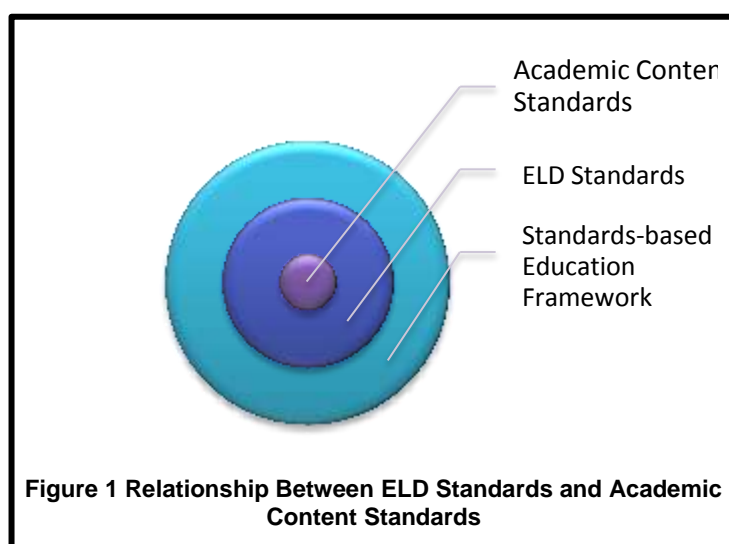
3. What is the nature of the ELD standards?

Margo Gottlieb, the architect of the WIDA ELD standards in her recent work on creating common language proficiency assessments, clearly states that ELD standards "express expectations we have of ELs on their pathway toward acquiring a new language through listening, speaking, reading, and writing within a school setting. ELD standards have been designed for ELs who require language support to achieve academic parity with their English-speaking peers. To maximize their validity and utility, language development standards should serve as a springboard to and reinforcement of academic content standards" Gottlieb, 2012, p. 49). Thus, ELD standards specify the language requisite (not a pre-requisite) for ELs to access the grade-level content identified in the Minnesota academic content standards.

ELD Standards	Minnesota Content Standards
Academic language development	Academic achievement
Language-based	Content-based
Reflective of the varying stages of second language acquisition	Reflective of conceptual development
Representative of social and academic language contexts	Representative of the school's academic curriculum

Figure 2 ELD Standards and Minnesota Content Standards

4. What is the purpose of this document?

The purpose of this document is to assist district leadership teams in self-evaluation of their current level of ELD standards implementation, to identify features already in place, and to identify areas in need of improvement. It also provides a broad overview of the implementation stages to assist school districts in their efforts to implement the English Language Development (ELD) standards along with the core WIDA components to ensure that ELs are able to meet the more rigorous academic content expectations manifested in academic content standards.

5. Who is the audience for this implementation framework?

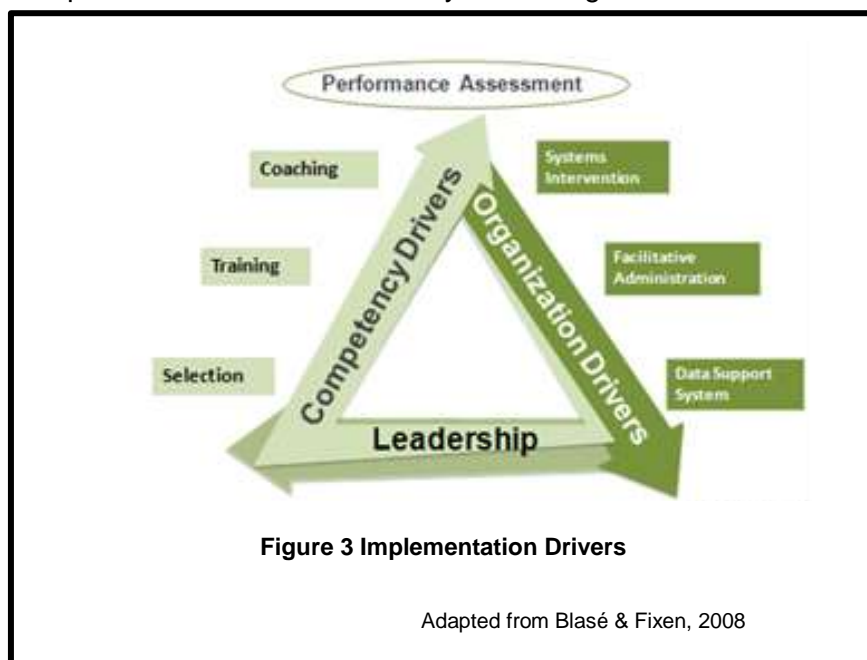This implementation framework is intended for:

1. District-level teams who are implementing academic standards and want to (1) embed emerging research on academic language development as articulated by the ELD standards and (2) identify potential areas for professional development for *all* teachers working with ELs.

2. School Improvement Plan Implementation teams or other system-wide efforts that focus on a systemic approach to the ensure EL needs are front and center in the districts' efforts to achieve equity.

3. Professional Learning Communities which are engaged in collaborative data-driven dialogues focused on the achievement of ELs and want to infuse academic language development and linguistic differentiation into instructional practices of *all* teachers.

4. EL teams which are seeking an implementation-informed approach to implement ELD standards that (1) clarifies the role of ELD standards within larger academic content standards implementation work; (2) defines the process of embedding the ELD standards into the academic content standards, (3) articulates the role of the EL and content teachers in the education of ELs and (4) articulates EL program in the district or charter school that takes into account the English language proficiency level of each student and clearly articulates the scope of service offered at each level.

6. Which implementation research guides this implementation framework?

The research from the National Implementation Research Network which guides this document shows that implementation is not an event, but a complicated process with multiple stages, revisions, processes, stakeholders, and factors involved. Implementation goes beyond "adoption" and "dissemination" of information. It goes through multiple revisions, requires support systems and feedback loops and can take three to five years. Stages should not be skipped and district capacity for implementation should be determined first. Implementation drivers (Figure 3) should be identified and put in place at all stages. Implementation drivers are processes that can be leveraged to improve competence and to create a more hospitable organizational and systems environment for evidence-based programs or practices or other innovations (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). Since sound and effective implementation requires change at the practice, organization and systems levels, processes must be purposeful to create change in the knowledge, behavior, and attitudes of all professionals involved in the education of ELs.

Figure 3 Implementation Drivers

Adapted from Blasé & Fixen, 2008

7. What is the vision of the framework?

The vision of this implementation framework is four-pronged.

First and foremost, it is directly aligned with the Minnesota Department of Education English Learner Programs' mission statement which is "to ensure equity and access to a high-quality education for ELs to reach their highest potential." By focusing district's efforts on closing the achievement gap for ELs, it will become apparent that EL teachers cannot do this job alone. What is needed is a system-wide approach with multi-tiered systems of support at all levels, leadership at all levels, and continuous performance assessment of the implementation efforts and student outcomes. Figure 4 provides a comprehensive list of common principles of effective practice for building capacity for effective implementation of evidence-based practices resulting in positive student outcomes.

Second, the ELD standards implementation work, if done effectively in well-functioning teams, can bring clarity to administrators and *all* teachers of ELs what specific instructional practices are needed for all teachers to ensure that ELs are accessing and being successful with grade-level content standards. O'Hara, Zwiers, Pritchard (2012) in their work at Stanford on *Framing the Teaching of Academic Language* identified two reasons to address the lack of instruction with explicit academic language focus in classrooms with ELs and other students. One reason is the lack of clarity about evidence-based classroom practices. A second reason is the lack of support for teachers' growth in classroom instruction. They conclude that "identifying classroom practices associated with academic language proficiency growth and then targeting these practices in professional development provides a potentially powerful approach for improving the quality of instruction for our nation's ELs".

Third, the vision of the ELD implementation framework is to bring together content specialists, language development specialists, literacy leaders and implementation specialists who work together to achieve a common goal: ensure ELs' access to and success with rigorous grade-level content standards.

Lastly, the "language gap" is a critical challenge for all educators and should be addressed by all educators. "It is now well accepted that the chief cause of achievement gap between socioeconomic groups is a language gap (Hirsch, 2003). The ELD standards implementation has the potential of building capacity for *all* educators working with students from different socio-economic backgrounds to employ language-development instructional approaches that benefit *all* learners.

Figure 4 Common Principles of Effective Practice
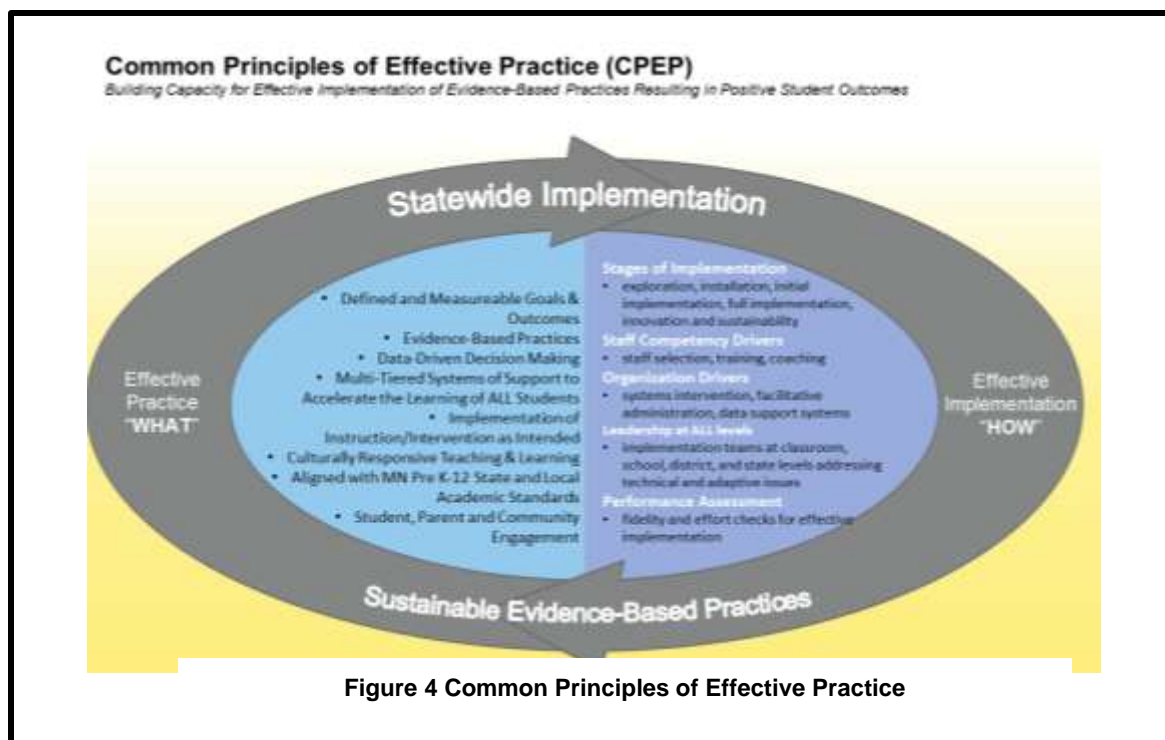
8. What other tools are there to assist districts' ELD standards implementation efforts?

The English Language Proficiency Development (ELPD) Framework, which was developed by the Council of Chief State School Officers and the English Language Proficiency Development Framework Committee in collaboration with the Council of Great City Schools, the Understanding Language Initiative at Stanford University, and World-Class Instructional Design and Assessment, communicates to EL stakeholders the language practices that ELs must acquire in order to successfully master the Common Core State Standards. These practices are "a combination of communicative acts (e.g., saying, writing, doing, and being) that are used in the transmission of ideas, concepts, and information in a socially mediated context". While implementing the ELD standards, the ELPD framework can help articulate both disciplinary practices and embedded language practices.

9. What is not included in this framework?

While offering helpful stage-based features in accordance with the National Implementation Research Network research, the document is limited in its scope and aims. The most important limitations are as follows:

The implementation document is not a comprehensive approach to program design, program evaluation or designing a standards-based educational reform. It is a complex, highly dynamic process that involves systemic and systematic supports and leadership at many levels. It is rare that an individual will innately know how to implement, evaluate, and/or support this dynamic process. This requires initial professional development, deep understanding of implementation, along with self- and team reflection, and continued professional development that continues the process in addition to the steps identified in this document.

Even though the implementation framework describes steps in a numerical order, it is not as linear as it looks. It is a highly iterative process and is influenced by a myriad of factors: social, economic, political, historical, psychological, etc. Therefore, the stage-based features are recommendations to ensure fidelity of implementation with an understanding that implementation is context-dependent.

The implementation framework is not an attempt to outline how schools should approach teaching ELs (e.g., sheltered instruction or pull-out model). It is an important and critical element of a district's vision for EL education and curricula, but the implementation framework only suggests approaches to a more inclusive education of ELs that includes *all* teachers working together for the success of *all* students.

Stage 1 – Exploration

The over-arching theme of the Exploration stage is creating "readiness for change". During the Exploration Stage, people need information and time to gather and use data to identify the needs of students and teachers. Incentives, policies, or demands to "just do it", typically do not lead to the "action" hoped for by leaders. What is needed is relevant and detailed information during exploration so that those who are being asked to make decisions and to change are increasingly "ready" and willing to do so. Visit State Implementation and Scaling-up of Evidence-based Practices Center (http://sisep.fpg.unc.edu/learning-zone) for more information on this stage.

STRAND 1: COMPREHENSIVE NEEDS ASSESSMENT	Fully In place	Partially in place	Not in place	EVIDENCE
STUDENT DATA 1. Conduct a district-wide needs assessment, including root-cause analysis, by analyzing EL data for in at least these areas: • Academic achievement data of ELs on MCAs; • Academic language development levels from the ACCESS for ELLs test; • Math and Reading data from district assessments; • Demographic data of EL population trends over time to focus implementation at certain grade levels if needed;				
Needed Action: *Needed Supports:* *Questions*:				
STANDARDS DATA 2. Determine level of knowledge of *all* staff on second language acquisition, curriculum and instruction for ELs, culturally responsive teaching; and role of language, culture, school and home communities in EL education. 3. Identify existing content standards implementation practices and resources to integrate the ELD standards.				

STRAND 1: COMPREHENSIVE NEEDS ASSESSMENT	Fully In place	Partially in place	Not in place	EVIDENCE
4. Analyze differences between content and ELD standards to understand how academic language is a pathway to access and achieve grade-level content.				
5. Collect information about current ELD standards implementation efforts.				
6. Review the student data, teacher knowledge data, and standards implementation data for each building.				

Needed Action:

Needed Supports:

Questions:

STRAND 2: LEADERSHIP WORK	Fully In place	Partially in place	Not in place	EVIDENCE
SYSTEMIC SUPPORT				
7. Utilize existing district/building-level leadership team which includes at least district-level administration responsible for academic content standards implementation, curriculum, and instruction, including EL leadership. This team ensures high fidelity implementation and sustainability of the ELD standards implementation resulting in improved student outcomes.				
8. Plan WIDA professional development (PD) scope and sequence to ensure foundational knowledge of the ELD Standards to begin training on it in Stage 2. Recommendations for professional development are: a. The Guiding Principles of Academic Language Development,				

STRAND 1: COMPREHENSIVE NEEDS ASSESSMENT	Fully In place	Partially in place	Not in place	EVIDENCE
b. Strengths-based approach and culturally-responsive approach to education of *all* students				
c. How to interpret ACCESS scores and to inform instruction of academic language of content areas				
d. Features of academic language in those disciplines that need focus based on the needs assessment performed in stage 1.				
e. Transformation of Model Performance Indicators to align with the grade-level content standards.				
9. Present the WIDA PD plan to secure buy-in and commitment of at least 80% of staff and building principal to begin working on the implementation of the ELD standards.				
10. Determine who will be providing the scope of training (e.g. EL teachers are trained first and principals support them to deliver the training to all teachers).				
11. Determine how *all* staff working with ELs will receive professional development on the ELD Standards.				
12. Develop support systems for ensuring *all* staff are current on WIDA framework.				
Needed Action: *Needed Supports:* *Questions*:				
RESOURCES				
13. Identify resources (financial resources and personnel) available within the district/building and connect those efforts with the content standards				

STRAND 1: COMPREHENSIVE NEEDS ASSESSMENT	Fully In place	Partially in place	Not in place	EVIDENCE

team.
 	
14. Allocate resources within district and federal funding to support:
    a. Staff training on the identified professional development needs.
    b. Staff scheduling to maximize co-teaching time and effective instruction for ELs.
    c. Collaborative work around implementation.
    d. Coaching, data systems support and evaluation.
These resources need to be included in School Improvement Plan to ensure support for ongoing implementation of ELD standards and necessary professional development with a two-year timeline.				

Needed Action: *Needed Supports:* *Questions*:				

Go to Stage 2, if 80% of stage 1 components are fully in place.

Stage 2 – Installation

The Installation stage is about setting up the supports so that implementation happens; ensuring access to training, developing and coaching plans, establishing data systems, auditing what is working (performance assessments of the work), developing a plan for further implementation. Visit State Implementation and Scaling-up of Evidence-based Practices Center (http://sisep.fpg.unc.edu/learning-zone) for more information on this stage.

STRAND 1: PROFESSIONAL DEVELOPMENT	Fully In place	Partially in place	Not in place	EVIDENCE
PROFESSIONAL DEVELOPMENT 1. Representatives from buildings attend district staff training that follows the scope and sequence of professional development (PD) determined in Stage 1. 2. PD attendees bring information back to their respective building-level leadership teams to begin selecting and training staff. 3. Leadership teams utilize knowledge from professional development in meaningful school-improvement conversations and ensure that all staff receives training (e.g., PLCs, grade-level teams, content department team meetings).				
Needed Action: *Needed Supports:* *Questions*:				
CURRICULUM MAPPING AND INSTRUCTIONAL SYSTEMS FOR LANGUAGE DEVELOPMENT 4. Teacher teams or identified staff members embed ELD standards into content curriculum maps and ensure differentiation for language levels within units and share them in a centralized database. 5. Utilize existing instructional improvement systems (e.g., PLCs) to develop high-				

STRAND 1: PROFESSIONAL DEVELOPMENT	Fully In place	Partially in place	Not in place	EVIDENCE
impact core instructional practices based on the curriculum maps. 6. The building leadership team outlines a process for creating common formative language proficiency assessments and shares the process with grade-level teams, PLC teams or content department teams. 7. The team drafts instructional responsibilities within an EL support model to delineate specific roles of each expert (general education teacher and EL teacher).				
Needed Action: *Needed Supports:* *Questions*:				

STRAND 2: INSTALLING DATA SYSTEMS TO MEASURE FIDELITY OF IMPLEMENTATION AND STUDENT OUTCOMES	Fully In place	Partially in place	Not in place	
8. Install a database system that collects school-wide standards implementation data, including student achievement data, and student language development data. 9. Select a building coach to help facilitate meetings, collect data, support action planning, and work with staff throughout the school. 10. Develop systems for communication and data review/sharing with school staff for the purpose of continuous improvement and problem solving.				
Needed Action:				

STRAND 1: PROFESSIONAL DEVELOPMENT	Fully In place	Partially in place	Not in place	EVIDENCE
Needed Supports:				
Questions:				

Go to Stage 3, if 80% of stage 2 components are fully in place.

Stage 3 – (Initial) Implementation

The overarching goal of Initial Implementation is to persist through this awkward stage of trying to engage in new instructional practices and improve. The tendency is to back away from the awkwardness and return to more comfortable, past patterns of teaching and interacting. Productive persistence during Initial Implementation requires the support and advice to learn from mistakes and to celebrate progress. This means purposeful use of the Implementation Competency Drivers, so that training, coaching, support, and data systems develop the skills and provide the feedback needed for learning to occur. Visit State Implementation and Scaling-up of Evidence-based Practices Center (http://sisep.fpg.unc.edu/learning-zone) for more information on this stage.

STRAND 1: IMPLEMENTATION AND COACHING OF CORE INSTRUCTIONAL PRACTICES	Fully In place	Partially in place	Not in place	EVIDENCE
CORE INSTRUCTIONAL PRACTICES 1. School staff agrees to adopt instructional teaching practices identified in stage 2 and pilot them in their classrooms. 2. Instructional Coaches regularly observe practices that support ELs' achievement and give feedback to ensure consistent implementation of				

STRAND 1: IMPLEMENTATION AND COACHING OF CORE INSTRUCTIONAL PRACTICES	Fully In place	Partially in place	Not in place	EVIDENCE
the agreed-upon strategies. 3. Leadership team engages in ongoing action planning through review of data, using school and evaluation tools and feedback loops. 4. Instructional Coach facilitates team meetings, school-wide efforts, collection and synthesis of data, and networking with other school, district or regional ELD standards specialists. 5. Determine if additional training is needed to continue learning key features to facilitate growth and progress toward full implementation. 6. Collaborative systems are established and coaching support is provided for EL, literacy and content teachers working together.				
Needed Action: *Needed Supports:* *Questions*:				
DATA SYSTEMS 7. System for tracking standards implementation efforts is in place. 8. Building leadership team establishes a regular meeting schedule, collects and reviews data to inform decision making to ensure fidelity of implementation.				
Needed Action: *Needed Supports:* *Questions*:				

Go to Stage 4, if 80% of stage 3 components are fully in place.

Stage 4 – Full Implementation

The Full Implementation stage is about realizing full benefit for students, expanding, replicating practices in other locations, individuals and times; as well as making adjustments from initial implementation. The Full Implementation Stage is characterized by skillful use of the Implementation Drivers of training, coaching and fidelity assessment, so that teachers and staff have the support needed to skillfully engage students in the new instructional approaches. While reaching Full Implementation takes approximately 3-4 years, if there is a very complex, multi-modal program or set of practices and fairly high teacher and building leadership turnover, it may take longer to reach Full Implementation. Full Implementation occurs as the new learning at all levels becomes integrated into classroom, building, and district operations. Staff directly involved have received training and are being supported through coaching processes. Administrative and support staff have been oriented so that they can facilitate new ways of work. Data are being collected and used for decision-making and everyone is more skillful in their respective roles. In addition, necessary changes in policies, procedures, and guidance documents have been made to create a supportive and functional administrative environment for the new ways of work. Visit State Implementation and Scaling-up of Evidence-based Practices Center (http://sisep.fpg.unc.edu/learning-zone) for more information on this stage.

STRAND 1: CURRICULUM MAPS AND EFFECTIVE INSTRUCTION	Fully In place	Partially in place	Not in place	EVIDENCE
PROFESSIONAL DEVELOPMENT 1. Completed full scope and sequence of the WIDA Professional Development (e.g. two years of training completed) 2. Data and evidence of WIDA framework implementation at a quality standard				
Needed Action: *Needed Supports:* *Questions*:				
DATA AND COMMUNICATION 3. Information of efforts and outcomes is shared with the school community, including parents and school board members, etc. 4. Data on improved outcomes is collected and shared and used for improvement and decision-making.				

STRAND 1: CURRICULUM MAPS AND EFFECTIVE INSTRUCTION	Fully In place	Partially in place	Not in place	EVIDENCE
5. Implementation data is used to identify areas of further training to refine and focus school-wide efforts				
Needed Action: *Needed Supports:* *Questions*:				
ONGOING IMPROVEMENT SYSTEM 6. Coaching support for EL, literacy and content teachers working together is an operational norm within the school. 7. Co-teaching models that demonstrate clearly delineated instructional responsibilities and are provided adequate resources are operational norms within the school. 8. Evidence of district support and coordination across implementing schools for common understanding and consistent student support.				
Needed Action: *Needed Supports:* *Questions*:				

Go to Stage 5, if 80% of stage 4 components are fully in place.

Stage 5 – Sustained Implementation/Innovation

Stage 5 work is all about making it easier and more efficient, while maintaining or improving fidelity and outcomes, as well as institutionalizing practices as a way of doing business. Visit State Implementation and Scaling-up of Evidence-based Practices Center (http://sisep.fpg.unc.edu/learning-zone) for more information on this stage.

TARGETED SUPPORT AND SUSTAINABILITY	Fully In place	Partially in place	Not in place	EVIDENCE
1. Continued current evidence of the use of core teacher practices identified in stage 2 and piloted in stage 3. 2. Ongoing collection and use of data, including continued measures of implementation fidelity. 3. Creation of tailored staff development plans based on each school's data-based innovation and improvement needs. 4. Adaptation of practices to address increase effectiveness and improve efficiency in implementation. 5. Use of data to assess improvement of outcomes for ELs 6. Evidence of district support and coordination across implementing schools.				
Needed Action: *Needed Supports:* *Questions*:				

Resources:

Ballantyne, K. G., Sanderman, A. R., & Levy, J. (2008). Educating English language learners: Building teacher capacity. (http://www.ncela.gwu.edu/files/uploads/3/EducatingELLsBuildingTeacherCapacityVol1.pdf) Washington, DC: National Clearinghouse for English Language Acquisition.

Minnesota K-12 Academic Standards (http://www.education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/index.htm)

Common Core State Standards for English Language Arts (http://www.corestandards.org/the-standards)

Council of Chief State School Officers. (2012). Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards. (http://www.ccsso.org/Resources/Publications/The_Common_Core_and_English_Language_Learners.html). Washington, DC: CCSSO

Fixsen, D.L., Naoom, S.F., Blasé, K.A., Friedman, R. M. & Wallace, F. (2005). Implementation Research: A Synthesis of Literature (http://nirn.fpg.unc.edu/)   Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

Gottlieb, M. (2012). Common language proficiency assessments for English Learners. Thousand Oaks, CA: Solution Tree

Hirsch, E. D. Jr. (2003). Reading comprehension requires knowledge of words and of the world: Scientific Insights into the Fourth-Grade Slump and Stagnant Reading Comprehension. American Educator, Spring 2003, American Federation of Teachers.

Lee, N. (2012). District readiness to implement standards-based reform for English language learners a decade after the no child left behind act (2001) (http://www.wcer.wisc.edu/publications/workingPapers/papers.php#W12) (WCER Working Paper No. 2012-4).

Minnesota Rule, part 3501.1200, subparts 1-6 (2012)

O'Hara, S., Zwiers, J., & Pritchard, R. (2012) Framing the Teaching of Academic Language (http://cset.stanford.edu/research/allies)   ALLIES, Stanford University.

WIDA's 2012 Amplification of the English Language Development Standards, Kindergarten through Grade 12 (http://wida.us/standards/eld.aspx)