



### Principle One Narrative: Asset-Based Behaviors and Expectations

*In the space below, describe how your LEA is enacting this principle. Describe or refer to specific evidence and examples to support your assertions whenever possible.*

The school site(s) ensure(s) asset-based behaviors and expectations by:

- Articulating a clear vision for student success that includes high expectations for EL student achievement and social-emotional development. *(Evidence includes site and district vision statements as well as documentation of programs, policies, and procedures that serve to enact the vision.)*
- Providing ELs with access to high quality education and the supports for success to include, at minimum, integrated and targeted ELD as outlined in the narrative for Principles 2 and 3 as well as at least one additional support opportunity such as assigning and facilitating mentor/mentee relationships with an adult or older student, providing extracurricular academic support, and adopting a program focused on post-secondary readiness (e.g., AVID). *(Evidence includes master schedules and evidence of additional EL support opportunities as relevant.)*
- Ensuring that the classroom and school environments celebrate multiculturalism and multilingualism. *(Evidence includes classroom anchor charts, literature samplings, lesson and students' work artifacts, and documentation of school events.)*
- Developing a plan to ensure parent/guardian involvement that, at minimum, includes regular communication in a language understood by the parent/guardian, but ideally engages parents as active participants and contributors to the school community. This could include offering sessions for parents/guardians on effective strategies to support their children's learning in and out of school, in English and in their home language. *(Evidence includes written parent engagement plan, home communication examples, examples of parent/community activities, and lists of committee memberships/site councils that include EL parent members, etc.)*
- Providing opportunities during and/or outside of the regular school day to further develop language and literacy for students with interrupted educational backgrounds. *(Evidence includes master schedules and evidence of additional EL support opportunities as relevant.)*
- Creating systems/process to orient and accommodate newly arrived refugee and immigrant students to school and the community by, e.g., engaging families and teaching them about schooling in the United States; making connections in the community for social-emotional support, health and mental health services, and immigrant and refugee services; and creating an intake process for students and families in their home language to determine student and family needs in order to adapt or design school structures that meet those needs. *(Evidence includes documentation of newcomer services available at the site/district level as well as documentation of connections and referrals to outside agencies.)*



## 50-50 DLI Model

- Implementing systems/structures to ensure all EL students, including newcomers, have access to all district academic and extracurricular programs and offerings (e.g., sports, gifted and talented, etc.) irrespective of home language or second language proficiency. (*Evidence includes documentation of site and district programs, policies, and procedures that serve to protect and promote access for all EL students, including newcomer students.*)
- Providing/creating opportunities/partnerships for high school English learners, including newcomers, to learn about postsecondary options (e.g., community colleges, trade schools, career education, etc.). (*Evidence includes documentation of post-secondary support and academic/career counseling for newcomer students.*)



### Principle Two Narrative: Integrated Instruction in Disciplinary Language and Content

*In the space below, describe how your LEA is enacting this principle. Describe or refer to specific evidence and examples to support your assertions whenever possible.*

The school site(s) ensure(s) quality integrated instruction in disciplinary language and content by:

- Requiring that the DLI program include 50% of content (i.e., math, science and/or social studies) instruction in English. The distribution of this instruction relative to the partner language and across the school day, week, unit, or year may be determined by how the site allocates English and the partner language across units of instruction. *(Evidence includes master schedule(s) for the LEA, written district policies regarding requirements for use of English and the partner language, students' schedules, and lesson plans.)*
- Requiring that grade-level/content area teachers provide at least 90 minutes per day/450 minutes per week (elementary) or 75 minutes per day/375 minutes per week (secondary) of English language instruction within the integrated setting. These minutes do not have to be grouped consecutively or taught by the same teacher, but rather can be distributed throughout the day or week and throughout content areas as determined by the site. *(Evidence includes master schedule(s) for the LEA, written district policies regarding requirements for integrated ELD, students' schedules, and lesson plans.)*
- Documenting that integrated ELD is occurring regularly according to the language allocations outlined above by collecting and reviewing lessons plans, engaging in regular classroom walkthroughs, and/or documenting grade-level/content area planning. *(Evidence includes grade-level/content area meeting agendas, lesson planning artifacts, and walkthrough documentation.)*
- Verifying that all grade-level/content area teachers who are teaching a portion of the integrated ELD minutes to English learners have the state SEI endorsement or an ESL/BLE endorsement. *(Evidence includes documentation of endorsements.)*



- Ensuring the master schedule(s) allows time for the site-based language specialists\* to, at a minimum, attend grade level/department meetings at least bimonthly in order to support grade-level teachers who are providing content in English to integrate language instruction within content instruction. (*Evidence includes grade level meeting agendas, site master schedules and lesson planning artifacts.*)
- Providing a lesson planning template that integrates English language proficiency level and standards with content area standards and expectations, and includes differentiated instruction for students with different levels of ELP. (*Evidence includes lesson planning template and completed lesson plans.*)
- Requiring the creation of lessons that provide real-world opportunities to simultaneously develop language to express analytical and problem-solving skills and competency in academic subjects such as mathematics, science, and social studies
- Providing professional development to grade level and/or content area teachers who teach in English that focuses on the various purposes for which language is used in the disciplines, and integrates content-specific language with content instruction. (*Evidence includes professional development workshop agendas and materials as well as documentation of implementation in the form of lesson artifacts and student work.*)
- Providing professional development to instructional coaches as well as site and district administrators around what to look for and how to provide support to teachers implementing integrated ELD instruction in settings where English is used as the language of instruction. (*Evidence includes professional development agendas and materials as well as examples of coaching conversations and feedback.*)
- Including (or working to include) indicators that assess components of high quality integrated and targeted ELD instruction on informal walkthrough observation tools and formal evaluation protocols. (*Evidence includes protocols and tools or documentations that protocols and tools are under revision to include an ELD focus.*)
- Requiring that English instruction integrated within content instruction include a focus on how English functions within the discipline, as well as differentiated linguistic supports for English learners dependent on their level of English language proficiency (ELP). (*Evidence includes lesson plans and walk-through observation data.*)
- Encouraging all teachers within DLI programs to make explicit connections between the partner language and English to support cross-linguistic transfer of knowledge and skills. (*Evidence includes lesson plans, walk-through observations, and scope and sequence or pacing guides.*)

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\* The language specialists refers to the SEI- or ESL/BLE-endorsed instructor of targeted ELD, as well as any/all instructors with expertise or endorsements in instruction of or through the partner language in the DLI program. These individuals may go by a different title depending on the site/LEA.



### Principle Three Narrative: Targeted and Explicit Instruction

*In the space below, describe how your LEA is enacting this principle. Describe or refer to specific evidence and examples to support your assertions whenever possible.*

The school site(s) ensure(s) quality targeted and explicit language instruction by:

- Certifying that master schedules include 30 minutes per day/150 minutes per week (elementary) or 25 minutes per day/125 minutes per week (secondary) of targeted ELD time for all EL students that is provided by a certified ELD Specialist\*. Master schedules will ensure that core instruction is not missed for targeted ELD instruction. *(Evidence includes master schedules, students' schedules, and class rosters.)*
- Requiring that student groups comprise students in only one grade level and English proficiency level to the extent possible, but when lower numbers indicate a need, may contain students in more than one grade level within the same ELP Standards band and/or within two adjacent proficiency levels. *(Evidence includes written district policies regarding requirements for targeted ELD and student schedules.)*
- Verifying that all individuals who are teaching a portion of the targeted ELD minutes have the state SEI endorsement or an ESL/BLE endorsement. *(Evidence includes documentation of endorsements.)*
- Ensuring the master schedule allows time for the site-based language specialists† to, at a minimum, attend grade-level/content area team meetings at least bimonthly, and have at least one hour of protected prep time per day so they are able to plan targeted language instruction that builds into and from content instruction in English, and where applicable, into and from instruction in the partner language as well. *(Evidence includes grade level meeting agendas, site master schedules, and lesson planning artifacts.)*
- Providing a lesson planning template that focuses on English language proficiency level and standards and connects to content area standards. *(Evidence includes lesson planning template and completed lesson plans.)*

\* The ELD Specialist refers to the SEI- or ESL/BLE-endorsed instructor of targeted ELD and, depending on the LEA, may be referred to as the (targeted) ELD or ESL teacher, the SEI teacher, or another title.

† The language specialists refer to the SEI- or ESL/BLE-endorsed instructor of targeted ELD, as well as any/all instructors with expertise or endorsements in instruction of or through the partner language in the DLI program. These individuals may go by a different title depending on the site/LEA.



- Documenting the creation of lesson plans for targeted ELD that include language objectives connected to content instruction, partner language instruction, clear connections to identified ELP Standards performance indicators, and research-based instructional strategies. (*Evidence includes lesson plans and instructional artifacts.*)
- Providing professional development to ELD Specialists around language acquisition, the 2019 ELP Standards, and research-based strategies for targeted ELD instruction. (*Evidence includes professional development workshop agendas and materials as well as documentation of implementation in the form of lesson artifacts and student work.*)
- Providing professional development to instructional coaches as well as site and district administrators around what to look for and how to provide support to ELD Specialists providing targeted ELD instruction. (*Evidence includes professional development agendas and materials as well as examples of coaching conversations and feedback.*)
- Including (or working to include) indicators that assess components of high quality integrated and targeted ELD instruction on informal walkthrough observation tools and formal evaluation protocols. (*Evidence includes protocols and tools, or documentations that protocols and tools are under revision, to include an ELD focus.*)
- Encouraging all teachers within DLI programs to make explicit connections between the partner language and English to support cross-linguistic transfer of knowledge and skills. (*Evidence include lesson plans, walk-through observations, and scope and sequence or pacing guides.*)



### Principle Four Narrative: Assessment, Monitoring, and Feedback

*In the space below, describe how your LEA is enacting this principle. Describe or refer to specific evidence and examples to support your assertions whenever possible.*

The school site(s) ensure(s) effective assessment, monitoring, and feedback by:

- Ensuring that all teachers have access to a variety of different types of data about their EL students' progress and performance, including AZELLA data and data from other formative and benchmark assessments in both English and the partner language for EL students in their classrooms.
- Ensuring that language development in both English and the partner language is documented and monitored regularly by all teachers within the program: language specialists\* and content teachers; teachers with expertise in English, the partner language, or both. *(Evidence includes gradebook data as well as lesson plans based on data.)*
- Providing professional development to teachers, instructional coaches, and site and district administrators around how to read data to make data-driven decisions for lesson planning, resource allocation, and professional development and support. *(Evidence includes professional development materials and sign ins as well as evidence of implementation.)*
- Ensuring that site-based language specialists have access to all student data and group students fluidly for targeted ELD instruction based on AZELLA proficiency levels and formative assessment data. *(Evidence includes data sharing documentation, schedules and artifacts for data-talks around relevant data, and student groupings for targeted ELD.)*
- Providing regularly-scheduled time, at least monthly, to allow for collaborative data talks between the site-based ELD Specialist, partner language specialist (where applicable), and grade-level/content area teams, resulting in targeted ELD groups and differentiated ELD instruction that are based on real-time formative assessment data. *(Evidence includes schedules and artifacts for data-talks around relevant data as well as student groupings for targeted ELD.)*
- Including (or working to include) indicators around assessment, monitoring, feedback, and progress towards language acquisition in both English and the partner language on informal walkthrough observation tools and formal evaluation protocols. *(Evidence includes protocols and tools or documentations that protocols and tools are under revision to include this focus.)*

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\* The language specialists refer to the SEI- or ESL/BLE-endorsed instructor of targeted ELD, as well as any/all instructors with expertise or endorsements in instruction of or through the partner language in the DLI program. These individuals may go by a different title depending on the site/LEA.