

2020-2021 EL Program Monitoring **OUTLINE**

Monitoring Program	CYCLE	Purpose
English Learner Program Monitoring	2020-2021 EL Program Monitoring	OELAS monitors district and charter schools (Local Educational Agency (LEA)) to ensure they have procedures in place to properly identify and provide services to students who qualify for English Learner (EL) services. In addition, the monitoring process ensures LEAs monitor and regularly assess the progress of all ELs as well as recently reclassified ELs.

Considerations:

This document is an outline of the 20-21 EL Program Monitoring and is intended to be a big picture of what will be reviewed, submitted, and considered as part of the 20-21 EL Program Monitoring that will be completed virtually this year. This outline includes each of the tasks you will be required to complete as well as the documentation to consider for evidence of implementation. OELAS hopes that you will utilize this outline to help you **plan and prepare** for your upcoming virtual/online monitoring. Please use the far-right columns of each table to assist you in drafting responses to policies and procedures as well as note or list what documentation/evidence you can collect.

The Comprehensive Monitoring Guidance Document will be sent to you a couple weeks prior to your assigned monitoring window. The complete document will include the following: review of monitoring timeline; step-by-step directions to complete the required online tasks; a list of SSID numbers to pull as specific evidence of program implementation; and a complete list of online form questions and evidence for each task.

Monitoring this year will be completed virtually through **EMAC** (*Educational Monitoring, Assistance & Compliance*) which is an application in ADEConnect. *Complete directions on gaining access to this application as well as a full training on EMAC will be sent to you a couple weeks prior to your assigned monitoring. These documents will be sent in an email to you from your OELAS Regional Specialist.*

General English Learner Program

Task: Mission/Vision for the LEA's EL Program	In this LEA level task, the EL Coordinator will share the LEA's Mission/Vision for their English learner program and services. SEI Models Implementation Guide Reference: English learner (EL) students are valuable members of our education community, and all individuals at every level of the educational system must have an active role in ensuring their success and achievement. To that end, foundational considerations have been explicitly identified in all four SEI models. Articulating a clear vision for student success that includes high expectations for EL student achievement and social-emotional development. (p. 12)	Policies and Procedures to gather and prepare to respond to: <ul style="list-style-type: none"> The LEA's Mission/Vision for their English learner program and services.
	Documentation to Consider:	

<p>Task: Professional Development Opportunities for Educators of ELs</p>	<p>In this LEA level task, the EL Coordinator will share the LEA's plan and structure for providing professional development and learning opportunities to the educators of English learners.</p> <p>SEI Models Implementation Guide Reference: All teachers of English learners must have a foundational understanding of high-quality instruction for ELs that is implemented in all classrooms, regardless of the specific instructional program model. To this end, LEAs should provide high-quality professional learning and support for all educators, so that they can provide high-quality educational experiences for all students. (p. 17-18)</p> <p>Legal Reference: Providing effective teacher and principal preparation, effective professional development activities, and other effective activities related to the education of English learners, which may include assisting teachers, principals, and other educators. [ESEA section 3115(b)(2)(b)(ii)]</p>	<p>Policies and Procedures to gather and prepare to respond to:</p> <ul style="list-style-type: none"> The LEA's plan and structure for providing professional development opportunities for educators of English learners. <hr/> <p>Documentation to Consider:</p> <ul style="list-style-type: none"> The LEA's Professional Development Plan for the 2020-2021 school year.
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<p>Task: Opportunities for Parent/Family/Community Engagement</p>	<p>In this LEA level task, the EL Coordinator will share the LEA's plan and structure for providing opportunities for parents/families/community members of English learners to engage together and with the LEA.</p> <p>SEI Models Implementation Guide Reference: English learner (EL) students are valuable members of our education community, and all individuals at every level of the educational system must have an active role in ensuring their success and achievement. To that end, foundational considerations have been explicitly identified in all four SEI models: Planning to coordinate 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. (p. 12)</p> <p>Legal Reference: Approved instructional models must adhere to the following criteria: 4. Include parental engagement strategies. [A.R.S. § 15-756.01(I)(4)]</p> <p>In carrying out activities with such funds, the eligible entity shall include parent, family, and community engagement activities. [ESEA section 3115(a)(3)(A)]</p>	<p>Policies and Procedures to gather and prepare to respond to:</p> <ul style="list-style-type: none"> The LEA's plan and structure for providing opportunities for parent/family/community engagement of English learners. <hr/> <p>Documentation to Consider:</p> <ul style="list-style-type: none"> The LEA's Parent/Family/Community Engagement Plan for the 2020-2021 school year.
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Task: Endorsement/ Training for Teachers of English Learners	In this LEA level task, the EL Coordinator will share the LEA's plan for providing access and opportunity for educators of English learners to receive training for delivering English Language Development Instruction and to receive the necessary SEI Endorsement coursework and endorsement for English Language Development Instruction (when applicable).	<i>Policies and Procedures to gather and prepare to respond to:</i> <ul style="list-style-type: none"> • The LEA's plan to have teachers receive the necessary training and endorsement (when applicable) for instruction of English learners.
	Legal Reference: A.R.S. §15-756.09(A-D)	<i>Documentation to Consider:</i>

General English Learner Program

<p>Task: Home Language Survey (HLS)</p>	<p>In this <i>LEA and school level task</i>, the EL Coordinator will respond to the LEA's policies and procedures related to identifying a Primary Home Language Other than English (PHLOTE), and upload the form used to document the student's home language.</p> <p>Legal Reference: The primary or home language for all new pupils who enroll in a school district or charter school shall be identified in a manner prescribed by the superintendent of public instruction. [A.R.S. §15-756(A)]</p>	<p><i>Policies and Procedures to gather and prepare to respond to:</i></p> <ul style="list-style-type: none"> • The LEA's policies and procedures for implementation and collection of the required Home Language Survey (HLS). <hr/> <p><i>Documentation to Consider:</i></p> <ul style="list-style-type: none"> • Evidence of using the required <i>Home Language Survey</i>. <ul style="list-style-type: none"> ○ for English learners ○ for students not classified as English learners
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<p>Task: AZELLA – Identification</p>	<p>In this <i>LEA and school level task</i>, the EL Coordinator will respond to the LEA's policies and procedures related to identifying an EL by administering the AZELLA to students enrolling with a Primary Home Language Other than English and do not have language test history.</p> <p>Legal Reference: The English language proficiency of all pupils with a primary or home language other than English shall be assessed through the administration of English language proficiency assessments in a manner prescribed by the superintendent of public instruction. [A.R.S. §15-756(B) and R7-2-306(C)(3)]</p> <p>Local educational agencies, "are to create and implement standardized, statewide entrance and exit procedures" for ELs, "including an assurance that all students who may be [ELs] are assessed for such status within 30 days of enrollment in a school in the State" and within two weeks of enrollment after the start of the school year. [ESEA section 3113(b)(2)]</p>	<p><i>Policies and Procedures to gather and prepare to respond to:</i></p> <ul style="list-style-type: none"> • The LEA's policies and procedures for identification and assessment of newly enrolling students with a Primary Home Language Other than English (PHLOTE). <hr/> <p><i>Documentation to Consider:</i></p> <ul style="list-style-type: none"> • Evidence of initial AZELLA Assessment for the 20-21 school year.
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<p>Task: AZELLA – EL Reassessment</p>	<p>In this <i>LEA and school level task</i>, the EL Coordinator will respond to the LEA’s policies and procedures related to annual assessment of English proficiency of all English learners. The EL Coordinator will respond to the LEA’s policies and procedures related to notifying the parents/guardians in writing that their child has been reclassified as Fluent English Proficient.</p> <p>Legal Reference: Local educational agencies in the State will provide for an annual assessment of English proficiency of all English learners. [ESEA section 1111 (2)(G)(i)]</p> <p>The process of reassessment of English language learners for the purpose of determining English language proficiency shall be conducted at least annually at the end of each school year in a manner prescribed by the superintendent of public instruction.[A.R.S. §15-756.05(A)]</p> <p>A pupil who scores at or above the test publisher’s designated score for English proficiency shall be considered English proficient. The pupil shall no longer be classified as an English language learner and shall be reclassified as English proficient. [A.R.S. §15-756.05(B)]</p> <p>LEAs shall notify the parents or legal guardians in writing that their child has been reclassified as FEP when the student meets the criteria for such reclassification. [R7-2-306(G)(5)]</p>	<p>Policies and Procedures to gather and prepare to respond to:</p> <ul style="list-style-type: none"> • The LEA’s policies and procedures for EL Reassessment. • The LEA’s policies and procedures for notifying the parents/guardians in writing that their child has been reclassified as Fluent English Proficient. <p>Documentation to Consider:</p> <ul style="list-style-type: none"> • Evidence of annual reassessment. • Evidence of using the Notice of Reclassification
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<p>Task: Parent Notification and Consent</p>	<p>In this <i>LEA and school level task</i>, the EL Coordinator will respond to the LEA’s policies and procedures related to notifying parents/guardians in writing that their child is identified as an English learner for participation in the school’s English learner program.</p> <p>Legal Reference: Each local educational agency using federal funds to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program. [ESEA section 1112(e)(3)(A)]</p> <p>For those children who have not been identified as English learners prior to the beginning of the school year, but are identified as English learners during such school year, the local educational agency shall notify the children’s parents during the first two weeks of the child being placed in a language instruction educational program. [ESEA section 1112(e)(3)(B)]</p>	<p>Policies and Procedures to gather and prepare to respond to:</p> <ul style="list-style-type: none"> • The LEA’s policies and procedures for notifying parents that their child is identified as an English learner. <p>Documentation to Consider:</p> <ul style="list-style-type: none"> • Evidence of using the <i>Parent Notification and Consent</i> forms to notify parent or guardians.
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Task: Parent Request for Withdrawal	In this <i>LEA and school level task</i> , the EL Coordinator will respond to the LEA's policies and procedures related to the rights of parents/guardians to have his/her child withdrawn from the local English learner program. Legal Reference: Parents of a limited English proficient student have the right to information pertaining to parental rights that includes written guidance (I) detailing the right that parents have to have their child immediately removed from such program upon their request; and (II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available. [ESEA section 1112(e)(3)(A) (vii)]	Policies and Procedures to gather and prepare to respond to: <ul style="list-style-type: none"> The LEA's policies and complete procedures implemented when a parent requests that their English Learner be withdrawn from the school's English Learner program.
		Documentation to Consider: <ul style="list-style-type: none"> Evidence of using <i>Parent Request for Withdrawal forms</i> when a withdrawal is requested.

Task: Two-Year Monitoring Fluent English Proficient (FEP) Students	In this <i>LEA and school level task</i> , the EL Coordinator will respond to the LEA's policies and procedures for monitoring Fluent English Proficient students for academic and language progress for two years following the Proficient score on the AZELLA. Legal Reference: The LEA shall monitor exited students based on criteria provided in this Section during each of the two years after being reclassified as FEP to determine whether these students are performing satisfactorily in achieving the Arizona Academic Standards adopted by the Board. Such students will be monitored in reading, writing and mathematics skills and mastery of academic content areas, including science and social studies. [R7-2-306(I)(1)]	Policies and Procedures to gather and prepare to respond to: <ul style="list-style-type: none"> The LEA's policies and complete procedures for monitoring Fluent English Proficient students for two years following the Proficient AZELLA score.
		Documentation to Consider: <ul style="list-style-type: none"> LEA lists of newly reclassified ELs. Evidence of monitoring the academic progress of Fluent English Proficient students.

<p>Task: Written Individualized Compensatory Plan (WICP)</p>	<p>In this <i>LEA and school level task</i>, the EL Coordinator will respond to the LEA's policies and procedures for offering compensatory instruction for English learners and Fluent English Proficient students and completing a Written Individualized Compensatory Plan when necessary services are provided.</p> <p>Legal Reference: ELs who are not progressing toward achieving proficiency of the Arizona Academic Standards adopted by the Board, as evidenced by the failure to improve scores on the AIMS (AzMerit) test or the nationally standardized norm-referenced achievement test adopted pursuant to A.R.S. §15-741, shall be provided compensatory instruction, which is instruction outside of the school day, to assist them in achieving those Arizona Academic Standards. A WICP describing the compensatory instruction provided shall be kept in the student's academic file. [R7-2-306(F)(4)]</p>	<p>Policies and Procedures to gather and prepare to respond to:</p> <ul style="list-style-type: none"> The LEA's policies and procedures for offering and providing compensatory instruction to English Learners and Fluent English Proficient students. <p>Documentation to Consider:</p> <ul style="list-style-type: none"> Evidence that the sites offer and provide Compensatory Education services.
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<p>Task: Title III Compliance Document</p>	<p>In this LEA task, the EL Coordinator will respond to the LEA's processes and procedures related to Title III Compliance to ensure intent and purpose of the funds are met.</p> <p>Legal Reference: OSS monitoring assesses the extent to which States provide leadership and guidance for local educational agencies (LEAs) and schools in implementing policies and procedures that comply with the provisions of Title III as authorized under the Education Department of General Administrative Regulations at 34 CFR 80.40.</p> <p>Contents - Each plan submitted under subsection (a) shall provide an assurance that—the agency will monitor each eligible entity receiving a subgrant under this subpart for compliance with applicable Federal fiscal requirements. [(ESEA SEC. 3113.(b)(3)(f)]</p>	<p>Policies and Procedures to gather and prepare to respond to:</p> <ul style="list-style-type: none"> If your LEA accepts Title III funds, the Title III Compliance for will be completed as an online form in EMAC. <p>This form is built in EMAC for digital completion and submission. The full form can be accessed here.</p> <p>Documentation to Consider:</p>
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Task:
EL Teacher
Interview

In this *school task*, teachers of ELs will share their knowledge regarding the English Language Proficiency Standards, what professional learning opportunities they have had or participated in, as well as share their successes with their English learners in their EL Program.

Legal Reference:

4. Choose, based on the department's review of reports submitted by school districts and charter schools, the school districts and charter schools described in paragraphs 1, 2 and 3 of this subsection B. The monitoring required by this section shall be on-site monitoring and shall include classroom observations, curriculum reviews, faculty interviews, student records, a review of English language learner programs and an analysis of programmatic effectiveness, at a minimum, to include prior year data that analyze the progress of English language learners. [(A.R.S. §15-756.08(4)(B)]

Policies and Procedures to gather and prepare to respond to:

- When the LEA's Program Monitoring timeframe opens, part of the Monitoring will be Teacher Interviews completed by teachers of ELs. Your assigned OELAS Specialist will reach out to you schedule and complete these. There will be a Virtual Interview and Independent (written) Interview completion process.

Documentation to Consider:

SEI Model Implementation

<p>Task: Arizona's Language Development Approach: Principle 1</p>	<p>In this <i>LEA and school level task</i>, the EL Coordinator will respond to the LEA's policies and procedures related to systems and programs that align with asset-based behaviors and expectations for ELs, and provide opportunities and supports to ensure culturally and linguistically sustaining practices for EL students.</p> <p>Legal Reference: If it is determined that a pupil is not English language proficient, the pupil shall be classified as an English language learner and shall be enrolled in an English language education program. [A.R.S. §15-756(C)]</p>	<p>Policies and Procedures to gather and prepare to respond to:</p> <ul style="list-style-type: none">• The LEA's plan to prepare and support educators on instructional approaches to draw on and develop student agency among English learners.• The LEA's plan to prepare and support educators on approaches to further develop and support the language and literacy skills of English learners. <p>Documentation to Consider:</p>
<p>Task: Arizona's Language Development Approach: Principle 4</p>	<p>In this <i>LEA and school level task</i>, the EL Coordinator will respond to the LEA's policies and procedures related to the use of 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.</p> <p>Legal Reference: If it is determined that a pupil is not English language proficient, the pupil shall be classified as an English language learner and shall be enrolled in an English language education program. [A.R.S. §15-756(C)]</p>	<p>Policies and Procedures to gather and prepare to respond to:</p> <ul style="list-style-type: none">• The LEA's plan and expectations to prepare and support educators to develop and implement formative assessment practices for English learners.• The LEA's plan and expectations for educators' use of data and the feedback process to inform ELD instruction. <p>Documentation to Consider:</p>

SEI Models: Pull-Out Model

Are any schools in your LEA implementing the Pull-Out SEI Model?

If your answer to the above question is "yes", you will want to consider the following two principles of this SEI Model.

Task:
Pull-Out SEI Model: Integrated Instruction (LDA Principle 2)

In this school level task, the EL Coordinator will respond to the LEA's policies and procedures related to implementing the **Pull-Out Model** requiring:

- A clear vision for student success that includes high expectations for EL student achievement and social-emotional development.
- All teachers have access to a variety of different types of data about the EL students' progress and performance.
- Allocated minutes designated towards English language instruction within the integrated setting. No Bilingual Waiver is needed.
- Allocated minutes designated towards targeted ELD time for all students provided by a **certified ELD Specialist**.

Integrated Instruction: All educators share the responsibility for designing instruction that integrates language and literacy development with content learning for the ELs in their classes. 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 use of scaffolded supports, academic language development, collaborative discussions, reading, and writing, educators help EL students develop disciplinary content knowledge, language, and autonomy.

Legal Reference:

If it is determined that a pupil is not English language proficient, the pupil shall be classified as an English language learner and shall be enrolled in an English language education program. [A.R.S. §15-756(C)]

Program description(s) to gather and prepare to respond to:

- Description of how the schools are providing the **Integrated** instruction to ELs as required by the Pull-Out SEI Model.

Documentation to Consider (per the aligned LDA Principle):

- Master schedules, student schedules, or lesson plans that reflect 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.
- Grade-level/content area teachers who are teaching a portion of the 60 minutes of integrated ELD have state SEI endorsement or an ESL/BLE endorsement.
- Lesson planning template and completed lesson plans 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.
- Lesson planning template and completed lesson plans that requires the creation of lessons with 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.
- Protocols and tools that assess components of high quality integrated and targeted ELD instruction on informal walkthrough observation tools and formal evaluation protocols.

<p>Task: Pull-Out SEI Model: Targeted Instruction (LDA Principle 3)</p>	<p>In this school level task, the EL Coordinator will respond to the LEA's policies and procedures related to implementing the Pull-Out Model requiring:</p> <ul style="list-style-type: none"> • A clear vision for student success that includes high expectations for EL student achievement and social-emotional development. • All teachers have access to a variety of different types of data about the EL students' progress and performance. • Allocated minutes designated towards English language instruction within the integrated setting. No Bilingual Waiver is needed. • Allocated minutes designated towards targeted ELD time for all students provided by a certified ELD Specialist. <p>Targeted Instruction: Explicit language instruction is a critical opportunity to intentionally support 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 incorporated into language instruction. During Targeted ELD, SEI endorsed teachers use the English Language Proficiency Standards along with content material to explicitly teach the English language to ELs.</p> <p>Legal Reference: If it is determined that a pupil is not English language proficient, the pupil shall be classified as an English language learner and shall be enrolled in an English language education program. [A.R.S. §15-756(C)]</p>	<p>Program description(s) to gather and prepare to respond to:</p> <ul style="list-style-type: none"> • Description of how the schools are providing the Targeted instruction to ELs as required by the Pull-Out SEI Model. <p>Documentation to Consider (per the aligned LDA Principle):</p> <ul style="list-style-type: none"> • Master schedules, student schedules, and class rosters including 60 minutes per day/300 minutes per week (elementary) or 50 minutes per day/250 minutes per week (secondary) of pull-out targeted ELD for all EL students that is provided by a certified ELD Specialist. • Documentation of endorsements verifying that all individuals who are teaching a portion of the targeted ELD minutes have the state SEI endorsement or an ESL/BLE endorsement. • Lesson planning template and completed lesson plans providing focus on English language proficiency level and standards and connects to content area standards • Lesson plans for targeted ELD that include language objectives connected to content instruction, clear connections to identified ELSPS performance indicators, and research-based instructional strategies • Protocols and tools that assess components of high quality integrated and targeted ELD instruction on informal walkthrough observation tools and formal evaluation protocols.
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SEI Models: Two Hour Model

Are any schools in your LEA implementing the Two-Hour SEI Model?

If your answer to the above question is "yes", you will want to consider the following two principles of this SEI Model.

Task: Two-Hour SEI Model: Integrated Instruction (LDA Principle 2)

In this school level task, the EL Coordinator will respond to the LEA's policies and procedures related to implementing the **Two-Hour Model** requiring:

- A clear vision for student success that includes high expectations for EL student achievement and social-emotional development.
- All teachers have access to a variety of different types of data about the EL students' progress and performance.
- Access and opportunity every day to grade-level content alongside native English-speaking peers.
- Allocated minutes designated towards targeted ELD time for all students provided by a **certified ELD Specialist**.

Integrated Instruction: All educators share the responsibility for designing instruction that integrates language and literacy development with content learning for the ELs in their classes. 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 use of scaffolded supports, academic language development, collaborative discussions, reading, and writing, educators help EL students develop disciplinary content knowledge, language, and autonomy.

Legal Reference:

If it is determined that a pupil is not English language proficient, the pupil shall be classified as an English language learner and shall be enrolled in an English language education program. [A.R.S. §15-756(C)]

Program description(s) to gather and prepare to respond to:

- Description of how the schools are providing the **Integrated** instruction to ELs as required by the Two-Hour SEI Model.

Documentation to Consider (per the aligned LDA Principle):

- Lesson plans, walk-through observation data requiring that English instruction integrated within content instruction include a focus on how English functions, within the discipline, as well as differentiated linguistic supports for English learner students dependent on their level of English language proficiency (ELP)
- Lesson planning template and completed lesson plans that requires the creation of lessons with 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
- Protocols and tools that assess components of high quality integrated and targeted ELD instruction on informal walkthrough observation tools and formal evaluation protocols.

<p>Task: Two-Hour SEI Model: Targeted Instruction (LDA Principle 3)</p>	<p>In this school level task, the EL Coordinator will respond to the LEA's policies and procedures related to implementing the Two-Hour Model requiring:</p> <ul style="list-style-type: none"> • A clear vision for student success that includes high expectations for EL student achievement and social-emotional development. • All teachers have access to a variety of different types of data about the EL students' progress and performance. • Access and opportunity every day to grade-level content alongside native English-speaking peers. • Allocated minutes designated towards targeted ELD time for all students provided by a certified ELD Specialist. <p>Targeted Instruction: Explicit language instruction is a critical opportunity to intentionally support 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 incorporated into language instruction. During Targeted ELD, SEI endorsed teachers use the English Language Proficiency Standards along with content material to explicitly teach the English language to ELs.</p> <p>Legal Reference: If it is determined that a pupil is not English language proficient, the pupil shall be classified as an English language learner and shall be enrolled in an English language education program. [A.R.S. §15-756(C)]</p>	<p>Program description(s) to gather and prepare to respond to:</p> <ul style="list-style-type: none"> • Description of how the schools are providing the Targeted instruction to ELs as required by the Two-Hour SEI Model. <p>Documentation to Consider (per the aligned LDA Principle):</p> <ul style="list-style-type: none"> • Master schedules, student schedules, and class rosters including 120 minutes per day/600 minutes per week (elementary) or 100 minutes per day/500 minutes per week (secondary) of pull-out targeted ELD for all EL students that is provided by a certified ELD Specialist • Documentation of endorsements verifying that all individuals who are teaching a portion of the targeted ELD minutes have the state SEI endorsement or an ESL/BLE endorsement • Lesson planning template and completed lesson plans providing focus on English language proficiency level and standards and connects to content area standards • Lesson plans for targeted ELD that include language objectives connected to content instruction, clear connections to identified ELSPS performance indicators, and research-based instructional strategies • Protocols and tools that assess components of high quality integrated and targeted ELD instruction on informal walkthrough observation tools and formal evaluation protocols.
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SEI Models: 50/50 Dual Language Immersion (DLI) Model

Are any schools in your LEA implementing the 50/50 Dual Language Immersion (DLI) SEI Model?

If your answer to the above question is "yes", you will want to consider the following two principles of this SEI Model.

Task:
50/50 Dual Language Immersion SEI Model:
Integrated Instruction (LDA Principle 2)

In this school level task, the EL Coordinator will respond to the LEA's policies and procedures related to implementing the **50/50 DLI Model** requiring:

- A clear vision for student success that includes high expectations for EL student achievement and social-emotional development.
- All teachers have access to a variety of different types of data about the EL students' progress and performance.
- Allocated minutes designated towards English language instruction within the integrated setting. **No Bilingual Waiver is needed.**
- Allocated minutes designated towards targeted ELD time for all students provided by a **certified ELD Specialist.**

Integrated Instruction: All educators share the responsibility for designing instruction that integrates language and literacy development with content learning for the ELs in their classes. 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 use of scaffolded supports, academic language development, collaborative discussions, reading, and writing, educators help EL students develop disciplinary content knowledge, language, and autonomy.

Legal Reference:

If it is determined that a pupil is not English language proficient, the pupil shall be classified as an English language learner and shall be enrolled in an English language education program. [A.R.S. §15-756(C)]

Program description(s) to gather and prepare to respond to:

- Description of how the schools are providing the Integrated instruction to ELs as required by the 50/50 Dual Language Immersion (DLI) SEI Model.

Documentation to Consider (per the aligned LDA Principle):

- Master schedules, student schedules, or lesson plans that reflect at least 90 minutes per day/450 minutes per week (elementary) or 75 minutes per day/375 minutes per week (secondary) of English language instruction within the integrated setting.
- Grade-level/content area teachers who are teaching a portion of the 60 minutes of integrated ELD have state SEI endorsement or an ESL/BLE endorsement
- Lesson planning template and completed lesson plans 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.
- Lesson planning template and completed lesson plans that requires the creation of lessons with 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.
- Protocols and tools that assess components of high quality integrated and targeted ELD instruction on informal walkthrough observation tools and formal evaluation protocols.

<p>Task: 50/50 Dual Language Immersion SEI Model: Targeted Instruction (LDA Principle 3)</p>	<p>In this school level task, the EL Coordinator will respond to the LEA's policies and procedures related to implementing the 50/50 DLI Model requiring:</p> <ul style="list-style-type: none"> • A clear vision for student success that includes high expectations for EL student achievement and social-emotional development. • All teachers have access to a variety of different types of data about the EL students' progress and performance. • Allocated minutes designated towards English language instruction within the integrated setting. No Bilingual Waiver is needed. • Allocated minutes designated towards targeted ELD time for all students provided by a certified ELD Specialist. <p>Targeted Instruction: Explicit language instruction is a critical opportunity to intentionally support 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 incorporated into language instruction. During Targeted ELD, SEI endorsed teachers use the English Language Proficiency Standards along with content material to explicitly teach the English language to ELs.</p> <p>Legal Reference: If it is determined that a pupil is not English language proficient, the pupil shall be classified as an English language learner and shall be enrolled in an English language education program. [A.R.S. §15-756(C)]</p>	<p>Program description(s) to gather and prepare to respond to:</p> <ul style="list-style-type: none"> • Description of how the schools are providing the Targeted instruction to ELs as required by the 50/50 Dual Language Immersion (DLI) SEI Model.
	<p>Documentation to Consider (per the aligned LDA Principle):</p> <ul style="list-style-type: none"> • Master schedules, student schedules, and class rosters including 30 minutes per day/150 minutes per week (elementary) or 25 minutes per day/125 minutes per week (secondary) of targeted ELD time for all EL students provided by a certified ELD Specialist. • Documentation of endorsements verifying that all individuals who are teaching a portion of the targeted ELD minutes have the state SEI endorsement or an ESL/BLE endorsement • Lesson planning template and completed lesson plans providing focus on English language proficiency level and standards and connects to content area standards • Lesson plans for targeted ELD that include language objectives connected to content instruction, clear connections to identified ELSPS performance indicators, and research-based instructional strategies • Protocols and tools that assess components of high quality integrated and targeted ELD instruction on informal walkthrough observation tools and formal evaluation protocols. 	

SEI Models: Newcomer Model

Are any schools in your LEA implementing the Newcomer SEI Model?

If your answer to the above question is "yes", you will want to consider the following two principles of this SEI Model.

Task:
Newcomer SEI Model:
Integrated Instruction
(LDA Principle 2)

In this school level task, the EL Coordinator will respond to the LEA's policies and procedures related to implementing the **Newcomer Model** requiring:

- A clear vision for student success that includes high expectations for EL student achievement and social-emotional development.
- All teachers have access to a variety of different types of data about the EL students' progress and performance.
- Allocated minutes designated towards English language instruction within the integrated setting.
- Allocated minutes designated towards targeted ELD time for all students provided by a **certified ELD Specialist**.

Integrated Instruction: All educators share the responsibility for designing instruction that integrates language and literacy development with content learning for the ELs in their classes. 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 use of scaffolded supports, academic language development, collaborative discussions, reading, and writing, educators help EL students develop disciplinary content knowledge, language, and autonomy.

Legal Reference:

If it is determined that a pupil is not English language proficient, the pupil shall be classified as an English language learner and shall be enrolled in an English language education program. [A.R.S. §15-756(C)]

Program description(s) to gather and prepare to respond to:

- Description of how the schools are providing the Integrated instruction to ELs as required by the Newcomer SEI Model.

Documentation to Consider (per the aligned LDA Principle):

- Master schedules, student schedules, or lesson plans that reflect at least 120 minutes per day/600 minutes per week (elementary) or 100 minutes per day/500 minutes per week (secondary) of language instruction within the integrated setting
- Grade-level/content area teachers who are teaching a portion of the 60 minutes of integrated ELD have state SEI endorsement or an ESL/BLE endorsement
- Lesson planning template and completed lesson plans 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.
- Lesson planning template and completed lesson plans that requires the creation of lessons with 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.
- Protocols and tools that assess components of high quality integrated and targeted ELD instruction on informal walkthrough observation tools and formal evaluation protocols.

<p>Task: Newcomer SEI Model: Targeted Instruction (LDA Principle 3)</p>	<p>In this school level task, the EL Coordinator will respond to the LEA's policies and procedures related to implementing the Newcomer Model requiring:</p> <ul style="list-style-type: none"> • A clear vision for student success that includes high expectations for EL student achievement and social-emotional development. • All teachers have access to a variety of different types of data about the EL students' progress and performance. • Allocated minutes designated towards English language instruction within the integrated setting. • Allocated minutes designated towards targeted ELD time for all students provided by a certified ELD Specialist. <p>Targeted Instruction: Explicit language instruction is a critical opportunity to intentionally support 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 incorporated into language instruction. During Targeted ELD, SEI endorsed teachers use the English Language Proficiency Standards along with content material to explicitly teach the English language to ELs.</p> <p>Legal Reference: If it is determined that a pupil is not English language proficient, the pupil shall be classified as an English language learner and shall be enrolled in an English language education program. [A.R.S. §15-756(C)]</p>	<p>Program description(s) to gather and prepare to respond to:</p> <ul style="list-style-type: none"> • Description of how the schools are providing the Targeted instruction to ELs as required by the Newcomer SEI Model. <hr/> <p>Documentation to Consider (per the aligned LDA Principle):</p> <ul style="list-style-type: none"> • Master schedules, student schedules, and class rosters including at least 120 minutes per day/600 minutes per week (elementary) or 100 minutes per day/500 minutes per week (secondary) of language instruction within the targeted setting provided by a certified ELD Specialist. • Documentation of endorsements verifying that all individuals who are teaching a portion of the targeted ELD minutes have the state SEI endorsement or an ESL/BLE endorsement • Lesson planning template and completed lesson plans providing focus on English language proficiency level and standards and connects to content area standards • Lesson plans for targeted ELD that include language objectives connected to content instruction, clear connections to identified ELSPS performance indicators, and research-based instructional strategies • Protocols and tools that assess components of high quality integrated and targeted ELD instruction on informal walkthrough observation tools and formal evaluation protocols.
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