

The Dos and Don'ts of SEI Compliance

PELL Meeting

September 09, 2015

Agenda

- In this session you'll hear all the important reminders to be in compliance in the areas of:
 - SEI Classrooms
 - ILLP Classrooms
 - Groupings
 - Paperwork
 - OELAS Support

SEI CLASSROOMS

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Do...

- Make sure the Four SEI Allocations are the correct SEI Allocations.

Time Allocations

for all grades and all proficiency levels

There are 4 SEI Time Allocations	Oral English/ Conversation and Vocabulary 60 minutes	Grammar 60 minutes	Writing 60 minutes	Reading 60 minutes
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**** Please do NOT split up allocations.
Each allocation is discrete and must
consist of one full hour of instruction!**

Do...

- Check your SEI teachers' posted schedules/ lesson plans (if any) to ensure the Four SEI Allocations are being taught in discrete blocks (without being broken if possible).
- Verify the clock times are listed in the SEI teachers' lesson plans.

Oral English/ Conversation & Vocabulary	Reading	Writing	Grammar
Time frame From XX:XX-XX:XX (60 minutes)	Time frame From XX:XX-XX:XX (60 minutes)	Time frame From XX:XX-XX:XX (60 minutes)	Time frame From XX:XX-XX:XX (60 minutes)
ELP Standards/ Performance Indicators	ELP Standards/ Performance Indicators	ELP Standards/ Performance Indicators	ELP Standards/ Performance Indicators
<p><i>Listening & Speaking Domain</i></p> <p>AND</p> <p><i>Language Strand Standard 2 Vocabulary</i></p>	<p><i>Reading Domain</i></p>	<p><i>Writing Domain</i></p>	<p><i>Language Strand Standard 1 Standard English Conventions</i></p>
Lesson	Lesson	Lesson	Lesson
ELP Performance Indicators drive the instruction.	ELP Performance Indicators drive the instruction.	ELP Performance Indicators drive the instruction.	ELP Performance Indicators drive the instruction.

Do...

- Make sure your SEI teachers are using ELP Standards.
- Make sure the ELP Standards are driving the lessons for those 4 hours.
- Make sure the ELP Standards are being placed in the correct SEI Time Allocations.

SEI Time Allocations

for All Grades and All Proficiency Levels

<i>Time Allocation</i> 	Oral English/ Conversation and Vocabulary	Grammar	Writing	Reading
<i>ELP Standards to Use</i> 	60 minutes Listening & Speaking Domain -and- Language Strand Standard 2: Vocabulary	60 minutes Language Strand Standard 1: Standard English Conventions	60 minutes Writing Domain	60 minutes Reading Domain

Don't...

- If an SEI Allocation must be broken, please don't split it with fewer than 30 minutes on either side of the forced interruption.
- If an SEI Allocation is broken, it must be continued following the interruption (lunch or special areas).

Do...

- Follow up with your teachers.
- Perform internal monitoring checks.

<http://www.azed.gov/english-language-learners/>

- Visit the teachers' classrooms and review schedules and lesson plans for requirements.

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

Y N

Have they allocated 4 hours for ELD?
 Evidence would be from lesson plans and/or master schedule. **DOCUMENT EXPLICITLY**
 so all "program" questions are consistent.

✓ Collaborate BEFORE observations as a team to determine if 4 hours at middle/high school is allocated
 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
 If no, how many hours have they allocated? 0 1 2 3 NA
 Evidence - Schedule on board and from lesson plan, and/or time allocations in lesson plan
 If you answer NO, you MUST provide EXPLICIT documentation to support observation.
EXPLICIT DOCUMENTATION is time allocations and lesson plan items to document findings

Are the 4 hours the correct allocation?
 Evidence would be from lesson plans and/or master schedule- **DOCUMENT EXPLICITLY**
 If you answer NO, you MUST provide documentation to support observation.
 Evidence - Schedule of school day on board and/or time allocations in lesson plans

Have they allocated a discrete hour of grammar?
 Evidence - Schedule of school day on board and/or time allocations in lesson plans
 If you answer NO, you MUST provide explicit documentation to support observation.
 Evidence - Information contained in lesson plans and/or on board

Are the lessons based on ELP standards?
 Evidence would be from lesson plans
 If you answer NO, you MUST provide documentation to support observation.
 Evidence - Information contained in lesson plans and/or on board

ELL students only, no mixing
 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?
 Evidence would be from classroom rosters
 If you answer NO, you MUST provide documentation to support observation

Y N

Unable to determine not acceptable answer
 Evidence - What groupings were observed in classroom

Answer "NO" if a roster was not provided and document
 This should have been determined prior to classroom visitation
 If not provided, check the District Notebook for highly qualified attestations

Y N

Instruction in English
 Evidence is required to be in English
 If you answer NO, you MUST provide documentation to support observation

State Compliance

Y N

Instruction in English
 Evidence is required to be in English
 If you answer NO, you MUST provide documentation to support observation

Y N

Instruction in English
 Evidence is required to be in English
 If you answer NO, you MUST provide documentation to support observation

Y N

Instruction in English
 Evidence is required to be in English
 If you answer NO, you MUST provide documentation to support observation

Y N

Instruction in English
 Evidence is required to be in English
 If you answer NO, you MUST provide documentation to support observation

Don't...

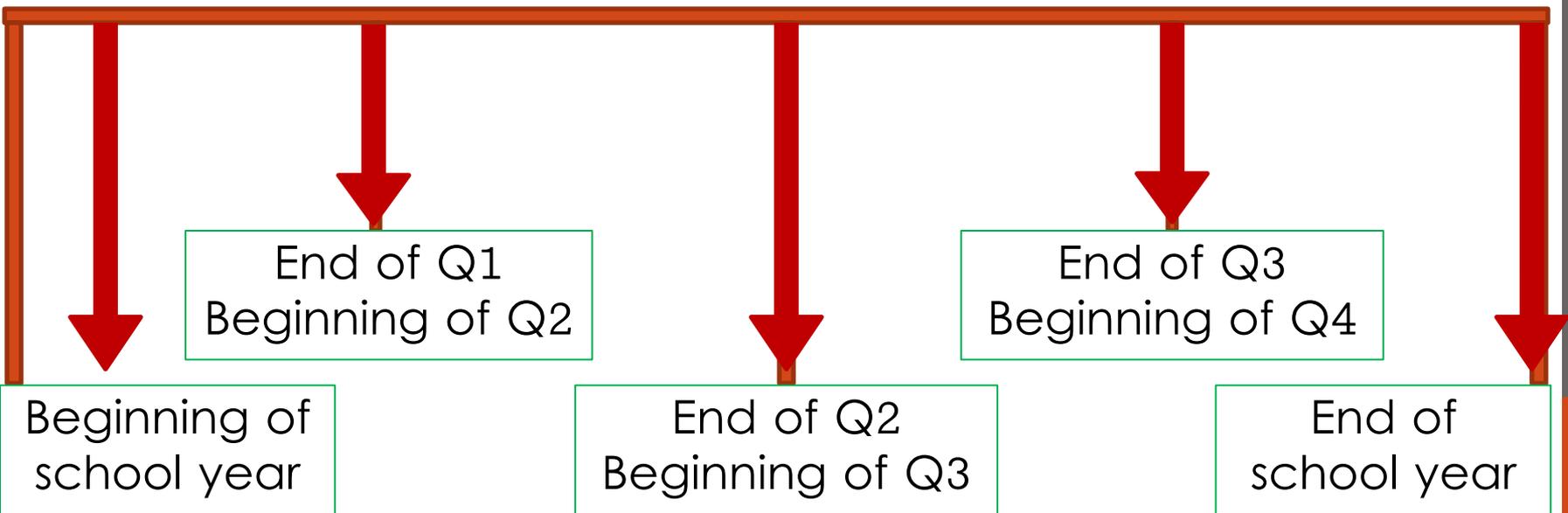
- Please don't assume just because you've told or trained your teachers that it will be done correctly.
- Most districts find themselves in corrective action when they truly believed they were doing everything correctly.

ILLP CLASSROOMS

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Do...

- Verify that all three parts of the ILLP (ILLP, Attachment A, and Attachment B) are being completed within the timeline.



Do...

- Be sure the mainstream teacher has a copy of ILLP documents for each ELL in the classroom.
 - File original documents in CUM folders.
 - Get the parent's signature on the ILLP document.

ALL GRADE AND PROFICIENCY LEVELS

60 minutes	Oral English/Conversation and Vocabulary
60 minutes	Reading
60 minutes	Writing
60 minutes	Grammar

Documentation also required:

Attachment A (may be altered by LEA, but must have all components)

- Documents the teacher responsible for instruction based on time allocations.
- Documents the ELP Standard(s) and Performance Indicators that will be used to differentiate the instruction for this student.
- Reviewed quarterly (or in accordance with reporting period) to update ELP Standards and Performance Indicators.

Attachment B (may be altered by LEA, but must have all components)

- Formative assessment information to document progress of the English language learner.
- Updated quarterly (or in accordance with reporting period).

Arizona law requires materials and instruction to be in English. (A.R.S. §15-751. Definitions 2 and 5).

Arizona law requires schools to teach English. (A.R.S. §15-752. English language education).

The goal set forth in Arizona law is that ELLs should become English proficient in a period not normally intended to exceed one year. (A.R.S. §15-752. English language education).

Classroom Teacher

Classroom English/language arts teacher _____ Date

Parent/ Guardian

Parent/guardian _____ Date

ELL Coordinator

ELL coordinator _____ Date

Site Administrator

Site Administrator _____ Date

Do...

- Check each quarter's Attachment A to make sure there are 4-5 ELPS Performance Indicators in each allocation.
- Verify that Attachment A documents are being reviewed and revised quarterly.

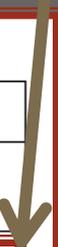
Should be dated for the end of each quarter

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:		*SAIS ID #:		*AZELLA Overall Proficiency Level: *AZELLA Date:	
*ILLP Teacher Signature/Date:		*ILLP Teacher Signature/Date:		*ILLP Teacher Signature/Date:	
*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes		Y N	-Listening/Speaking Domain -Language Strand: Standard 2	
*Reading	*60 minutes		Y	Reading Domain	
*Writing	*60 minutes		Y N	Writing Domain	
*Grammar	*60 minutes		Y N	Language Strand: Standard 1	

Allocations

(Performance Indicators to be written out)



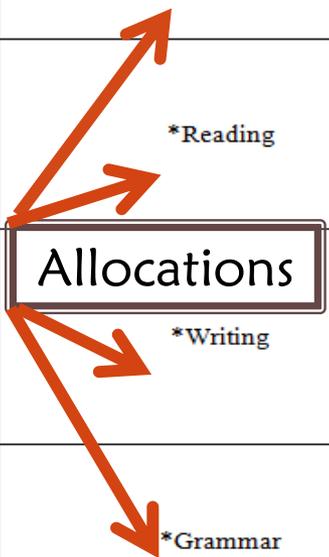
Do...

- Verify each teacher listed on the Attachment A has the student in class for at least as many minutes as listed (one period = one allocation).
- Ensure only one teacher is responsible per allocation.
- Confirm each teacher has signed the Attachment A.

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:	*SAIS ID #:	*AZELLA Overall Proficiency Level:	
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*AZELLA Date:	*ILLP Teacher Signature/Date:

*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes	Teacher names	Y N		
*Reading	*60 minutes		Y N		
*Writing	*60 minutes		Y N		
*Grammar	*60 minutes		Y N		



Do...

- Ensure your mainstream teachers with ILLPs have evidence of ELPS Performance Indicator(s) from Attachment A posted in the classroom or in their weekly lesson plans.
- Ensure there is evidence of differentiation for the ELLs somewhere in the room or in lesson plans.

ENGLISH LANGUAGE LEARNERS

- DEPARTMENT MENU
- Superintendent >
 - About Department of Education >
 - Accountability >
 - Standards & Assessment >
 - Educator Certification >
 - Finance / IT / Business Services >
 - Special Education >
 - English Language Learners >
 - Employment Opportunities >
 - School Reports / School Results >
 - Career & Technical Education
 - State Board of Education

You are here: [Home](#) / [Compliance Information](#) / [ILLP Implementation Documents](#)

ILLP Implementation Documents

REQUIRED DOCUMENTATION

- Attachment A [Word](#) [PDF](#)
- Attachment B

GUIDANCE DOCUMENT

- [Guidance Document \(complete with all required documentation\)](#)

Sample of Language Development Strategies in the Content Area

- [Language Development Strategies in Math](#)
- [Language Development Strategies in Science](#)
- [Language Development in Social Studies](#)



ELL Connections 

ELP Standards 

SEI Endorsement 

K-12 Academic Standards 

Move On When 

Do...

- Make certain your teachers with ILLPs are completing an Attachment B at the end of each quarter or instructional period.
 - Attachment B acts as a progress report to the performance indicators selected at the beginning of the quarter on Attachment A.
 - Any assessments that would determine mastery or progress of ELPS may be used.

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

Has the Required Documentation been signed by parents, and teachers utilizing the ILLP?

- Unable to determine not acceptable answer

Y	N
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Are specific ELP Standards/Performance Indicators included on the Attachment A?

- Standards can be the same for all students in the specific proficiency level

Y	N
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- If you answer NO, you MUST provide documentation to support observation

Do the ILLPs accurately reflect the SEI allocations as per the SEI Models?

- Evidence that all areas (reading, writing, grammar, oral English/conversation and vocabulary) are identified on an ILLP

Y	N
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- If you answer NO, you MUST provide documentation to support observation

Is there evidence of a Performance Indicator located in the lesson plan or evident in classroom?

- 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
 - Evidence of Performance Indicator in the classroom, a conversation may take place using the ELP
 - 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.

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

Arizona Department of Education: Office of English Language Acquisition Services, July 2013

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

- 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

Y	N
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- 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

Number of English language learners	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
Proficiency levels of ELL(s) (check all that apply)	1	2	29	30	31	32	33	34	35				
Evidence of periodic review and/or Attachment A?	PE	E	B	I	5	6	7	8	9	10	11	12	13
Indicate number of students at each proficiency level in details													
Indicate number of students at each proficiency level in details													

State Compliance

- Documentation to support observation

Y	N
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- Documentation to support observation (other than dictionaries) in any language other than English

Y	N
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- Documentation to support observation (other than dictionaries) in any language other than English

Y	N
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Arizona Department of Education: Office of English Language Acquisition Services, July 2013

GROUPINGS

|

Do...

- Ensure there are 20 or fewer ELLs in a three grade span utilizing ILLPs.

Do...

- Reach out to our department to work out special grouping concerns.
- Contact OELASInbox@azed.gov with these questions.

Don't...

- Please don't create your own rules for configuring groupings and leave the SEI Models out of the thought process.
 - Our department works diligently to make your situation doable while working within the parameters of the statute.
 - We may not always be able to approve your requests.

OTHER PAPERWORK

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Do...

- Make sure Parent Notification forms are filled out and signed within 30 calendar days from the beginning of school.
- Mark the correct placement (SEI, ILLP, BIL) on the Parent Notification.
- Document three attempts of getting parent signature if unsuccessful.
- Have parents date the form as well.



State of Arizona
 Department of Education
 Office of English Language Acquisition Services

**20__ - 20__ Parental Notification and Consent Form
 for Student Placement in an English Language Learner (ELL) Program**

To the parent or guardian of _____

_____ Last Name	_____ First Name	_____ M.I.	_____ SAIS ID
_____ Student I.D.	_____ School	_____ Grade	

Your student's English proficiency has been measured using the *Arizona English Language Learner Assessment (AZELLA)*. The results of this assessment show that your student is at the "limited English proficiency" level, and qualifies for placement in a language instruction educational program.

English language learner programs adjust instruction to the student's strengths and needs. Instructional strategies, practices, and methods to help each student learn English and meet age appropriate academic standards are based upon scientific research. The expectations for the English language learners (ELLs) are to fully transition into mainstream classes, meet appropriate academic achievement standards for grade promotion, and to graduate from high school at the same rate as mainstream students. The teachers of special education ELLs will meet with the special education personnel to ensure that the objectives of the Individual Education Plans are incorporated into classroom instruction.

The status of your student's academic achievement is: (circle one) **below grade level** **at grade level** **above grade level**

Your child has been placed in one of the following:

- Structured English Immersion Program*
- Mainstream Classroom (English Language Learner on Individual Language Learner Plan – ILLP)*
- Bilingual Education Program with required waiver*

*See the attached LEA program description as defined by A.R.S. § 15-751 through § 15-753.

Description includes methodology, content, instruction, goals, use of English and a native language in instruction, how the program will meet the educational strengths and needs of their student, and the rate of transition to mainstream classrooms.

A student must meet the following criteria in order to achieve English language proficiency and exit the program: a proficient Total Combined Score, a proficient score in the reading domain, and a proficient score in the writing domain. A.R.S. § 15-756.05

Parents have the right to decline their student's enrollment in or to have their student immediately removed from an ELL program.

If you would like more information about the programs or instruction, or assistance in selecting a program, please contact your child's school.

_____ Signature of classroom teacher/language arts teacher	_____ Date
_____ Signature of parent or legal guardian	_____ Date

Parental Notification and Consent Forms must be sent home within 30 days of the beginning of each school year or within two weeks of a student registering during the school year. 20 U.S.C. § 7012(a)(d)

This form should be placed in the student's cumulative folder.

(Revised: July 2013)

Don't...

- Do not have Parent Notification forms completed at the end of a school year, for the following year's placement.

Do...

- Complete FEP 2-Year Monitoring forms beginning the year following the attainment of “Proficient” on the reassessment.
- Complete FEP 2-Year Monitoring forms **even for students who have a Parent Withdrawal on file**, the year following the attainment of “Proficient” on the reassessment.



State of Arizona
 Department of Education
 Office of English Language Acquisition Services

Two-Year Monitoring Form for Fluent English Proficient Students

Student Name _____

SAIS ID Number _____

Date Reclassified _____

Assessment data used to monitor progress of Fluent English Proficient (FEP) students

		Year 1		Year 2	
		Test Name	Test Date	Test Date	Test Score
State-wide					
District-wide, School-wide					
		Year 1		Year 2	
Other criteria used for monitoring the FEP student. Classroom teacher comments.					

Student is eligible for Compensatory Instruction _____ Year 1 _____ Year 2

Monitor's Signature-Year One _____

Monitor's Signature-Year Two _____

Do...

- Have a system in place at sites for the next steps when the PHLOTE Home Language Survey and enrollment form questions are answered other than English.
- Pull an SDELL70 for new students PRIOR to testing, in case a valid test exists.
 - Determine who in the district has access to ADE Connect.
 - Contact ADESupport@azed.gov for access support with ADE Connect and SDELL reports.

Do...

- Confirm that the new student enrollment forms have the exact three home language questions as the PHLOTE Home Language Survey.



State of Arizona
Department of Education
Office of English Language Acquisition Services

**Primary Home Language Other Than English (PHLOTE)
Home Language Survey**
(Effective April 4, 2011)

These questions are in compliance with Arizona Administrative Code, R7-2-306(B)(1), (2)(a-c).

Responses to these statements will be used to determine whether the student will be assessed for English Language Proficiency.

1. What is the primary language used in the home regardless of the language spoken by the student? _____
2. What is the language most often spoken by the student? _____
3. What is the language that the student first acquired? _____

Student Name _____ Student ID _____

Date of Birth _____ SAIS ID _____

Parent/Guardian Signature _____ Date _____

District or Charter _____

School _____

Please provide a copy of the Home Language Survey to the ELL Coordinator/Main Contact on site.

In SAIS, please indicate the student's home or primary language.

Don't...

- Do not administer the PHLOTE every year to continuing students if one is already on file. It increases the likelihood of inconsistent responses.

OELAS SUPPORT

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Do...

- Please keep in mind that OELAS is here to support you in the areas of both compliance and professional development.

Do...

- Reach out to our department when you have questions about compliance items anytime, especially BEFORE a monitoring visit.
- Feel comfortable asking us for help or support. We do this all day long, every day.

Don't...

- Wait until the monitors arrive to have those “**Should I...**”, “**Is it okay if we...**”, or “**Can we...**” questions answered. It’s too late once your LEA is being monitored.

Questions



THANK YOU

Arizona Department of Education
OELAS
602-542-0753

