



Arizona Department of Education
Office of English Language Acquisition Services

English Language Learner Guide For Local Educational Agencies (LEA)

A Guide to

- ✓ Identification
- ✓ Assessment
- ✓ Federal and State Compliance
- ✓ Forms
- ✓ SEI Models
- ✓ Title III
- ✓ **Monitoring Protocol**
- ✓ Frequently Asked Questions
- ✓ Glossary



District ELL Monitoring Notebook

The following items should be included in a notebook and ready for the ADE monitoring team when they arrive on-site for the monitoring visit. Monitors may request copies of certain items listed for documentation purposes.

Please use the convenient check boxes to ensure every item has been included.

SAMPLE COPY OF FORMS

<input type="checkbox"/> Enrollment	<input type="checkbox"/> Two-Year Monitoring Form
<input type="checkbox"/> Home Language Survey	<input type="checkbox"/> Parent Notification for English Language Learner After Reclassification (ELLAR)
<input type="checkbox"/> Parental Notification and Consent Form	<input type="checkbox"/> AZELLA Placement Test – Teacher Referral Form – Moving from ELL Services to Mainstream
<input type="checkbox"/> Parent Request for Student Withdrawal from an English Language Learner Program	<input type="checkbox"/> AZELLA Placement Test – Teacher Referral Form – Moving from Mainstream to ELL Services
<input type="checkbox"/> Waiver Form (if applicable)	<input type="checkbox"/> Written Individualized Compensatory Plan (WICP)
<input type="checkbox"/> Notification of Reclassification Letter to Parent(s)/Guardian(s)	<input type="checkbox"/> Sample AMAO Determination Letter to Parents
<input type="checkbox"/> Individual Language Learner Plan (ILLP)	

COPY OF SIGNED ATTESTATION FORMS

<input type="checkbox"/> Highly-Qualified Teacher in the SEI Classroom	<input type="checkbox"/> English Language Proficiency Attestation
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COPY OF POLICIES AND PROCEDURES

<input type="checkbox"/> ELL Identification Procedure	<input type="checkbox"/> ELL Reassessment Procedure
<input type="checkbox"/> Initial Language Assessment / Procedure and Timeline	<input type="checkbox"/> FEP Reclassification and Monitoring Procedure
<input type="checkbox"/> Program Placement Procedure	

COPY OF DISTRICT PROGRAM DESCRIPTIONS

<input type="checkbox"/> Structured English Immersion (SEI) Classroom Descriptions (the same one provided for parents)	<input type="checkbox"/> Mainstream Model Description (ILLP)
<input type="checkbox"/> Bilingual Model Description (if applicable)	

COPY OF TITLE III PROFESSIONAL DEVELOPMENT POLICY

<input type="checkbox"/> Professional Development available to all educators on the district
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COPY OF PARENTAL INVOLVEMENT POLICY

<input type="checkbox"/> Opportunities available to all ELL parents in the district

ADVANCE MONITORING
INFORMATION REQUIREMENTS

For
Corrective Action Follow-up Monitoring Visits

According to A.R.S. 15-756.08 (B) the Office of English Language Acquisition Services (OELAS) is required to conduct an analysis of programmatic effectiveness, which includes prior year data to analyze the progress of English language learners (ELLs).

To assist the monitors in their documentation and analysis of the Structured English Immersion (SEI) programs in the district/charter, please send the listed information to:

Send electronically to:
OELASMONITORINGINBOX@azed.gov
Or Fax to:
602-542-3050
Or mail to:
Office of English Language Acquisition Services
Attention: Desk Audit
1535 West Jefferson Street Bin #31
Phoenix, Arizona 85007

Required Information:

- **Master schedules for schools identified in your notification letter**
→ **identify SEI and ILLP classrooms**

- **Classroom rosters with grade level(s)**
 - **Teacher name (first and last) for classrooms with ELLs**
 - **SAIS numbers ONLY (no names)**
 - **Indicate student AZELLA proficiency level**

ADVANCE MONITORING
INFORMATION REQUIREMENTS

For
LEAs identified for Full Monitoring Visits

According to **A.R.S. §15-756.08(B)**, the Office of English Language Acquisition Services (OELAS) is required to conduct an analysis of programmatic effectiveness, which includes prior year data to analyze the progress of English language learners (ELLs).

Additionally, United States Department of Education (USDOE) requires OELAS to provide fiscal monitoring of Title III grant monies. Initially, OELAS is requesting FY 2012 Detail Expenditure reports. More specific information may be requested.

To assist the monitors in their documentation and analysis of the Structured English Immersion (SEI) programs in the district/charter, please send the listed information to the following location:

<p>OELASMONITORINGINBOX@azed.gov</p> <p>Or Fax to: 602-542-3050</p> <p>Or mail to: Office of English Language Acquisition Services Attention: Desk Audit 1535 West Jefferson Street Bin #31 Phoenix, Arizona 85007</p>

Required Information:

- **Master schedules for schools identified in your notification letter**
 → Identify SEI and ILLP classrooms

- **Classroom rosters with grade level(s)**
 → Teacher name (first and last) for classrooms with ELLs
 → Student SAIS numbers ONLY (no names)
 → Indicate student AZELLA proficiency level

- **List of students, by school and grade level, withdrawn by parent request**
 → SAIS numbers ONLY
 → Indicate student AZELLA proficiency level

- **District's Fiscal Year (FY) 2013 Detailed Title III Expenditures Report**
 (please note – if you do not receive Title III funds this does not apply to your LEA)

Revised: July 2013

SEI Classroom Observation

All Questions **MUST** be answered

Short description of class

- ✓ The description should be concise and short
- ✓ Title of class assigned by the school. Middle/HS, include name and course number if available
- ✓ Description of whether it is a self-contained class, or an individual section

Model Compliance

Have they allocated 4 hours for ELD? Y N

- ✓ Evidence would be from lesson plans and/or master schedule. **DOCUMENT EXPLICITLY**
- ✓ Collaborate **BEFORE** observations as a team to determine if 4 hours at middle/high school is allocated so all "program" questions are consistent.
- ✓ If you answer **NO**, you **MUST** provide **EXPLICIT** documentation to support observation.

EXPLICIT DOCUMENTATION is time allocations and lesson plan items to document findings

Evidence - Schedule on board and from lesson plan, and/or time allocations in lesson plan

If no, how many hours have they allocated? 0 1 2 3 NA

- ✓ Provide written description of which hours of the SEI Models were being implemented
- ✓ **Be sure to check NA if the answer is yes to question regarding the allocation of 4 hours of ELD**
- all questions must be answered

Are the 4 hours the correct allocation? Y N

- ✓ Evidence would be from lesson plans and/or master schedule- **DOCUMENT EXPLICITLY**
- ✓ If you answer **NO**, you **MUST** provide documentation to support observation.
Unable to determine not acceptable answer

Evidence - Schedule of school day on board and/or time allocations in lesson plans

Have they allocated a discrete hour of grammar? Y N

- ✓ Evidence would be from master schedule and/or teacher's lesson plans
- ✓ If you answer **NO**, you **MUST** provide explicit documentation to support observation
Unable to determine not acceptable

Are the lessons based on ELP standards? Y N

- ✓ Evidence would be from lesson plans
- ✓ Evidence observed that teacher is teaching to objective
- ✓ If you answer **NO**, provide documentation to support observation
Evidence - Information contained in lesson plans and/or on board

ELL students only, no mixing Y N

- ✓ Evidence would be from classroom roster Answer **YES** if approved exception
- ✓ If you answer **NO**, you **MUST** provide documentation to support observation

Are students grouped by proficiency level?	Y	N	
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- ✓ Evidence would be from classroom rosters
- ✓ If you answer NO, you MUST provide documentation to support observation
Evidence - What groupings were observed in classroom
Unable to determine not acceptable answer
- ✓ Answer "NO" if a roster was not provided and document

Is the teacher Highly Qualified?	Y	N	
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- ✓ This should have been determined prior to classroom visitation
- ✓ If not provided, check the District Notebook for highly qualified attestations

State Compliance

Instruction in English	Y	N	
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- ✓ All instruction is required to be in English
- ✓ If you answer NO, you MUST provide documentation to support observation

Books and materials in English	Y	N	
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- ✓ Any instructional materials that are observable (other than dictionaries) in any language other than English constitutes a "NO" response
- ✓ If you answer NO, you MUST provide documentation to support observation
Evidence - names of materials, specific examples

Used minimal native language	Y	N	EO
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- ✓ **EO=English Only**; Yes=uses minimal native language; No=used more native language
- ✓ Minimal use of native language for clarification is permitted (as a last resort)
- ✓ Clarification should be a word or phrase rather than translation of all instructions or translating written materials
- ✓ Use of native language in providing guidance in an emergency situation is acceptable
- ✓ If you answer NO, you MUST provide explicit documentation to support observation

Super SEI Strategies

50/50 rule

Y

N

✓ During the period of observation, students speak at least 50% of the time

Students respond in complete sentences

Y

N

✓ During the period of observation, students respond in complete sentences or were prompted to answer in complete sentences at least 75% of the time

ELLs engaged in learning

Y

N

ILLP ELLs in a Mainstream Classroom Observation

All Questions MUST be Answered

Please note: ILLP class is not intended to be an ELD class

Short description of class

- ✓ The description should be concise and short
- ✓ Title of class assigned by the school
- ✓ Description of whether it is a self-contained class, or an individual section

Model Implementation

Does the teacher have an ILLP for each ELL ?	Y	N	
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- ✓ Evidence of an ILLP in the classroom for each ELL
 - ✓ If you answer NO, you MUST provide documentation to support observation
- Unable to determine not acceptable answer

Has the Required Documentation been signed by parents, and teachers utilizing the ILLP?	Y	N	
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Are specific ELP Standards/Performance Indicators included on the Attachment A?	Y	N	
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- ✓ Standards can be the same for all students in the specific proficiency level
- ✓ If you answer NO, you MUST provide documentation to support observation

Do the ILLPs accurately reflect the SEI allocations as per the SEI Models?	Y	N	
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- ✓ Evidence that all areas (reading, writing, grammar, oral English/conversation and vocabulary) are identified on an ILLP
 - ✓ If you answer NO, you MUST provide documentation to support observation
- Unable to determine not acceptable

Is there evidence of a Performance Indicator located in the lesson plan or evident in classroom?	Y	N	
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- ✓ Evidence that what is reflected on the ILLP is actually completed in this class for the ELL.
 - Evidence - If reading was noted on the ILLP, the teacher actually works with ELL(s) using the ELP Reading Standards
 - Evidence of Performance Indicator may be posted elsewhere in classroom
- ✓ If not observed during the time the monitor is in the classroom, a conversation may take place with the teacher to ask what he/she does to address this portion of the instruction for the ELL(s) in the class.

QUESTION TO ASK: How do you use the Performance Indicator to differentiate the instruction for the ELL?

Is there evidence of differentiated instruction for the English language learner(s)?

Y N

- ✓ If not observed during the time monitor is in the classroom, a conversation may take place with the teacher to ask what he/she does to address this portion of the instruction for the ELL(s) in the class.
- ✓ Some examples of differentiated instruction might include:
 - Teacher works with students individually
 - Small group instruction
 - Teacher indicates at some time they will work with individual students to address ELP standards
- ✓ If you answer NO, you MUST provide documentation to support observation

Mainstream class size	1	2	3	4	5	6	7	8	9	10	11	12	13
	14	15	16	17	18	19	20	21	22	23	24	25	26
	27	28	29	30	31	32	33	34	35				

Number of English language learners **1 2 3 4 5 6 7 8 9 10 11 12 13**

Proficiency levels of ELL(s) (check all that apply) **PE E B I**

✓ List all proficiency levels that apply. Indicate number of students at each proficiency level in details

Is there evidence of periodic review and/or revisions of Attachment A?

Y N

Unable to determine not acceptable answer

Has documentation been completed for Attachment B?

Y N

Unable to determine not acceptable answer

State Compliance

Instruction in English

Y N

- ✓ All instruction is required to be in English
- ✓ If you answer NO, you MUST provide documentation to support observation

Books & materials in English

Y N

- ✓ Any instructional materials that are observable (other than dictionaries) in any language other than English constitutes a "NO" response
- ✓ If you answer NO, provide documentation to support observation
Evidence - names of materials, specific examples

Used minimal native language

Y N EO

- ✓ **EO=English Only**; Yes=uses minimal native language; No=used more native language than for clarification
- ✓ Minimal use of native language for clarification is permitted (as a last resort)

