

SEI Approved Refinements



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MEGA Conference
November 2016



Flexibility in the SEI Classroom

Elementary Refinements



Goals:

- Review the SEI Model Refinements and the integration of the English Language Proficiency Standards (ELPS) as applicable.
- Establish criteria to look for when in an SEI classroom using the refinements.
- Determine which refinements students are eligible for, depending on student information.



Available Approved Refinements

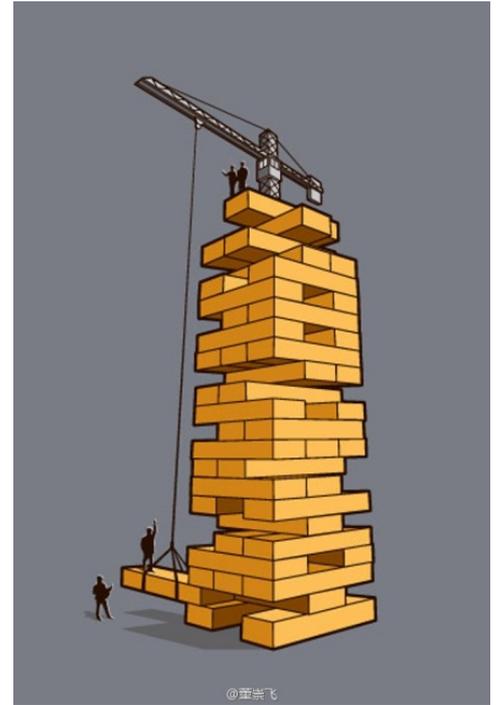
- Elementary 4-hour
- Elementary 3-hour
- Secondary 2-4 hour
- Middle school 6th-8th grade, when self-contained, falls under the Elementary model
- Middle school 6th-8th grade, when departmentalized, falls under the Secondary model

Traditional SEI Four Hour Model

Time Allocations for All Grades and All Proficiency Levels

Standards to Use	Listening & Speaking (LS) Domain	Reading (R) Domain	Writing (W) Domain	Language (L) Strand Standard 1: Standard English Conventions
	Language (L) Strand Standard 2: Vocabulary			
Time Allocation	Oral English/ Conversation & Vocabulary 60 minutes	Reading 60 minutes	Writing 60 minutes	Grammar 60 minutes

Now for the fun!



Refinements: Elementary Four Hour Model

Elementary & Self-Contained Middle School Model

First year ELLs and all ELLs at or below the overall **Intermediate** proficiency level on AZELLA

- ELD instruction using the English Language Proficiency (ELP) standards during two “blocks”, totaling 4 hours:
 - **Block 1: 120 minutes of integrated Reading and Oral English Conversation & Vocabulary**
 - **Block 2: 120 minutes of integrated Writing and Grammar**
- Up to 30 minutes of literacy intervention services with non-ELLs may count towards the 4-hour requirement if those services meet the instructional needs of the ELL.
(Please be aware that these services must be provided using state and local funds to ensure federal funds are not supplanted.)

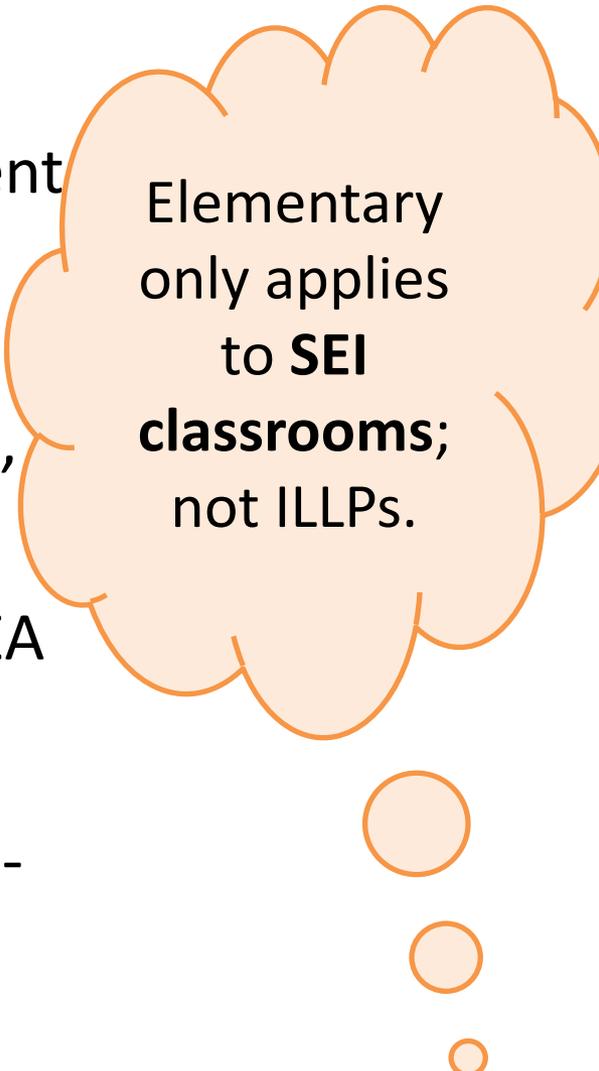
Elementary & Self-Contained Middle School Model

Second and subsequent years as ELLs with overall **Intermediate** proficiency level on AZELLA

- ELD instruction using the English Language Proficiency (ELP) standards may be delivered during two “blocks”, totaling 3 hours:
 - Block 1: 90 minutes of integrated Reading and Oral English Conversation & Vocabulary
 - Block 2: 90 minutes of integrated Writing and Grammar

Elementary & Self-Contained Middle School Model

- District/Charter leadership will decide whether or not they choose to implement any of the refinements.
- Refinements do not have to be implemented district-wide, school-wide, grade-wide.
- ADE notification is not required if the LEA chooses to implement any of the refinements. Simply disclose any implemented refinements during an on-site monitoring.



Elementary only applies to **SEI classrooms**; not ILLPs.



Block 1: 120 minutes

Reading

and

Oral English Conversation & Vocabulary

Time Allocations

for All Grades and All Proficiency Levels

Time Allocation	Oral English/ Conversation & Vocabulary 60 minutes	Reading 60 minutes	Writing 60 minutes	Grammar 60 minutes
Standards to Use	Listening & Speaking (LS) Domain AND Language (L) Strand Standard 2: Vocabulary	Reading (R) Domain	Writing (W) Domain	Language (L) Strand Standard 1: Standard English Conventions

Time Allocations

for All Grades and All Proficiency Levels

Time Allocation	Oral English/ Conversation & Vocabulary 60 minutes	Reading 60 minutes
Standards to Use	Listening & Speaking (LS) Domain AND Language (L) Strand Standard 2: Vocabulary	Reading (R) Domain

Time Allocations

for All Grades and All Proficiency Levels

Time Allocation	<p>Oral English/Conversation & Vocabulary & Reading</p> <p>120 minutes</p>
Standards to Use	<p>Listening & Speaking (LS) Domain</p> <p>AND</p> <p>Language (L) Strand Standard 2: Vocabulary</p> <p>AND</p> <p>Reading (R) Domain</p>

Block 1: 120 minutes of integrated Reading and Oral English Conversation & Vocabulary

English Language Proficiency (ELP) Standards Stage I (Kindergarten)

Listening & Speaking (LS) Domain	<ol style="list-style-type: none">1. Comprehension of Oral Communications2. Delivery of Oral Communications
Reading (R) Domain	<ol style="list-style-type: none">1. Print Concepts2. Phonemic Awareness/Decoding3. Comprehending Text
Writing (W) Domain	
Language (L) Strand	<ol style="list-style-type: none">2. Vocabulary

English Language Proficiency (ELP) Standards

Stages II-V

Listening & Speaking (LS) Domain	<ol style="list-style-type: none">1. Comprehension of Oral Communications2. Delivery of Oral Communications
Reading (R) Domain	<ol style="list-style-type: none">1. Print Concepts2. Phonemic Awareness/Decoding3. Fluency4. Comprehending Text
Writing (W) Domain	
Language (L) Strand	<ol style="list-style-type: none">2. Vocabulary

Reading and Oral English Conversation & Vocabulary

Time frame
From **XX:XX-XX:XX**
(120 minutes)

**ELP Standards with Performance
Indicators:**

Listening & Speaking Domain

AND

Language Strand

Standard 2: Vocabulary

AND

Reading Domain

Lesson:

**ELPS Performance Indicators drive the
instruction.**

Lesson Plan

Performance Indicators that
will be used to drive
instruction for the ELL

- **Listening & Speaking
Domain**
- **Language Strand,
Standard 2:Vocabulary**
- **Reading**



An example of what instruction and documentation could look like:

Reading and Oral Conversation & Vocabulary

III-R-4:HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.

III-L-2:HI-12: using **context clues** in a variety of content texts to confirm the intended meaning of **grade-level content words**.

III-R-4:HI-18: comparing and contrasting two characters within a fictional text.

III-LS-1:HI-5 demonstrating **relationships among facts**, ideas or events **using academic vocabulary** in classroom **discussions**.

III-LS-2:HI-5: asking and responding to academic questions in complete sentences

Performance Indicator Documentation

Reading and Oral English Conversation & Vocabulary

Reading	III-R-4:HI-18: comparing and contrasting two characters within a fictional text. III-R-4:HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
Listening & Speaking	III-LS-1:HI-5: demonstrating relationships among facts, ideas or events using academic vocabulary in classroom discussions . III-LS-2:HI-5: asking and responding to academic questions in complete sentences
Vocabulary	III-L-2:HI-12: using context clues in a variety of content texts to confirm the intended meaning of grade-level content words.

Your Turn! Check for Compliance

- Look at the 3 samples of weekly lesson plan that document the applied refinements for the integrated Reading/OEC & V block
- As a table, prepare compliance feedback for each teacher for the Reading/OEC & V block only
 - Include what was done correctly
 - Include which areas need to be modified for compliance



Block 2: 120 minutes

Writing and Grammar

Time Allocations

for All Grades and All Proficiency Levels

Time Allocation	Writing	Grammar
Standards to Use	Writing (W) Domain	Language (L) Strand Standard 1: Standard English Conventions

Time Allocations

for All Grades and All Proficiency Levels

Time Allocation	<p>Writing & Grammar</p> <p>120 minutes</p>
Standards to Use	<p>Writing (W) Domain</p> <p>AND</p> <p>Language (L) Strand</p> <p>Standard 1: Standard English Conventions</p>

English Language Proficiency (ELP) Standards Stage I (Kindergarten)

Listening & Speaking (LS) Domain	
Reading (R) Domain	
Writing (W) Domain	<ol style="list-style-type: none">1. Standard English Conventions2. Writing Applications3. Writing Process/Writing Elements
Language (L) Strand	<ol style="list-style-type: none">1. Standard English Conventions

English Language Proficiency (ELP) Standards

Stages II-V

Listening & Speaking (LS) Domain	
Reading (R) Domain	
Writing (W) Domain	<ol style="list-style-type: none">1. Standard English Conventions2. Writing Applications3. Writing Process4. Writing Elements5. Research
Language (L) Strand	<ol style="list-style-type: none">1. Standard English Conventions

Lesson Plan or Posted in the Classroom

- Performance Indicators that will be used to drive instruction for the ELL
 - **Writing Domain**
 - **Language Strand**
Standard 1: Standard English Conventions



Writing & Grammar
Time frame From XX:XX-XX:XX (120 minutes)
ELP Standards with Performance Indicators:
<i>Writing Domain</i> AND <i>Language Strand</i> Standard 1: Standard English Conventions
Lesson:
ELPS Performance Indicators drive the instruction.

What could documentation and instruction look like?

Writing & Grammar

II-W-2:HI-8: using **various subjects** in sentences in a **variety of writing** applications.

II-W-1:HI-8: writing a **short response** to a literary selection that connects text to self, text to world, or text to other text.

II-L-1(PREP):HI-1: using **prepositions of location**.

II-W-2:HI-11: using noun, adverbial and/or **prepositional phrases** in sentences.

II-L-1(PH/CL):HI-6: using a **prepositional phrase** in a complete sentence.

II-W-1:B-1: **writing a short text** about events or characters from familiar stories with instructional support.

Your Turn! Check for Compliance

- Look at the 3 samples of weekly lesson plan that document the applied refinements for the integrated Writing/ Grammar block
- As a table, prepare compliance feedback for each teacher for just the Writing/ Grammar block
 - Include what was done correctly
 - Include which areas need to be modified for compliance

Refinements: Elementary Three Hour Model

Same Setup As 4 Hour Model

Instead of two 120 minute integrated blocks, this refinement is for two 90 minute integrated blocks. (180 minutes total = 3 hours)

- ELLs must be overall Intermediate on the AZELLA
- ELLs must be in at least their 2nd year of English language development (ELD)

Reading and Oral English Conversation & Vocabulary

Time frame
From **XX:XX-XX:XX**
(90 minutes)

ELP Standards with Performance
Indicators:

Listening & Speaking Domain

AND

Language Strand

Standard 2: Vocabulary

AND

Reading Domain

Lesson:

ELPS Performance Indicators drive the
instruction.

Lesson Plan

Performance Indicators that
will be used to drive
instruction for the ELL

- **Listening & Speaking Domain**
- **Language Strand, Standard 2:Vocabulary**
- **Reading**



Lesson Plan or Posted in the Classroom

- Performance Indicators that will be used to drive instruction for the ELL
 - **Writing Domain**
 - **Language Strand**
Standard 1: Standard English Conventions



Writing & Grammar
Time frame From XX:XX-XX:XX (90minutes)
ELP Standards with Performance Indicators:
<i>Writing Domain</i> AND <i>Language Strand</i> Standard 1: Standard English Conventions
Lesson:
ELPS Performance Indicators drive the instruction.

Your Turn! Check For Compliance

- In addition to lesson plans, if you are checking for compliance-what else will you need to look at?
- Talk at your table for 2 minutes about something you'd need to look at to check for compliance if you're teacher is using the three hour refinements.
- Assign a spokesperson for your group to be ready to share whole group.

Remember...

- **Each allocation's ELPS performance indicators should be represented daily.**
- Each day may look a little different in the balance of performance indicators.
- Maintain a balance of performance indicators for the week.



Refinements: Secondary Model

High School Reduction In Time

- SEI English teacher and ELL Coordinator may agree to reduce, up to 2 hours, the time within SEI Models for ELLS who:
 - Are overall Intermediate on the AZELLA.
 - Are in at least their 2nd year of English language development instruction.
- SEI English teacher shall recommend course selection based on student data that includes AZELLA and at least one other form of data.

Your Turn! Eligibility Scenario #1

Maria Gordola is a 2nd grade student who has been in the ELD program since Kindergarten. She is overall Basic on the AZELLA.

- Discuss with your table, which refinements your LEA could use if Maria was your student.
- One person who hasn't been the scribe should write your table's answer. Pass the pen to someone else at your table for the next scenario.

Your Turn! Eligibility Scenario #2

Jep Kamashir is in 9th grade. He is new to the USA. He is overall Intermediate on the AZELLA.

- Discuss with your table, which refinements your LEA could use if Jep was your student.
- Pass the pen clockwise when you've written your answer.

Your Turn! Eligibility Scenario #3

Hadis Maraf is in 6th grade at XYZ Middle School. He is in his 4th year of ELD. He is overall Intermediate on the AZELLA.

- Discuss with your table, which refinements your LEA could use if Hadis was your student.
- Pass the pen clockwise when you've written your answer.

Your Turn! Eligibility Scenario #4

Adair Mamwai is in Kindergarten. She is overall Intermediate on the AZELLA.

- Discuss with your table, which refinements your LEA could use if Adair was your student.
- Pass the pen clockwise when you've written your answer.

Your Turn! Eligibility Scenario #5

Josefina Ruelas is in 3rd Grade. She is overall Intermediate on the AZELLA and has been at the school since the end of 1st grade.

- Discuss with your table, which refinements your LEA could use if Josefina was your student.
- Pass the pen clockwise when you've written your answer.

Questions?????



Contact Us



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