



Supporting English Learners (ELs) in Early Childhood Classrooms

Professional Learning Facilitation Guide

[*Supporting English Learners \(ELs\) in Early Childhood Classrooms: Strategies for Language Development*](#) is designed to support coherent, job-embedded professional learning that strengthens instructional practice for young English Learners. This facilitation guide provides school systems and schools with a structure for using the resource within the [**Professional Learning Roadmap: A System for Coherent Instructional Improvement**](#) and the **High-Quality Professional Learning (HQPL) Cycle**.

The Professional Learning Roadmap establishes a shared approach to instructional improvement across system leadership, school leadership, and Teacher Collaboration (TC). Within each structure, educators engage in the HQPL Cycle to **Define Purpose, Receive New Learning, Internalize & Practice, Implement Learning, and Assess Impact**. When this cycle is enacted consistently across levels, professional learning connects directly to classroom practice, data and evidence inform decisions, and coaching and support remain continuous and actionable.

This guide applies that approach to professional learning focused on young ELs. Systems should not attempt to present the Early Childhood EL resource in its entirety during a single professional learning experience. Instead, leaders should use evidence to identify an instructional priority, select the strategy within the resource that addresses the identified need, and organize professional learning, TC, coaching, implementation, and reflection around that focus.

System tier informs the level of infrastructure and support necessary to enact the cycle; it does not change the expectations for high-quality professional learning or instructional practice.

Throughout implementation, system leaders, school leaders, and teacher teams should continually return to the question established in the Professional Learning Roadmap: What evidence do we have of impact on student experience?

A High-Quality Professional Learning Cycle for the Resource

1. Define Purpose: Identify and Prioritize an Instructional Need

Professional learning begins with a clearly defined instructional purpose rather than the selection of a topic or resource.

System and school leaders should examine multiple sources of evidence to identify a focused instructional need related to language development for young ELs. The Professional Learning Roadmap calls for instructional priorities to be grounded in evidence, sequenced intentionally, and sustained over time to allow for depth of implementation.

Examine Available Evidence

Evidence may include:

- Classroom observation trends;
- CLASS® data;
- Teacher feedback and identified professional learning needs;
- Evidence of participation and language use;
- Current early childhood instructional priorities;
- Curriculum implementation;
- Coaching trends; and
- School- or system-level instructional goals.

As leaders examine the evidence, consider:

- What are we currently seeing and hearing in classrooms?
- What patterns are evident across classrooms or schools?
- What do teachers currently understand and implement effectively?
- Where is greater consistency or intentionality needed?
- What should children experience differently as a result of strengthened instructional practice?
- What evidence will indicate that professional learning is having an impact?

Select a Focus

Use the identified need to select **one strategy or section of the resource that strengthens ELs' access to and participation in the HQIM** rather than attempting to address the entire resource at once.

Begin with the instruction teachers are already expected to implement. Consider the upcoming HQIM lesson, unit, text, task, or learning experience and identify where ELs may need additional support to engage with the intended learning.

Possible areas of focus include:

- Supporting home language development to connect prior knowledge to new learning;
- Designing engaging play-based learning experiences connected to the content and language of the HQIM;
- Using visual supports and scaffolding to strengthen access to HQIM lessons and tasks;
- Strengthening small-group and collaborative learning connected to the instructional focus;
- Building vocabulary through meaningful interaction with the content of the HQIM; or
- Partnering with families to reinforce language and concepts connected to classroom learning.

The selected strategy should **support implementation of the HQIM, not replace, simplify, or operate separately from it**. Professional learning should help teachers determine where a strategy can be intentionally embedded within existing lessons and learning experiences.

For example, if classroom evidence indicates that teachers introduce vocabulary from the HQIM but children have limited opportunities to use those words during meaningful interactions, **Building Vocabulary Through Meaningful Interaction** may become the instructional priority. Teachers can identify essential vocabulary within an upcoming HQIM lesson and plan opportunities for children to hear,

practice, and use those words during play, discussion, small-group instruction, or other learning experiences connected to the lesson.

Establish the Intended Change

Before beginning professional learning, leaders should establish clarity around the intended change in instructional practice.

Complete the following:

- **Instructional Priority:** What specific practice are we working to strengthen?
- **Evidence of Need:** What evidence led us to select this priority?
- **Educator Practice:** What should educators know and be able to do more effectively?
- **Student Experience:** What should children experience as a result?
- **Evidence of Implementation:** What will we see or hear when the practice is implemented effectively?
- **Evidence of Impact:** What evidence will help us determine whether the practice is strengthening children's opportunities to develop and use language?

These decisions establish the focus for professional learning, TC, coaching, observation, and subsequent reflection. When appropriate, the identified practice can also be incorporated into an educator's coaching plan to support implementation, feedback, and continued growth over time.

2. Receive New Learning: Build Shared Understanding

Once the instructional purpose has been established, educators engage directly with the selected section of *Supporting English Learners in Early Childhood Classrooms*.

The goal is not simply to introduce a strategy. Educators should develop a shared understanding of the practice, its purpose, and the teacher actions that support effective implementation within HQIM. Educators should understand how the practice strengthens ELs' access to Tier 1 instruction while maintaining the intended standards and learning outcomes.

Prepare for Professional Learning

Before facilitating the learning, identify:

- The specific section educators will read;
- The essential instructional ideas within the section;
- The **In Practice** example;
- The **Instructional Moves for Teachers**;
- The **Connection to CLASS®**;
- Connections to current curriculum, classroom routines, or instructional priorities; and

- The teacher and child evidence that would demonstrate the practice in classrooms.

Engage With the Resource

Ask educators to read the selected section with a clear purpose.

As you read, identify:

- What does the resource recommend?
- What is the teacher intentionally planning or doing?
- What are children expected to experience?
- Where are opportunities for children to hear meaningful language?
- Where are opportunities for children to communicate and use language?
- What makes the practice intentional rather than incidental?

Build Shared Understanding

Use the following questions to guide discussion:

- **What is the instructional practice?** How would we describe the practice in our own words?
- **What does it look and sound like?** What teacher actions, language, materials, routines, or interactions would make the practice visible?
- **How does it support language development?** What opportunities does the practice create for children to listen, communicate, build vocabulary, interact with others, and develop increasingly complex language?
- **Where is the practice already evident?** Where might educators currently see evidence of the practice within classroom instruction and routines?
- **Where is greater intentionality needed?** Where could the practice become more consistent, purposeful, or responsive to children's language needs?

Facilitation Consideration

When participants respond that a practice is already occurring, move the conversation toward **evidence of implementation**.

Ask:

- What specifically are teachers doing?
- What would an observer see or hear?
- What are children doing or saying as a result?
- Is the practice occurring intentionally and consistently?
- How do we know the practice is creating meaningful opportunities for language development?

The goal is to develop a shared understanding that can guide subsequent planning, implementation, coaching, and observation.

3. Internalize the Practice: Connect the “In Practice” Example to Standards-Aligned Instruction

The **In Practice** examples help educators move beyond understanding a strategy conceptually to examining how the strategy is enacted during instruction. Before analyzing the example, educators should first consider the **standards-aligned learning expected within the HQIM**. This keeps the focus on using EL strategies to strengthen children's access to and participation in grade-level learning rather than implementing strategies in isolation.

When possible, educators should internalize an upcoming HQIM lesson or learning experience by identifying:

- **Standard(s):** What standard or standards are addressed?
- **Learning Outcome:** What should children know or be able to do?
- **Lesson Purpose:** How does the lesson or learning experience build toward that outcome?
- **Language Demands:** What will children need to understand or communicate to engage successfully with the learning?
- **Potential Barriers:** Where might ELs need additional support to access the intended learning?

The **In Practice** example can then be examined with the standards-aligned outcome in mind. These examples should not be treated as scripts. Instead, educators should identify instructional moves that can transfer to their HQIM lessons, learning experiences, and classroom routines **while maintaining the intended rigor and learning outcome**.

Examine the Example

Ask educators to analyze the example through five lenses:

Standards-Aligned Outcome	What standard(s) and intended learning outcome are being addressed? How does the strategy support children in reaching that outcome?
Intentional Planning	What did the teacher intentionally prepare before instruction?
Teacher Actions	What did the teacher say or do?
Child Language Opportunities	Where were children encouraged to listen, respond, communicate, explain, or interact?

Instructional Supports

What materials, visuals, gestures, models, grouping structures, routines, or other supports strengthened children's comprehension and participation?

Then discuss:

- How did the teacher maintain focus on the intended learning?
- Which teacher actions were particularly important?
- How did the teacher create opportunities for children to use language rather than only hear language?
- How did the teacher respond to children's language?
- Which supports increased access and participation without changing the intended learning outcome?
- What would have been different without these intentional teacher moves?
- Which instructional moves could be incorporated into an upcoming HQIM lesson or learning experience?

For example, the play-based learning section demonstrates how vocabulary, materials, teacher questions, language expansion, and opportunities for interaction can be intentionally embedded within a veterinarian dramatic-play center. During professional learning, educators can consider how similar instructional moves could be incorporated into HQIM-aligned learning experiences while maintaining focus on the standards and intended learning outcomes.

4. Internalize & Practice: Make the CLASS® Connection and Rehearse Instructional Moves

The Professional Learning Roadmap emphasizes that receiving new learning should be followed by opportunities to internalize, practice, rehearse, and receive feedback before implementation. At the TC level, educators are expected to strengthen instructional practice through collaboration, rehearsal, and feedback.

Make the CLASS® Connection

Each strategy includes a **Connection to CLASS®** section. Use this section to connect language development practices to high-quality teacher-child interactions.

Ask educators:

- Which CLASS® domain or indicator is strengthened through this practice?
- What specific teacher behaviors demonstrate that connection?
- What might an observer see or hear?
- What might children do or say in response?

- How does the practice strengthen both language development and the quality of classroom interactions?

For example, the resource connects visual supports and scaffolding to teachers' use of modeling, gestures, visual cues, and responsive support during interactions.

Identify Shared Implementation Look-Fors

Based on the selected strategy, identify a **small number of observable teacher and child behaviors** that will remain consistent throughout the professional learning cycle.

Look-fors might include:

- Teachers intentionally model vocabulary connected to children's current experiences;
- Teachers use open-ended questions that encourage children to communicate, explain, or describe;
- Teachers expand children's language by adding vocabulary or more complex language structures;
- Visuals, gestures, real objects, and demonstrations are intentionally connected to spoken language;
- Children have repeated opportunities to communicate with teachers and peers; and
- Language development is embedded within play, instruction, and classroom routines.

These look-fors should inform planning, rehearsal, coaching, observation, and reflection.

Rehearse the Practice

Educators should have an opportunity to practice one or two instructional moves before implementing them with children.

Depending on the selected strategy, educators might practice:

- Introducing vocabulary using real objects, visuals, gestures, and child-friendly explanations;
- Entering children's play and extending conversation without directing the play;
- Asking an open-ended question and providing appropriate wait time;
- Expanding a child's response;
- Recasting developing language into a more complete model;
- Pairing verbal directions with visual or physical supports; or
- Facilitating peer-to-peer interaction during small-group learning.

The resource, for example, demonstrates how a teacher can recast a child's developing response by providing a more complete language model while preserving the child's intended meaning.

Suggested Rehearsal Structure

- One educator assumes the teacher role while another responds as a child might respond.
- The teacher practices the selected instructional move.

- Partners provide feedback using the agreed-upon implementation look-fors.
- The teacher repeats the interaction, incorporating the feedback.
- The purpose of rehearsal is not to perfect a script. It is to build educator confidence and capacity before classroom implementation.

5. Internalize & Practice: Apply the Strategy to Current Instruction

Professional learning should result in a clear instructional plan. Educators should apply the selected strategy to something they are preparing to teach rather than developing a disconnected practice activity.

Ask educators to bring an upcoming:

- Lesson;
- Read-aloud;
- Center activity;
- Small-group experience;
- Classroom theme;
- Play-based experience;
- Morning meeting;
- Transition;
- Outdoor learning experience; or
- Classroom routine.

The Early Childhood EL resource emphasizes that language development should be intentionally embedded throughout the instructional day, including arrival, morning meeting, centers, small groups, read-alouds, meals, outdoor learning, transitions, and closing circle.

Collaborative Planning Protocol

Current Instruction: What are children already expected to do?

Identify the learning experience, task, routine, or interaction without changing the intended learning.

Language Opportunity: Where can children hear, practice, or use meaningful language?

Identify opportunities already present within the activity and places where additional opportunities can be intentionally planned.

Vocabulary: What language is important for participation and understanding?

Identify:

- Words that should be intentionally modeled;
- Words children should hear repeatedly;

- Words children should have opportunities to use; and
- Opportunities to revisit the vocabulary in other classroom contexts.

Teacher Move: What will the teacher intentionally say or do?

Plan specific instructional moves such as:

- Modeling language;
- Asking an open-ended question;
- Expanding a child's response;
- Recasting language;
- Providing a sentence starter or language model;
- Connecting spoken language to a visual or real object; or
- Prompting children to communicate with one another.

Interaction: How will children have opportunities to communicate?

Identify opportunities for:

- Teacher-child interaction;
- Assistant teacher/paraeducator-child interaction;
- Peer interaction;
- Small-group conversation;
- Collaborative play; and
- Child-initiated communication.

Teacher Move: What will the teacher, assistant teacher, or paraeducator intentionally say or do?

Plan specific instructional moves such as:

- Modeling language;
- Asking an open-ended question;
- Expanding a child's response;
- Recasting language;
- Providing a sentence starter or language model;
- Connecting spoken language to a visual or real object; or
- Prompting children to communicate with one another.

Materials and Supports: What will strengthen comprehension and participation?

Consider:

- Visuals;

- Photographs;
- Real objects;
- Gestures;
- Demonstrations;
- Models;
- Environmental print; and
- Home-language resources when appropriate.

Evidence: What evidence will we collect during implementation?

Determine in advance what teacher and child evidence will help the team assess implementation and impact.

Each educator should leave the professional learning experience with a **specific plan for classroom implementation**, not simply a general commitment to use the strategy.

6. Implement Learning: Move Professional Learning Into Classroom Practice

Teachers implement the planned strategy during regular classroom instruction. Implementation should remain connected to the established instructional priority and High-Quality Instructional Materials (HQIM). Educators should not be expected to demonstrate every strategy within the Early Childhood EL resource at once.

Maintain a Focused Implementation Window

During the agreed-upon implementation period:

Teachers	• Implement the planned instructional moves; • Collect identified evidence when appropriate; • Notice children's responses and language use; and • Identify questions or challenges to bring back to TC.
School leaders and coaches:	• Conduct focused observations connected to the agreed-upon look-fors; • Provide feedback aligned to the professional learning; • Identify patterns across classrooms; • Provide modeling or coaching where needed; and • Collect evidence that can inform subsequent professional learning.

Observation and coaching should reinforce the same instructional focus established during professional learning rather than introduce unrelated expectations.

The Professional Learning Roadmap positions coaching, observation, professional learning, and TC as connected structures that support implementation rather than separate activities.

7. Assess Impact: Examine Evidence and Refine Practice

Professional learning does not end when teachers implement the strategy. Educators return to TC to examine evidence and determine the next instructional step.

The Professional Learning Roadmap emphasizes the use of evidence to determine whether instructional practices are producing the intended impact and to inform subsequent decisions.

Return to the Original Purpose

Begin with the instructional priority established at the start of the cycle.

Ask:

- What did we intend to strengthen?
- What did we expect to see in teacher practice?
- What did we expect children to experience?

Examine Implementation Evidence

Teachers discuss:

- What did you plan to implement?
- What did you actually implement?
- Which teacher moves were most successful?
- What did children do or say?
- Where did you notice increased participation or language use?
- What evidence suggests the practice is becoming more consistent?
- What was challenging?
- What additional support would strengthen implementation?

Determine the Next Step

Use the evidence to determine whether the team should:

Continue the Focus	Teachers need additional opportunities to practice and implement the selected strategy.
Deepen the Focus	The overall practice is evident, but a specific teacher move requires additional learning or rehearsal.

Extend the Focus	Teachers are ready to apply the practice within additional lessons, routines, or classroom contexts.
Identify the Next Priority	Evidence indicates that the practice is sufficiently established and another identified instructional need should become the focus of the next HQPL Cycle.

This continuous improvement process prevents professional learning from becoming a series of disconnected topics and allows educators to develop instructional practices over time.

Professional Learning Roadmap: Roles Across the Cycle

The same HQPL Cycle should be enacted across system leadership, school leadership, and TC. What changes at each level is the **decision-making responsibility and evidence being examined**.

System-Level Instructional Leadership

System leaders establish coherence around the instructional priority.

Define Purpose	Analyze system-level evidence to identify and sequence the instructional priority. Consider both the immediate needs of young ELs and patterns evident among older ELs that may be addressed through stronger early language and instructional experiences. Establish the intended short- and long-term impact on educator practice and student experience.
Receive New Learning	Develop shared leadership knowledge of effective instructional practices for young ELs and the selected strategy within the resource. Consider how strengthening these practices in early learning can build the language and academic foundations children will need as they progress through later years.
Internalize & Practice	Establish shared expectations, calibrate around implementation, identify common look-fors, and prepare school leaders or facilitators to support the learning.
Implement Learning	Launch aligned professional learning and support across schools. Ensure that coaching, TC, resources, and leadership expectations reinforce the selected priority.
Assess Impact	Examine implementation evidence, school feedback, observation trends, and available evidence of student experience. Determine whether the priority is strengthening the intended early language and learning experiences and where support should be continued, intensified, or adjusted.

School Instructional Leadership

School leaders translate the instructional priority into clear, actionable expectations for classroom practice.

Define Purpose	Examine school-specific evidence and connect the system priority to teacher and student needs.
Receive New Learning	Deepen leadership understanding of the selected instructional practice and what effective implementation looks and sounds like.
Internalize & Practice	Calibrate around classroom evidence, rehearse feedback, establish school-level look-fors, and prepare to facilitate or support teacher learning.
Implement Learning	Align professional learning, TC, coaching, observation, and other instructional supports to the selected priority.
Assess Impact	Analyze classroom evidence, teacher implementation, student experience, and coaching trends. Determine what teachers need next and adjust school-level support accordingly.

Teacher Collaboration

TC serves as the job-embedded structure through which educators translate the instructional priority into daily classroom practice.

Define Purpose	Connect the selected instructional focus to upcoming instruction and identified student needs.
Receive New Learning	Study the relevant section of the Early Childhood EL resource and build shared understanding of the practice.
Internalize & Practice	Examine examples, make the CLASS® connection, rehearse teacher moves, provide feedback, and apply the strategy to upcoming instruction. Consider how the planned supports strengthen children's access to the current learning while building the language, knowledge, and skills they will need for future learning.
Implement Learning	Use the planned strategy with children and receive coaching or instructional support as appropriate.
Assess Impact	Examine teacher and child evidence, determine the effectiveness of instructional decisions, and refine upcoming instruction. Consider how

changes in children's participation, language use, and understanding demonstrate progress toward greater independence in current and future learning.

Tiered Implementation of the Professional Learning Cycle

All systems engage in the same HQPL Cycle and maintain the same expectations for high-quality instructional practice.

The tiered support model differentiates the infrastructure, leadership capacity, coordination, and monitoring needed to support implementation.

Tier 1 Systems | 1–100 ELs

Establishing Foundational Capacity and Consistent Practice

Tier 1 systems can use existing leadership and professional learning structures to establish a focused instructional priority and build educator capacity around that priority.

Because the number of educators and schools serving young ELs may be smaller, system and school leadership responsibilities may be carried out by the same individuals. The goal is not to create additional structures but to ensure that the **complete HQPL Cycle occurs within existing structures**.

System and School Leadership

Leaders should:

- Examine available evidence and identify one focused instructional priority;
- Select the relevant strategy within the Early Childhood EL resource;
- Establish the intended change in educator practice and student experience;
- Develop their own understanding of the practice before facilitating teacher learning;
- Identify a small number of implementation look-fors;
- Determine where professional learning and TC will occur;
- Provide opportunities for teachers to plan and rehearse;
- Conduct focused observation or coaching during implementation; and
- Return to evidence to determine the next professional learning step.

Teacher Collaboration

Teachers should:

- Study the selected strategy;
- Examine the In Practice example;

- Connect the practice to CLASS®;
- Identify specific teacher moves;
- Rehearse those moves;
- Apply the strategy to upcoming instruction;
- Implement;
- Examine evidence of teacher practice and child language use; and
- Refine subsequent instruction.

Tier 1 Emphasis

Build shared knowledge, establish a small number of consistent instructional practices, and provide direct follow-up that connects professional learning to classroom implementation.

Tier 2 Systems | 101–999 ELs

Strengthening Coherence Across Schools

Tier 2 systems require greater coordination so that schools are working toward a shared instructional priority while remaining responsive to school-specific teacher and student needs.

System Leadership

System leaders should:

- Analyze system-level evidence and establish a shared instructional priority;
- Select the relevant strategy within the Early Childhood EL resource;
- Establish common expectations for implementation;
- Identify shared teacher and student look-fors;
- Prepare school leaders or facilitators to lead the learning;
- Provide common facilitation and planning resources;
- Establish an implementation window;
- Align coaching and support to the priority;
- Determine what implementation evidence schools will examine and report; and
- Use school-level evidence to differentiate subsequent support.

School Leadership

School leaders should:

- Internalize the system priority;
- Examine school-specific evidence;
- Identify teacher learning needs related to the focus;
- Facilitate or support the complete HQPL Cycle;
- Align TC, coaching, and observation to the priority;

- Monitor implementation;
- Analyze trends in teacher practice and student experience; and
- Communicate support needs to system leadership.

Teacher Collaboration

Teacher teams engage in repeated cycles of:

Learning → Rehearsal → Collaborative Planning → Classroom Implementation → Evidence Analysis → Refinement

Tier 2 Emphasis

Establish shared expectations across schools while using school-level evidence to differentiate professional learning, coaching, and implementation support.

Tier 3 Systems | 1,000+ ELs

Sustaining Coherent Implementation at Scale

Tier 3 systems require intentional infrastructure to maintain coherence across multiple schools, leaders, facilitators, coaches, and teacher teams.

System leadership should establish a long-range approach that sequences professional learning over time rather than attempting to introduce multiple strategies simultaneously. The Roadmap emphasizes sustained focus on a small number of instructional priorities and intentionally provides time for learning, practice, implementation, reflection, coaching, and TC.

System Leadership

System leaders should:

- Analyze multiple sources of evidence and establish the instructional priority;
- Determine how the priority aligns to existing instructional goals;
- Develop a long-range professional learning plan;
- Determine the sequence of learning within the Early Childhood EL resource;
- Establish systemwide implementation expectations;
- Identify common evidence of teacher practice and student experience;
- Build the capacity of school leaders, coaches, and designated facilitators;
- Provide common facilitation materials and planning protocols;
- Align coaching and TC expectations;
- Monitor implementation across schools;
- Analyze systemwide patterns; and

- Differentiate professional learning, coaching, or other supports based on evidence.

School Leadership

School leaders should:

- Internalize the system priority and expectations;
- Analyze school-specific evidence;
- Build facilitator and teacher capacity;
- Establish a school-level implementation plan;
- Ensure teachers engage in the complete HQPL Cycle;
- Align TC and coaching to the priority;
- Monitor classroom implementation;
- Analyze teacher and student evidence;
- Provide targeted follow-up support; and
- Communicate implementation trends and needs to system leadership.

Teacher Collaboration

TC becomes the primary job-embedded structure for sustained implementation.

Teachers repeatedly:

- Develop knowledge of the selected practice;
- Examine classroom examples;
- Rehearse instructional moves;
- Apply learning to current curriculum and classroom routines;
- Implement;
- Examine evidence;
- Refine instruction; and
- Revisit the practice across subsequent lessons, themes, and routines.

Tier 3 Emphasis

Build leadership and facilitator capacity, maintain common instructional expectations across schools, align professional learning and coaching, and use implementation evidence to differentiate support and sustain continuous improvement.

One Resource, Multiple Uses Within the Professional Learning Roadmap

System Leadership: Use the resource to establish shared understanding of an instructional priority, determine implementation expectations, and design professional learning and support.

School Leadership: Use the resource to deepen leader knowledge, establish classroom look-fors, support coaching and observation, and determine professional learning needs.

Teacher Collaboration: Use individual strategies to receive new learning, rehearse teacher moves, plan upcoming instruction, and analyze implementation evidence.

Coaching: Use the selected strategy and agreed-upon look-fors to focus observation, feedback, modeling, and subsequent practice.

After Classroom Observations: Return to the relevant section of the resource to deepen understanding, address an identified need, or refine a specific instructional move.

Individual Professional Learning: Use a selected strategy to strengthen an identified area of instructional practice while remaining connected to school and system priorities.

Keep the Focus on Coherent Implementation

The goal is not to “complete” the resource. The goal is to use *Supporting English Learners in Early Childhood Classrooms* as an ongoing professional learning and instructional planning resource within a coherent system of instructional improvement.

The Early Childhood EL resource provides the instructional content. The Professional Learning Roadmap provides the structures for coherence across system leadership, school leadership, and TC.

The **HQPL Cycle** provides the process for continuous improvement:

Define Purpose → Receive New Learning → Internalize & Practice → Implement Learning → Assess Impact

The tiered support model determines the level of infrastructure, coordination, and capacity needed to support implementation within each system context.

Across all tiers and at every level of the system, professional learning should ultimately result in stronger classroom practice and improved experiences for young ELs. The effectiveness of the work is therefore determined not by whether professional learning occurred or whether the resource was covered, but by the evidence of what educators implement and what children experience as a result.