



# Indiana Department of Education

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## Indiana WIDA Standards 2020 Edition - Rollout Outline

This outline is intended to serve as a roadmap for Indiana schools as they incorporate the 2020 Edition of the WIDA Standards within their curriculum. This rollout outline is not prescriptive for each district, school, and individual educator at their own levels of knowledge, understanding, and implementation of the WIDA Standards framework. Each school's rollout must be tailored to meet the needs of their respective teachers and students. The following outline is a **living document** which will be updated as new resources and opportunities become available, and additional years added.

YEAR 1 (2021-2022)	<u>Level I: Building a Foundation</u>		<u>Level II: Initial Implementation</u>	
<b>Guiding Questions</b>	What does it mean to teach a multilingual learner (ML)?	What do the WIDA Standards look like in action?	How can I scaffold for MLs based on their English proficiency level?	How can I be intentional about student language use in the classroom?
<b>Core Topics</b>	<ul style="list-style-type: none"> <li>• Can Do Philosophy</li> <li>• Guiding Principles</li> <li>• WIDA Standards Statements</li> <li>• Four Big Ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Grade Level Clusters</li> </ul>	<ul style="list-style-type: none"> <li>• Proficiency Level Descriptors (PLDs)</li> <li>• WIDA Assessment Data</li> </ul>	<ul style="list-style-type: none"> <li>• Key Language Uses</li> </ul>
<b>Big Idea Focus</b>	<b>Equity</b> of Opportunity of Access	<b>Collaboration</b> among Stakeholders	<b>Integration</b> of Content and Language	<b>Functional Approach</b> to Language Development
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Consider the underlying themes of</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiarized with the components</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate how language is</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze instruction to identify Key</li> </ul>

	<p>WIDA’s framework, and reflect on how they are enacted in local contexts.</p> <ul style="list-style-type: none"> <li>● Explain the five Standards statements and how they reflect the marriage of content and language.</li> </ul>	<p>of the Standards framework, and how they work in conjunction for content-driven language instruction.</p> <ul style="list-style-type: none"> <li>● Collaborate to determine action steps for how the WIDA Standards framework can be implemented in your context.</li> </ul>	<p>developed across the word-sentence-discourse levels, and across WIDA proficiency levels.</p> <ul style="list-style-type: none"> <li>● Utilize WIDA assessment data in conjunction with PLDs to intentionally scaffold instruction.</li> </ul>	<p>Language Uses (KLUs) in lessons.</p> <ul style="list-style-type: none"> <li>● Make intentional choices regarding KLUs in instruction, allowing students to develop language in both interpretive and expressive modes of communication.</li> </ul>
<p><b>Helpful Resources &amp; Citations</b></p>	<p><b>Resource Links:</b></p> <p><a href="#">2020 WIDA English Language Development Standards Framework</a></p> <p><a href="#">2020 Edition Introduction Video</a></p> <p><a href="#">WIDA Can Do Philosophy</a></p> <p><a href="#">Illustrated Guiding Principles</a></p> <p><a href="#">Big Ideas FAQ</a></p> <p><b>WIDA Standards Book Citations:</b></p> <ul style="list-style-type: none"> <li>● Introduction (pg. 9-14)</li> <li>● Section 1: Big Ideas</li> </ul>	<p><b>Resource Links:</b></p> <p><a href="#">PLD FAQ</a></p> <p><a href="#">KLU FAQ</a></p> <p><a href="#">Language Expectations FAQ</a></p> <p><a href="#">Putting it All Together: Next Steps for Using the WIDA Standards Webinar</a></p> <p><a href="#">WIDA Collaboration Focus Bulletin</a></p> <p><b>WIDA Standards Book Citations:</b></p> <ul style="list-style-type: none"> <li>● Section 2: Understanding the WIDA Standards Framework (pg.</li> </ul>	<p><b>Resource Links:</b></p> <p><a href="#">PLD FAQ</a></p> <p><b>WIDA Standards Book Citations:</b></p> <ul style="list-style-type: none"> <li>● Appendix D: A Compilation of K-12 PLDs (pg. 329)</li> <li>● Similarities among 2012 K-12 Performance Definition and 2020 PLDs (pg. 330)</li> </ul>	<p><b>Resource Links:</b></p> <p><a href="#">Introduction to the Key Language Uses Webinar</a></p> <p><a href="#">KLU FAQ</a></p> <p><b>WIDA Standards Book Citations:</b></p> <ul style="list-style-type: none"> <li>● KLU Distribution Chart (front of each grade level cluster)</li> <li>● “Key Language Uses - A Closer Look” (pg. 217-233)</li> </ul>

	(pg. 17-20)	23-36) <ul style="list-style-type: none"> <li>• Appendix C: A Compilation of Language Expectations (pg. 288)</li> <li>• Appendix E: A High Level Comparison of WIDA Standards Editions from 2004-2020 (pg. 351)</li> <li>• “Collaborative Planning for Content and Language Integration” (pg. 235-250)</li> </ul>		
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YEAR 2 (2022-2023)	Level III: Expanding Implementation	Level IV: Refining Practice
<b>Guiding Question</b>	How can I fully integrate language instruction into my content area planning and teaching?	How can I hone and enhance my content-driven language instruction?
<b>Core Topics</b>	<ul style="list-style-type: none"> <li>• Language Expectations</li> <li>• Language Functions and Features</li> <li>• <b>Indiana WIDA Standards Crosswalk: In development 2021-2022 school year.</b></li> </ul>	<ul style="list-style-type: none"> <li>• All WIDA Standards Framework</li> <li>• Annotated Language Samples</li> </ul>
<b>Objectives</b>	Coming Soon.	Coming Soon.

<b>Helpful Resources &amp; Citations</b>	Coming Soon.	Coming Soon.
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## IDOE Rollout Timeline

<b>YEAR 1</b>	<b>SEMESTER 1</b>	<b>SEMESTER 2</b>
	<b><u>Level I: Building a Foundation</u></b> →	
		<b><u>Level II: Initial Implementation</u></b>
<b>YEAR 2</b>	<b>SEMESTER 1</b>	<b>SEMESTER 2</b>
	← <b><u>Level I: Building a Foundation</u></b> →	
	← <b><u>Level II: Initial Implementation</u></b> →	
	← <b><u>Level III: Expanding Implementation</u></b> →	
		<b><u>Level IV: Refining Practice</u></b>
<b>YEAR 3</b>	<b>SEMESTER 1</b>	<b>SEMESTER 2</b>
	← <b><u>Level I: Building a Foundation</u></b> →	
	← <b><u>Level II: Initial Implementation</u></b> →	
	← <b><u>Level III: Expanding Implementation</u></b> →	
	← <b><u>Level IV: Refining Practice</u></b> →	