



CCNETWORK
Content Center



English Language
Proficiency

Designing Coherent Systems for Designated English Language Development

Webinar #4
September 17, 2026

Photo is for illustrative purposes only.
Any person depicted in the photo is a model.

Welcome/Check-In

In the Chat...



Take a moment to introduce yourself!



Who are you?

Share your **City/State** so we know where you're joining from!



Something Good

What made you smile recently?



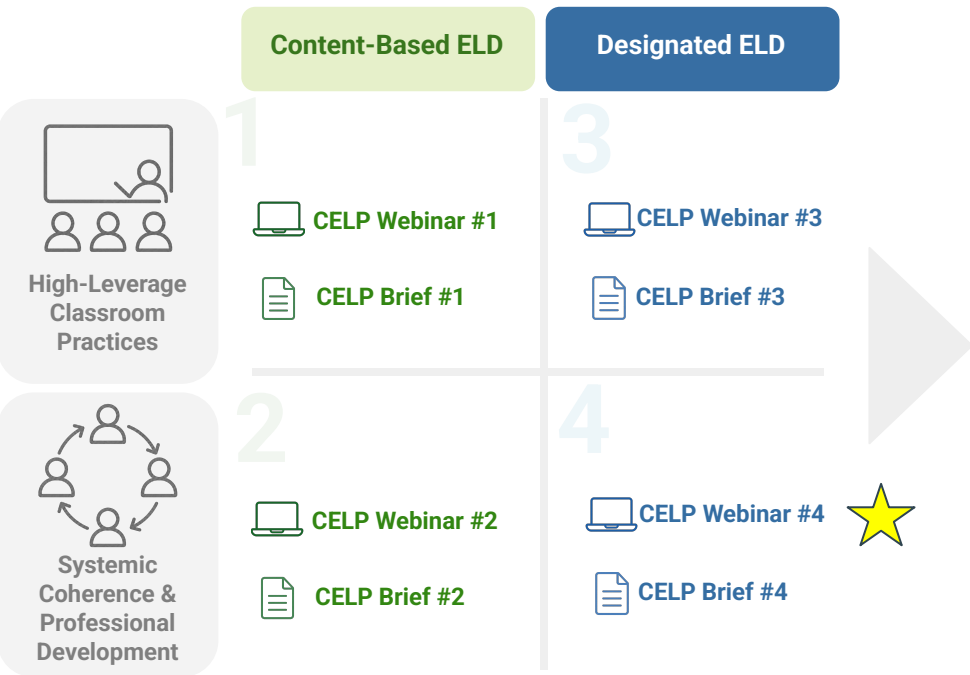
Webinar Objectives

1. Understand organizational structures, resources, and supports needed to implement coherent designated ELD consistently and at scale.
2. Examine how policies, leadership, resources, and implementation supports align across state, district, and school levels.
3. Reflect on insights from the Practitioner Panelists and consider application to your organization's designated ELD program.

Webinar Agenda

1. Welcome
2. Role of Designated ELD
3. Four Areas that Support System Coherence
4. Seven Foundational Practices for Coherent Designated ELD Systems
5. Hear from our Practitioner Panelists
6. Q/A
7. More Ways to Engage
8. Feedback Survey
9. Additional Resources

Supporting Implementation for Comprehensive English Language Development



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Implementation Briefs

Implementation Brief Series

The Center on English Language Proficiency's (ELP) 2026 Implementation Brief Series highlights evidence-based practices that support the design, implementation, and systemic coherence of Comprehensive English Language Development (ELD). The series is designed to help Regional Content Centers, state education agencies (SEAs), and local education agencies (LEAs) translate research into actionable guidance that strengthens instructional systems and improves outcomes for English Learners (ELs).

The series brings together the core components of Comprehensive ELD across both content-based and designated ELD. Briefs 1 and 2 focus on classroom practices and systemic coherence for content-based ELD, while Briefs 3 and 4 focus on classroom practices and systemic coherence for designated ELD.

Classroom Practices for Content-Based ELD+

Designing Coherent Systems for Content-Based English Language Development+

Designated English Language Development Through Evidence-based Practices+

Designing Coherent Systems for Designated English Language Development+

Briefs 3 and 4 coming soon!

Opportunity for Dialogue



Have a Question?

Use the Zoom Q&A Feature

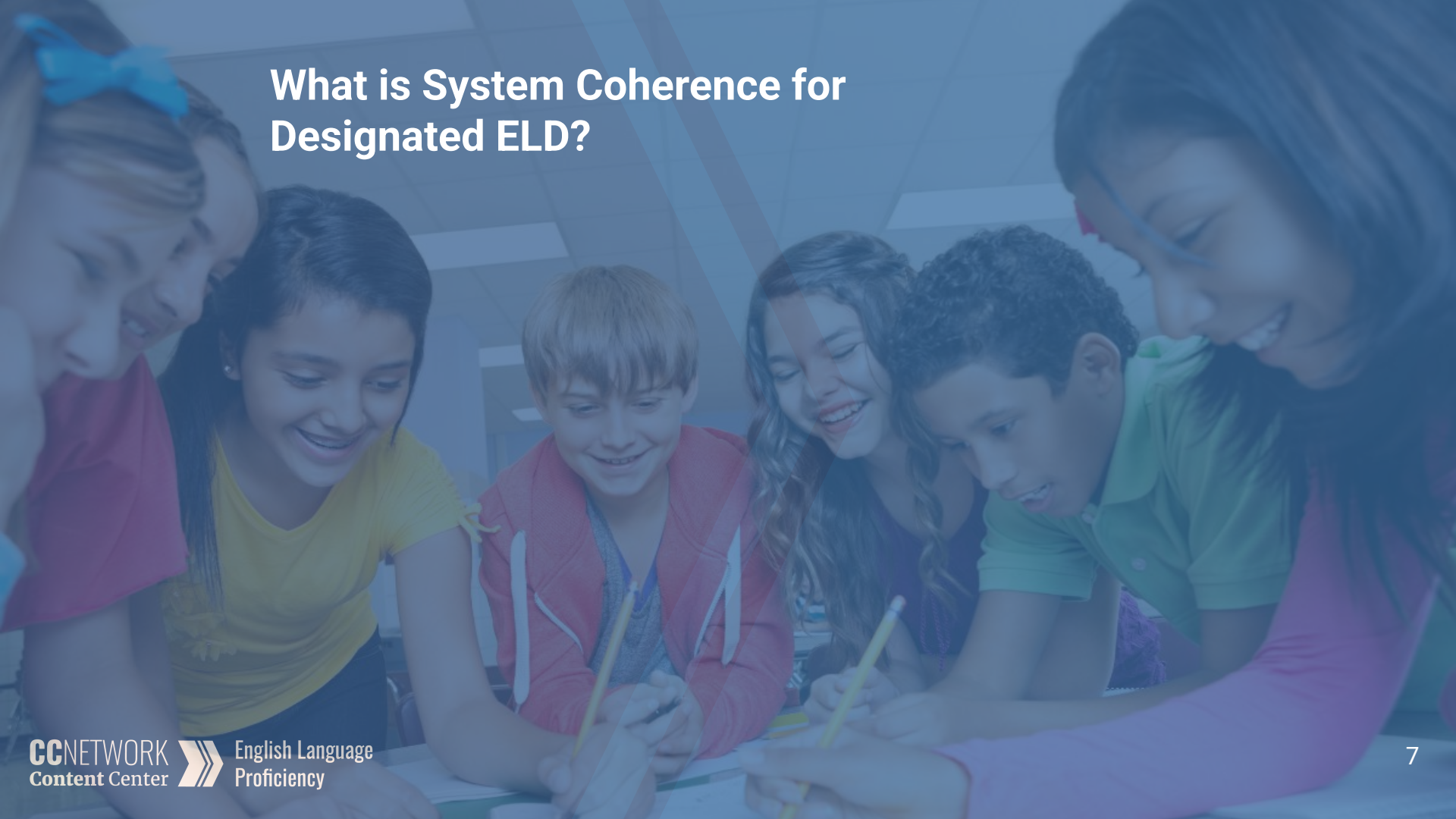
Submit questions for the presenters at any time.



Have an idea or connection?

Use the Chat

Share your thinking and respond to others



What is System Coherence for Designated ELD?

Comprehensive ELD



CONTENT-BASED ENGLISH LANGUAGE DEVELOPMENT

Integrates English language development with engagement in academic content learning (e.g., history, math), using the subject matter as a medium for building students' disciplinary academic language



DESIGNATED ENGLISH LANGUAGE DEVELOPMENT

Provides specialized instruction based on the English Language development/Proficiency (ELD) Standards, students' language proficiency levels, and their English language learning needs, at a dedicated time during the school day

Four Areas that Support System Coherence

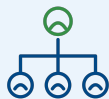
System coherence aligns these areas around a shared vision for teaching and learning:



**Policies &
Guidance**



**Leadership &
Communication**



**Structures &
Resources**



**Implementation
Supports**



When systems are coherent, English Learners consistently receive high-quality designated ELD that is aligned with grade-level instruction, supported by shared expectations, and reinforced through coordinated policies and practices.

Seven Foundational Practices for Coherent Designated ELD Systems

1



ALIGN LEADERSHIP AROUND DESIGNATED ELD

Build leadership commitment and shared responsibility at every level.

2



ESTABLISH A SHARED VISION FOR DESIGNATED ELD

Create and communicate a clear compelling vision for all students.

3



ALIGN CURRICULUM, ASSESSMENT, PROFESSIONAL LEARNING, AND OBSERVATION PRACTICES AROUND SHARED EXPECTATIONS

Ensure all systems work together around shared expectations.

4



USE CONTINUOUS IMPROVEMENT TO STRENGTHEN COHERENCE

Use data and feedback loops to adapt, refine, and improve together.

5



INVEST IN ADULT LEARNING STRUCTURES THAT REINFORCE IMPLEMENTATION

Support and sustain adult learning that drives student outcomes.

6



CONNECT DESIGNATED ELD TO GRADE-LEVEL LEARNING

Integrate language and content for meaningful, relevant learning.

7



STREAMLINE COMPETING INITIATIVES AROUND A SHARED INSTRUCTIONAL VISION

Focus resources and efforts on what matters most.

Panel Interview: Bright Spots



Meet the Panel



Ann Marie Batista

📍 ESL Program Supervisor,
Decatur City Schools



Gustavo Gonzalez

📍 Bilingual Education Specialist,
California Department of
Education



Maria Franco

📍 English Language and World
Languages Education Administrator,
Alabama State Department of
Education



Norma Carvajal-Camacho

📍 Reading Specialist,
Azusa Unified School District

Q&A

Let's learn together!

Please **use the Q&A** feature on Zoom to submit your questions.



Your Feedback Is Important

Please fill out our Survey



How Can You Go Deeper? Continue Engaging with Us!

**Read
Brief #3
Brief #4**

Coming
Soon

**Register for
Webinars 5 and 6**

**A Comprehensive Literacy Policy for Multilingual
Learners: Research and Practice**

Sep. 22, 2026 4pm ET

[Register here](#)

**Evidence-Based Assessment to Advance Learning for
Multilingual Learners**

Sep. 29, 2026, 1pm ET

[Register here](#)



**Visit [our website](#) and view
Webinar #1, #2, and #3
recordings!**

THANK YOU!



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Reminder Feedback Survey

Additional Resources

System Coherence for Designated ELD



Designated ELD provides



Protected instructional time



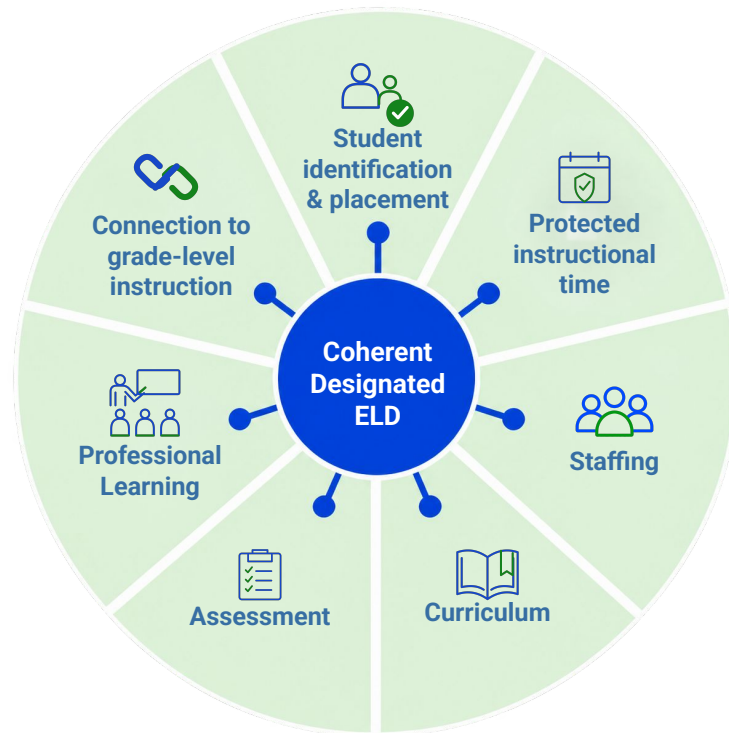
Focused instruction that develops English language knowledge and skills



Dedicated time for explicit and targeted language development



Support for successful participation in grade-level learning



Sources: Estrada-Miller et al. (2026), Kaufman et al. (2021); California Department of Education (2015, 2017); WIDA (2020, 2023); English Learners Success Forum (2025); Hopkins et al. (2022); Armas et al. (2021); Edelman et al. (2022).

System Coherence for Designated ELD



Within coherent systems, designated ELD:



Is intentionally connected to broader instructional goals and grade-level learning



Reinforces the language demands students encounter in grade-level classrooms



Does not operate as a standalone instructional component



Prepares students for meaningful participation in academic instruction

- Coherent vs. Fragmented Designated ELD Systems

	Organizational Components	Coherence	Fragmentation
 State	Vision, guidance, capacity, accountability	Shared expectations, guide implementation	Policies and support send inconsistent messages
 District	Placement, scheduling, professional learning, collaboration	Districtwide systems promote consistency	Implementation varies across schools
 School	Materials, observation, evidence, instruction	Supports reinforce designated ELD in practice	Time, materials, and educator efforts are disconnected

State Resources

To learn more about the Alabama State Department of Education and California Department of Education Initiatives to support English Learners, see the resources linked below:

- [Alabama Framework for English Learner Success](#)
- [Guidance for High-Quality Instruction and Assessment \(HQIA\) for English Learners](#)
- [California English Learner Roadmap web page](#)
- [California Common Core State Standards for English Language Arts and Literacy](#)
- [California English Language Development Standards](#)
- [CDE English Language Development Standards web page](#)
- [California English Language Arts/English Language Development Framework](#)
- [CDE Local Control and Accountability Plan](#)
- [California School Dashboard](#)
- [English Learner Progress Indicator \(ELPI\)](#)
- [English Learners in California Schools](#)
- [Improving Education for Multilingual and English Learner Students: Research to Practice](#)

