New English Language Development (ELD) standards and supporting documents present districts serving large numbers of English learners with an exciting and challenging opportunity: clarifying and fortifying the most effective instructional practices for teaching academic uses of English. English instruction needs to happen in two settings: (a) "designated" ELD lessons and (b) all other content area lessons, in which it is called "integrated" ELD. The goal of this research project has been to build district and site capacity to improve the practices that teachers use to develop English (especially academic English) in both designated and integrated settings. The main purpose of the research is to see if, how, and to what extent a multi-dimensional model—one that includes online courses, live sessions, collaborative inquiry teams, coaching, and leadership support— influences teachers' abilities to design lessons and to teach with authentic and engaging communication activities in order to improve the development of students' academic English.

The guiding research question is: What aspects of teacher knowledge and practice changed, if at all, as a result of a multi-dimensional model of professional development focused on designated and integrated ELD?

In order to answer this question, we engaged in the following activities.

- **Selection.** Schools were selected (based on Tier status, support needed, and desire to participate); teacher participation was voluntary; elementary teachers and K-8 ELD teachers had priority the first semester.

- **Live Sessions.** All participants attended four after-school live PD sessions that reviewed and previewed the online session material as well as fostered discussions between teachers about what they were learning and doing.

- **Online courses.** Two overlapping groups of participants (~50 the 1st semester and ~45 the 2nd) took two massive open online courses (MOOCs) during the year, offered by Stanford's Understanding Language/SCALE. The first semester's MOOC focused on designated ELD and the second semester's MOOC focuses on integrated ELD. The MOOCs had monthly sessions that included expert screencasts, classroom clips from SFUSD and other districts, optional readings, and assignments that focused on gathering classroom language learning evidence and reflecting on it. Each session of each MOOC had a particular communication-grounded focus (e.g., academic listening, conversation skills, etc.).

- **Observations and Interviews.** Eight teachers volunteered to have a researcher document what is happening in the classroom during three observations per teacher. The researcher documented teacher practices and lesson activities, and held post-observation teacher interviews about their knowledge of designated and integrated ELD practices.