

District-Level Quality English Language Development (ELD) Program Implementation Rubrics

Component	Emerging	Developing	Operationalizing	Optimizing
Systemic Processes and Procedures to Support Implementation of ELD Program(s)	←.....→			
Human Resources to Support Implementation of ELD Program(s)	←.....→			
Research/Evidence-Based ELD Program(s)	←.....→			
Collaborative Leadership to Support Implementation of ELD Program(s)	←.....→			
Fiscal Resources to Support Implementation of ELD Program(s)	←.....→			
Family and Community Partnering to Support Implementation of ELD Program(s)	←.....→			
Ongoing Evaluation of ELD Program(s)	←.....→			
High-Quality Professional Learning Opportunities to Support Implementation of ELD Program(s)	←.....→			
Organizational Culture to Support Implementation of ELD Program(s)	←.....→			

Systemic Processes and Procedures to Support Implementation of ELD Program(s)

Systemic Processes and Procedures describe the district's processes and procedures as they relate to ELs, and include:

- Documented processes and procedures (print, web)
- Evidence of implementation to fidelity at district/school/classroom
- Data collection and analysis
- Collaboration with district, school, and family/community stakeholders

Guiding Questions:	Emerging: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
1. <i>Do written processes and procedures around EL services and programming exist (ELD plan)?</i>	A district ELD plan exists that documents processes and procedures around EL services and programming.	A district ELD plan exists, and some offices, departments, and schools align practices to the plan.	District communicates that all offices, departments, and schools are expected to align their practices to the ELD plan regarding EL services and programming.	District communicates that all offices, departments, and schools are expected to align their practices to the ELD plan regarding EL services and programming that empowers and supports personnel in implementation.
2. <i>Are district processes and procedures developed with district, school, and family/community stakeholders?</i>	District ELD team developed the existing district ELD plan.	A cross-district team developed the district ELD plan.	A team of district, school, and family/community stakeholders developed the district ELD plan.	A team of district, school, and family/community stakeholders developed the district ELD plan, within multiple opportunities to engage and provide meaningful input into District ELD plan, including processes and procedures.
3. <i>How does the district monitor and ensure implementation of the ELD program, including relevant procedures?</i>	District stakeholders and leadership team examine possible ways to measure implementation of ELD program.	District stakeholders and leadership team identify tools and data to examine as part of monitoring implementation. District stakeholders and leadership team identify an avenue for schools and personnel to give feedback to district regarding implementation (e.g., monthly meetings, forums, contact person, etc.).	District and school stakeholders, including leadership team, regularly collect data to measure implementation, which is used to target areas for improvement and to celebrate successes. District and school stakeholders, including leadership team, collect feedback on implementation and how schools are doing with ELD program.	District and school stakeholders, including leadership team, routinely analyze and adjust implementation based on data to continuously improve the implementation of and outcomes of the ELD program(s). District and school leaders collect feedback on implementation of the ELD program from district, school, and community stakeholders.

Human Resources to Support Implementation of ELD Program(s)

Human Resources should reflect an equitable distribution of district human resources to develop, implement and support quality ELD programming that consider (1) endorsement requirements, (2) legal requirements, (3) district HR policy, and (4) teacher/student ratios.

Guiding Questions:	Emerging: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
1. <i>Does the district require the same licensing/ endorsement requirements for instructional staff working in the ELD program as all other instructional staff (Non-ELD program(s))?</i>	District requires all ELD program(s) instructional staff to obtain the same content area licensing requirements as all other instructional staff (Non-ELD program(s)).	District expects all ELD program(s) instructional staff to hold or obtain Culturally and Linguistically Diverse (CLD) or CLD: Bilingual endorsements within a district determined timeframe.	District requires all ELD program(s) instructional staff to hold CLD or CLD: Bilingual endorsements and encourages them to improve their practice and knowledge by remaining up to date on current research and methods within ELD programs.	District requires all ELD program(s) instructional staff to hold CLD or CLD: Bilingual endorsements and encourages them to improve their practice and knowledge by remaining up to date on current research and methods within ELD programs.
2. <i>Does the district require the ELD classroom student-teacher ratios to mirror district student-teacher ratio policies?</i>	District expects that the student-teacher ratios in ELD classrooms mirror district student-teacher ratio requirements.	District provides additional ELD para-professional/instructional assistant staff to support schools with high numbers/percentages or increasing numbers of ELs	District provides additional ELD instructional staff to support schools with high numbers/percentages or increasing numbers of ELs.	District collaborates with, and provides supplemental supports to, schools in determining student-teacher ratios based on student linguistic, social-emotional, and academic needs (e.g., proficiency level, language demands, and cultural background) in order to make significant growth to support quality ELD programming.
3. <i>Does the district require Non-ELD program(s) instructional staff to hold CLD or CLD: Bilingual endorsements?</i>	District encourages all Non-ELD program(s) instructional staff to develop their understanding of ELD programming by taking related coursework.	District encourages all Non-ELD program(s) instructional staff to obtain CLD or CLD: Bilingual endorsements through incentive programs.	District expects all Non-ELD program(s) instructional staff to hold or obtain CLD or CLD: Bilingual endorsements through incentive programs and university partnerships within a district determined timeframe.	District expects and supports all Non-ELD program(s) instructional staff to obtain CLD or CLD: Bilingual endorsements through incentive programs and university partnerships.

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4. <i>Does the district tailor recruitment campaigns and incentives to the district's unique staffing needs and within the district's ELD program model(s) context?</i>	District recognizes the unique staffing needs to serve ELs within the district's ELD program model(s).	District has begun to reach out to teacher preparation programs that have been identified as consistently preparing pre-service teachers to work effectively with ELs. District, in collaboration with school leadership team, examines comprehensive data on the effectiveness of educators to strategically recruit and incentivize the most effective teachers and leaders to work effectively with ELs.	Effective educators are increasingly moving into school buildings that the district has identified with high numbers/percentages or increasing numbers of ELs to make significant growth to support quality ELD programming.	Effective educators are increasingly moving into school buildings that have identified a need for increased support with ELs based on linguistic, social-emotional, and academic needs (e.g.; proficiency level, language demands, and cultural background) in order to make significant growth to support quality ELD programming.
5. <i>Does the district acknowledge and prioritize candidates' ability to speak a second language in its hiring practices?</i>	District acknowledges potential candidates' knowledge of speaking a second language(s).	District requires second language knowledge in job descriptions for key positions.	<p>District places potential candidates in preferential positions based on bilingual language skills.</p> <p>District encourages and supports staff endeavors in learning a second language to be able to better communicate and build connections with EL students and their families.</p>	<p>Requires all candidates to have some knowledge of learning and speaking a second language.</p> <p>District expects and supports staff endeavors in learning a second language to be able to better communicate and build connections with EL students and their families.</p>

Research/Evidence-Based ELD Program Model(s)

ELD programs are founded in scientifically based research (*with proven academic and linguistic outcomes*) and are (1) based on research and resources that reflect the population of students that the district and its schools are serving, (2) implemented with fidelity, and (3) evaluated often and regularly.

Guiding Questions:	Emerging: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
<p>1. <i>Did the district develop the ELD program based on relevant research that represents the EL population demographics (language background, culture, education, etc.) and linguistic, social-emotional and academic needs that results in on track/grade level performance and demonstrates readiness for post-secondary options (graduation, ICAP, etc.)?</i></p>	<p>District develops ELD program models that are founded on scientifically- and/or evidence-based research.</p>	<p>A team of district and school stakeholders develops ELD program models that are founded on scientifically- and/or evidence-based research provides a pathway(s) in elementary, middle, and high school programs and the need to differentiate ELD programming across grade spans.</p>	<p>A team of district and school stakeholders develops ELD program models that are founded on scientifically-or evidence-based research that reflects the district EL population and student linguistic, social-emotional, and academic needs (e.g., proficiency level, language demands, and cultural background) and considers the opportunities of elementary, middle, and high school programs and the need to differentiate grade spans.</p>	<p>District supports schools in implementing district developed research based ELD program model(s) that reflect the English learner population they are serving and the students' linguistic, social-emotional, and academic needs (e.g., proficiency level, language demands, and cultural background) in order to make significant growth to support quality ELD programming.</p> <p>Secondary ELD programs provide EL students equitable opportunities to meet ICAP requirements.</p>
<p>2. <i>Is there a process the district uses to monitor implementation of selected ELD program model(s) at school sites?</i></p>	<p>District ELD team examines and establishes possible ways to measure implementation of the selected ELD program model(s) and solicits input from district stakeholders and leadership team.</p>	<p>District stakeholders and leadership team identify tools and data to use to examine as part of monitoring implementation of selected ELD program model(s).</p>	<p>District stakeholders, leadership team and district personnel regularly collect data to measure fidelity of implementation, which is used to target areas for improvement and to celebrate successes.</p>	<p>District continues to analyze data and feedback from school personnel to support schools in adjusting/modifying implementation of selected ELD program model(s) that support the linguistic, social-emotional, and academic needs of students.</p>

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		District stakeholders and leadership team identify an avenue for schools and personnel to give feedback to district regarding implementation of selected ELD program model(s) (e.g., <i>monthly meetings, forums, contact person, surveys, etc.</i>).	District stakeholders and leadership team collect data and feedback from school personnel on implementation of selected ELD program model(s).	District stakeholders and leadership team routinely analyze and evaluate data to make implementation of ELD program model(s) consistent across district and schools.
3. <i>How does the district provide professional learning to school leadership teams in implementing ELD program model(s) at school sites?</i>	District communicates description of ELD program models through new principal orientation, teacher induction, and the district ELD plan.	District coordinates a team of district and school stakeholders to develop tools, such as instructional models and implementation rubrics that will provide guidance and support in implementing and evaluating the effectiveness of selected ELD program model(s) that support the linguistic, social-emotional, and academic needs of EL students.	District provides instructional models and implementation rubrics for school teams in implementing and evaluating the effectiveness of selected ELD program model(s) that support the linguistic, social-emotional, and academic needs of EL students.	District provides ongoing support through instructional models and implementation rubrics, as well as, job-embedded training for school teams in implementing and evaluating the effectiveness of selected ELD program model(s) that support the linguistic, social-emotional, and academic needs of EL students.
4. <i>Does the district have a plan to evaluate the ELD program across district/schools?</i>	The district has a plan to evaluate the ELD program; however, it is not a fully developed program evaluation plan.	<p>The district has staff that is developing a formal program evaluation plan.</p> <p>A written program evaluation plan has been started but not formalized and it is not currently driving the program review.</p>	<p>The district has staff assigned to conduct the work in the plan.</p> <p>The district has a formal written program evaluation plan that is guiding the review of the ELD program.</p>	<p>District staff, in collaboration with stakeholders and schools, is actively conducting the evaluation delineated in the evaluation plan.</p> <p>The district's program review is guided by the evaluation plan, which includes a process for using the results to improve program quality and identify ineffective program elements that should be discontinued.</p>

Collaborative Leadership to Support Implementation of ELD Program(s)

District leadership understands, establishes, and communicates values that support the need for quality ELD programming.

Guiding Questions:	Emerging: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
1. Who makes decisions about ELD programming?	A team that consists of ELD program staff (educators and coordinators) makes all decisions impacting ELD programming.	A team that represents district and school ELD stakeholders makes decisions about ELD programming.	A team that represents district and school stakeholders, including ELD instructional staff and Non-ELD program instructional staff, make decisions about ELD programming.	District leadership appoints a team of district and school stakeholders that represent district instructional models (e.g., G/T, SPED, ESEA programs, Curriculum, Assessment, Educator Effectiveness, Family/Community Engagement) to make decisions about ELD programming.
2. How are ELD programming decisions made that represent EL students' linguistic, social-emotional, and academic needs (proficiency level, language demands, and cultural background, changing demographics/ numbers, etc.)?	A multi-disciplinary district leadership team considers English Language Proficiency (ELP) Growth from district performance frameworks (DPFs) to make decisions around ELD programming and makes recommendations for other data to analyze.	The multi-disciplinary district leadership team disaggregates and analyzes ACCESS data by elementary, middle, and high school (EMH), student proficiency level, school, language background, grade, feeder patterns, etc. to make decisions around ELD programming and makes recommendation for additional relevant and appropriate data to validate/support/inform programming.	The district leadership team disaggregates and analyzes academic growth, academic achievement, and academic growth gaps for ELs in all content areas by EMH and school level to make decisions around ELD programming and makes recommendation for additional relevant and appropriate data to validate/support/inform programming.	The district leadership annually or biannually completes the CDE EL Data Dig Tool, or a comparable analysis, to assist in decisions around ELD programming and makes recommendation for additional relevant and appropriate data to validate/support/inform programming.

Fiscal Resources to Support Implementation of ELD Program(s)

Equitable distributions of district fiscal resources are dispersed to develop, implement, and support quality ELD programming.

Guiding Questions:	Emerging: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
1. <i>Does the district allocate funding to the ELD program based on a set formula? Per-Pupil Revenue (PPR)? Numbers? Increases?</i>	District uses a formula that allocates funding to the ELD program to ensure equitable distribution across academic programs.	District uses numbers/percentages of and increases in EL students to allocate funding to the ELD program.	District draws funding from PPR, ELPA, local funds, and supplemental federal grants to support the ELD program.	District makes allocations to schools to support selected ELD program model(s) that reflect the EL population they are serving and the students' linguistic, social-emotional, and academic needs (e.g., proficiency level, language demands, and cultural background).
2. <i>Is the allocation formula evaluated and modified on a regular basis?</i>	District's formula to develop a budget for ELD programs considers an increase in supplemental grant funding (i.e., Title III and ELPA); however, an increase in PPR and local funding does not directly correlate to the overall allocation.		District's formula to develop a budget for ELD programs considers increases in all funding sources.	District evaluates the formula annually and makes modifications, as needed, to ensure quality ELD programs.

Family and Community Partnering to Support Implementation of ELD Program(s)

Family and community partnering is the collaboration of families, schools, and communities as equal partners in improving learner, classroom, school, and district outcomes. In effective partnering, each stakeholder shares responsibility for learners' success by: (a) welcoming all families into the school and community, (b) communicating effectively, (c) supporting student success, (d) speaking up for every child, (e) sharing power, and (f) collaborating with community.

Guiding Questions:	Emerging: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
1. <i>How are effective family and community partnering structures created and supported that support the families and communities of EL students?</i>	District examines and understands the need for family and community partnering.	District leadership team, in collaboration with schools, outlines a framework or guidelines for family partnering across the district, including guidelines on intensifying partnering when needs of the student increases.	District, in collaboration with schools, families and community, provides support and oversight as schools follow family partnering practices across the district (<i>e.g., training on partnering, consultation, ongoing coaching, etc.</i>).	District communicates data, services, and supports to families and community through multiple modes of communication and opportunities in a language they can understand to ensure a collaborative partnership.
	District collects data from all schools regarding educator, family, and community partnering needs, strengths, and challenges (<i>e.g. time, languages, transportation, resources, tools, expectations</i>).	District, in collaboration with schools, identifies, and implements effective solutions for previously identified challenges, and accepts the ongoing need to identify concerns and work towards positive outcomes.	District, in collaboration with schools, families, and community, supports schools to consistently implement effective solutions for identified challenges, work towards positive outcomes and engage in ongoing evaluation of partnering practices (<i>e.g., participation percentages, feedback, etc.</i>).	District ensures there is a focus on home-school learning and that positive relationships and two-way communication are in all schools. District allocates resources to support family and community partnering activities and analyzes data to ensure effectiveness of the supported activities.
2. <i>How are current partnering practices communicated to schools, families, and community?</i>	District analyzes and understands the research on partnering practices and how it relates to student achievement and outcomes.	District, in collaboration with schools, outlines how best practices related to partnering can be included into daily practices within schools.	District, in collaboration with schools, families, and community, provides direct training and support on the research based and effective partnering practices that engages all stakeholders.	District, in collaboration with schools, families, and community, continues to provide support on partnering strategies, evaluates the effectiveness of strategies, and modifies or introduces new strategies based on results.

<p>3. <i>How are policies, processes, and procedures used to support partnering with families and community?</i></p>	<p>District reviews its policies, procedures, committees, infrastructure, job descriptions, etc. for inclusion of family and community partnering, as it relates to ELD programming.</p>	<p>District revises its policies, procedures, committees, infrastructure, etc. to include family and community partnering, as it relates to ELD programming.</p>	<p>District provides training and assistance on any changes made to policies, procedures, etc. and ensures schools have incorporated processes for family and community partnering, as it relates to ELD programming.</p>	<p>District ensures systemic family and community partnering is embedded within all district practices and organizational infrastructures, policies, procedures, etc. District personnel review its policy and procedures for equitable practices and in support of ELD growth in an ongoing fashion as a collaborative routine practice.</p>
<p>4. <i>Does the district actively engage in community outreach and establish partnerships with community organizations?</i></p>	<p>District understands the value of community outreach to nonprofit organizations, businesses, local governments, state/local agencies, etc. for the support of EL students and families.</p>	<p>District, in collaboration with schools, families, and the community, has drafted/identified a plan for community outreach to nonprofit organizations, businesses, local governments, state/local agencies, etc. for the support of EL students and families.</p>	<p>District, in collaboration with schools, families, and community, is beginning to engage in implementation of the community outreach plan to nonprofit organizations, businesses, local governments, state/local agencies, etc. for the support of EL students and families.</p>	<p>District, in collaboration with schools, families, and the community, actively engages in community outreach to nonprofit organizations, businesses, local governments, state/local agencies, etc. for the support of EL students and families.</p>
<p>5. <i>How does the district support the professional development of district and/or school family/community liaisons within the context of ELD programs?</i></p>	<p>District expects the school/family/community liaisons to learn the instructional framework of the developed ELD program model(s) in the context of the school in which they are working.</p>	<p>District, in collaboration with schools, provides separate training for school/family/community liaisons on the instructional framework of selected ELD models.</p>	<p>District encourages all school/family/community liaisons to participate in the same professional development that instructional staff are provided. The district may provide incentives for school/family/community liaisons to participate in professional learning opportunities.</p>	<p>District requires all school/family/community liaisons to participate in the same professional development that instructional staff are provided. The district may provide incentives for school/family/community liaisons to participate in professional learning opportunities.</p>

Ongoing Evaluation of ELD Program(s)

Processes and procedures for ELD program evaluation are documented, implemented, and results are used to inform programmatic decisions.

Guiding Questions:	Emerging: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
1. <i>Has the district identified an evaluation method and process that supports continuous improvement?</i>	District uses data for evaluation purposes; however, the evaluation method and process have not been fully developed.	District has an evaluation method and process, but it is not actively and consistently used.	District has an evaluation method and process that utilizes data to support continuous improvement of the ELD program.	The district has fully developed evaluation methods and processes that are used to monitor and improve program outcomes several times per year. District, in collaboration with schools, uses evaluation results to identify the links between program elements or activities to student outcomes. District staff, in collaboration with schools, uses evaluation results to make program decisions and implement changes based on results, including which program elements to continue, which to modify, and which to discontinue.
2. <i>Does the district's evaluation process and methodology include relevant, appropriate, and applicable data (demographic, performance, process,</i>	District has data but has not determined the relevance of that data to the ELD program(s).	District has staff assigned to analyzing and using data.	District staff, in collaboration with schools, analyzes, and uses assessment data to determine program outcomes and the impact of the program(s).	District, in collaboration with schools, actively reviews, and uses relevant, appropriate, and applicable data to determine program outcomes and the impact of the program on student outcomes, aligned to program inputs and outputs.

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and perception assessment)?		District has a plan for identifying the relevance of currently used data to the ELD program(s).	District and school staff identify the relevance of currently used data to the ELD program(s).	District, in collaboration with schools, identifies other relevant data that can be used to determine the impact of the ELD program(s). Relevant, applicable, and appropriate data are used to continually monitor student progress several times per year.
3. <i>Does the district disaggregate the English Learner group of students beyond the aggregate for SPFs, DPFs, and identification of schools for ESSA support and improvement?</i>	District relies on disaggregated student analyses conducted by the CDE.	District disaggregates some data at the student group level, but the analyses are not triangulated with other State data.	District, in collaboration with schools, analyzes, and uses disaggregated student data and triangulates the findings with State data.	District, in collaboration with schools, uses results from both State and local disaggregated student data to track student outcomes across years. District and schools use results to improve the ELD program and determine the program's impact on student outcomes.
4. <i>How does the district utilize other forms of data to evaluate program effectiveness?</i>	District strictly relies on state assessment data for evaluation purposes.	District relies on state and local assessment data for evaluation purposes. District examines graduation rates of current and former EL student group to evaluate ELD program effectiveness.	District relies on state and local assessment data, as well as other qualitative data, such as surveys and interviews, to supplement evaluation. District examines graduation and dropout rates of current and former EL student group to evaluate ELD program effectiveness.	District relies upon multiple types of data, such as state and local assessments, perception data (staff and family satisfaction surveys, staff interviews to assess student skill development, observation data to assess engagement), and other relevant outcome data (graduation rate, dropout rate, attendance data, etc.), as appropriate and necessary to determine the full impact of the program and make adjustments to program if necessary.

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5. <i>Does the district include cross district and community representation, including students, in their evaluation process development and improvement?</i>	District informally asks for parent and community input on the evaluation process.	District systematically and formally collects input from parents/families, students, and community representatives on the evaluation process.	District uses the input collected from parents/families, students, and community representatives in developing the evaluation process.	District provides multiple opportunities and in languages that are reflective of families/parents, students, and community members to provide significant and meaningful input on the evaluation plan and process.
			Input from schools is used to improve the evaluation process.	Schools, families/parents, students, and community members actively participate in the development of the evaluation plan and process.

High-Quality Professional Learning Opportunities to Support Implementation of ELD Program(s)

District provides high-quality, targeted, and job-embedded professional learning opportunities that results in effective teaching and learning for students that are acquiring English while accessing grade level content.

Guiding Questions:	Emerging: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
1. <i>How do the professional learning opportunities connect the Colorado English Language Proficiency (CELP) standards and the Colorado Academic Standards (CAS) to the district/school instructional model?</i>	District ELD Specialists develop and deliver professional learning opportunities for ELD program instructional staff that connect the CELP standards and the CAS to district and school instructional models.	District ELD Specialists develop and deliver professional learning opportunities for all instructional staff, including Non-ELD program instructional staff that connect the CELP standards and the CAS to district and school instructional models.	District ELD and Content Specialists collaborate to develop and deliver professional learning opportunities that connect the CELP standards and the CAS to district and school instructional models and results in effective teaching and learning for students that are acquiring English while accessing grade level content.	District ELD, Content Specialists, and grade level instructional staff collaborates to develop and deliver professional learning opportunities that connect the CELP standards and the CAS to district and school instructional models and results in effective teaching and learning for students who are acquiring English while accessing grade level content in a cultural responsive environment.

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2. <i>How are professional learning opportunities identified and developed in the district in support of ELs in content and ELD programming?</i>	District allows schools to develop individualized comprehensive needs assessments to determine need for professional learning opportunities at individual sites.	District ELD team determines professional learning opportunities that will be delivered based on CMAS and ACCESS data.	District surveys school and district stakeholders to identify professional learning needs. Surveys may include online, focus groups, community meetings, etc.	District, in collaboration with schools and instructional staff (including ELD/non-ELD program), designs professional learning opportunities based on analysis of disaggregated qualitative and quantitative data.
3. <i>How does the district provide and support high-quality, targeted, and job-embedded professional learning opportunities in support of ELs in content and ELD programming?</i>	District encourages all instructional staff to participate in high-quality, targeted, and job-embedded professional learning opportunities.	District requires all instructional staff to participate in high-quality, targeted, and job-embedded professional learning opportunities provided by the district.	District encourages all instructional staff, including Non-ELD program instructional staff, and family/community professional staff to participate in high-quality, targeted, and job-embedded professional learning opportunities.	District expects and supports all instructional staff, including Non-ELD program instructional staff, and family/community professional staff to participate in differentiated professional learning opportunities.
			The district may provide incentives for teachers to participate in professional learning opportunities.	The district has developed and is implementing a structured professional development program that includes 45 or more contact hours and aligns to the standards for EL PD requirements for professional license renewal found at www.cde.state.co.us/educatortalent/elpdpathways

Organizational Culture to Support Implementation of ELD Program(s)

The district is an equitable community that supports and values all students, educators, and parents.

Guiding Questions:	Emerging: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
<p>1. <i>How does the district hold all students to the same academic, behavioral, and extra-curricular expectations and rigor?</i></p>	<p>District has a written policy in place to hold schools accountable for implementing equitable expectations and rigor.</p>	<p>District has structures in place to support policies that hold schools accountable for implementing equitable expectations and rigor.</p>	<p>District provides support and oversight of schools through job-embedded professional development to implement equitable expectations and rigor.</p>	<p>District empowers schools and teachers to become ELD experts within the instructional framework to support school staff and ensure every student receives equitable and high-quality instruction.</p>
			<p>District provides professional learning opportunities for school administrators and instructional staff in implementing equitable practices and high expectations.</p>	<p>District expects all staff to attend professional learning opportunities that address equitable practice and high expectations.</p>
<p>2. <i>Does the district provide opportunities for distributed leadership for educators?</i></p>	<p>District encourages all instructional staff, including ELD staff, to become leaders, mentors, coaches, or administrators.</p>		<p>District provides a pathway for instructional staff to become leaders, mentors, coaches, or administrators.</p>	<p>District supports instructional staff to pursue leadership development by providing a pathway through district collaboration and incentives.</p>
			<p>District expects schools to provide leadership opportunities for all educators, including ELD staff. This may include participation in committees, coaching, and developing/leading professional learning.</p>	<p>District requires schools to provide leadership opportunities for all educators, including ELD staff. This may include participation in committees, coaching, and developing/leading professional learning.</p>
<p>3. <i>Do all families have the same opportunity to participate in district and school committees?</i></p>	<p>District and school committees are open to all parents.</p>	<p>District and school committees are open to all parents, and the district and schools have measures in place to ensure parent participation through translation/interpretation services, various meeting times, etc.</p>		<p>District requires all schools to include parents, which represent the school demographics, on accountability and other committees.</p>

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<p>4. <i>How does the district support, value, and solicit feedback/input from family and community members?</i></p>	<p>District collects information from school surveys to gauge overall family and community satisfaction with the district.</p>	<p>District surveys students, family, and community stakeholder groups to receive general feedback on district programs, communications, and overall satisfaction.</p>	<p>District uses survey feedback to inform possible modifications needed to enhance and improve district programs, communications, and overall student, family, and community satisfaction.</p>	<p>District uses various methods to engage the community in providing feedback (e.g., surveys, town hall meetings, office hours, and phone communications) and makes modifications to programs that meet the needs of families and the community.</p>
		<p>District solicits participation in feedback/input that reflects all student and family populations.</p>	<p>District takes active steps to create a system that ensures participation in feedback/input that reflects all student and family populations.</p>	<p>District has a system to ensure participation in feedback/input that reflects all student and family populations.</p>
<p>5. <i>How does the district create a culturally responsive environment for all students and families?</i></p>	<p>District provides all essential district communication by in-person and written communications in English and translated or interpreted for students and families whose primary home language is not English.</p>		<p>District provides resources and services for schools to translate and provide interpretation of essential and non-essential/extra-curricular school documents and information.</p>	
	<p>District provides educators with information (articles, websites, and books) to connect with students and families.</p>	<p>District provides a pathway for educators to connect with all students and families to develop trust and foster meaningful relationships.</p>	<p>District provides multiple pathways for educators to connect with all students and families to develop trust and foster meaningful relationships.</p>	

Guiding Questions:	Emerging: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
	<p>District recommends that schools hire staff members that speak the languages of the students served.</p>	<p>District has dedicated family/community staff that work specifically with ELs and their families to enhance communications, build relationships, and address social-emotional needs.</p>	<p>District provides an additional FTE, to schools, based on district formula, to communicate and build connections with students and families.</p>	<p>District provides an additional FTE, to schools, based on district formula, to communicate and build connections with students and families</p> <p>District provides pathways for families and community members to initiate communication with district in a language that is reflective of the students, families, and community members of the district.</p> <p>District, in collaboration with schools, families, and community, provides professional learning opportunities to all school staff and provides programs, free of charge, for families based on families' linguistic, academic, and social-emotional needs to build relationships with families that are reflective of all cultures the school serves.</p>
<p>6. <i>How does the district value the diversity of the student body and community in schools and classrooms?</i></p>	<p>District is aware of and distributes information about community activities that honor and support the diverse array of cultures/cultural traditions/language backgrounds represented in the community.</p>	<p>District, in collaboration with schools and community organizations, promotes and supports community activities that honor and support the diverse array of cultures/cultural traditions/language backgrounds represented in the community.</p>	<p>District, in collaboration with schools and families, participates in activities that honor and support the diverse array of cultures/cultural traditions/language backgrounds represented in the community.</p>	<p>District, in collaboration with schools, families, and community, actively organizes and engages in activities that honor and support the diverse array of cultures/cultural traditions/language backgrounds represented in the community.</p>