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. (*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 in, 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 their home language. (*Evidence includes written parent engagement plan, home communication examples, examples of parent/community activities, 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.*)

- 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.)*
- Defining entry and exit criteria for newcomer students (e.g., "students at the pre-emergent or emergent level who are recent arrivals to the US school system and who need more or greater supports than the typical LEA program for English learners.") *(Evidence includes definition of "newcomer", goals, timelines, program documentation, and policies.)*
- Promoting development of students' home language skills and incorporating home language instruction into the curriculum where possible. *(Evidence includes master schedules, lesson plans, curriculum, observation data, and evidence of additional EL support opportunities as relevant.)*
- Providing all staff at a site level professional development specific to newcomer students, including social-emotional needs specific to newcomer students, and the entry and exit criteria for newcomer students. *(Evidence includes professional development materials and sign ins as well as evidence of implementation.)*

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 grade-level/content area teachers provide at least 120 minutes per day/600 minutes per week (elementary) or 100 minutes per day/500 minutes per week (secondary) of language instruction within the integrated setting. These minutes should be distributed across the day in a way that maximizes the amount of content area instruction newcomers receive without placing them in environments that lack appropriate supports. *(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 time requirements 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.*)

- Ensuring that students are grouped by proficiency level (as defined for "newcomer") and by grade level, but when lower numbers indicate a need, may contain students in more than one grade level. *(Evidence includes master schedule, students' schedules, and class rosters.)*

- Verifying that grade level/content area teachers who are teaching integrated ELD to newcomer students as part of the 4-hour newcomer block 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 ELD Specialists[*] and designated grade level/ content area teacher to meet weekly in order to support grade-level teachers 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 social-emotional goals, English language proficiency levels and standards, and content area standards, and includes differentiated instruction for students with different language and literacy levels. (*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 on second language acquisition, the 2019 ELP Standards, linguistic accommodations, and differentiated instructional strategies that develop skills to support second language acquisition across the curriculum, which language is used in the disciplines, and integrates content-specific language with

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[*] 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.

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. (*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.*)
- Documenting that teachers create systems/processes/opportunities to orient and accommodate newly arrived refugee and immigrant students to their classroom and the school. *(Evidence includes written plan for integrating students, communication with home, walk-through observation data, etc.)*
- Requiring that integrated ELD for newcomers includes differentiated linguistic support for second language acquisition *(Evidence includes lesson plans, and observation data demonstrating both social and academic language integration and support).*
- Requiring that integrated ELD for newcomers is focused on grade level content and connects disciplinary practices and English language functions and form within the discipline. *(Evidence includes lesson plans, walk-through observation data, etc.)*
- Requiring that grade level/content area teachers plan to intentionally provide linguistic supports and scaffolds for newcomers to access grade level content, complex ideas, and rigorous tasks dependent on both content knowledge and language skills. (*Evidence includes grade level meeting agendas, site master schedules, and lesson planning artifacts.*)
- Providing teachers, the flexibility to promote development of students' home language skills, and incorporating home language instruction into the curriculum where possible. *(Evidence includes lesson plans and artifacts.)*

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:

- Requiring that ELD Specialists[*] provide at least 120 minutes per day/600 minutes per week (elementary) or 100 minutes per day/500 minutes per week (secondary) of language instruction within the targeted setting. These minutes should be distributed in such a way that students receive sustained linguistic instruction from certified instructors in accordance with their specific linguistic needs. *(Evidence includes master schedule(s) for the LEA, written district policies regarding requirements for targeted ELD, students' schedules, and lesson plans.)*
- Ensuring that students are grouped by proficiency level (as defined for "newcomer") and by grade level, but when lower numbers indicate a need, may contain students in more than one grade level. *(Evidence includes master schedule, students' schedules, and class rosters.)*
- 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 ELD Specialists to attend grade-level/content area team meetings at least weekly, 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 what is happening in the integrated setting. (*Evidence includes grade level meeting agendas, site master schedules, and lesson planning artifacts.)*
- Providing a lesson planning template that focuses on social-emotional goals and English language proficiency level and standards and connects to content area standards. (*Evidence includes lesson planning template and completed lesson plans.*)
- Documenting the creation of lesson plans for targeted ELD that include language objectives connected to content 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 second language acquisition, the ELP Standards, linguistic accommodations, and research-based strategies for targeted ELD. (*Evidence includes professional development workshop agendas and materials as well as documentation of implementation in the form of lesson artifacts and student work.)*

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- 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 to newcomer students. (*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.*)
- Documenting that teachers are creating systems/process/opportunities to orient and accommodate newly arrived refugee and immigrant students to their classroom and the school. *(Evidence includes written process or plan, activities, etc.)*
- Requiring the creation of lesson plans for targeted ELD focused on developing social language needed to navigate in school and the community as well as academic language needed to participate in the integrated ELD and content class settings. *(Evidence includes written lesson plans and instructional artifacts.)*

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 for EL students in their classrooms.
- Ensuring that growth in language development is documented and monitored regularly by the site-based ELD Specialist[*] and all grade-level/content area teachers that are responsible for a portion of the integrated ELD minutes. *(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 ELD 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 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 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.)*
- Ensuring that teachers are closely monitoring newcomers' language development relative to the LEA entry and exit criteria for newcomer programs, and tracking students' progress towards this goal so that they do not remain in the newcomer program longer than necessary. *(Evidence includes assessment and tracking data for newcomer students.)*

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