



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 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; 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 for high school newcomers (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 grade-level/content area teachers provide at least 60 minutes per day/300 minutes per week (elementary) or 50 minutes per day/250 minutes per week (secondary) of 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 LEA. *(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.)*
- Verifying that all grade-level/content area teachers who are teaching a portion of the 60 minutes of integrated ELD 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* to attend grade level meetings at least bimonthly 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 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 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.)*

*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.

Pull-Out SEI Model



- 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.*)



Pull-Out SEI Model

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 60 minutes per day/300 minutes per week (elementary) or 50 minutes per day/250 minutes per week (secondary) of pull-out targeted ELD time for all EL students that is provided by a certified ELD Specialist*. *(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. Master schedules will ensure that core instruction is not missed for targeted ELD instruction. *(Evidence includes master schedules for all LEAs, 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 ELD Specialists to 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 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 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 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.)*

*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.

Pull-Out SEI Model



- 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.*)



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 EL 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.)*

*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.