Coaching of Instructional Leaders & Staff- Integrated ELD Initiative

Empowering educators to elevate teaching and learning for Multilingual Learners

Presented by:

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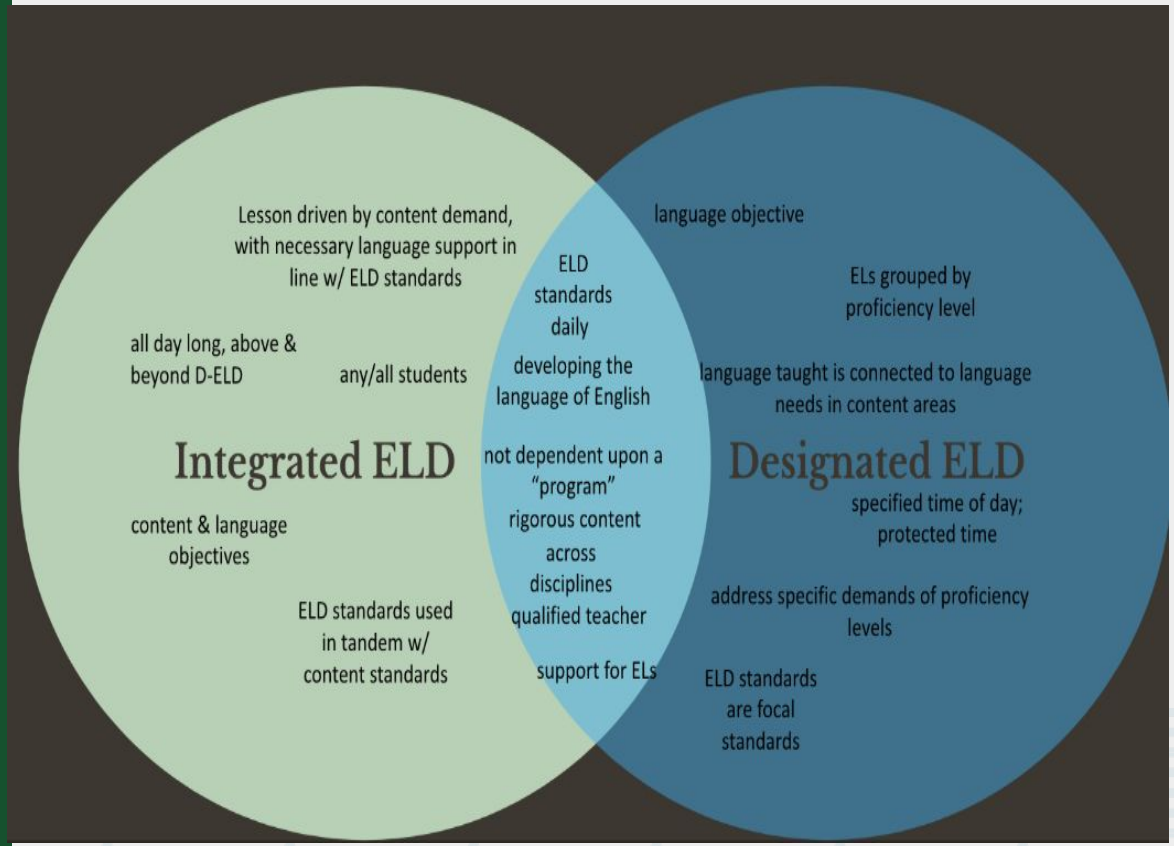
Guiding Principles for ELA/ ELD Instruction

- All students bring strengths
- Meaning-making is central
- Language and literacy develop across disciplines
- Integrated ELD and designated ELD are essential
- Classroom talk and collaboration matter
- Assessment supports learning

Integrated ELD (I-ELD) and Designated ELD (D-ELD)



Designated ELD

Daily protected time focused **explicitly on English language skills**

Taught by teachers who use **English language standards (ELD standards)**

Small-group or whole-class instruction **based on students' proficiency levels**

Focus: **How English works** (grammar, vocabulary, syntax, discourse)

Integrated ELD

Happens **throughout the school day** in all content areas (math, science, social studies, etc.)

Teachers use **both content standards and ELD standards** to make lessons accessible

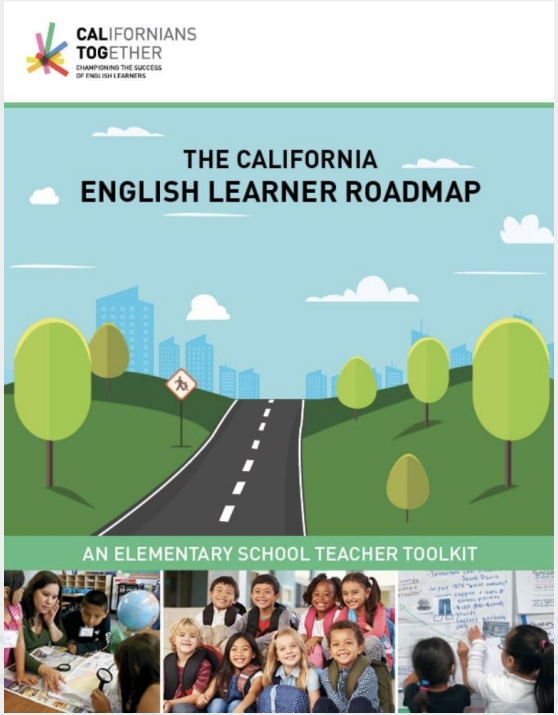
Focus: **Using English to learn academic content**

Emphasizes listening, speaking, reading, and writing in meaningful contexts

Purpose of Coaching for Instructional Leaders

Strengthen instructional leadership to elevate outcomes for multilingual learners.

- Understand key components of the **English Learner (EL) Roadmap**.
- Use the roadmap to **observe and provide actionable feedback** to teachers.
- Align classroom practices with **ELD Standards** and multilingual learner growth goals.



Center Work on the Four Pillars of the EL Roadmap

High-Quality Curriculum and Instruction

Ensure all English learners have access to rigorous, standards-aligned content that develops both language and academic skills.

Equitable Access and Opportunities

Provide fair access to advanced courses, resources, and supports so every EL can thrive academically and socially.

Comprehensive Assessment and Accountability

Use data from multiple assessments to monitor language and content growth and inform instructional decisions.

Empowered Leadership and Professional Learning

Support educators and leaders with ongoing coaching and professional development to implement best practices for EL success.

Purpose and Goals for Teaching Staff:

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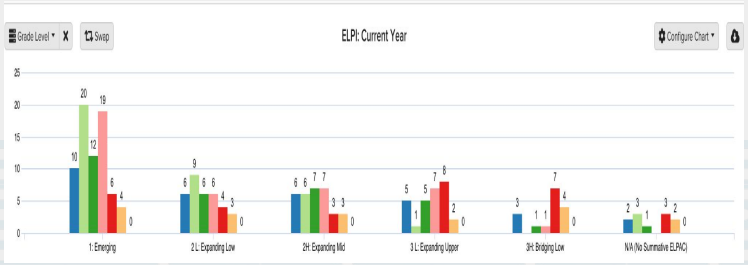
- Bridge **language development** and **academic achievement**.
- Ensure **equitable learning** opportunities across all classrooms.
- Promote **creativity, critical thinking,** and inclusivity in educational practices.

What Coaching Looks Like for Teaching Staff

- Collaborative **planning** and **lesson design** with colleagues.
- Classroom observations and **reflective feedback** from coaches and colleagues.
- **Modeling** of designated and integrated ELD instruction
- Data-informed **goal setting** with instructional leaders and teachers.



Impact and Outcomes

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- Increased **educator confidence** and **instructional clarity.**
- Stronger student **academic language** use.
- Greater **engagement** and inclusivity in classrooms.

Next Steps

- Refine coaching moves and leadership feedback
- Continue capacity-building for instructional leaders.
- Use data cycles to measure and refine coaching effectiveness.

PRINCIPLE #2 SELF-ASSESSMENT TOOL:
INTELLECTUALLY RICH AND MEANINGFUL ACCESS

Thinking about your own classroom and yourself as a teacher, where would you place yourself/your classroom in terms of indicators of enactment of Principle #2:

Indicators/Examples	Not present, not happening, not addressed in my classroom	Aware of this, but not a focus	Working on this, but still spotty, not fully developed	Strength of my teaching and my classroom
2.1 Language Development Integrated with Content— in and Across the Curriculum: e.g.,				
Curriculum is interdisciplinary and engaging, bolstering student's language development through thematic units.				
Curriculum is standards-based; Learning is grounded in the standards-based curriculum.				
Curriculum is integrated throughout the day (integrated ELA/ELD, social studies, science, and the arts) and organized thematically with intentionality related to language development.				
There are language targets and content goals/ objectives to ensure curricular units are responsive to students' linguistic and academic needs.				
Language and content objectives guide planning—and include the use of ELD standards to plan differentiated performance tasks and scaffolds.				
Strategies match the text types being studied and align with writing goals.				
Designated ELD is planned in response to student need and/or in preparation for the language demands of the academic content being studied.				
Developing language awareness is an overarching focus for all instruction.				
2.2 Active Engagement/Critical Thinking and Inquiry-Based Learning: e.g.,				
Language is developed through hands-on, highly engaging content that is appropriate for students' level of development.				
Classroom is alive with language—students are USING language to engage with the content being studied, and for multiple purposes, which are made explicit by the teacher.				
Teacher uses a variety of questioning—but always includes open-ended, high level, critical thinking questions.				
Teacher values and rewards curiosity and innovation by encouraging students to question and investigate/research topics—and provides ways for students to contribute to classroom learning.				
Students are invited to go look things up, to inquire, to pursue answers to their questions.				
Class activities engage students in sharing work and gathering feedback from peers.				
The teacher assigns meaningful project-based and inquiry-based classwork and homework.				