• **Surveys and Self-Reflections.** For both semesters, we gathered pre- and post-survey information (still need to gather post-data for this the current semester) from participants to assess their knowledge and practices around English Language Development. We will analyze these for significant changes, insights, and any dominant themes that emerge.

• **Data Analysis.** The SFUSD-Stanford research team will compare “output” data to the "input" data gathered on professional learning interventions, which includes the content of the MOOC sessions, coaching conversations, after-school workshops, and PLCs. This data will be analyzed for patterns, themes, and correlations focused on communicative teaching of ELD in both designated and integrated contexts.

• **Data and conclusions** will be shared with participating schools and teams from the SFUSD Curriculum and Instruction Division and LEAD. The results will lead to the development of recommendations to help inform policy and budget decisions regarding the delivery of professional development of English Language Development and other content areas.

**Potential Implications**

One potential implication is the building of site-based capacity for using an adaptive multi-dimensional professional development model for supporting student language development. A central feature of this project has been figuring out how to best coordinate, align, and foster the mutual support of five dimensions of professional learning: coaching, leadership, workshops, online PD, and professional learning communities (PLCs). We have been looking at the output data to infer ways in which to reinforce the connections between dimensions. This approach could inform professional development and policy decisions in the future. In addition, the classroom data will help to inform district leaders of what is happening in ELD and content classrooms with respect to language, and what still needs to happen.