

Examples of State Implementation of English Language Development Standards



As states evaluate the instructional supports implemented for English language learners, new or updated English language development (ELD) standards may be implemented. ELD standards are used to specify and establish expectations for students' English language skills. As new or refined ELD standards are implemented, state education agency (SEA) staff may have questions about how to support this implementation process (e.g., establishing for ELD standards implementation, communicating ELD standards to district and school staff, developing professional development (PD) supports for ELD standards implementation) as well as the types of supports states can provide to support implementation. Providing professional learning supports and scaffolds can be valuable as a state implements new or updated ELD standards, as district and school staff are likely to have questions about how to properly integrate these standards into classroom instruction. Examining ELD standards implementation resources and planning materials from other states may provide insights that SEA staff can use when formulating their own state implementation plans and developing supporting materials.

The state examples in this brief include two states that are part of the WIDA consortium (Colorado and Illinois), two states that are part of the ELPA21 consortium (Arkansas and Oregon), and four states that administer state-developed ELD assessments (California, Connecticut, Louisiana, and New York). This brief includes publicly available information regarding state plans for successful implementation of ELD standards. Available PD materials are also included in this brief to present examples of the types of supports states have disseminated to support implementation of any new or updated ELD standards.

Overview of States in This Brief

This overview includes information about and links to the different ELD standards that states in this brief have adopted, as well as any ELD consortiums that states may be part of. More details about state resources and supports can be found in the State Examples section.

STATE	ELD STANDARDS	CONSORTIUM	STANDARDS IMPLEMENTATION RESOURCES AND SUPPORTS
Arkansas	Arkansas English Language Proficiency (ELP) Standards	ELPA21	Supporting tools for understanding alignment of ELP standards to state content standards are included in the document of ELP Standards (starting on page 43).
California	California English Language Development Standards	None	California developed and disseminated an implementation plan that outlines the different phases and activities for informing stakeholders about the CA ELD standards and supporting standards integration.
Colorado	Colorado English Language Proficiency (CELP) Standards	WIDA	The CELP Standards Resource Library includes resources from WIDA and other educational organizations, with supports for integrating language development and content knowledge into classroom practice.
Connecticut	Connecticut English Language Proficiency (CELP) Standards	None	A set of informational resources and videos are available for understanding the CELP standards and their alignment to state content standards. There are also resources for instructional planning with CELP standards.
Illinois	WIDA English Language Development (ELD) Standards	WIDA	Available PD resources include links to technical assistance resources for instruction and assessment. Illinois also offers workshops and webinars focused on instruction for English learners.
Louisiana	Louisiana Student Standards Connectors for English Learners (ELs)	None	To understand the Louisiana Connectors, resources are available to support text development. A crosswalk document is also available to understand alignment between the Louisiana Connectors and state standards.
New York	Common Core State Standards (CCSS)	None	To support English learners to meet CCSS, instructional resources identify research-based scaffolds and routines that can be used in classroom instruction. This includes guides for scaffolding instruction for English learners.
Oregon	English Language Proficiency (ELP) Standards	ELPA21	District-level teams were given professional learning supports to prepare educators for ELP standards implementation, which included in-person and virtual instructional supports.

State Examples

Arkansas

Arkansas worked with the Council of Chief State School Officers (CCSSO), WestEd, and Understanding Language at Stanford University to develop a new set of [English Language Proficiency \(ELP\) Standards](#). Arkansas's ELP Standards highlight critical language, knowledge, and skills that are part of college and career ready standards and needed for English learners to be successful in school. These standards specify language functions and forms that will support English learners as they develop content knowledge. The ELP Standards include descriptors that specify performance targets. Arkansas's ELP Standards are designed for use in both English language development and content-specific instruction.

Arkansas's documentation includes supporting tools (starting on page 43) that outline how the ELP Standards align with state content standards. For each grade level, a standards matrix specifies how individual ELP Standards correspond with state content standards, with examples of student actions and tasks that reflect this alignment.

Arkansas administers the ELPA21 assessment as its state English language proficiency (ELP) assessment.

California

California's State Superintendent of Public Instruction is consulting with the State Board of Education to update and revise state ELD standards and align them with the Common Core State Standards (CCSS). [California's updated ELD \(CA ELD\) standards](#) "describe the key knowledge, skills, and abilities in core areas of English language development that students learning English as a new language need in order to access, engage with, and achieve in grade-level academic content areas, with particular alignment to the key knowledge, skills, and abilities for college and career readiness as described in the CA CCSS for ELA/Literacy, CCSSM, Next Generation Science Standards, and history/social science standards" (California Department of Education, 2013).

In anticipation of the implementation of ELD standards, the California Department of Education (CDE) developed an [implementation plan](#) outlining different phases for introducing the new standards, transitioning to new standards, and implementing new standards. In all phases, California developed activities and plans guided by these seven principles:

- Facilitate high-quality professional learning opportunities to support instruction for English learners.
- Provide standards-aligned instructional resources that meet English learners' diverse learning needs.
- Develop and transition to standards-aligned assessment systems to inform instruction, establish priorities for professional learning, and provide tools for accountability.
- Collaborate with stakeholders (e.g., early childhood and extended learning communities, parents, guardians) to integrate ELD standards into programs and activities outside of school.
- Collaborate with postsecondary and business communities to ensure all English learners are prepared for college and career success.
- Seek or identify and disseminate resources for all stakeholders.
- Design and establish effective communication systems to disseminate information to stakeholders and continuously identify areas of need.

Throughout the implementation process, CDE's plan identified professional learning needs tailored to each phase. To support new teachers, CDE stated they would work with the Commission on Teacher Credentialing to provide pre-service teachers and administrators with pedagogical and content knowledge to support English learners, as well as collaborate with teacher education programs to revise preparation and credentialing. To support other educators, CDE made plans to collaborate with county offices of education, educator professional associations, and stakeholder organizations to distribute CA ELD-aligned resources to educators. Additionally, the CDE implementation plan included resource dissemination and technical assistance to understand the CA ELD Standards and associated federal and state requirements concerning English learners.

In collaboration with WestEd, CDE also developed a professional learning module focused on CA ELD Standards. This module provides support for educators to use the CA ELD in conjunction with the CA CCSS for ELA/Literacy in mainstream classrooms, as well as support for using the CA ELD Standards to develop ELD instruction. Module content includes an overview of the CA ELD Standards, introduction to CA ELD implementation, and further discussion of how the CA ELD can be used for both standalone instruction and in conjunction with the CA CCSS for ELA/Literacy content instruction.

California administers a state-developed ELP assessment.

Colorado

In 2009, Colorado adopted the [Colorado English Language Proficiency \(CELP\) Standards](#), which are ELD standards developed by WIDA. The CELP Standards are designed to help English learners “communicate information, ideas, and concepts necessary for academic success” in different content areas, as well as learn to communicate for social and instructional purposes.

To support implementation of CELP Standards, the Colorado Department of Education developed the [CELP Standards Resource Library](#) as a repository for instructional resources and supports. This includes a basic overview of the CELP Standards and resources for understanding principles of language development. The resource library contains supports for integrating language and content into classroom instruction, using functional language, scaffolding instruction, and developing and using formative assessment practices. Each section contains links to WIDA resources as well as supplemental resources from other experts and organizations.

Colorado administers the ACCESS for ELLs assessment as the state ELP assessment.

Connecticut

Connecticut worked with the CCSSO, WestEd, and Understanding Language at Stanford University to develop the [Connecticut English Language Proficiency \(CELP\) Standards](#). The CELP Standards describe the language students need to complete grade-appropriate tasks while also developing English proficiency. These standard language functions (e.g., what students do with language to accomplish content-specific tasks) and forms (e.g., vocabulary, grammar, and discourse specific to a content area or discipline) are needed as English learners develop competencies in different subject areas.

To support understanding and implementation of CELP Standards, the Connecticut State Department of Education (CSDE) developed and disseminated a series of [informational resources and videos](#). These include a document that outlines the correspondence between CELP Standards and state content standards, as well as a document that describes linguistic supports teachers can use with students of various levels of English proficiency. CSDE also developed training videos (with corresponding slides and transcripts) that describe the CELP Standards, guidance for navigating these standards, and instructional planning and differentiation with these standards.

The CSDE website includes links to [resources](#) that district and school staff can use to explain the CELP Standards to families and guardians. Resources also include information on state programming for English learners, with some materials available in multiple languages.

Connecticut administers the Language Assessment Scales (LAS) Links as the state ELP assessment.

Illinois

Illinois uses the [WIDA ELD Standards](#), which reflect the ways in which English learners interact with teachers and classmates to support their learning, as well as communicate the information, ideas, and concepts that support development of content knowledge. The WIDA ELD Standards are designed to work with state content standards to support students in developing both content knowledge and English proficiency.

The Illinois State Board of Education (ISBE) developed a repository of [PD resources](#) for educators working with English learners. ISBE has compiled a set of [technical assistance resources](#) (developed by other educational organizations) that provide supports for topics related to curriculum, instruction, assessment, culture, leadership, and community and family engagement. For each resource, ISBE identifies the grade levels that the resource applies to and a brief description of the resource. As part of PD offerings, ISBE provides free workshops and webinars describing instructional supports for English learners (links to previous webinars can be found [here](#)). These PD opportunities also include in-person and virtual workshops that are specifically WIDA-aligned.

Illinois administers ACCESS for ELLs as its state ELP assessment.

Louisiana

Louisiana implemented the [Louisiana Connectors](#) for English language learners to highlight and amplify the critical language, knowledge, and skills necessary for English learners to be successful in school. The Louisiana Connectors are aligned to the Louisiana Student Standards and highlight a strategic set of language functions and forms that will support English learners as they develop content competencies. The Connectors were developed with input from WestEd, Understanding Language at Stanford University, and Louisiana parents and teachers.

The Louisiana Connectors are designed to be used for English language development and content-area instruction. Louisiana's documentation of the Louisiana Connectors includes a description of the design considerations and how teachers should interpret the Connectors and their performance descriptors. For each connector, Louisiana includes a descriptor of student performance targets. The Overview of Louisiana Connectors is arranged by grade level and identifies the performance tasks and practices that English learners are expected to complete ([links](#) to grade-specific connectors are also posted).

To support teachers in instructional planning for English learners, the Louisiana Department of Education (LDOE) developed [resources](#) that can be used to develop text sets. As part of these resources, LDOE also includes an observation tool that can be used to check that lessons include explicit phonics instruction and a focus on developing language and literacy skills. Teachers can also use the [crosswalk document](#) as reference for how individual connectors align with the Louisiana Student Standards.

Louisiana administers a state-developed ELP assessment.

New York

To support adoption of the Common Core State Standards for English language arts and mathematics (NYS CCLS), the New York State Education Department (NYSED) developed [resources](#) that describe how English learners can be supported to meet the NYS CCLS. In these resources, NYSED notes that English language learners will need additional support to understand academic and domain-specific language. For instructional support, NYSED developed resources that include research-based scaffolds and routines that can be incorporated into instruction for English language learners.

Included scaffolding techniques and routines are aligned with criteria from the [Evaluating the Quality Instructional Products \(EQuIP\)](#) rubric, which can be used to evaluate alignment between lessons and the CCSS. Scaffolding techniques and routines also draw on research from the [Institute of Education Sciences Practice Guide \(2014\)](#), which provides recommendations for supporting English language learners as they build academic language and literacy skills, as well as other research on helping them develop English literacy and content knowledge. The research-based scaffolding techniques and routines include:

- Teach academic vocabulary intensively over several days
- Integrate oral and written English language instruction into content area instruction
- Provide regular structured opportunities to read for multiple purposes
- Provide regular opportunities to develop written language skills
- Capitalize on students' home language skills and knowledge

NYSDE developed resource [guides](#) in English language arts and mathematics for scaffolding instruction for English language learners. Both guides tie research-based techniques into instructional suggestions. For academic vocabulary development, NYSDE provides suggestions focused on using multiple modalities and engaging text to develop English learners' academic vocabulary. When scaffolding, NYSDE guides also recommend use of supplementary questions and visual tools that can spur students to develop and use academic and content-specific vocabulary. NYSDE guides also suggest that teachers provide English language learners with regular, structured opportunities to write and read for multiple purposes. Both reading and writing opportunities should include linguistic supports that encourage academic acquisition and its use in different contexts.

New York administers a state-developed ELP assessment.

Oregon

Oregon's [ELP Standards](#) are adopted from ELP standards developed by the CCSSO, WestEd, and Understanding Language at Stanford University. These standards “highlight and amplify the critical language, knowledge about language, and skills using language that are in college-and-career-ready standards and that are necessary for English language learners (ELLs) to be successful in schools.” Oregon provides [links](#) to documentation collected throughout the standards development process, including feedback that was collected on draft standards.

In anticipation of a statewide adoption of these standards, the Oregon Department of Education's Education Equity Unit (EEU) developed teams of district-level leaders to provide professional learning in [Oregon districts](#) with high numbers of English language learners. This PD included a series of workshops focused on instructional supports to aid teachers in implementing these new ELP standards. Oregon's EEU focused on providing both virtual and in-person PD and technical assistance to be responsive to district needs. This PD support included the development of a [virtual project community](#) that allowed participating districts to upload and share ELP standards-aligned instructional resources and units, workshop materials, and district implementation plans. As part of the PD, a Massive Open Online Course hosted by Understanding Language and Oregon State University was also offered to support teachers in aligning instruction to statewide ELP standards.

Oregon developed and shared a project [timeline](#) that addresses dissemination of ELP standards, professional learning for these standards, and piloting of standards-aligned instructional units.

Oregon began administering the ELPA21 assessment as its state ELP assessment starting in the 2015–16 school year.



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