

SEI Classroom Protocol

All questions must be answered

Date: _____ Teacher: _____ Grade/Content Area: _____

Grouping Configuration: ___ ELs Only ___ ELs and Non-ELs

English language proficiency levels: ___ Pre-Emergent/Emergent ___ Basic ___ Intermediate

Program Model Implementation

1. The SEI Model being implemented:

Pull-Out

Two-Hour

Newcomer

50-50 DLI

Evidence includes:

- Written district policies/requirements
- Professional development plans, materials or artifacts
- Assessment data and tools
- Master schedules and daily schedules note the minutes of Targeted ELD and Integrated ELD
- Student rosters grouped by grade level and English language proficiency level for the selected SEI model

2. The minutes allocated for targeted ELD are aligned to the selected SEI Model.

Y

N

N/O

Evidence includes:

- Written district policies/requirements
- Lesson plans
- Master schedules and daily schedules note the minutes of targeted ELD instruction
- Student rosters with grade level and proficiency levels

If no, how many minutes are allocated? _____ minutes

3. The minutes allocated for integrated ELD are aligned to the selected SEI Model.

Y

N

N/O

Evidence includes:

- Written district policies/requirements
- Lesson plans
- Master schedules and daily schedules note the minutes of integrated ELD instruction
- Student rosters with grade level and proficiency levels

If no, how many minutes are allocated? _____ minutes

4. Targeted ELD lesson is based on ELP standards/Pis and aligned to students' English language proficiency levels.

Y

N

N/O

Evidence includes:

- Lesson observed focused on language objective aligned to the ELP standard(s) and performance indicator(s) appropriate to students' language proficiency levels
- Lesson observed differentiated instruction based on English language proficiency levels of students
- Student rosters with proficiency levels; Pre-Emergent/Emergent, Basic or Intermediate
- Instructional artifacts and student work

Kathy Hoffman, Superintendent of Public Instruction

1535 West Jefferson Street • Phoenix, Arizona 85007 • (602) 542-0753 • www.azed.gov/oelas

5. Integrated ELD lesson is based on both AZ content area standards and ELP standards/Pis aligned to student’s grade and English language proficiency levels.	Y	N	N/O
Evidence includes: <ul style="list-style-type: none"> • Lesson observed focused on objectives (content and language) aligned to both content area standards and ELP standards/Pis • Lesson observed differentiated instruction based on English language proficiency levels; Pre-Emergent/Emergent, Basic or Intermediate • Student rosters with proficiency levels Grouping Configuration • Instructional artifacts and student work 			
6. Targeted ELD instruction takes place with EL students only.	Y	N	N/O
Evidence includes: <ul style="list-style-type: none"> • Master Schedule • Classroom rosters • Student schedules 			
7. Integrated ELD instruction takes place with mixed groups. (ELs & Non-ELs)	Y	N	N/O
Evidence includes: <ul style="list-style-type: none"> • Master Schedule • Classroom rosters • Student schedules 			
8. The teacher holds a state SEI Endorsement or an ESL/BLE Endorsement. <i>*Should have been determined prior to classroom observation</i>	Y	N	N/A (charters only)
9. Instruction is in English during SEI instructional minutes. <i>All instruction is required to be in English during the SEI (Targeted & Integrated) instructional minutes</i>		Y	N
10. Books and materials are in English during SEI instructional minutes. <i>All books and materials are in English during the SEI (Targeted & Integrated) instructional minutes</i>		Y	N
11. Minimal use of native language during SEI instructional minutes.	Y	N	N/O
Acronyms: <ul style="list-style-type: none"> • EL: English learner • ELD: English language development • ELP: English Language Proficiency • N/A: Not Applicable • N/O: Not Observed • Pis: Performance Indicators • SEI: Structured English Immersion 			

**Circle or highlight all evidence that applies*