



# WIDA ELD Standards Implementation in Boston Public Schools

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## Session Objectives

1. Attendees will analyze Boston Public Schools' WIDA development and implementation process in order **to distinguish the crucial steps** in each stage of the process.
2. Attendees will **reflect** on how they can utilize the Boston Public Schools' professional development process to **evaluate their own districts' needs for WIDA professional development.**
3. Attendees will identify aspects of the *WIDA ELD Standards in Action: Language Objectives and Differentiation* training that they can use to target academic language development in their own districts.



# Agenda

- Welcome
- Context of WIDA in Massachusetts
- ELLs in Boston Public Schools
- WIDA Implementation Plan in BPS
- WIDA ELD Standards in Action Blended Course
- Share out



# Welcome!

What do you hope to learn in  
this session?



# Context of WIDA in Massachusetts



## Chapter 71A of Massachusetts General Laws

- Chapter 71A of the Massachusetts General Laws (G.L. c. 71A) requires that students classified as ELLs be educated in a **sheltered English immersion (SEI) program**, unless a program waiver is sought for another program model.
- This requirement applies to all districts that enroll ELL students, regardless of the number. SEI programs in grades K-12 shall consist of two components:
  1. **Sheltered Content Instruction.** Sheltered content instruction (also called Sheltered English Immersion or **SEI**)
  2. **English as a Second Language (ESL) instruction.**
- Chapter 71A also states that when ELL students are placed in any general education classroom, sheltered English instruction must be delivered and it should be considered an SEI classroom.<sup>1</sup>

<sup>1</sup>Guidelines for the Sheltered English Immersion (SEI) Teacher and SEI Administrator Endorsements. (April 2013). Massachusetts Department of Elementary and Secondary Education.



# Instructional Programming for ELLs in MA <sup>1</sup>

## Sheltered English Instruction (SEI)

includes approaches, strategies and methodology to make the content of lessons more comprehensible and to promote the development of academic language needed to successfully master content standards

## Dual Language or Two-Way Bilingual (TWB)

School-based instructional model in which all students acquire early literacy in English and a partner language and use both languages to access a curriculum tied to state standards; the goals are to promote bilingualism, biliteracy, and cross-cultural competencies<sup>2</sup>

## ESL Instruction

provides explicit, direct, and systematic instruction to learn the English language that is intended to promote second language acquisition and English language proficiency.

<sup>1</sup> Transitional Guidance on Identification, Assessment, Placement and Reclassification of English Language Learners. (August 2013) Massachusetts Department of Elementary and Secondary Education.

<sup>2</sup> Diez, Virginia and Karp, Faye, "Two-Way Bilingual Education in Boston Public Schools: Required Features, Guidelines and Recommendations" (2013). Gastón Institute Publications. Paper 180.



## Launch of RETELL Initiative in MA

In 2012, the Massachusetts Board of Elementary and Secondary Education adopted new regulations and launched the Rethinking Equity and Teaching for English Language Learners, the **RETELL Initiative** to improve the academic achievement of ELLs and close the persistent proficiency gaps between ELLs and their English proficient peers.<sup>1</sup>

•Three major components of RETELL are:

1. A new set of English language development standards the World-class Instructional Design and Assessment English Language Development standards – or **WIDA ELD standards**
2. A new annual language proficiency assessment, Assessing Comprehension and Communication in English State to State for ELLs- or **ACCESS for ELLs**
3. Required professional development about sheltering content instruction and promoting language development for ELLs (the **SEI Endorsement courses** for teachers and administrators)

<sup>1</sup>*Transitional* Guidance on Identification, Assessment, Placement and Reclassification of English Language Learners . Massachusetts Department of Elementary and Secondary Education (August 2013)





# Massachusetts WIDA Vision

*The Massachusetts Board of Education officially adopted the World-class Instructional Design and Assessment English Language Development standards (referred to as the WIDA ELD standards in this document) in June 2012 as part of the larger Rethinking Equity and Teaching for English Language Learners (RETELL) initiative. **RETELL aims to increase the academic achievement of English Language Learners (ELLs)** in the state by providing professional development, instructional resources and assessment tools to support instruction of students learning English.<sup>1</sup>*

**Measured by the AMAOs through ACCESS and MCAS/PARCC**

<sup>1</sup>Massachusetts Department of Elementary and Secondary Education. WIDA English Language Development Standards Implementation Guide (Part I). August 2013, p. 2.



# ELLs in Boston Public Schools



## The BPS Linguistic Diversity

- BPS students' families are from over **100** countries
- BPS students speak over **80** different first languages
- **52%** of BPS students speak a language other than English as their first language
- **42%** of BPS students are either *currently learning* English (LEP) or *mastered* academic English while attending BPS (FLEP\*)

*Data for K2-12 students as of October 1, 2013 from BPS SIS.. \*FLEP here refers to students in the 2 year monitoring period and beyond.*



## How many BPS students in K2-12 need ELL services\*?

<b>Total BPS students</b>	<b>54,058</b>	<b>100%</b>	
<b>Total ELL students</b>	<b>16,180</b>	<b>30%</b>	<b>42%</b> <b>22,590</b>
<b>Total FLEP students</b>	<b>6,410</b>	<b>12%</b>	
<b>Total “never LEP” students</b>	<b>31,468</b>	<b>58%</b>	

\* ELL services= ESL and SEI Instruction in accordance with DESE mandates

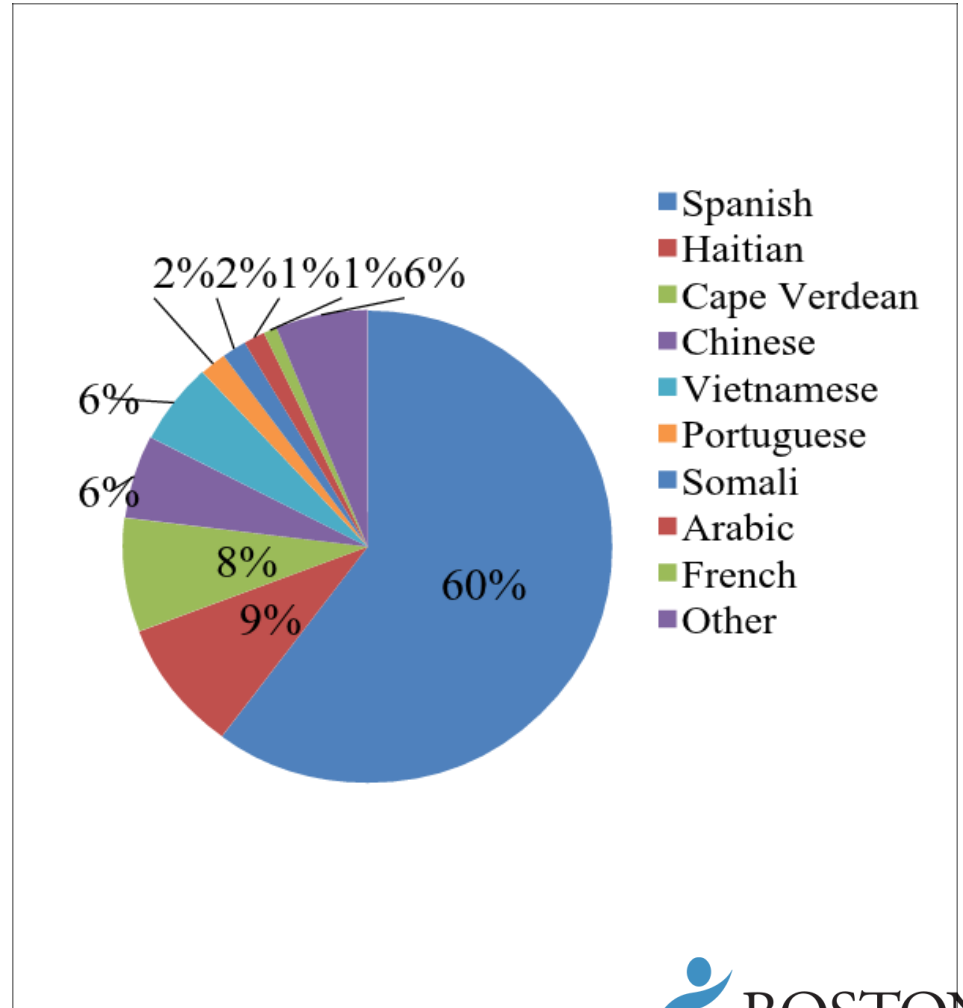
*Data for K2-12 as of f10/2/13 from BPS SIS.*

*FLEP = Formerly Limited English Proficient and is used here to refer to students in the 2-year monitoring period and beyond*



## What is the distribution of ELLs by language?

Language	#	%
Spanish*	9,711	60%
Haitian*	1,453	9%
Cape Verdean*	1,258	8%
Chinese*	918	6%
Vietnamese*	897	5%
Portuguese	284	2%
Somali	262	2%
Arabic	228	1%
French	143	1%
Other	984	6%
<b>Total</b>	<b>16,138</b>	<b>100%</b>



*Asterisk indicates language specific ELE program available . Data for K2-12 as of October 2, 2013 MyBPS ELD tab.*



## District Priorities

- Eliminating the Achievement and Access GAP
- Ensuring high quality instructional leaders (teachers and administrators) are in front of kids every day
- Stopping the pipeline of level 5 schools



# Office of English Language Learners Vision

All English Language Learner students in the Boston Public Schools will acquire 21<sup>st</sup> century **bi-literacy skills** and cross-disciplinary **knowledge** required to succeed in college and/or careers.

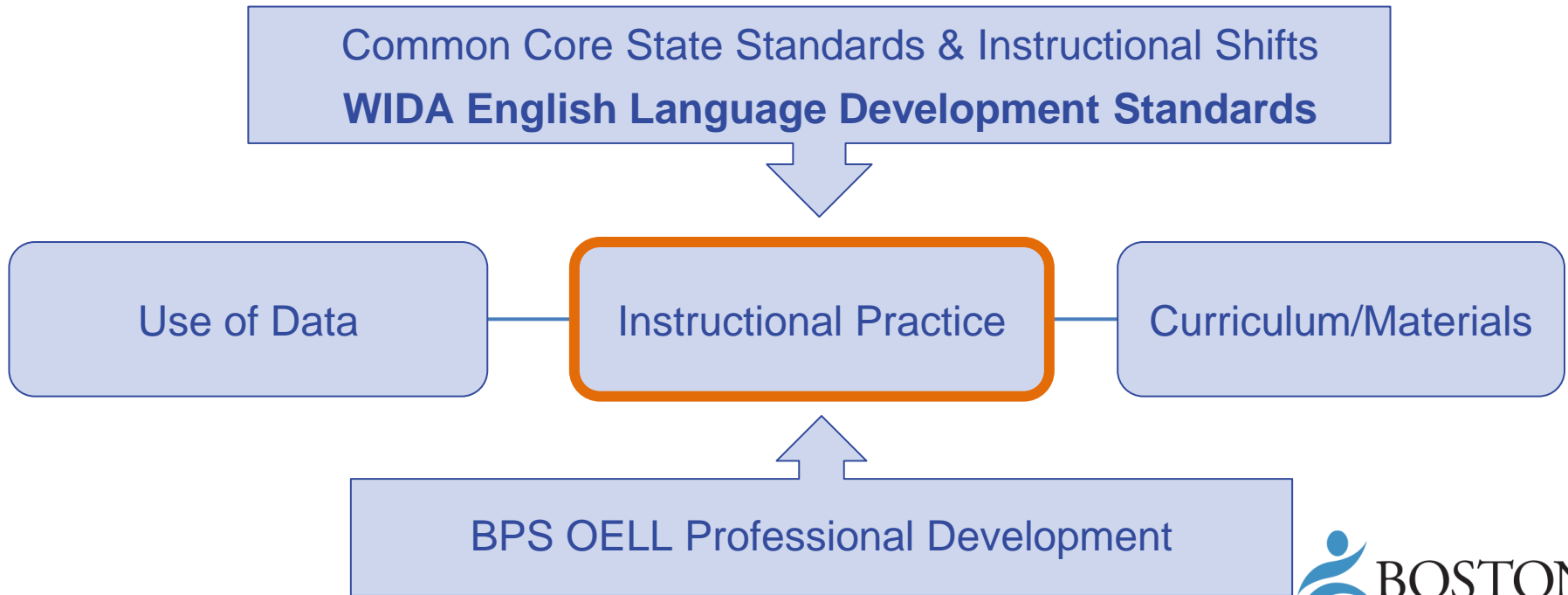
Boston Public School students, as future leaders and active citizens, will shape the science, economies, and policies of the second part of the 21<sup>st</sup> century.





## Theory of Action to Accelerate ELL Instruction: Learning, Language, and Literacy

If we align instructional practices, materials, curriculum and use of data to Common Core State Standards and WIDA English Language Development Standards, we can **focus on deepening instructional shifts**, so that teachers are equipped to prepare ELLs with 21<sup>st</sup> century skills for college and career readiness.







## Programmatic Conditions to Guarantee Access and Opportunity

1. ELL student Identification.
2. Correct assessment of English Language Development (ELD) needs.
3. Correct school/ classroom /teacher assignment according to students needs.
4. Teacher is licensed and qualified to teach ELLs.
5. ELL students appropriately schedule for core content instruction.
6. **School curriculum guides aligned to Common Core and WIDA (content and skills clearly delineated).**
7. Clear and explicit distinction between what is CORE content instruction and remedial instruction specially for secondary students.
8. **Teacher lesson plans take into consideration students' academic needs, language differentiation needs , learning styles, and are aligned to Common Core and WIDA.**
9. Student receive supplemental services as needed



# Crucial Synthesis of the Environment

- MADESE adopts WIDA and implements RETELL trainings – quick transitions from previous standards and training (ELPBO, Category Trainings)
- DOJ Settlement Agreement had asked BPS to train teachers through category trainings which now becomes defunct and creates an issue of mixed messaging.
- Common Core implementations calls for understanding of language of learning which is a prime opportunity for ESL teacher to shift in their role as Language Specialists yet they are not the focus of states RETELL Initiative as important stakeholders.
- District operational and management shifts that are impacting how and when to deliver PD. (Strong union )



# WIDA Implementation Plan in BPS



# BPS Vision of WIDA Implementation

To integrate the WIDA ELD Standards into district instructional practices to advance the academic language development of ELLs and academic achievement of all students so that the district is able to:

1. Close the BPS achievement gap between ELLs and non-ELLs
2. Meet all **Annual Measurable Achievement Objectives (AMAO)** goals for DESE aligned with Title III expectations
3. Align **WIDA ELD standards** into instruction and assessment across all contents
4. Focus on the academic language growth of students across the four language domains (**reading, writing, speaking, and listening**)



## BPS WIDA Implementation Goals

1. Create a district-wide WIDA Working Group to assess integration and alignment of WIDA in Boston Public Schools in the following areas:
  - Content area curriculum
  - **Professional development initiatives**
  - Evaluation tools
2. Design a phased timeline that will reinforce and grow the integration of WIDA practices for all teachers in line with DESE's RETELL Initiative.
3. Monitor overall saturation of WIDA practices and activities currently in BPS and build upon work already completed.



# WIDA Implementation Phases

Phases	Goals	Outcome Expectations
<b>Phase I</b> (SY '11-'12) (SY '12-'13)	<ul style="list-style-type: none"> <li>To implement DESE WIDA initiatives: WIDA ACCESS and RETELL</li> <li>To expose BPS ESL/SEI teachers to Introduction to WIDA ELD Standards</li> </ul>	<ul style="list-style-type: none"> <li>Number of teachers that completed WIDA ACCESS training</li> <li>Number of participants completed RETELL</li> </ul>
<b>Phase II</b> (SY '13-'14)	<ul style="list-style-type: none"> <li>Convene a WIDA Working Group to develop district implementation guidelines for the district</li> <li>OELL pilots WIDA Blended Course with LAT-Fs</li> <li>WIDA Lesson Planning workshop provided at ESL 2014 Institute</li> </ul>	<ul style="list-style-type: none"> <li>WIDA Working Group Implementation Plan created and approved</li> <li>Number of LAT-Fs in OELL pilot WIDA professional development</li> <li>Teachers and Administrators completing RETELL courses</li> </ul>
<b>Phase III</b> (SY '14-'15)	<ul style="list-style-type: none"> <li>Final year of RETELL implementation</li> <li>OELL scales WIDA Blended course for all ESL teachers</li> <li>Begins implementation of WIDA Working Group guidelines</li> </ul>	<ul style="list-style-type: none"> <li>All core content teachers/admins of ELLs qualify for SEI endorsement</li> <li>Target ESL cohorts for at-risk ELL population (secondary, SIFE, and ELLSWD)</li> <li>Monitor milestones to assess quality of implementation</li> </ul>
<b>Phase IV</b> (SY '15-'16)	<ul style="list-style-type: none"> <li>Reconvene WIDA Working Group to revise WIDA Implementation Plan</li> </ul>	<ul style="list-style-type: none"> <li>Produce updated WIDA Implementation Plan</li> </ul>



# Stakeholders

Target	Rationale	Training Catalogue
School-based administrators	<ul style="list-style-type: none"> <li>To identify and observe how classroom practices incorporate WIDA language standards and provide feedback on SEI practices in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>WIDA ACCESS Administration Training</li> <li>RETELL Admin Course (SEI Evaluation Tool)</li> </ul>
LAT-Fs	<ul style="list-style-type: none"> <li>To promote and champion use of WIDA ELD Standards across all grades and content levels within their school building</li> <li>To provide support in WIDA as needed for effective implementation in their schools</li> </ul>	<ul style="list-style-type: none"> <li>WIDA ACCESS Administration</li> <li>WIDA ELD Standards in Action: Language Objectives and Differentiation</li> <li>WIDA ELD Standards TOT Spring 2015</li> </ul>
ESL teachers	<ul style="list-style-type: none"> <li>Teacher group that is overlooked in RETELL training where WIDA introduction is be conducted</li> <li>Should be first adopters at the district level of WIDA standards</li> </ul>	<ul style="list-style-type: none"> <li>WIDA ACCESS Administration</li> <li>WIDA ELD Standards in Action: Language Objectives and Differentiation</li> <li>WIDA Lesson Planning (2014 ESL Institute)</li> <li>WIDA TOT Spring 2015</li> </ul>
SEI Teachers of all content areas	<ul style="list-style-type: none"> <li>Incorporate WIDA ELD standards into lesson planning and delivery</li> <li>Emphasis on priority groups (secondary, SIFE, and ELLSWD)</li> </ul>	<ul style="list-style-type: none"> <li>WIDA ACCESS Administration</li> <li>WIDA Introduction in RETELL Courses</li> <li>WIDA Lesson Planning (2014 ESL Institute)</li> <li><b><u>District content PD that incorporates WIDA (WIDA Working Group)</u></b></li> </ul>



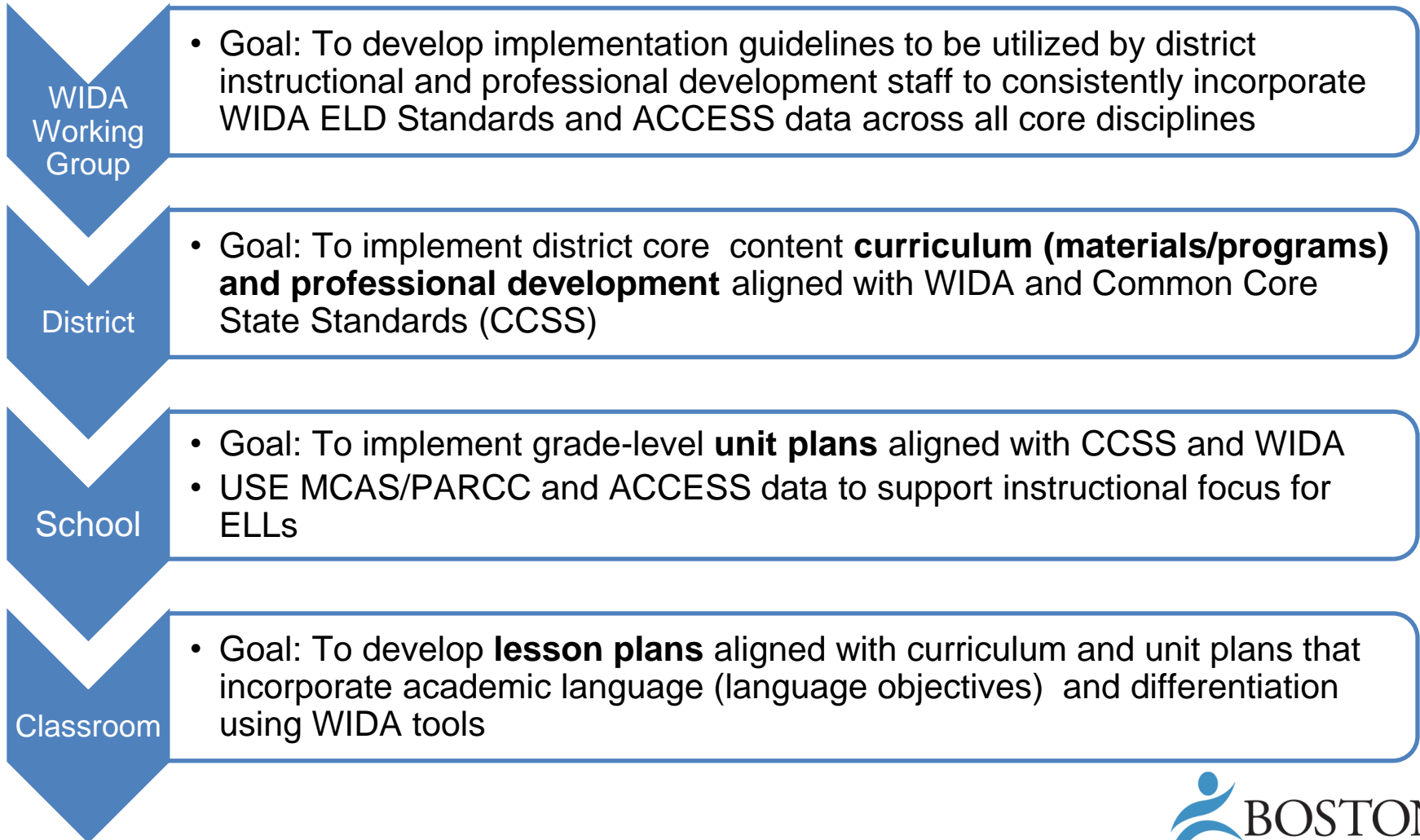
# WIDA Working Group Members

Target Groups	Rational
<b>Academics</b>	To learn how to incorporate WIDA ELD standards with Common Core State Standards in district level content PD and assess materials and curriculum
<b>Office of English Language Learners</b>	ADSS and RAI team who need to be familiar with WIDA ELD standards
<b>Special Education</b>	To learn how to incorporate WIDA ELD standards with Common Core State Standards in district level content PD and support in service delivery targeted for ELLSWD
<b>Alternative Education</b>	To learn how to incorporate WIDA ELD standards with Common Core State Standards in district level PD to support ELLs in alternate education programs
<b>New Teacher Developers</b>	To learn how to support teachers in implementing the WIDA ELD Standards in lesson planning and delivery
<b>Office of Human Capital</b>	To learn about WIDA in order to incorporate language development expectations into teacher and administrator evaluation
<b>Boston Teachers Union Professional Development</b>	To learn how to incorporate WIDA ELD standards with Common Core State Standards in teacher focused content PD to be aligned with district vision.





## Framework for BPS-WIDA Alignment





# WIDA ELD Standards in Action Blended Course

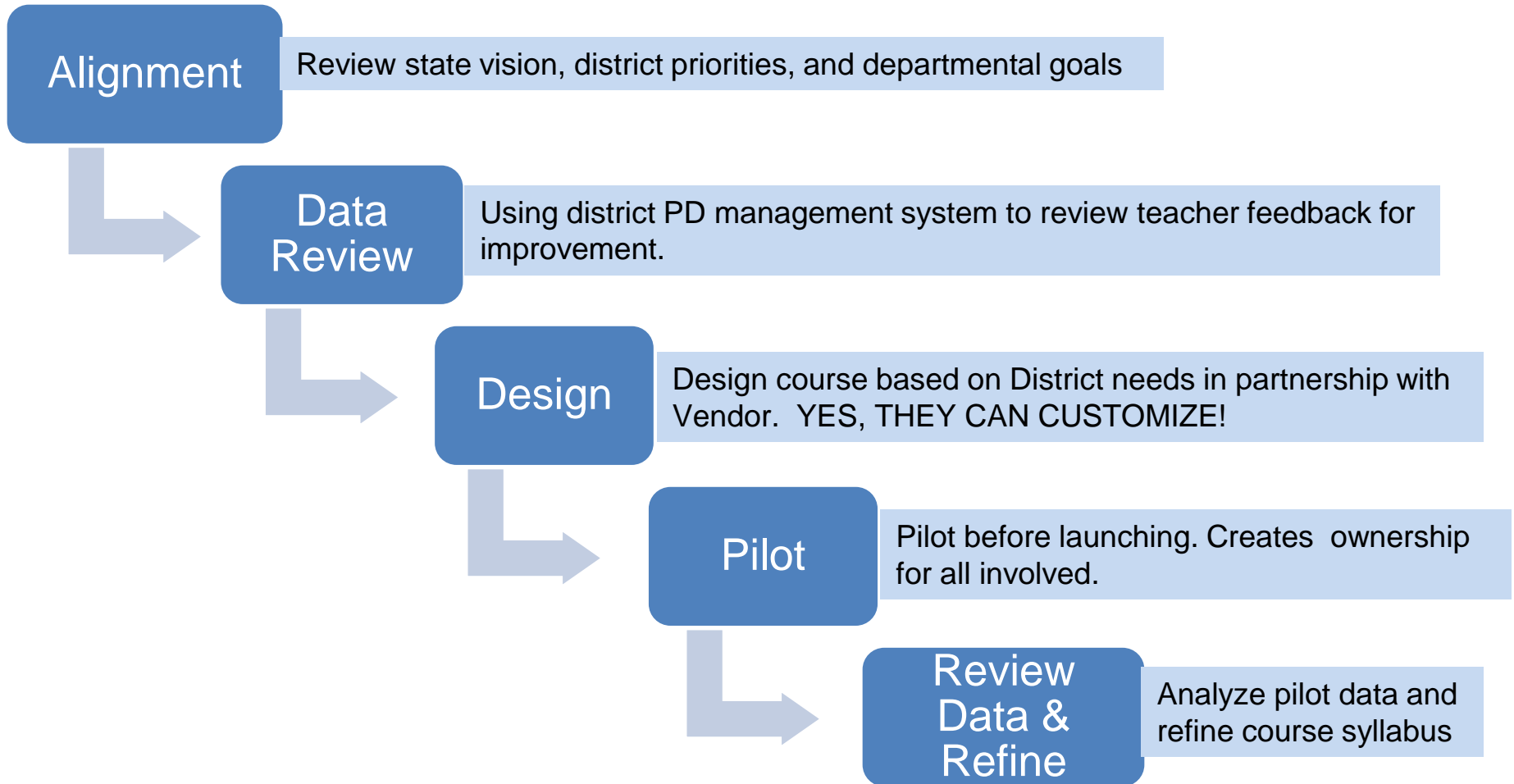


# Rationale

- Customize WIDA PD based on what we learned from prior PDs in terms of:
  - Structure: **Face- to-face: deepen, enhance, clarify knowledge; Online: Sharing of knowledge and theory**
  - Content: **Integrating WIDA Access and Standards to make it practical for classroom teachers**
- Core content teachers have had the foundational introduction to WIDA standards through MA DESE RETELL courses.
- Target ESL teachers in light of changing role of ESL teacher due to Common Core: We need ESL teachers to be the school- based WIDA experts.
- As PD is voluntary, we've learned that quality and rigorous PD attracts teachers.



## The PD Creation Process





## WIDA ELD Standards in Action: Language Objectives and Differentiation

- This 18-hour WIDA professional development blended course will guide participants in incorporating ELL student ACCESS data and WIDA tools to create language objectives, differentiate instruction, and design formative assessments for ELLs.
- This course includes:
  - three 3-hour face-to-face sessions led by a certified WIDA Consultant
  - three pre-recorded webinars and participant packets
  - Focus On WIDA readings
  - Assignments
  - Teachers will receive 1 in-service credit upon successful completion of the course.



# WIDA Blended Course Outline

<p><b>Webinar 1 : Introduction to the WIDA Framework for Language Development Standards</b></p>	<p>The purpose of this webinar is to introduce participants to the WIDA Framework for English Language Development Standards. Participants will become familiar with all components of the WIDA Framework: Guiding Principles, Can Do Philosophy, Can Do Descriptors, ELD Standards, Socio-cultural Context, Performance Definitions, Features of Academic Language, and English Language Proficiency Levels.</p>
<p><b>Face-to-Face 1: Tools for Differentiation</b></p>	<p>The purpose of this session is to guide participants in differentiation instruction based on students ELD level. Participants will learn what it means to differentiate in terms of content process and product, the various contents for differentiation, as well as how to design scaffolds and supports for students based on their ELD level.</p>
<p><b>Webinar 2: Introduction to Content and Language Objectives</b></p>	<p>The purpose of this webinar is to introduce participants to developing standards-aligned content and language objectives using components of the WIDA Framework. Participants will review academic language in line with WIDA criteria as well as Common Core levels of text complexity. Participants will analyze text to determine the word, sentence, and discourse level of language complexity and demand.</p>
<p><b>Face-to-Face 2: Connecting Content and Language Objectives</b></p>	<p>The purpose of this session is to further outline the process of creating content and language objectives that are Common Core and WIDA standards-aligned and targeted for the ELD levels of students. Participants will practice deconstructing standards, creating content and language objectives, and determining how students will show mastery.</p>
<p><b>Webinar 3: Introduction to Formative Language Assessment</b></p>	<p>The purpose of this webinar is to introduce participants to various types of assessments and their purposes: formative, summative, and interim. Participants will review the connection between standards, objectives, and assessments and design assessment tools to evaluate students' mastery of content and language in the lesson.</p>
<p><b>Face-to-Face 3: Developing Formative Language Assessments</b></p>	<p>The purpose of this session is for participants to practice reviewing assessment tasks and determining the language demand of the task so that appropriate differentiated supports can be provided for students' at various ELD levels, in particular ELD 1-3. Participants will review the continuing cycle of standards, objectives, and assessments in order to best meet the instructional needs of all their ELL students.</p>



## Testimonial from Amy

- Draft syllabus in place before I became involved
- Revisions approved by BPS
- Webinars recorded
- Initial cohort piloted blended series
- Tracking of engagement by BPS
- Customized evaluation
- Revisions to blended series for additional cohorts
- Follow up on implementation?
- Offered to additional cohorts?



## Overview Analysis of the Pilot Data

- 17 teachers participants in the pilot course
- The webinars were “intense” and participants watched them a number of times to enhance their understanding
- Overall participants appreciated the combination of face to face and online webinars
- Participants appreciated that face to face allowed them to ask questions and collaborate with one another
- Participants wanted to share the webinars as resources with their colleagues– gave us the idea to make them widely available to BPS teaches





# Your Turn– Consider the Process:

## 1. Alignment:

- What are your district's priorities for student achievement?
- What WIDA PD has your district already offered?

## 2. Data Review:

- What data and feedback do you have regarding WIDA PD in your district?
- What aspects of the WIDA framework do teachers need support in?

## 3. Design

- What are your limitations in designing PD?

## 4. Pilot

- Who is your target audience for the pilot?

## 5. Analyze Data and Refine



Thank you!