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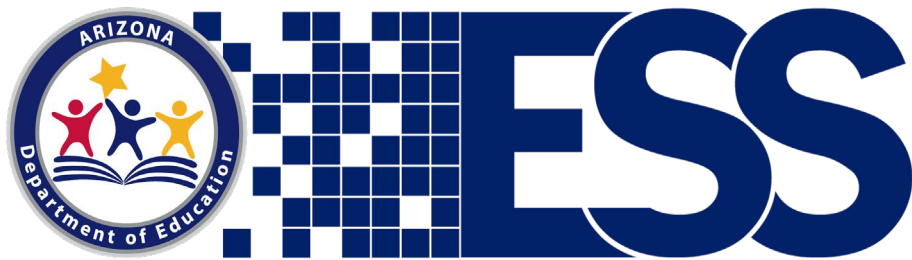
# SEI MODEL & EL SERVICES

ARIZONA SPECIAL EDUCATION ADVISORY PANEL MEETING



# WHY ARE WE HERE?

Provide guidance surrounding Arizona's EL instructional context including new policies and programs that reflect the research-based and non-negotiable components of our comprehensive instructional approach.



# **AGENDA**

## **Arizona's Structured English Immersion Programs and Instruction**

**Legislative Context**

**Language Development Approach**

**SEI Models**

**English Language Proficiency Standards**

**Implications for English Learners with Disabilities**



# **LEGISLATIVE CONTEXT**

ARIZONA'S STRUCTURED ENGLISH IMMERSION PROGRAMS AND INSTRUCTION



# LEGISLATIVE CONTEXT

**SB1014:** EL legislation passed and signed into law on February 14, 2019, changing the minimum required daily minutes of ELD to:

- 120 minutes K-5
- 100 minutes 6-12

A. The state board of education shall adopt and approve research-based models of structured English immersion for school districts and charter schools to use.

## LEGISLATIVE CONTEXT

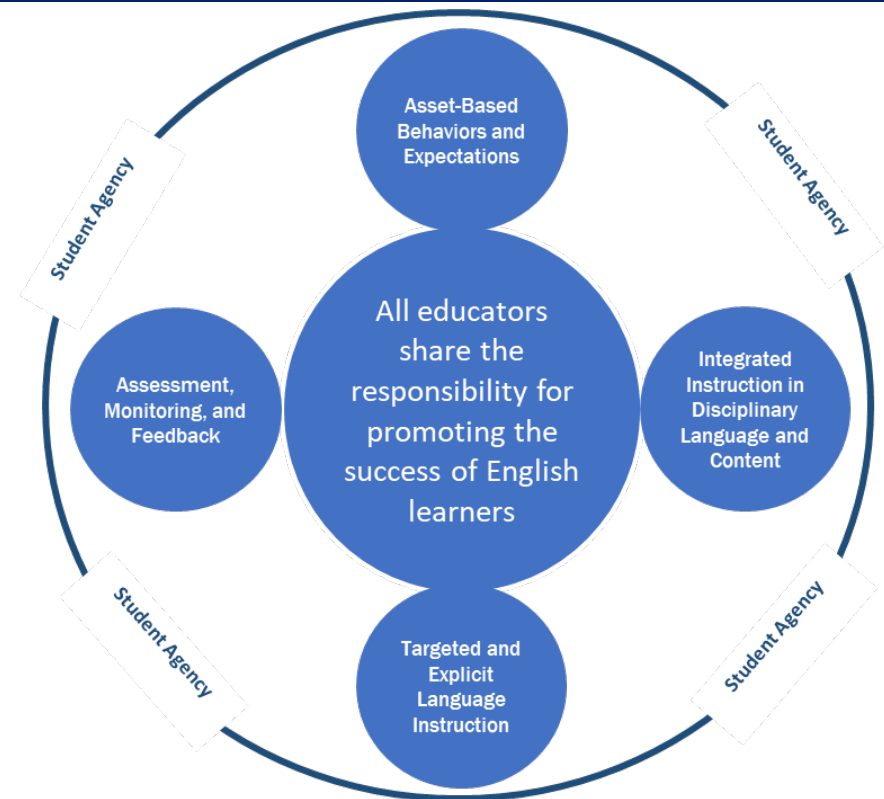
**Additionally, approved instructional models must adhere to the following criteria:**

1. Provide coherent instruction aligned with this state's English Language Proficiency Standards.
2. Include oral and written language instruction, including structured opportunities to develop verbal and written skills and comprehension strategies.
3. Include access to complex language content through grade-level textbooks with appropriate supports.
4. Include parental engagement strategies.

# LEGISLATIVE CONTEXT



**SEI MODELS**



**LDA**



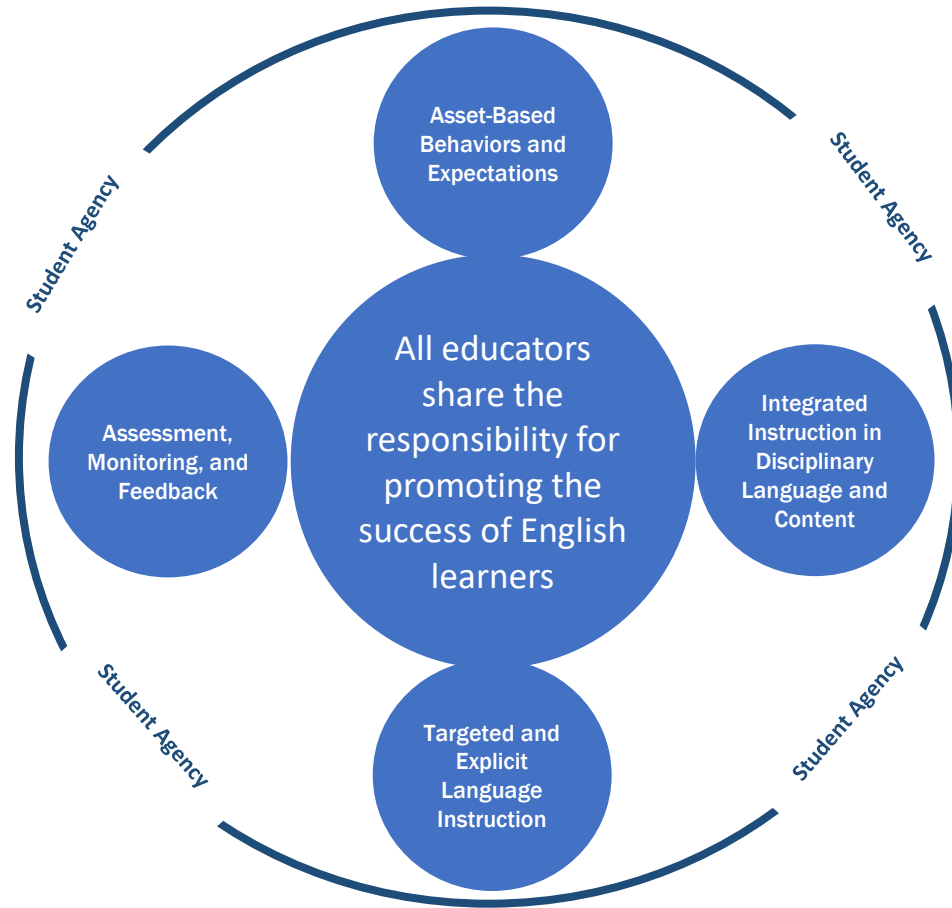
# **INSTRUCTIONAL CONTEXT**

ARIZONA'S STRUCTURED ENGLISH IMMERSION PROGRAMS AND INSTRUCTION





# ARIZONA'S LANGUAGE DEVELOPMENT APPROACH



# 4 PRINCIPLES OF THE LDA

## PRINCIPLE 1

*Asset-Based  
Behaviors & Expectations*

Presents a renewed vision of the **learner.**

## PRINCIPLE 2

*Integrated Instruction  
in Disciplinary  
Language and Content*

Presents a renewed vision of **learning.**

## PRINCIPLE 3

*Targeted and Explicit  
Language Instruction*

Presents a renewed vision of **language.**

## PRINCIPLE 4

*Assessment, Monitoring &  
Feedback*

Presents a renewed vision of **learner progress.**

# A COMPREHENSIVE APPROACH TO ELD

## Integrated ELD

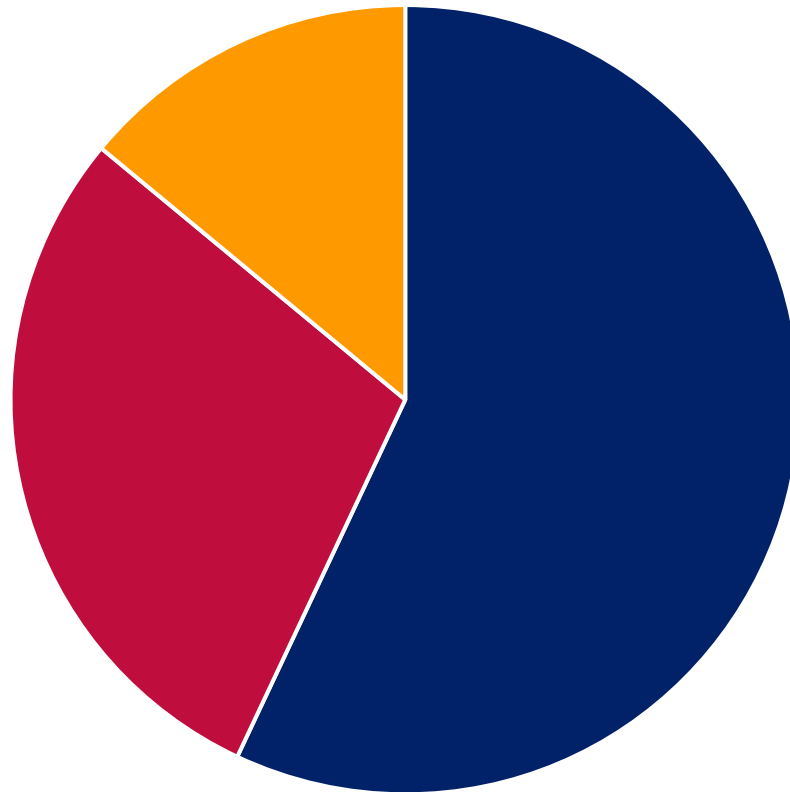
- Occurs throughout the day, and is designed for optimum EL engagement in content (e.g., ELA, science, art, math, etc.)
- Focus on access to grade-level content and development of discipline specific academic language
- All teachers with ELs in their classrooms use ELP Standards *in tandem with* Arizona's ELA/Literacy and other content standards

## Targeted ELD

- A protected time during the day for specialized instruction focused on language for EL students
- Focus on additional linguistic support ELs need delivered through systematic, explicit, sustained focus on language
- Teachers responsible for targeted ELD use the ELP Standards as the focal standards in ways that build *into and from content instruction*



## COMPREHENSIVE APPROACH TO ELD INTEGRATED & TARGETED ELD



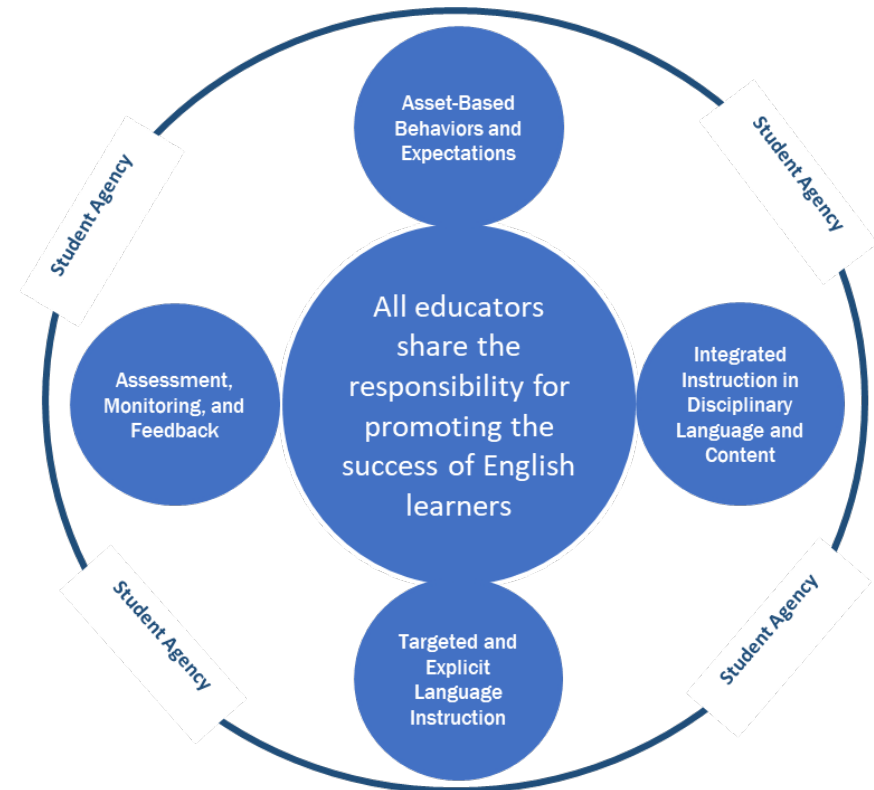
- Integrated ELD
- Targeted ELD
- Non-academic Time

*This is based on the assumption of a 7-hour school day, 120 minutes of daily targeted ELD instruction, and 1 hour of lunch, recess, and passing or breaks each day.*

# INSTRUCTIONAL CONTEXT



**SEI MODELS**



**LDA**

## SEI MODELS

- Pull-Out Model
- Two-Hour Model
- Newcomer Model (*4 hours*)
- 50/50 Dual-Language Immersion Model

## **PULL-OUT MODEL**

### **INTEGRATED**

- 60 minutes for Elementary
- 50 minutes for Secondary

### **TARGETED**

- 60 minutes for Elementary
- 50 minutes for Secondary

## **TWO-HOUR MODEL**

### **INTEGRATED**

Included in content area classes throughout the day.

### **TARGETED**

- 120 minutes for Elementary
- 120 minutes for Secondary



## **NEWCOMER MODEL** *(4 hours)*

### **50% CONTENT INSTRUCTION**

- Math, Science, and/or Social Studies instruction in English

### **INTEGRATED**

- 120 minutes for Elementary
- 100 minutes for Secondary

### **TARGETED**

- 120 minutes for Elementary
- 100 minutes for Secondary

# 50/50 DUAL LANGUAGE IMMERSION MODEL

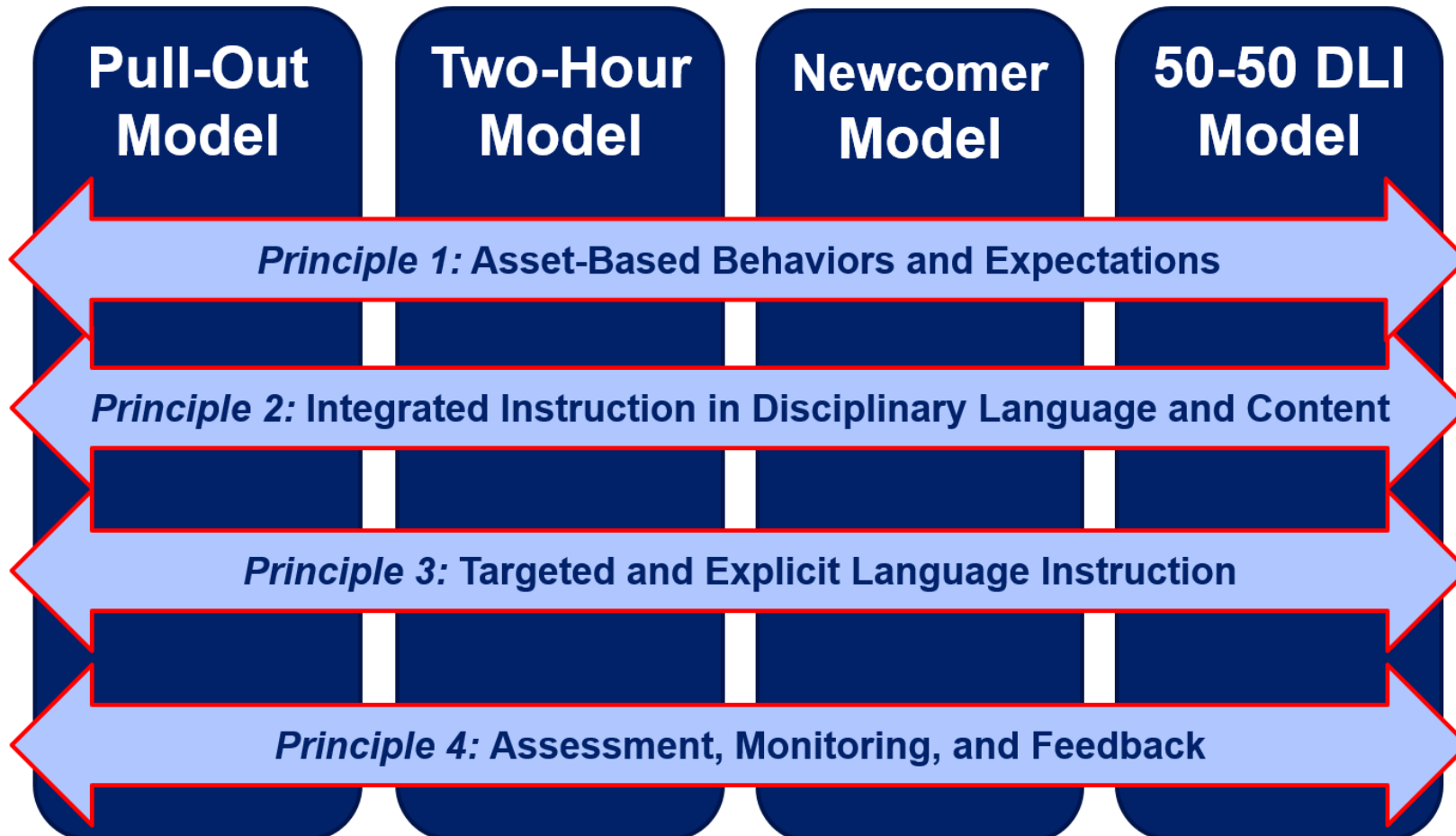
## INTEGRATED

- 90 minutes for Elementary
- 75 minutes for Secondary


## TARGETED

- 30 minutes for Elementary
- 25 minutes for Secondary


# SEI MODELS & LANGUAGE DEVELOPMENT APPROACH



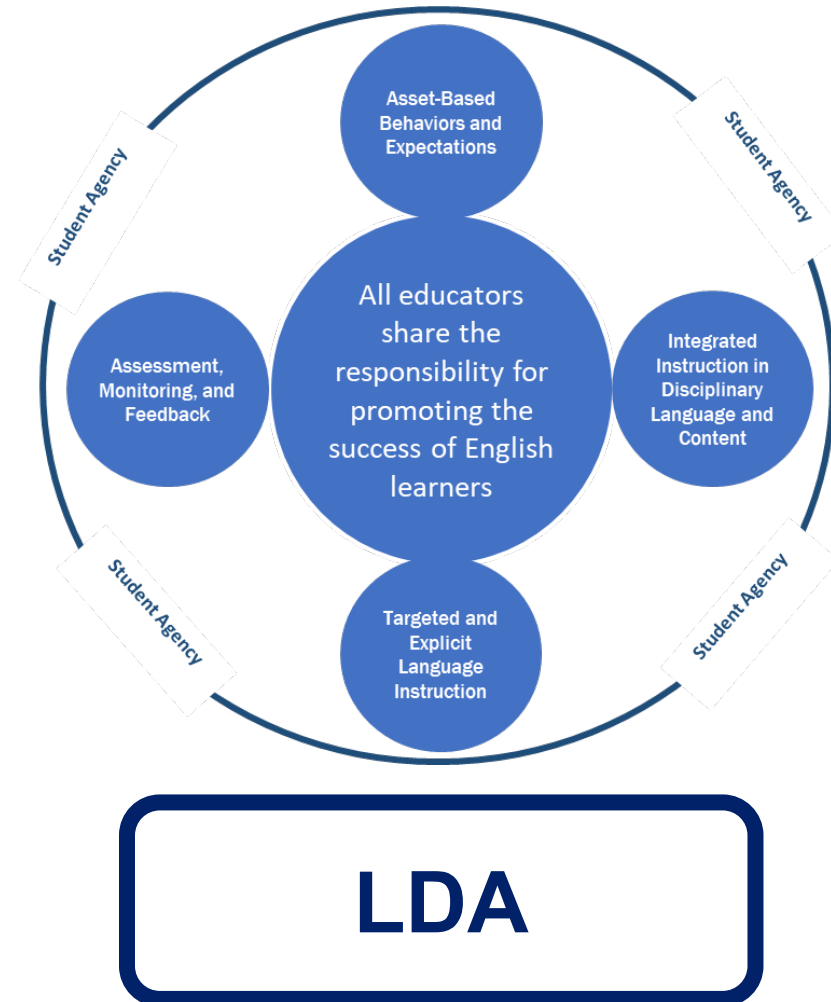
# INSTRUCTIONAL CONTEXT



**Arizona English Language Proficiency Standards 2019**



**SEI MODELS**



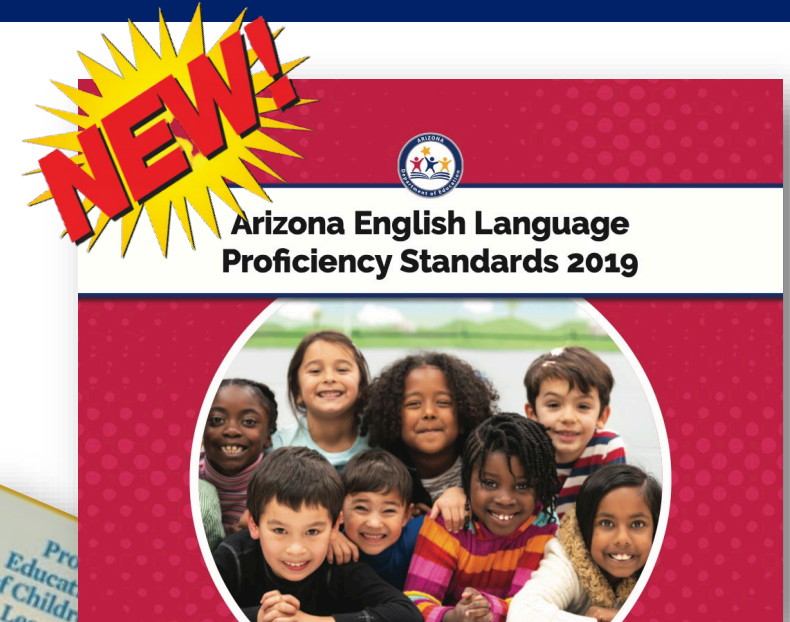
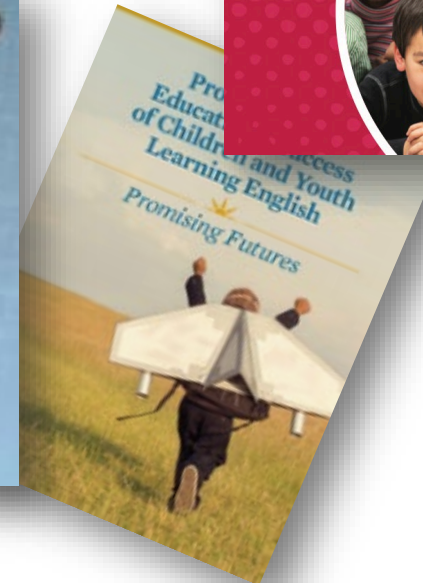
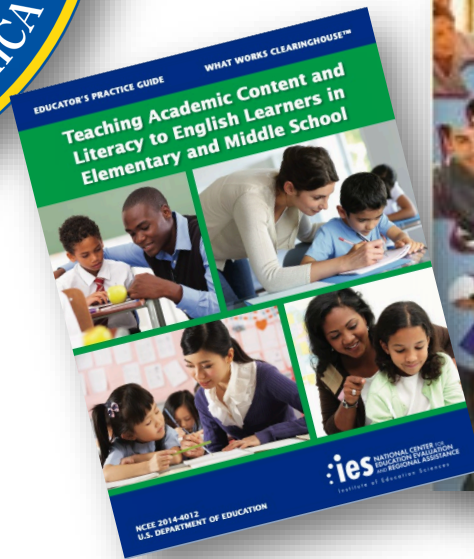
# ENGLISH LANGUAGE PROFICIENCY STANDARDS

## Formalized expectations that:

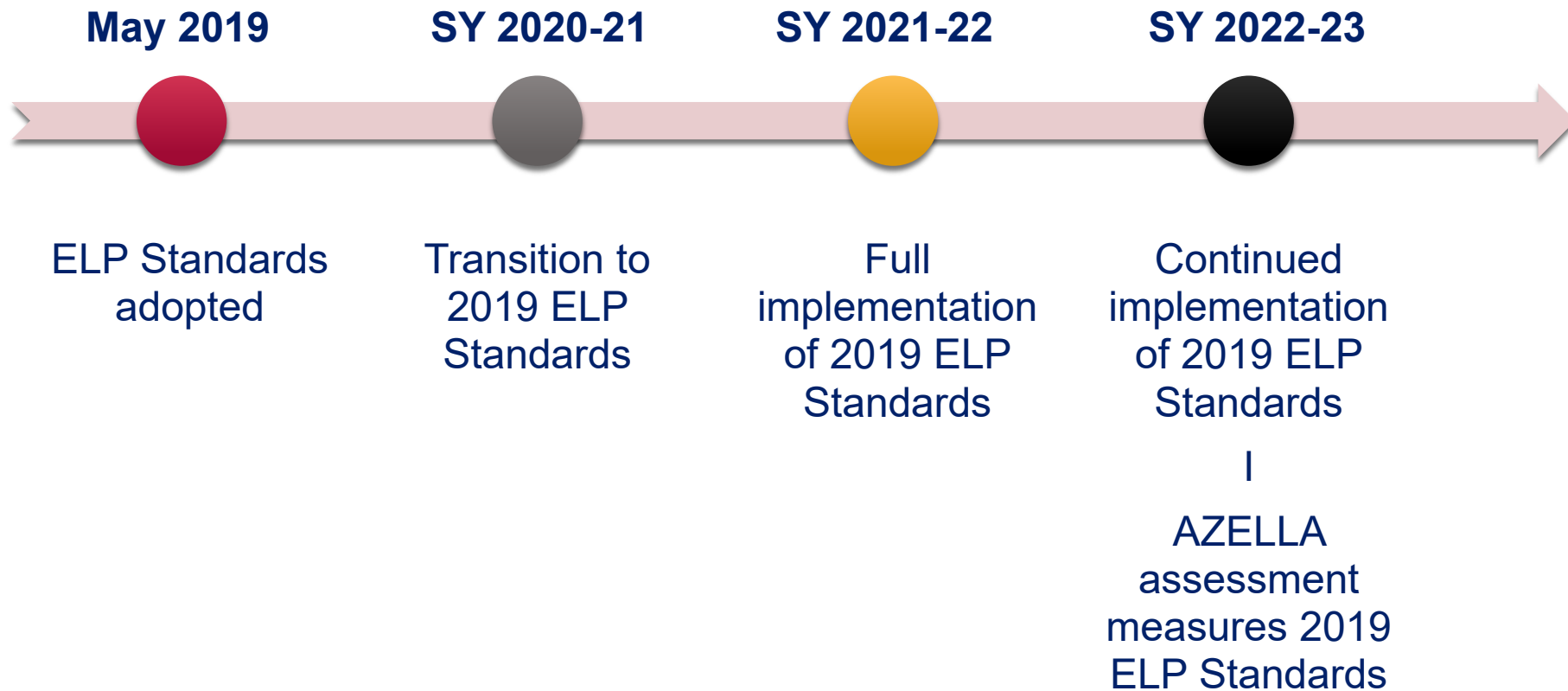
- articulate the discourse practices English learners need to engage with rigorous, grade level disciplinary content.
- intentionally develop students' language across modalities (receptive, productive and interactive).

**WHAT WE TEACH!**

# 2019 ENGLISH LANGUAGE PROFICIENCY STANDARDS

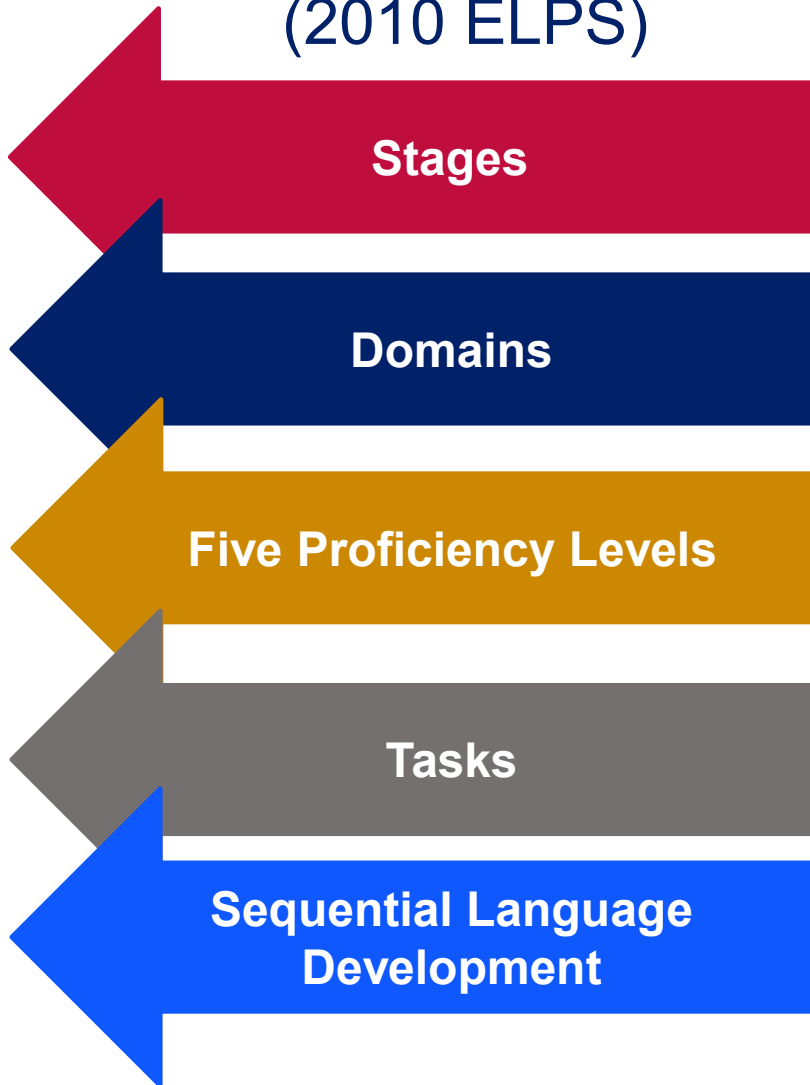


# 2019 ENGLISH LANGUAGE PROFICIENCY STANDARDS

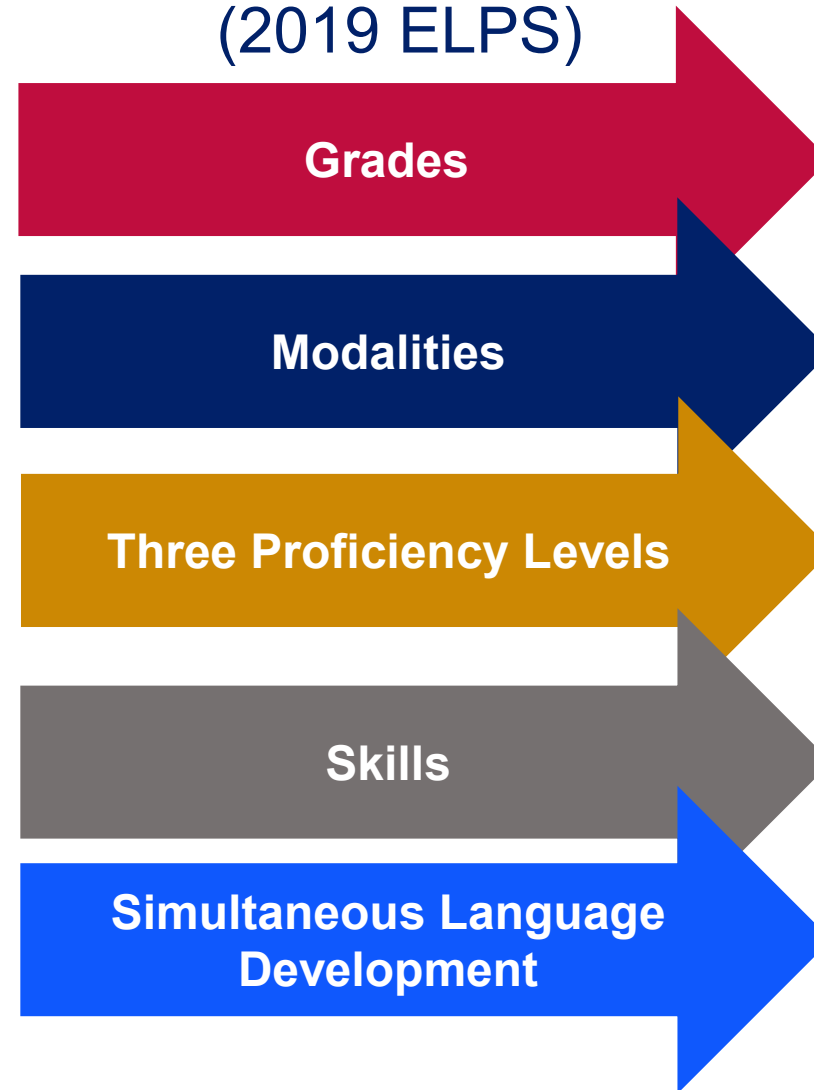


# MAJOR SHIFTS

**FROM**  
(2010 ELPS)



**TO**  
(2019 ELPS)





# SHIFT # 1

## FROM STAGES TO GRADE/GRADE BANDS

**FROM**  
(2010 ELPS)

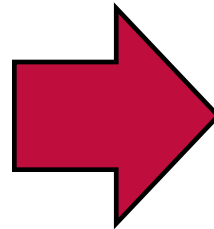
Stage I: Kindergarten

Stage II: Grades 1-2

Stage III: Grades 3-5

Stage IV: Grades 6-8

Stage V: Grades 9-12



**TO**  
(2019 ELPS)

Kindergarten

Grade 1

Grades 2-3

Grades 4-5

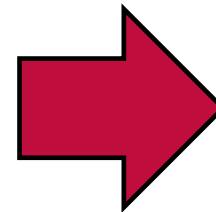
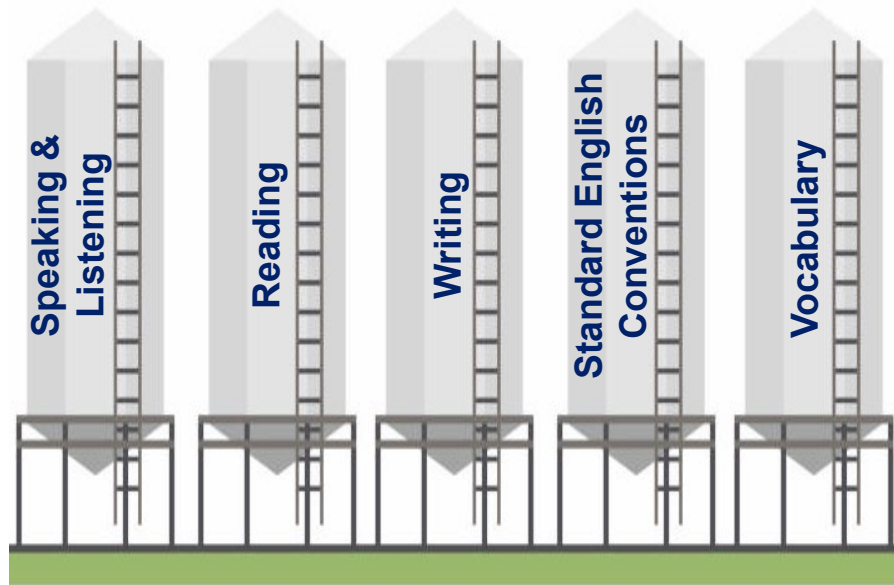
Grades 6-8

Grades 9-12

# SHIFT # 2

## FROM DOMAINS TO MODALITIES

**FROM**  
(2010 ELPS)



**TO**  
(2019 ELPS)



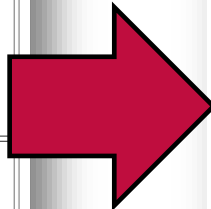
# SHIFT # 3

# FROM FIVE TO THREE PROFICIENCY LEVELS

FROM  
(2010 ELPS)

TO  
(2019 ELPS)

ELL Stage III: Grades 3-5					
Reading					
<b>Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.</b>					
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>The student will demonstrate knowledge of reading comprehension by:</b>					
Comprehending Text Fiction/Non-Fiction	PE-7: identifying the topic from text heard or read.  <small>(math, science, social studies)</small>	E-7: identifying two-to-three details from text heard or read.  <small>(math, science, social studies)</small>	B-7: identifying the main idea and two-to-three details from text.  <small>(math, science, social studies)</small>	LI-7: summarizing the main idea and supporting details from text.  <small>(math, science, social studies)</small>	HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.  <small>(math, science, social studies)</small>
	PE-8: N/A Pre-Req: PE-5	E-8: identifying signal words that indicate sequential/chronological order (i.e., first, next, finally).  <small>(math, science, social studies)</small>	B-8: locating sequential/chronological order signal words (i.e., first, next, finally, today, now) in text.  <small>(math, science, social studies)</small>	LI-8: locating sequential/chronological order signal words (i.e., first, next, finally, today, now, meanwhile, not long ago) in text.  <small>(math, science, social studies)</small>	HI-8: locating sequential/chronological order signal words (i.e., first, next, finally, today, now, meanwhile, not long ago) in text.  <small>(math, science, social studies)</small>



Grades 4-5 English Language Proficiency Standards					
LANGUAGE					
Standards 9 and 10 are to be used across Standards 1-8					
AZ ELP - Standard 9					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent	Basic	Intermediate	AZ ELA Standard Alignment	Instructional Supports
create clear and coherent grade-appropriate speech and text.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	Writing: 4.W.1 4.W.2 4.W.3 4.W.4	<b>Functions for using language include but are not limited to:</b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.  <b>Informational text types include but are not limited to:</b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.  <b>Literary text types include but are not limited to:</b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.  <b>Audiences include but are not limited to:</b> Peers (one to one) Small group (one to a group) Whole group (one to many)  <b>Supports include but are not limited to:</b> context and visual aids.
	PE-E-1: apply understanding of how text types are organized when writing and speaking in simple texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).	B-1: apply understanding of how text types are organized in increasingly complex texts (e.g., how a story is organized when writing and speaking sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).	I-1: apply understanding of how text types are organized in complex texts (e.g., how a story is organized when writing and speaking sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).	5.W.1 5.W.2 5.W.3 5.W.4  Speaking and Listening: 4.SL.4 4.SL.6 5.SL.4 5.SL.6	
	PE-E-2: apply basic understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words when writing and speaking.	B-2: apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words when writing and speaking.	I-2: apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.		

## **SHIFT # 4**

### **FROM TASKS TO SKILLS**

#### **The 2019 AZ English Language Proficiency Standards...**

- highlight the critical language, knowledge about language, and language skills required by the Arizona content standards that are necessary for ELs to be successful in school.
- are broad language concepts and do not represent a curriculum or list of tasks.

Grades 4-5 English Language Proficiency Standards

**LANGUAGE**

*Standards 9 and 10 are to be used across Standards 1-8*

AZ ELP - Standard 9					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
create clear and coherent grade-appropriate speech and text.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<b>Writing:</b> 4.W.1 4.W.2 4.W.3 4.W.4  5.W.1 5.W.2 5.W.3 5.W.4  <b>Speaking and Listening:</b> 4.SL.4 4.SL.6  5.SL.4 5.SL.6	<b>Functions for using language include but are not limited to:</b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.  <b>Informational text types include but are not limited to:</b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.  <b>Literary text types include but are not limited to:</b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.  <b>Audiences include but are not limited to:</b> Peers (one to one) Small group (one to a group) Whole group (one to many)  <b>Supports include but are not limited to:</b> context and visual aids.
	<b>PE/E-1:</b> apply understanding of how text types are organized when writing and speaking in simple texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).	<b>B-1:</b> apply understanding of how text types are organized in increasingly complex texts (e.g., how a story is organized when writing and speaking sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).	<b>I-1:</b> apply understanding of how text types are organized in complex texts (e.g., how a story is organized when writing and speaking sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).		
	<b>PE/E-2:</b> apply basic understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words when writing and speaking.	<b>B-2:</b> apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words when writing and speaking.	<b>I-2:</b> apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.		

# SHIFT # 4

## FROM TASKS TO SKILLS

## From 2010 AZ ELPS

### III-R-4:L/II-8:

locating sequential/ chronological order signal words (e.g., first, next, finally, today, now, meanwhile, not long ago) in text.

**I-2** apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.

## **SHIFT # 4**

## **FROM TASKS TO SKILLS**

## **SHIFT # 5**

# **SEQUENTIAL TO SIMULTANEOUS LANGUAGE DEVELOPMENT**





# **IMPLICATIONS FOR ENGLISH LEARNERS WITH DISABILITIES**

ARIZONA'S STRUCTURED ENGLISH IMMERSION PROGRAMS AND INSTRUCTION





# FREQUENTLY ASKED QUESTIONS

**Who should receive EL services?**

EL services should solely be provided to students identified with a primary home language other than English as documented on a Home Language Survey and tested less than proficient on their AZELLA placement test.

## FREQUENTLY ASKED QUESTIONS

**Can IEP Teams  
remove ELs with  
disabilities from EL  
Services?**

*Arizona can no longer allow for IEP Teams to remove an EL with disabilities from EL Services.*

*The ONLY way for an EL with disabilities to be withdrawn from EL Services is for the student to demonstrate English language proficiency on a “valid and reliable ELP Assessment”.*

## FREQUENTLY ASKED QUESTIONS

**Does every campus with EL students, regardless of the SEI Model, need to provide targeted EL instruction from an EL Specialist and not a classroom teacher?**

Each model notes that any teacher responsible for teaching any portion of Targeted English Instruction or Integrated Instruction as part of the required minutes, must have the state SEI Endorsement, ESL, or BLE endorsement.

## FREQUENTLY ASKED QUESTIONS

**When are EL students exited from EL programs and services (*for ESEA purposes*)?**

An English learner can only be exited when the student satisfies the statewide exit procedures.

Arizona's standardized exit procedures require that an EL student demonstrate proficiency on the AZELLA.

## FREQUENTLY ASKED QUESTIONS

If a district or school site has determined that the Special Education teacher will be responsible for providing Targeted ELD, **which standards do they need to use?**

Teachers responsible for **Targeted ELD** use the English Language Proficiency Standards to drive the planning, instruction, and assessment of a lesson in a way that builds into and from content instruction.

## FREQUENTLY ASKED QUESTIONS

**Are we still required to complete ILLPs?**

As of the 2020-2021 school year, ILLPs are no longer an option, therefore documentation is no longer required.

# FREQUENTLY ASKED QUESTIONS

If a district or school site has determined that the Special Education teacher will be responsible for providing Targeted ELD, are IEPs evaluated as part of EL Program Monitoring?

IEPs are not requested or evaluated as part of EL Program Monitoring.

**Documentation and evidence of Targeted ELD required for EL Program Monitoring include:**

- Form response explaining your district's processes and procedures for providing ELD instruction.
- Master schedules/student schedules.
- Lesson plans using ELP Standards.
- SEI Endorsement for teachers providing the required ELD minutes.

# FREQUENTLY ASKED QUESTIONS

Who should be a part of planning for EL services for dual-labeled students?

In addition to the required IEP team participants under IDEA, it is essential to include educators who have knowledge of the student's language needs.

**Including but not limited to:**

- Trained educators or experts in second language acquisition
- Trained educators or experts in differentiating between a student's disability and/or lack of English language proficiency.





**THANK YOU!**

OELAS | UNIQUE POPULATIONS

