

# SEI Models Overview

**February 27, 2020**



Kate Wright, Associate Superintendent, HASS  
Melissa Castillo, Deputy Associate  
Superintendent, OELAS

**Kathy Hoffman**  
Superintendent of Public Instruction

A decorative horizontal banner with a sunburst pattern of light gray rays emanating from the center. The banner is framed by two dark blue horizontal lines, one above and one below the pattern.

**WELCOME**

# Today's Objectives

- Participants will *listen* and *read* to *discuss* Arizona's Language Development Approach.
- Participants will *identify* the *similarities* and *differences* of Arizona's approved Research Based Models.
- Participants will *begin* planning *which SEI Model(s)* might make sense for their district and/or schools.



# Why Are We Here?

- NEW flexibility in EL programs
- NEW and exciting opportunities for English Learners
- Newfound commitment to serving AELL (all English Language Learners)



# Legislative Context

- **SB1014** - EL legislation passed and signed into law on 2/14/19
  - Changed minimum required daily minutes of ELD to:
    - 120 minutes K-5
    - 100 minutes 6-12
  - Requires the development of ***Frameworks for Evaluation of EL Programs***



# Legislative Context cont'd

**15-756.01.** State board of education; research-based models of structured English immersion; alternative English instruction models; English language learners; budget requests; definitions

A. The state board of education shall **adopt and approve research-based models of structured English immersion** for school districts and charter schools to use. The department of education shall provide adequate staff support for the state board to comply with this article.



# Ultimately, We are Here To...

EQUALITY	VS.	EQUITY
 <p data-bbox="247 1135 931 1245"><b>EQUALITY = SAMENESS</b> <b>GIVING EVERYONE THE SAME THING</b> It only works if everyone starts from the same place</p>		 <p data-bbox="994 1135 1676 1245"><b>EQUITY = FAIRNESS</b> <b>ACCESS TO SAME OPPORTUNITIES</b> We must ensure equity before we can enjoy equality</p>

# Push In Small Group

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# Arizona's Language Development Approach

# What is a Language Development Approach?

**A set of underlying assumptions (best thinking made explicit) about how we will develop language, literacy, and learning in all subject areas for all EL students throughout the system.**



# Why a Language Development Approach?

It makes explicit the ways in which learning for English Learners will be designed and enacted throughout the system.

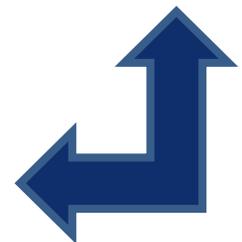


It connects the language, literacy and learning practices in all subjects and all instructional models that are critical to effective instruction and student learning.

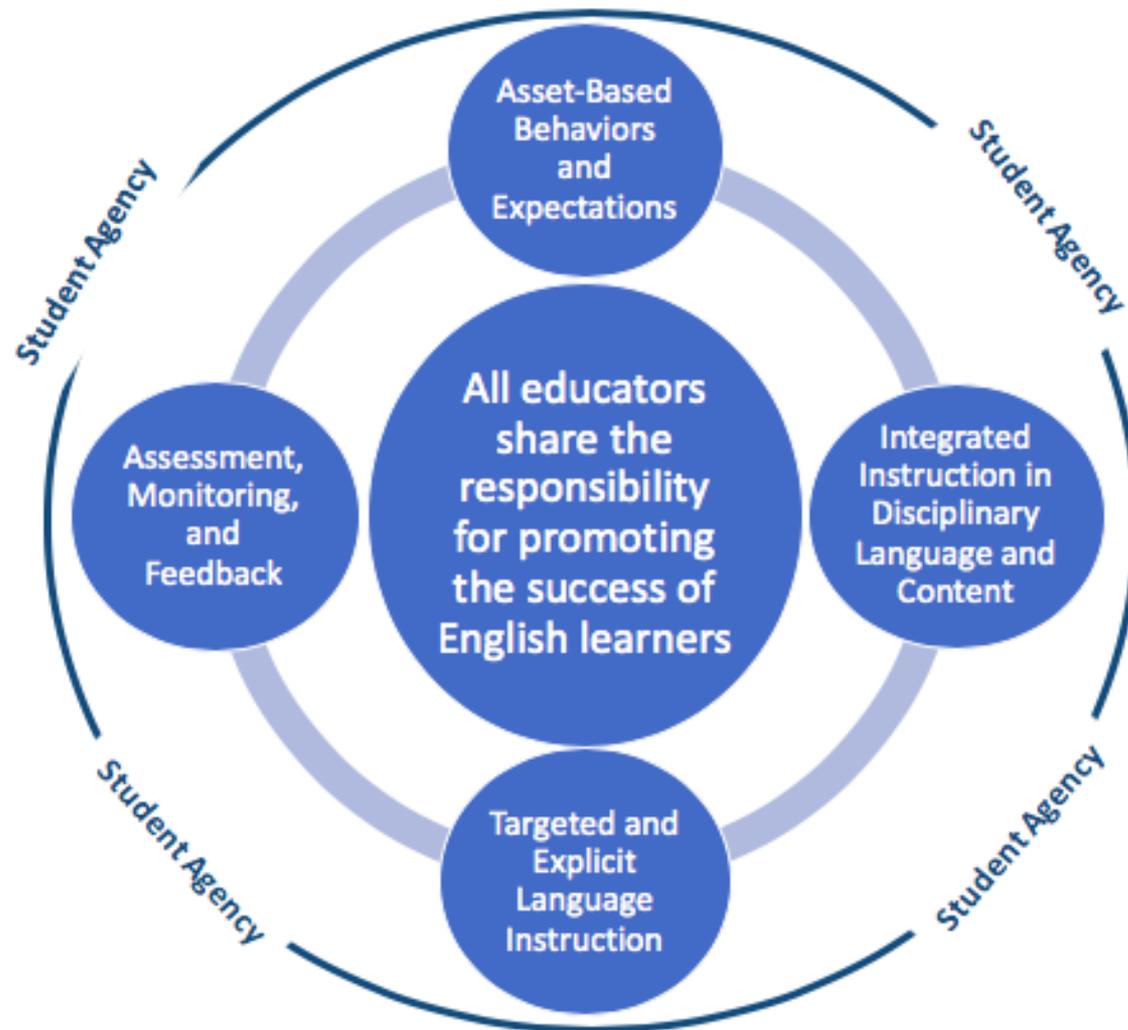


It communicates how you expect practitioners to design and enact language, literacy and learning practices in all subject matters for diverse English Learners.

How language development is conceptualized influences how learning experiences are designed and enacted.

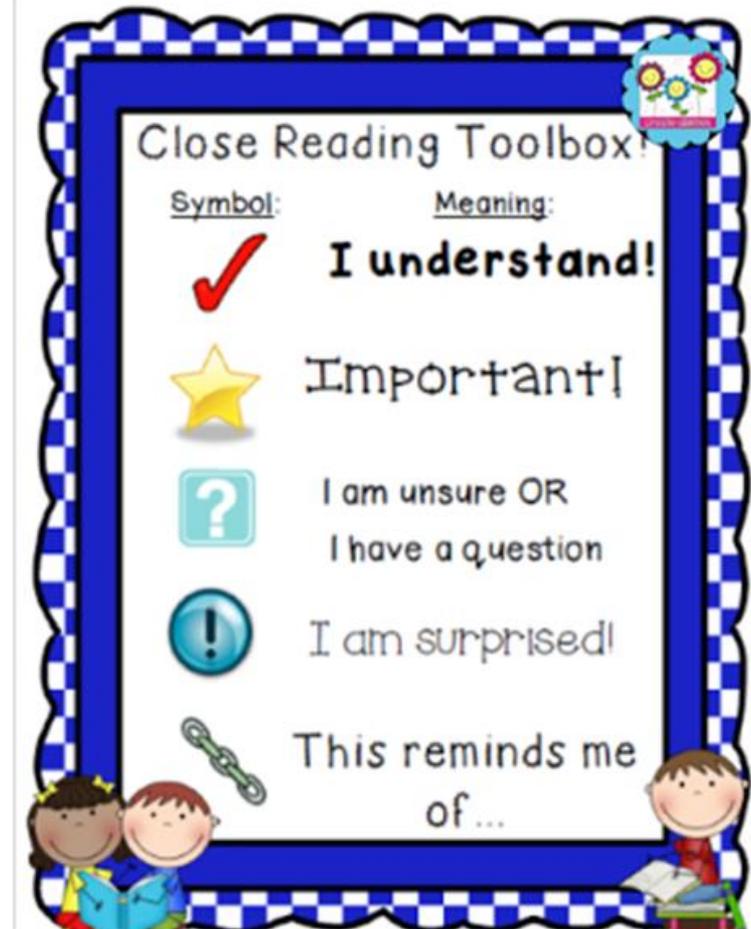


# Arizona's Language Development Approach



# Read, Reflect & Respond

- Read and annotate your thoughts
- Reflect considering:
  - *What will be important to consider?*
  - *What questions do I need to ask or be ready to answer?*
  - *What connections can I make to what we are already doing?*
  - *What is important and why?*
  - *What do I already understand?*
- Respond and share with a partner
  - *On page \_\_\_\_\_, I annotated using a \_\_\_\_\_, because...*
  - *Another part of the text that I marked was....*
  - *One annotation mark I used was a \_\_\_\_\_. I felt...*
  - *Something I ...*



# **Research-Based SEI Models Approved by the State Board of Education**

# Video Clip

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# Approved Models

- **Pull-Out** (Low Incidence) **Model**
- **Two-Hour Model**
- **Newcomer Model** (4 hours)
- **50-50 Dual-Language Immersion**

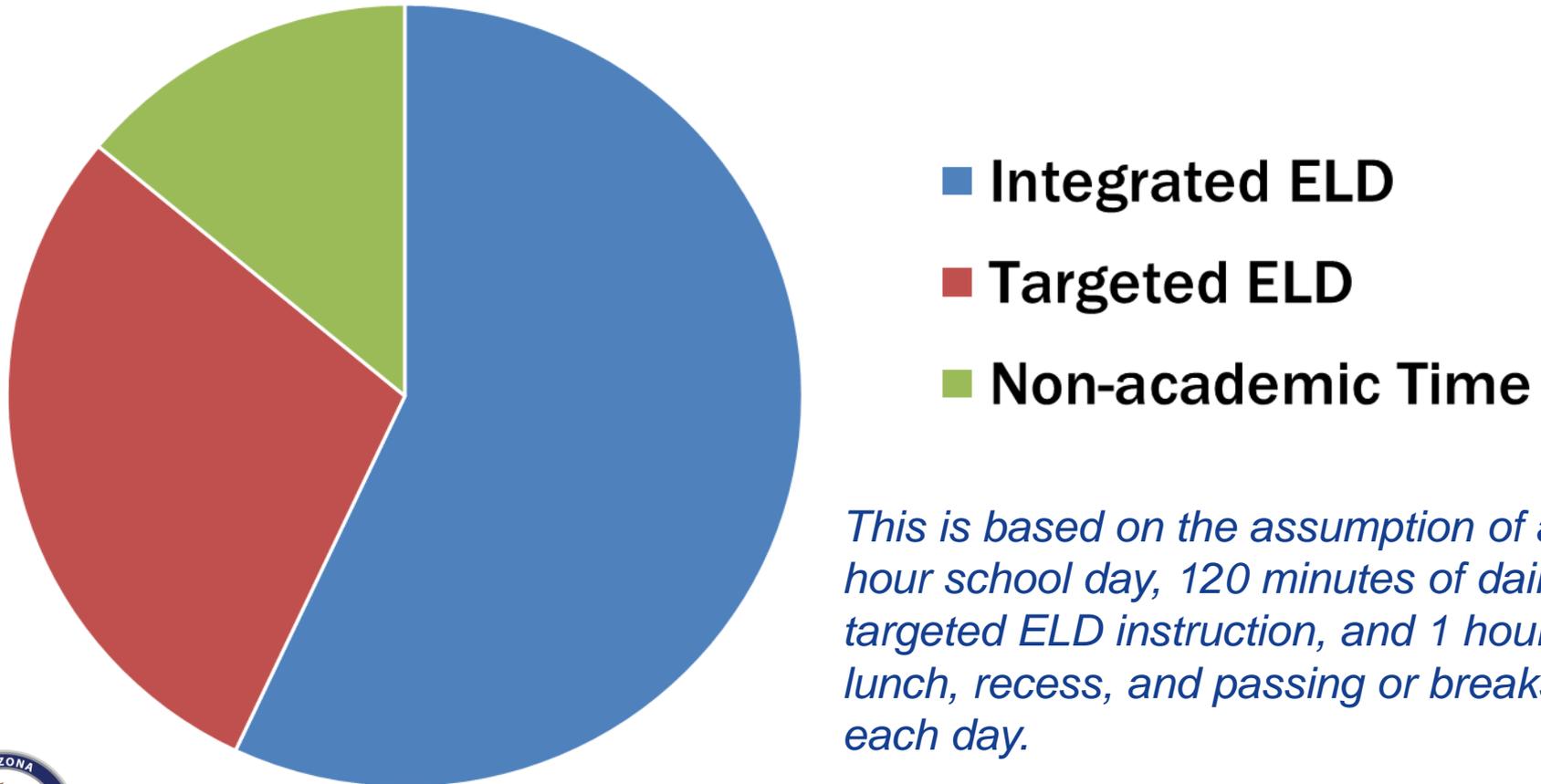
# Implied Non-Negotiables

- **Access and opportunity everyday to grade-level content alongside native English-speaking peers.**
- **Individual Language Learner Plans (ILLPS) are no longer an option.**
- **The 4-hour model is only an option as part of a Newcomer Program.**
- **Identified English Language Learners are provided targeted ELD.**



# A Comprehensive Approach to ELD

## Time in School



*This is based on the assumption of a 7 hour school day, 120 minutes of daily targeted ELD instruction, and 1 hour of lunch, recess, and passing or breaks each day.*

# A Comprehensive Approach to ELD

## Integrated and Targeted ELD BOTH/AND

ELA, science, social studies,  
art, etc. (throughout the day)

Specialized instruction for  
EL students focused on  
language (protected time)

### ***Integrated ELD:***

All teachers with ELs in  
their classrooms **build  
language acquisition  
through shared strategies  
and supports.**

### ***Targeted ELD:***

Teachers use the **ELP  
Standards as the focal  
standards** in ways that  
build *into and from*  
*content instruction.*



# How Are They The Same?

SEI Model	Principle One	Principle Four
Pull-Out	Articulating a clear vision for student success that includes high expectations for EL student achievement and social-emotional development.	Ensuring that all teachers have access to a variety of different types of data about their EL students' progress and performance.
Two-Hour	Articulating a clear vision for student success that includes high expectations for EL student achievement and social-emotional development.	Ensuring that all teachers have access to a variety of different types of data about their EL students' progress and performance.
Newcomer	Articulating a clear vision for student success that includes high expectations for EL student achievement and social-emotional development.	Ensuring that all teachers have access to a variety of different types of data about their EL students' progress and performance.
50-50 DLI	Articulating a clear vision for student success that includes high expectations for EL student achievement and social-emotional development.	Ensuring that all teachers have access to a variety of different types of data about their EL students' progress and performance.

# How Are They Different?

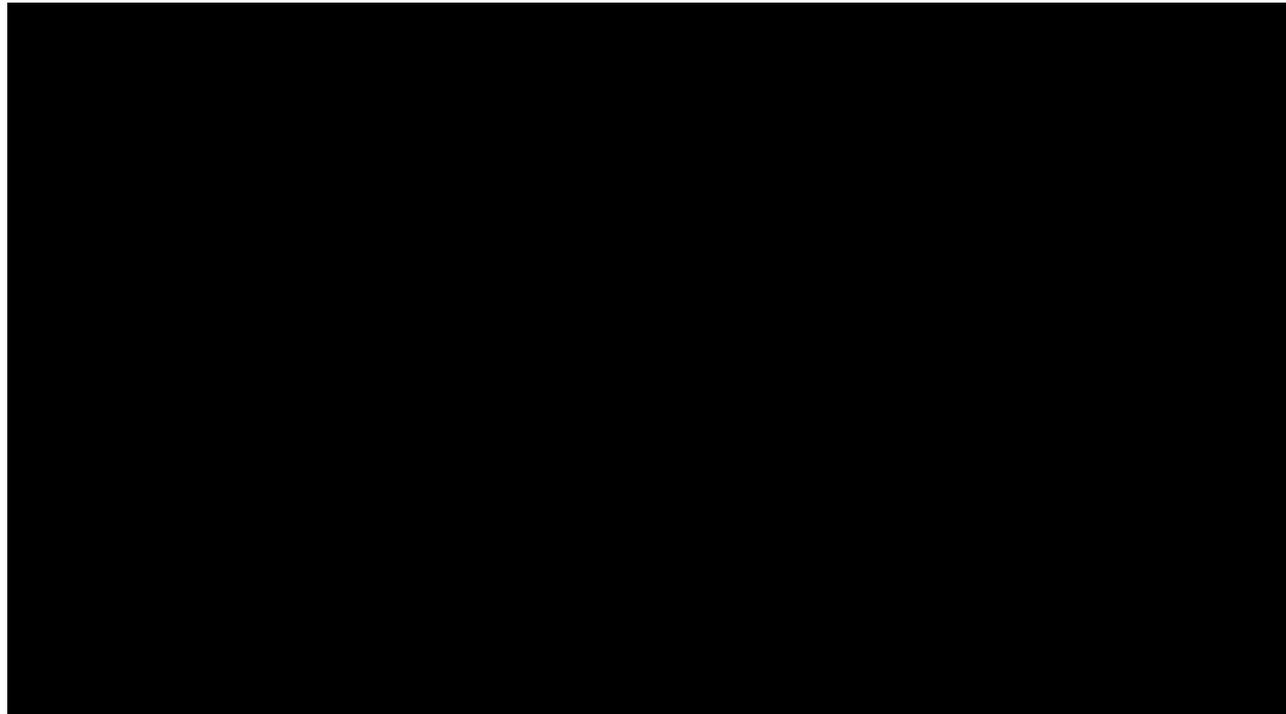
SEI Model	Principle Two	Principle Three
Pull-Out	60 minutes per day/300 minutes per week (elementary) <i>or</i> 50 minutes per day/250 minutes per week (secondary) of language instruction within the integrated setting.	60 minutes per day/300 minutes per week (elementary) <i>or</i> 50 minutes per day/250 per week (secondary) of targeted ELD time for all students provided by a <b>certified ELD Specialist</b> .
Two-Hour	<i>Access and opportunity everyday to grade-level content alongside native English-speaking peers.</i>	120 minutes per day/600 minutes per week (elementary) <i>or</i> 100 minutes per day/500 minutes per week (secondary) of targeted ELD time in an SEI classroom for all EL students provided by a <b>certified ELD Specialist</b> .
Newcomer	At least 120 minutes per day/600 minutes per week (elementary) <i>or</i> 100 minutes per day/500 minutes per week (secondary) of language instruction within the integrated setting .	At least 120 minutes per day/600 minutes per week (elementary) <i>or</i> 100 minutes per day/500 minutes per week (secondary) of language instruction within the targeted setting provided by a <b>certified ELD Specialist</b> .
50-50 DLI	At least 90 minutes per day/450 minutes per week (elementary) <i>or</i> 75 minutes per day/375 minutes per week (secondary) of English language instruction within the integrated setting. <ul style="list-style-type: none"> <li>No Bilingual Waiver is needed!</li> </ul>	30 minutes per day/150 minutes per week (elementary) <i>or</i> 25 minutes per day/125 minutes per week (secondary) of targeted ELD time for all EL students provided by a <b>certified ELD Specialist</b> .



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# What Model(s) Might Make Sense?

- What is your mission and vision for English Learners in your district?
- Consider your district's current context:
  - What might you implement *NEXT YEAR*?
  - What evidence can you collect to ensure implementation?
  - What will it look like?
- How will you start?



