

# SEI COMPLIANCE MONITORING FOR TEACHERS

OELAS  
CONFERENCE  
2015

# Introductions

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- ◉ Director of Monitoring/Title III for ADE
- ◉ STEM/ Instructional Coach
- ◉ Language Acquisition Coach

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- ◉ ELL Education Program Specialist for ADE
- ◉ Instructional Coach/Mentor
- ◉ SEI Teacher

# Agenda

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

# SEI Classrooms

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

1

2

3

4

**\*\* Please do NOT split up allocations. Each allocation is discrete and must consist of one full hour of instruction!**

# Do...

- Check your 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 your lesson plans.

Oral English/ Conversation & Vocabulary	Reading	Writing	Grammar
Time frame From <b>XX:XX- XX:XX</b> (60 minutes)	Time frame From <b>XX:XX- XX:XX</b> (60 minutes)	Time frame From <b>XX:XX- XX:XX</b> (60 minutes)	Time frame From <b>XX:XX- XX:XX</b> (60 minutes)
ELP Standards/ Performance Indicators	ELP Standards/ Performance Indicators	ELP Standards/ Performance Indicators	ELP Standards/ Performance Indicators
<p><i>Listening &amp; Speaking Domain</i></p> <p><b>AND</b></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 you 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.
  - > **TIP: Go back to your campuses and group your ELPS by SEI Time Allocations (Put Language Strand Standard 2 Vocabulary with Listening & Speaking Domain as OE/CV)**

# SEI Time Allocations

for All Grades and All Proficiency Levels

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

# 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 administrators for support.
- Perform self-checks using ADE's monitoring tool.

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

- Review your schedule 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.

- ✓ Evidence BEFORE observations as a team to determine if 4 hours at middle/high school is allocated
- ✓ Collaborate BEFORE observations as a team to determine if 4 hours at middle/high school is allocated

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

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

Be sure to check NA if the answer is yes to question regarding the allocation of 4 hours of ELD

Are the 4 hours the correct allocation? Y N

- ✓ 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

Are the lessons based on ELP standards? Y N

- ✓ Evidence would be from lesson plans and/or master schedule- DOCUMENT EXPLICITLY
- ✓ Evidence observed that teacher is teaching to objective
- ✓ If you answer NO, you MUST provide explicit documentation to support observation

ELL students only, no mixing

- ✓ Evidence would be from lesson plans and/or teacher's lesson plans
- ✓ Evidence - Information contained in lesson plans and/or teacher's lesson plans
- ✓ 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

- ✓ Evidence would be from classroom rosters
- ✓ If you answer NO, you MUST provide documentation to support observation

Unable to determine not acceptable answer

Answer "NO" if a roster was not provided and document

This should have been determined prior to classroom visitation

Instruction in English Y N

State Compliance Y N

Instruction is required to be in English Y N

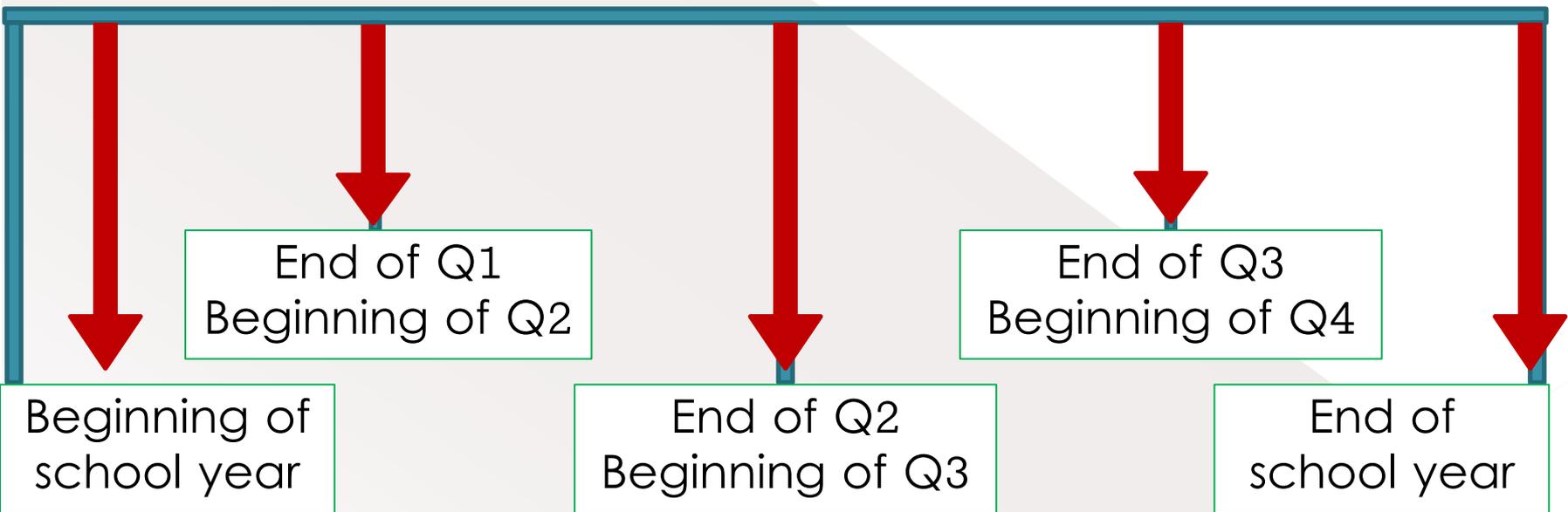
Instruction in English Y N

Instruction in English Y N

# ILLP Classrooms

# Do...

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



## Do...

- ⦿ Be sure you have a copy of ILLP documents for each ELL you have in your classroom.
  - > Make sure the original documents get filed 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**

**Parent/ Guardian**

Classroom English language arts teacher \_\_\_\_\_ Date \_\_\_\_\_  
**ELL Coordinator**

Parent/guardian \_\_\_\_\_  
**Site Administrator**

ELL coordinator \_\_\_\_\_ Date \_\_\_\_\_

Site Administrator \_\_\_\_\_ Date \_\_\_\_\_

# Do...

- Include on each quarter's Attachment A 4-5 ELPS Performance Indicators in each allocation.
- Review, then rewrite or revise Attachment A documents 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)

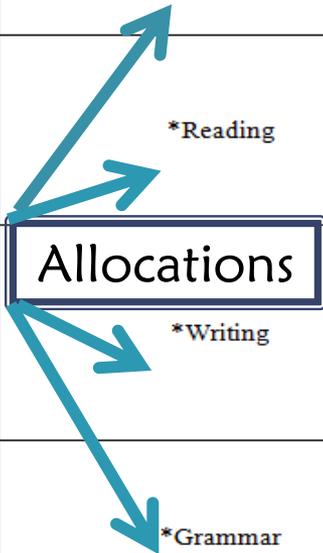


# Do...

- ◉ Verify if you are listed on the Attachment A that you have 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 you and other teachers responsible for instruction have 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:		*ILLP Teacher Signature/Date:		*ILLP Teacher Signature/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	Teacher names	Y N		
*Reading	*60 minutes		Y N		
*Writing	*60 minutes		Y N		
*Grammar	*60 minutes		Y N		



# Do...

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

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

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

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

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

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 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)?  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

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? (to determine not acceptable answer)	PE	E	B	I									
Documentation completed for	Y	N											
Documentation not acceptable answer	Y	N											

### State Compliance

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

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

# Other PAPERWORK

# Do...

- Make sure if you are given Parent Notification forms, they 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	MI	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)

# Do...

- Be prepared to share data for recently reclassified Proficient ELLs for the FEP 2-Year Monitoring forms.



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 \_\_\_\_\_

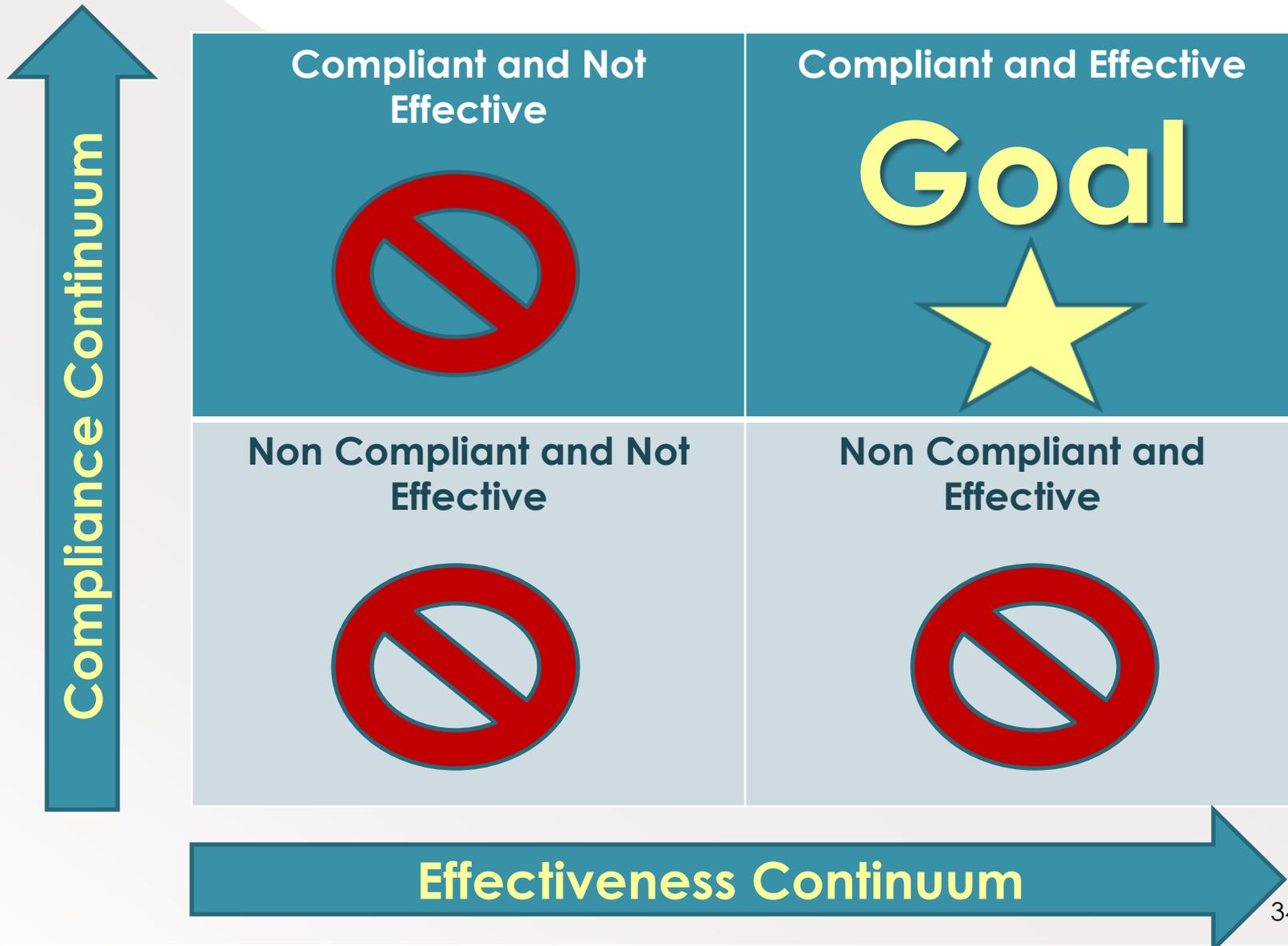
Monitor's Signature-Year Two \_\_\_\_\_

# OELAS Support

# Do...

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

# Compliance & Effectiveness



# Professional Development

- Please check the professional development offerings often at

<http://www.azed.gov/english-language-learners/files/2015/10/eld-professional-development-for-october-december-2015.pdf>

# Do...

- Please have your ILLP copies and lesson plans (if required) ready and available for monitors, as it makes the process quicker for them.
- Please be sure to continue teaching once monitors enter the room. Help us be invisible.

# Don't...

- ⦿ Expect feedback from the monitors in your classroom.
  - > The monitors are there to gather data on overall district-wide implementation of the SEI Models and cannot provide you with any specific lesson feedback.
  - > Please don't stop teaching to introduce the class to the monitor(s).
  - > The monitors are not "evaluating" you personally as a teacher.

# Questions?



# Vocabulary Vow

I, (state your name) promise to remember that Language Strand Standard 2 (a.k.a. Vocabulary) belongs in the Oral English Conversation & **Vocabulary** allocation. I promise to not omit it from lesson plans or Attachment A documents. I also promise to not place it in the Grammar allocation, because that's where Language Strand Standard 1 belongs.

# THANK YOU

Arizona Department of  
Education  
OELAS

602-542-0753



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Department of Education