Principle One: Asset-Based Behaviors and Expectations

English learner (EL) students bring rich linguistic resources and cultural knowledge with them to the school environment. All systems and programs leverage these assets and provide opportunities for students to demonstrate these contributions. All systems and programs align with asset-based behaviors and expectations and provide opportunities and supports to ensure culturally and linguistically sustaining practices for EL students.

All educators:
- recognize that multilingualism and biliteracy are assets.
- leverage home languages and cultures as assets for both the EL student and his/her community (e.g., peers, teachers, etc.)
- ensure students' cultural and linguistic assets are acknowledged and respected in a safe, affirming, and inclusive climate.
- consistently acknowledge and build on the background knowledge and prior experiences of EL students.
- are responsive to the different strengths, needs, and identities of all EL students, including those with special needs.
- support the unique socio-emotional health and development of EL students.
- build and foster strong family, community, and school partnerships.
- recognize there is no universal EL student profile and no one-size-fits-all approach.

Asset-based behaviors and expectations will support the development of **student agency** when educators:
- provide opportunities for EL students to show mastery of competency.
- support students in finding their zone of proximal development.
- encourage students to recognize the strengths and experiences they bring to the learning community
- reinforce growth mindset.
- highlight examples of fellow students who are overcoming challenges.
- address students' social, emotional, and physical needs.

Through participation in an asset-based learning environment, EL students will develop confidence in their own skills and knowledge, a sense of self-efficacy, and a belief in their own ability to achieve and be successful.

Examples of Evidence
The following **artifacts and documents** may provide evidence to OELAS of how your LEA is enacting this principle:

- Written policy and/or expectations that schools provide socio-emotional learning opportunities and practices that address the unique needs of ELs
- Socio-emotional curriculum and/or resources
- Policy and plans for family engagement events that outline how families of ELs will be included
- Lesson plans that demonstrate differentiated instruction for ELs based on assessment results and other needs
- Documentation that parents/families of ELs are included in LEA and school level committees that drive decision-making
- Formal recognition opportunities for bicultural, bilingual, and biliteracy achievements
- Intentional acknowledgement of the inherent value of multilingualism & a variety of cultures within the school community such as wall displays, translated materials, etc.
- Instructional materials and lesson plans that include a variety of cultures and languages and that capitalize on home language assets
- Schedules that allow time for teachers (SEI, bilingual, and content) to plan collaboratively
- Funds allocated for personnel and resources to support the specialized needs of EL students

What Does it Look Like?
The following are *examples* of policies, practices, and programs at different implementation levels for this principle:

Lacking	Developing	Sustaining	Leading
• School leaders create a safe environment with no added consideration for the needs of ELs • While the LEA may have a clear vision, there is no specific attention to the needs of ELs. • LEA does not capitalize on home language as an asset for learning.	• School leaders create and sustain a safe environment for ELs. • The LEA articulates a clear vision for student success that includes high expectations for EL student achievement and social-emotional development. • LEA provides opportunities for ELs to use a language other than English, including	• School leaders create a safe and inclusive learning environment that celebrates ELs' languages and cultures. • Most school leaders, staff, and parents hold a clear vision for student success that includes high expectations for ELL student achievement and social-emotional development.	• School leaders create and sustain a safe and inclusive learning environment that celebrates and validates ELs' languages, cultures, and funds of knowledge. • School leaders, staff, and parents hold and enact a clear vision for student success that includes high expectations for EL student

• LEA plans to provide high quality education to all students with no special supports for EL students. • School recognizes cultural assets and uses them for bridging differences. • Parents have limited engagement in the school community.	the student's home language(s) to develop proficiency in English. • LEA has plans to provide ELs with access to high quality education and the supports for success (e.g., integrated and targeted ELD, extended time, tutoring). • School recognizes home languages and cultural assets and uses them for bridging differences. • School engages parents as active participants in the school community.	• LEA provides opportunities for ELs to participate in academic language learning or language support programs that lead to proficiency in English and other languages. • LEA provides ELs with access to high quality standards aligned education and the supports for success but EL students are not usually placed in gifted and talented education (GATE) and Advanced Placement (AP). • School recognizes home languages and cultural assets and uses them for bridging differences and creating community. • School engages parents as active participants in, and contributors to the school community.	achievement and social-emotional development. • LEA provides opportunities for ELs to use and develop academic language and content knowledge both in English and a language other than English, including the student's home language(s). • LEA ensures that ELs have access to high quality education including advanced learning opportunities such as gifted and talented education (GATE) and Advanced Placement (AP). • School sustains home languages and cultural assets and uses them for celebrations of accomplishments, bridging differences and creating community. • School engages parents as active participants in, and contributors to the school community. School offers parents sessions on effective strategies to support their children's learning in and out of school in English and their home language.

Principle One LEA Narrative

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.

Principle Two: Integrated Instruction in Disciplinary Language and Content

All educators share the responsibility for designing instruction that integrates language and literacy development with content learning. This is accomplished by using content standards to plan instruction along with the English Language Proficiency Standards to support differentiation by language proficiency level. Through the use of scaffolded supports, academic language development, and collaborative discussions, reading, and writing, educators help students develop disciplinary content knowledge, language, and autonomy.

All educators:
- differentiate disciplinary language instruction using the English Language Proficiency Standards.
- provide differentiated scaffolds to make grade level concepts comprehensible in receptive, productive, and interactive language and to support students to make informed and deliberate choices about language when speaking and writing.
- model learning approaches so students can construct meaning using metacognition strategies.
- immerse students in a language rich environment and engage in interactive and discussion-based learning tasks about the language of complex content-area texts.
- plan and provide opportunities for students to work together in intellectually rich and integrated learning environments around worthy and engaging inquiry questions, texts, and topics.
- support EL students' deep learning and ability to engage in extended academic discourse and abundant, authentic writing.

Integrated Instruction in Disciplinary Language and Content will support the development of **student agency** when educators:
- provide choices or open-ended opportunities to select strategies and tactics for mastery of language and content.
- encourage independent learning by teaching effective strategies for learning language and content.
- encourage initiative by creating learning environments that increase motivation and engagement with language and content.

Through participation in integrated language and content instruction, EL students will develop a sense of voice, confidence, and self-determination as they use content and language in tandem to meet their goals.

Examples of Evidence
The following **artifacts and documents** may provide evidence to OELAS of how your LEA is enacting this principle:

- Professional development plan that includes research-based professional development for all content teachers. Includes ELPS training.
- Content classes are included in EL Program Model documents for parents/guardians.
- EL Language Development statement is included in course catalog.
- Time built into master schedule or district calendar reflecting cross-curricular collaboration to include ELD specialist.
- Differentiation in core content classes for EL students based on ELPS.
- Documentation of research-based instructional routines and scaffolds that support language development.
- Documentation of EL student participation in specialty educational programs and courses with equitable access to program resources and information.
- Evidence of budget item spending on resources for EL instruction and scaffolds.
- Evidence of district policy or procedure that outlines state and federal documentation.
- Evidence of a teacher evaluation instrument that includes attributes of effective teaching for language development.
- Submission of artifacts of teaching-learning cycle.

What Does it Look Like?
The following are *examples* of policies, practices, and programs at different implementation levels for this principle:

Lacking	Developing	Sustaining	Leading
• School has or is planning to design learning opportunities for teachers to collaborate if it fits within the current structure or schedule. • School provides limited opportunities for all teachers to participate in meaningful	• School is planning to design learning opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons. • Some of the school's professional development	• School intentionally designs learning opportunities for most teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons. • School has a clear professional development	• School intentionally structures time and designs learning opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons with ELs in mind.

professional development that addresses the needs of ELs. • School leaders do not yet have an awareness of the principles of high-quality instruction for ELs and feedback and direction to educators may not reflect current research. • Content teachers are unaware of how language works within their content area. • Teachers are not yet integrating a language focus with content area instruction.	time is dedicated to EL needs, language acquisition, and integrating language and content instruction. • School leaders are developing awareness of the principles of high-quality instruction for ELs and provide supports, feedback and direction to educators to improve their instructional practices. • Content teachers are developing expertise and knowledge of how language works within their content area. • Curriculum designed and delivered by some purposefully integrates linguistic demands and content objectives.	plan that supports teachers to integrate academic content and language development. • School leaders understand the principles of high-quality instruction for ELs and provide high-quality supports, feedback and direction to educators to improve their instructional practices. • All content teachers exhibit extensive expertise and knowledge of how language works within their content area. • Curriculum designed and delivered by some content and all ELD teachers purposefully integrates linguistic demands and academic demands.	• School has a clear professional development plan that supports all teachers to integrate academic content and language development while strategically moving ELs toward English language proficiency. • School leaders communicate the principles of high-quality instruction for ELs and regularly provide high-quality supports, feedback and direction to educators to improve their instructional practices in alignment to the school's language development priorities. • All content teachers exhibit extensive expertise and knowledge of how language works within their content area as well as how to support ELs to develop that language. • Curriculum and lessons designed and delivered by all teachers purposefully integrates linguistic and content demands and provides planned and

			unplanned scaffolds (e.g., just-in-time, teachable moments) to address EL needs.

Principle Two LEA Narrative

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. *Be sure to include how your LEA will address the required SEI minutes as cited in SB1014 Sec. 2. Section 15-756.01.*

Principle Three: Targeted and Explicit Language Instruction

Explicit language instruction is a critical opportunity to intentionally support English learner (EL) students in developing the discourse practices they need to engage with rigorous, grade-level disciplinary content. Just as literacy and language should be integrated into content instruction, so should content and disciplinary practices be integrated into language instruction. Educators use the English Language Proficiency Standards with content material to teach language.

All educators:

- create opportunities for students to use language and reflect on their understanding across the four language domains (reading, writing, speaking, and listening) and in direct connection to rigorous, grade-level content.
- design instruction that fosters EL students' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.
- immerse students in a language rich environment that fosters critical thinking and problem solving.
- utilize language supports, academic language development, and opportunities for academic discourse.
- provide age/grade level appropriate instruction & materials that are culturally and linguistically appropriate and aligned to the English Language Proficiency Standards.
- design explicit instruction that provides students with an understanding of how language functions with a content discipline lens.

Targeted and explicit language instruction will support the development of **student agency** when educators:

- provide choices or open-ended opportunities to select strategies and tactics for language acquisition.
- encourage independent learning by teaching effective strategies for learning language.
- encourage initiative by creating learning environments that increase motivation and engagement with language acquisition.

Through participation in targeted and explicit language instruction, EL students will develop a sense of voice, confidence, and self-efficacy around their language use.

Examples of Evidence

The following **artifacts and documents** may provide evidence to OELAS of how your LEA is enacting this principle:

- Lesson plans driven by the ELP Standards and that include Structured English/Targeted ELD activities.
- Classroom observation tools with a focus on Structured English/Targeted ELD expectations.
- Professional development vendor contracts, calendar, sign in sheets, or artifacts that demonstrate a focus on Structured English/Targeted ELD topics.
- Agendas from PLCs with a focus on Structured English/Targeted ELD topics.
- Master schedules that indicate Structured English/Targeted ELD times.
- Extra-curricular schedule or WICPs documentation that include targeted tutoring for language development.
- Evidence of inclusion and analysis of language development data (i.e., data walls that show AZELLA data incorporated with other data, district-created assessments aligned to ELP standards/AZELLA, etc.).

What Does it Look Like?

The following are *examples* of policies, practices, and programs at different implementation levels for this principle:

Lacking	Developing	Sustaining	Leading
• A targeted and explicit language instruction approach is not consistently identifiable in the school master schedule. • Few, if any, opportunities are provided for teachers to participate in high-quality professional development on targeted and explicit language instruction.	• A targeted and explicit language instruction approach is identifiable for some grades in the school master schedule. • Some opportunities are available for teachers to participate in high-quality professional development on targeted and explicit language instruction.	• A targeted and explicit language instruction approach is identifiable in the school master schedule. • Opportunities are available for teachers to participate in high-quality professional development on targeted and explicit language instruction. • Targeted English language instruction uses research-based strategies (e.g.,	• A targeted and explicit language instruction approach is obvious and easily identified in the school master schedule. • Multiple and varied opportunities are provided for teachers to participate in high-quality professional development on targeted and explicit language instruction.

• There is no evidence of research-based strategies for targeted English language instruction. • There is no evidence of structures, processes and resources that support academic vocabulary development and purposeful and rich academic discourse and writing. • No professional development is provided that supports explicit language instruction in content.	• Targeted English language instruction considers research-based strategies and attempts to implement them, though inconsistently (e.g., multimedia, visuals, and graphic organizers). • Some classroom environments within the LEA provide ELs with a few structures, processes and resources that support academic vocabulary development and purposeful and rich academic discourse and writing. • Some content area teachers have access to professional development opportunities that could support explicit language instruction in content.	multimedia, visuals, and graphic organizers). • Classroom environments throughout the LEA provide ELs with some structures, processes and resources that support academic vocabulary development and purposeful and rich academic discourse and writing. • Content area teachers have access to professional development opportunities that provide strategies to support explicit language instruction in content.	• Targeted English language instruction consistently and strategically uses research-based strategies (e.g., multimedia, visuals, and graphic organizers). • Classroom environments throughout the LEA provide ELs with multiple structures, processes and resources that support academic vocabulary development and purposeful and rich academic discourse and writing. • All content area teachers have access to multiple professional development opportunities that provide strategies to support explicit language instruction in content.

Principle Three LEA Narrative

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. *Be sure to include how your LEA will address the required SEI minutes as cited in SB1014 Sec. 2. Section 15-756.01.*

Principle Four: Assessment, Monitoring, and Feedback

Districts and schools use English Language Proficiency Standards, diagnostic tools, formative assessment practices, and summative assessments to measure progress of English learner (EL) students' language and content knowledge to inform instruction.

All educators:
- use Arizona English Language Proficiency Standards to align instruction and assessment on a language learning continuum.
- use district and teacher formative and summative assessments that require sophisticated uses of language embedded in authentic and rich content.
- use analytical rubrics and assessment data to provide meaningful feedback on language development, skill development, and content knowledge.
- use short cycle formative assessment data (i.e., minute-by-minute, day-by-day) to gather evidence on student progress.
- use student progress evidence to guide teachers' and students' productive next steps to support both content learning and academic language development.
- Use Arizona state assessment data to evaluate language and content instructional effectiveness and inform future language and academic program decisions.

Assessment, monitoring, and feedback will support the development of **student agency** when educators:
- design a pathway to learning for EL students that provides opportunities for self-direction.
- consistently provide timely and meaningful feedback.
- provide varied opportunities for EL students to show mastery of competency.
- support EL students to develop awareness of their strengths and needs through regular progress checks.
- help EL students develop the habit of self-reflection using various formative assessments.

With regular assessment, monitoring, feedback, and educator guidance, EL students have opportunities to set their own goals and learn how to measure and evaluate their progress towards those goals.

Examples of Evidence

The following **artifacts and documents** may provide evidence to OELAS of how your LEA is enacting this principle:

- Teacher evaluation instrument that includes use of formative assessment
- Professional development plan that includes a focus on ELD for all teachers
- Documentation and examples of professional development activities, including how professional development needs were determined.
- Examples of data reports and/or tables that show information about how English learners are performing and documentation of how information is used to make programming and instructional decisions
- Sample student report card documenting language development progress
- Documentation of feedback system and tools, including how teachers are supported to implement feedback
- Master schedule with time for grade level/content area collaboration and data talks
- Other artifacts that document implementation and support of assessment, monitoring, and feedback.

What Does it Look Like?

The following are *examples* of policies, practices, and programs at different implementation levels for this principle:

Lacking	Developing	Sustaining	Leading
• The only data that teachers use or collect about English learners' language proficiency comes from the annual AZELLA assessment. • Content teachers do not receive or collect any information about their EL students' language proficiency or development. • Content teachers do not receive professional development or opportunities	• Teacher lesson plans may include formative assessment, but it is not consistent or intentional. • Content teachers receive information about their EL students' language proficiency, but are unable to effectively assess or collect ongoing data about language proficiency growth. • Content teachers receive general professional	• Teacher evaluation instrument incorporates the use of formative assessment in lesson planning, differentiated instruction. • Data teams disaggregate language level as well as academic performance data for site use. • Professional development incorporates English language development theory and learning for ALL instructors.	• Teachers receive specific professional learning development on the use of EL formative assessment data to inform instructional decisions and targeted time is provided for teachers to discuss data. • Community education nights include explanations of the language level information shared on report cards and parents are provided with

for collaboration and support around how to monitor EL students in their classroom and make appropriate instructional decisions for this population. • Information about how EL students are performing during the year must be specially requested and/or is difficult to obtain.	development regarding differentiated instruction; however, it is not content specific or ongoing. There are few opportunities for collaboration. • Information about how EL students are performing is informally communicated at the end of each grading cycle.	• Grade level report cards reflect language development as well as content learning.	strategies to support language growth in the home. • Content language experts are identified across schools and collaboratively plan professional learning opportunities to build capacity. • Regular progress reports and student conferences include information about language development and proficiency.

Principle Four LEA Narrative

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.