



**Arizona Department of Education**  
Office of English Language Acquisition Services

**Questions and Responses from SEI MODELS OVERVIEW MEETING – February 27, 2020**

**Where can we get the PowerPoint and videos from the February 27th SEI Models Overview Meeting?**

- PowerPoint presentations and videos have been posted [here](#) on the OELAS website.

**What are the qualifications required for an ELD specialist?**

- ELD specialists are required to have the state SEI Endorsement or an ESL/BLE endorsement.

**Based on the definition for who the ELD Specialist can be, does that mean any teacher with an SEI endorsement can be considered an ELD Specialist?**

- A teacher with an SEI endorsement can provide Targeted English instruction and Integrated instruction.

**Does the teacher in the general education classroom have to be SEI certified?**

- If the teacher is providing Integrated instruction for the purpose of meeting any portion of the minutes in either the Newcomer, Pull-Out, or 50-50 Dual Language Immersion Models, they must have an SEI, ESL, or BLE endorsement.

**Does every campus with EL students, regardless of the SEI model, need to provide targeted EL instruction from an EL Specialist and not a classroom teacher?**

- Each model notes that any teacher responsible for teaching any portion of Targeted English instruction or Integrated instruction as part of the required minutes **must have** the state SEI Endorsement or an ESL/BLE Endorsement.

**How much new funding will be allocated for this new adventure in learning?**

- The Arizona legislature funds the Structured English Immersion (SEI) fund at \$4.9 million annually. This money continues to be available to LEAs who qualify after offsets and can be used to fund additional staff to support any of the SEI Models. Additionally, qualifying LEAs receive state EL Group B Weight funding to support ELs. This money should be used to support the instructional models for ELs. Finally, LEAs with ELs are eligible to receive a federal Title III allocation, which can be used to support the language instruction models through professional development, family engagement, and supplemental materials.

**How do we fund this program?**

- SEI Budget can pay for incremental expenses that are due to implementing SEI Models. For specific guidance, contact your Regional Specialist.

**How do we fund the new positions?**

- First, LEAs will want to work with individual school leaders and the Business Office to determine if “new” positions are in fact needed. There may be cases where existing positions can provide services. If new positions are necessary, then you will want to consider all applicable English learner funding sources, including SEI Budget and EL Group B Weight.

**Kathy Hoffman, Superintendent of Public Instruction**

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**Is the one hour of protected prep for teacher’s negotiable?**

- The intent is that teachers of ELs are provided adequate and protected time to prepare. The hour is to the extent possible.

**How will we check for teacher effectiveness?**

- The expectation is that LEAs are putting systems and processes into place to prepare, support and monitor implementation of the model(s) they choose to best meet the needs of their ELs. OELAS’ focus is to provide guidance and support for implementation of effective instructional models.

**Are there no mixed classes or requiring of specific numbers in grade bands?**

- There is not a required number in grade bands. Each model notes what to consider specific to proficiency levels and grade bands to the “extent possible”. Targeted language instruction is to be provided to ELs only, while Integrated ELD occurs in a heterogeneous classroom setting.

**Can we mix mainstream students with EL students in the Two-Hour Model? If we do the Pull-Out Model, do all ELs have to be pulled out?**

- The two hours of Targeted English instruction (Principle Three) is for English learners only. If you do the Pull-Out Model, all ELs must be provided the required minutes of Targeted English instruction.

**What if we have fewer than 20 EL students?**

- No matter the number of ELs, the LEA is responsible for deciding on an SEI Model and providing both Targeted and Integrated instruction to EL students.

**In a low incidence district, can we provide Targeted English instruction in a mixed grouping?**

- No, Targeted English instruction is to be provided to English learners only.

**Is there a policy that requires grouping of ELs?**

- There is not a specific policy, however, each model under Principle Two and Principle Three states a requirement for grouping configurations.

**When it comes to the models, can we use more than one at a single school or does each need to use a specific model. Does the whole district need to have one model?**

- Districts do not have to choose only one model. District and school sites can decide on which model(s) is most appropriate based on their needs.

**Can you provide examples of the different way the Pull-Out Model can be implemented? Does it have to be a teacher taking students out of the classroom?**

- OELAS is in the process of drafting an implementation guidance tool for each model, which will provide scenarios and examples. When completed, we will inform the field as well as post on the OELAS website.
- Targeted instruction can happen in the classroom if students are grouped together only with other English learners with the instruction focus on language development provided by an SEI, ESL, or BLE endorsed teacher.

**Is there a Lesson Planning template?**

- OELAS will not be providing a required lesson plan template for educators to use. Districts or school sites can decide on a lesson template based on the SEI Model(s) they choose and the outlined expectations of Principle Two and Principle Three in each model.

**How will we document evidence in lesson plans going forward?**

- Documentation will be determined by the LEA in accordance to what has been outlined in the SEI Model(s) they choose to implement. Examples can be found in the evidence section of the model descriptions.

**What happens to our ILLP forms? Do we still have them? Is there a different form?**

- ILLPs will no longer be an option beginning in the 2020-2021 school year; therefore, there will be no required ILLP documentation.

**What PD opportunities will ADE be providing for us to ensure that ‘all means all?’**

- ADE will be determining what professional learning opportunities need to be designed, developed, and facilitated to support LEA’s in the very near future. We will continue to ask for the field’s feedback and requests as we move forward in our efforts to serve you through the implementation of the new models and Arizona’s LDA (Language Development Approach).

**Is ADE willing to come to LEAs to provide PD to content area teachers for understanding and implementing Arizona’s Language Development Approach?**

- ADE will be happy to support LEAs. We are asking districts to reach out to their Regional Specialist to discuss what support might include and look like in terms of professional learning.

**Will you have more trainings with more structured info, specifically a training that allows us to ask questions?**

- OELAS will be offering more trainings. We will be informing the field as they are determined and scheduled.

**When are we going to receive training on the new ELP standards?**

- We are planning to begin providing initial trainings on the ELP standards this summer. As professional learning dates are set, we will send them out to the field as well as post them on the OELAS website.