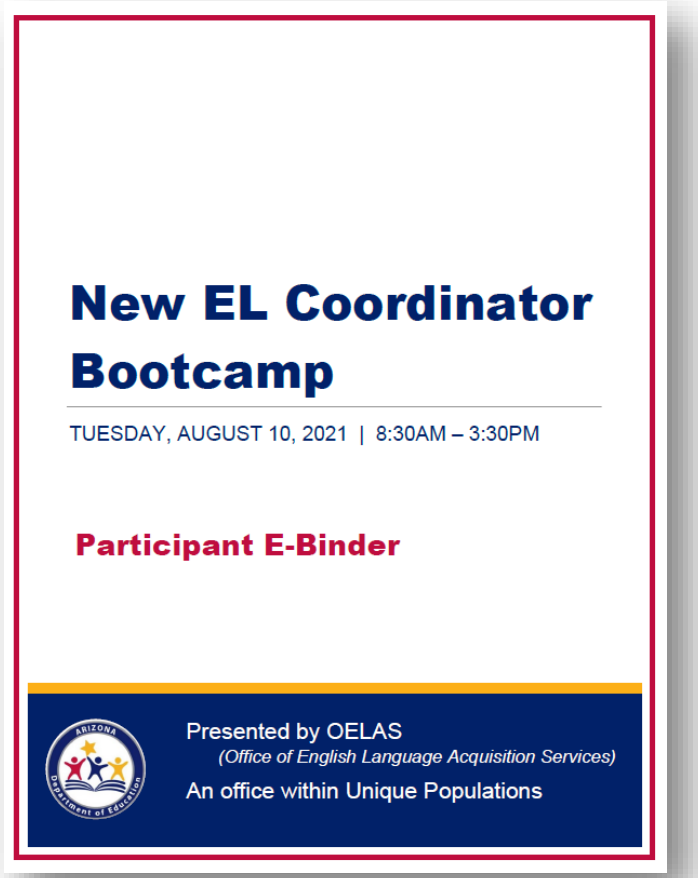
SEI MODEL IMPLEMENTATION & MONITORING 101

2021 NEW EL COORDINATOR BOOTCAMP

E-BINDER



SEI Model Implementation & Monitoring 101

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SESSION AGENDA

- Arizona's Instructional Context
- Arizona's Language Development Approach
- SEI Models & ELP Standards
- EL Monitoring

TOPIC 1

ARIZONA'S INSTRUCTIONAL CONTEXT

ARIZONA'S ENGLISH LEARNERS

OUR SHIFTING FUTURE

OUR GOAL: LANGUAGE PROFICIENCY

The ability for ELs to interact effectively with and in spoken and written language, across a wide variety of situations:

- Receptive
- Productive
- Interactive

TOPIC 2

ARIZONA'S LANGUAGE DEVELOPMENT APPROACH

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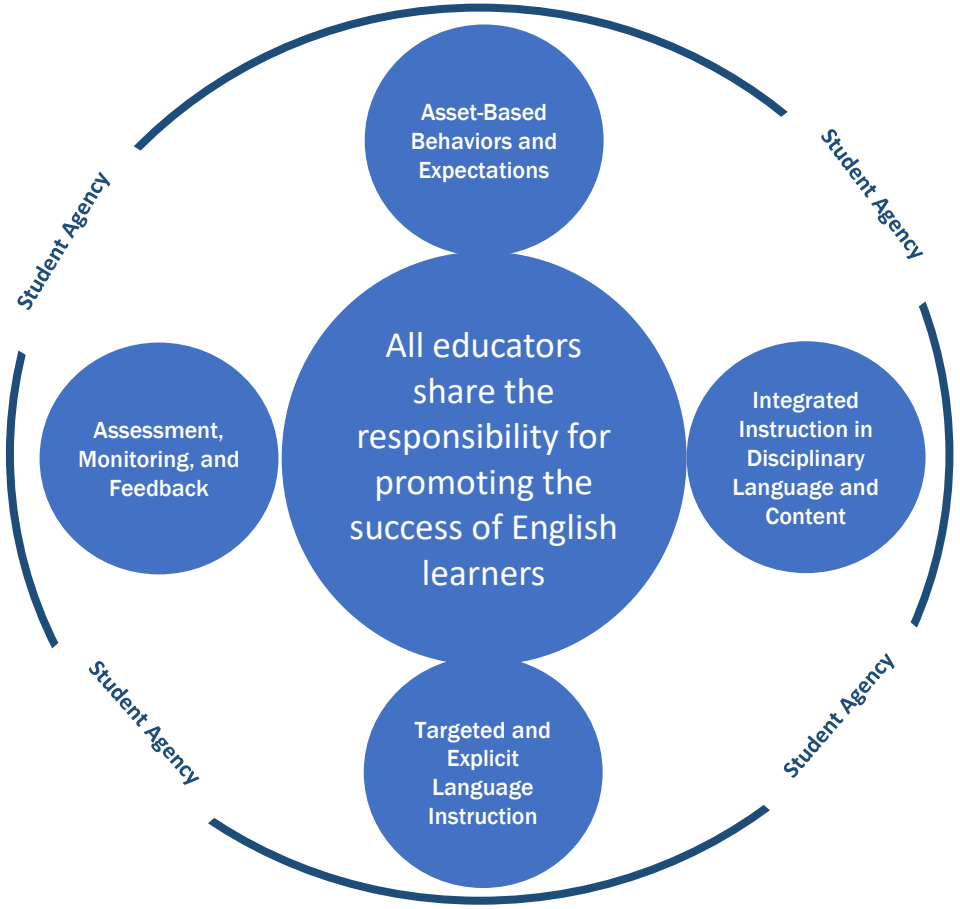


4 PRINCIPLES OF ARIZONA'S LDA

Principle 1: Asset-Based Behaviors & Expectations	*Presents a renewed vision of the **learner.***
Principle 2: Integrated Instruction in Disciplinary Language and Content	*Presents a renewed vision of **learning.***
Principle 3: Targeted and Explicit Language Instruction	*Presents a renewed vision of **language.***
Principle 4: Assessment, Monitoring & Feedback	*Presents a renewed vision of **learner progress.***

A COMPREHENSIVE APPROACH TO ELD

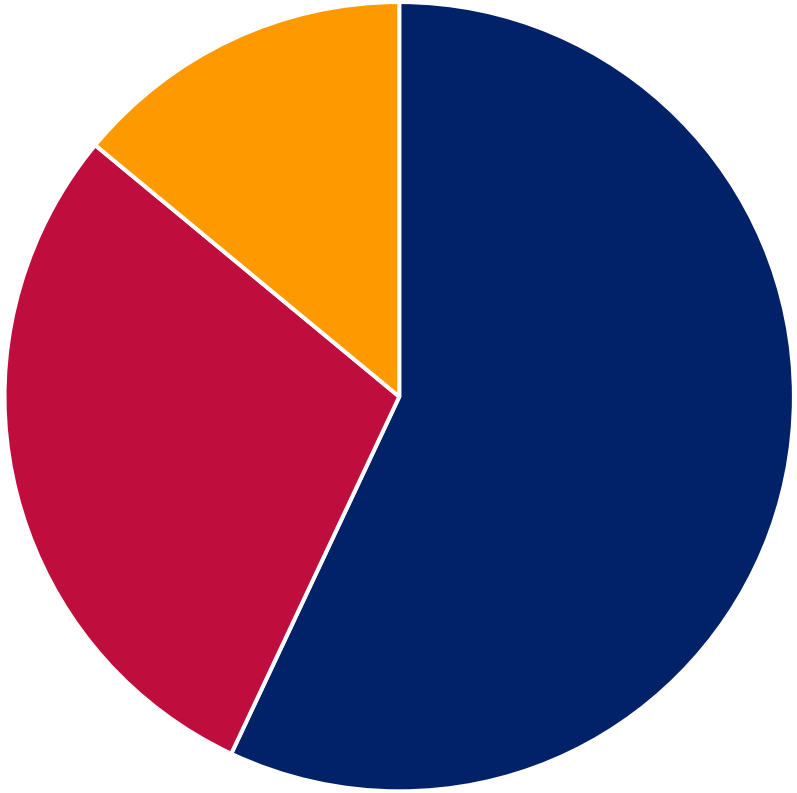
Integrated ELD

- Occurs throughout the day, and is designed for optimum EL engagement in content (e.g., ELA, science, art, math, etc.)
- Focus on access to grade-level content and development of discipline specific academic language
- All teachers with ELs in their classrooms use ELP Standards *in tandem with* Arizona's ELA/Literacy and other content standards

Targeted ELD

- A protected time during the day for specialized instruction focused on language for EL students
- Focus on additional linguistic support ELs need delivered through systematic, explicit, sustained focus on language
- Teachers responsible for targeted ELD use the ELP Standards as the focal standards in ways that build *into and from content instruction*

COMPREHENSIVE APPROACH TO ELD
INTEGRATED & TARGETED ELD



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.

CHECK IN: MENTIMETER

Grab your phone or open a tab on your web browser.

- Use the link in the chat

OR

- Go to **www.menti.com**
- Enter the code: **1273 3461**
- Answer the question:
  How is the LDA and its Principles different from Arizona's previous approach to English language development?

TOPIC 2

OVERVIEW OF SEI MODELS & 2019 ELP STANDARDS

APPROVED MODELS

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

PULL-OUT MODEL

Big Take-Away

- 60/50 minutes of Targeted ELD
- 60/50 minutes of Integrated ELD included in content classes throughout the day

*Weekly minutes are applicable as well.

TWO-HOUR MODEL

Big Take-Away

- Two hours of Targeted ELD in SEI classroom
- Integrated ELD included in content classes throughout the day

NEWCOMER MODEL

Big Take-Away

- Four total hours of ELD instruction
- 120/100 minutes of Targeted ELD in SEI classroom
- 120/100 minutes of Integrated ELD included in content classes throughout the day

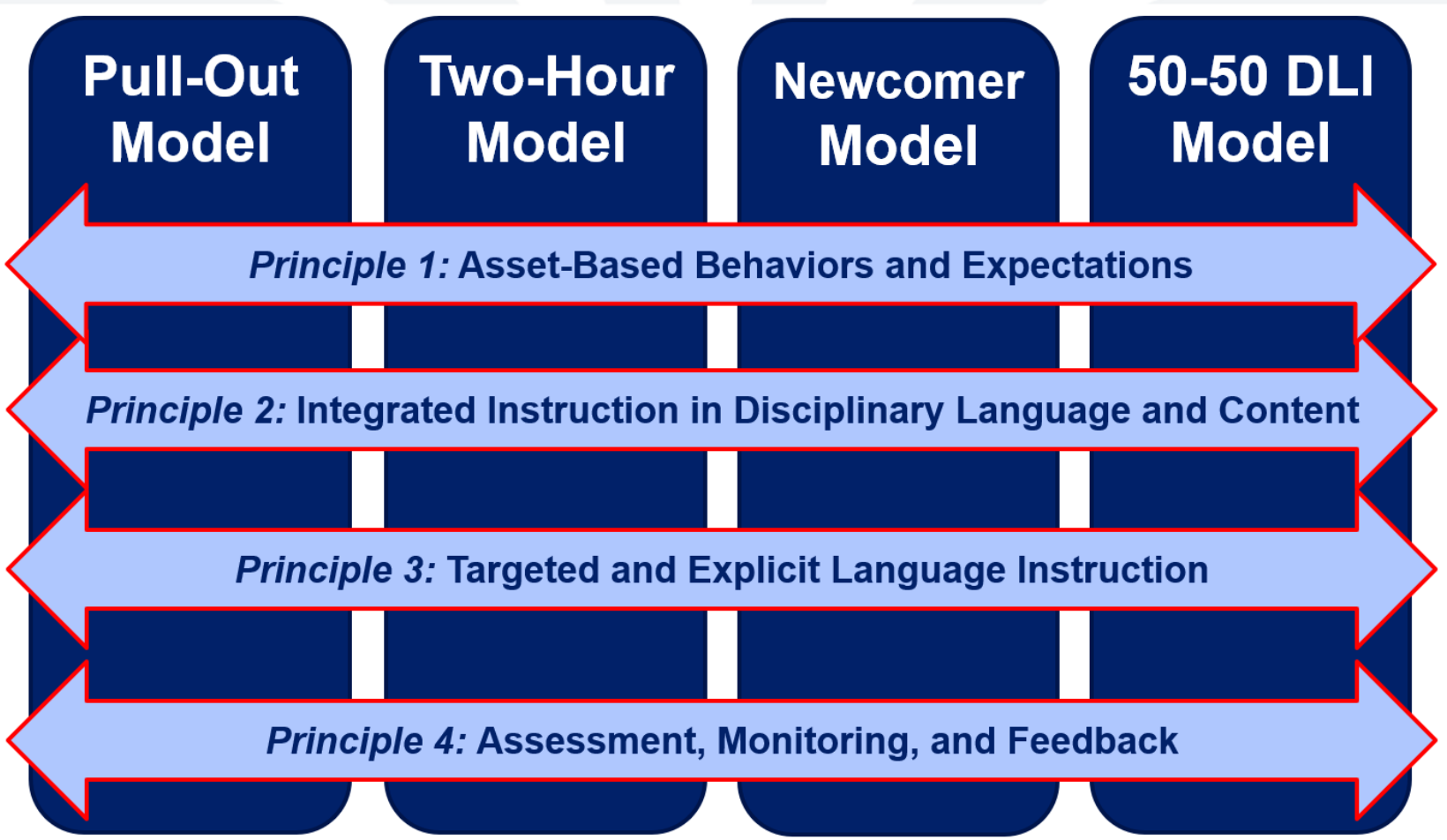
50/50 DLI MODEL

Big Take-Away

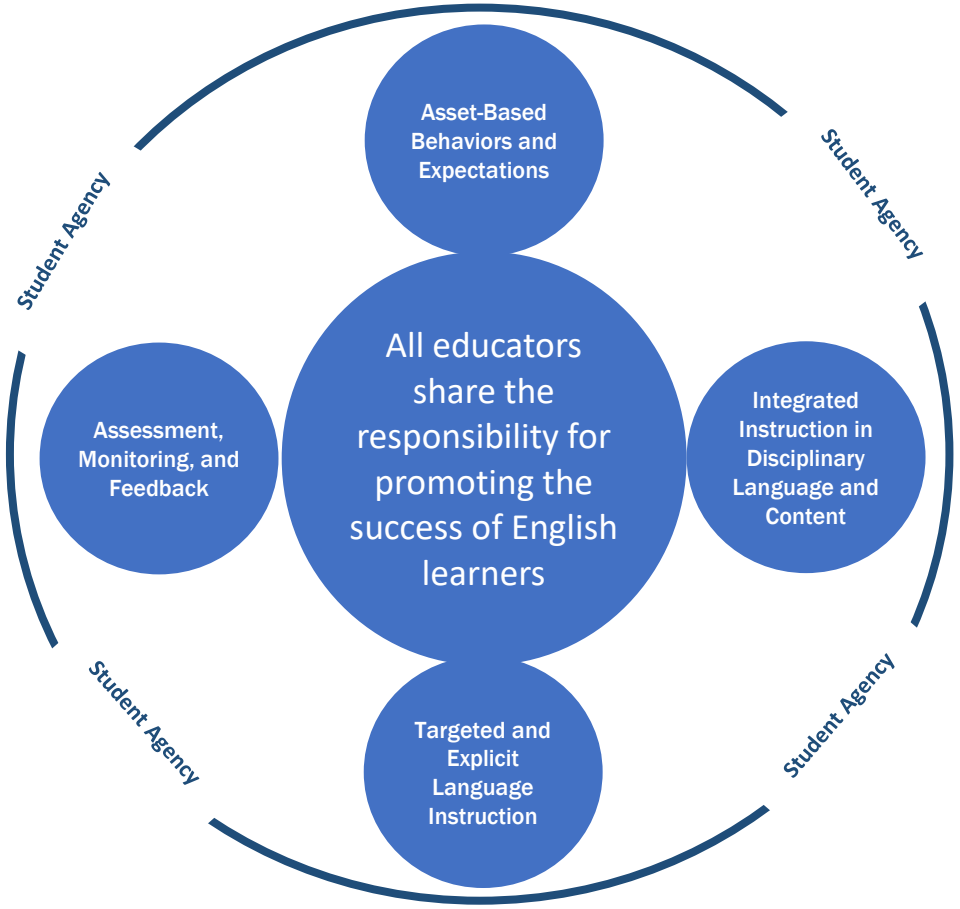
- 50/50 Model
- 30 minutes of Targeted ELD
- 90/70 minutes Integrated ELD

NO Bilingual Waiver is necessary because SEI requirements are met.

ALL MODELS – ALL PRINCIPLES



ARIZONA'S LANGUAGE DEVELOPMENT APPROACH



Asset-Based Behaviors and Expectations
Assessment, Monitoring, and Feedback
All educators share the responsibility for promoting the success of English learners
Integrated Instruction in Disciplinary Language and Content
Targeted and Explicit Language Instruction
Student Agency
Student Agency
Student Agency
Student Agency
LANGUAGE DEVELOPMENT APPROACH
Arizona English Language Proficiency Standards 2019
ELP STANDARDS
LEARNING OPPORTUNITIES FOR ENGLISH LEARNERS

LANGUAGE AND CONTENT IN TANDEM

WHAT ARE ENGLISH LANGUAGE PROFICIENCY STANDARDS?

ELP Standards are formalized expectations that:

- articulate the discourse practices English learners need to engage with rigorous, grade level disciplinary content.
- intentionally develop students' language across modalities (receptive, productive and interactive).

WHAT WE TEACH!

WHY UPDATE THE ELP STANDARDS?

ELPS IMPLEMENTATION TIMELINE

May 2019

ELP Standards adopted

SY 2020-21

Transition to 2019 ELP Standards

SY 2021-22

Full implementation of 2019 ELP Standards

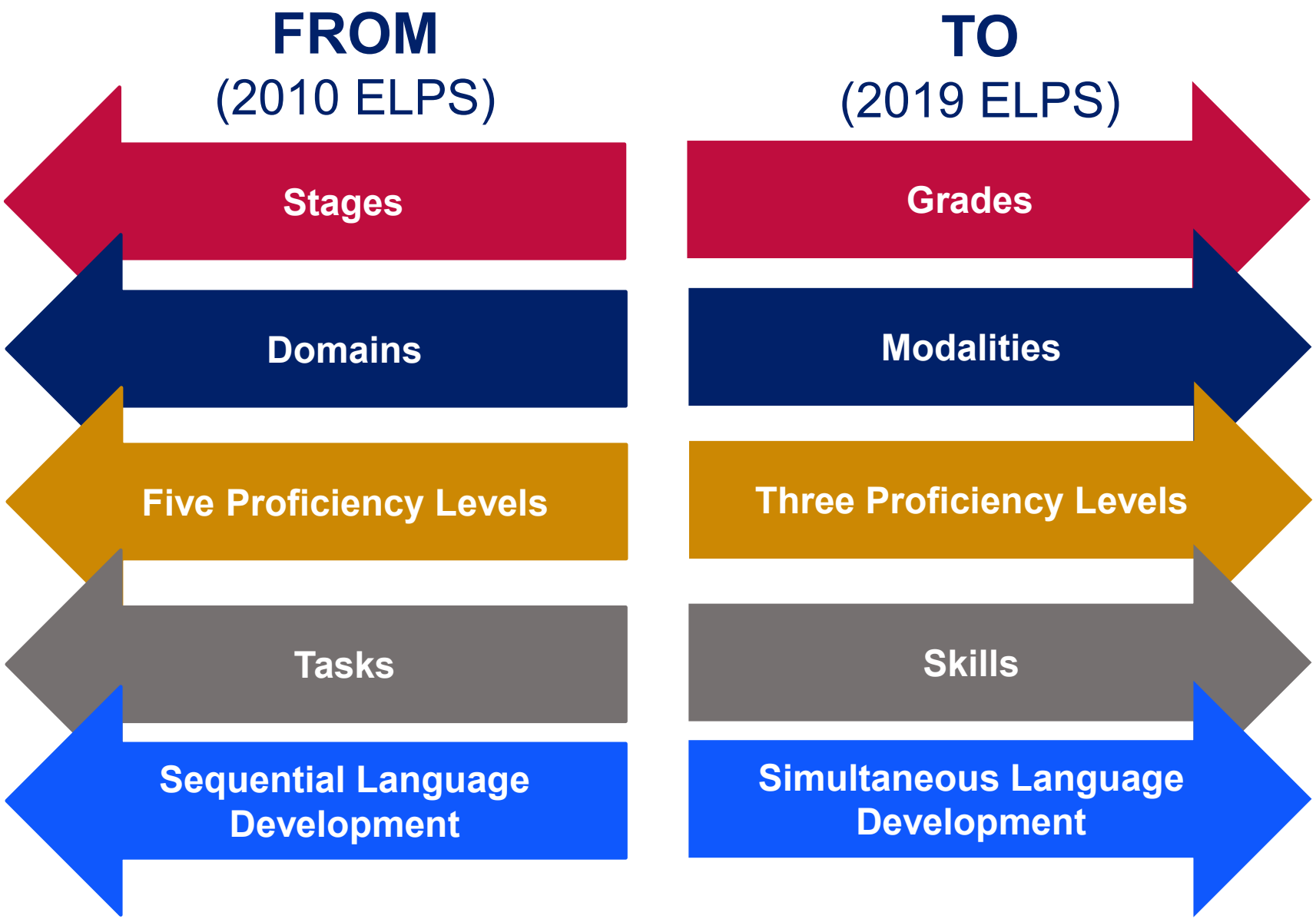
SY 2022-23

Continued implementation of 2019 ELP Standards

I

AZELLA assessment measures 2019 ELP Standards

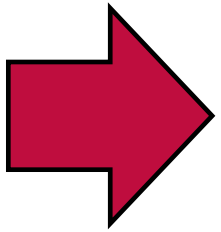
MAJOR SHIFTS



FROM STAGES TO GRADE/GRADE BANDS

FROM
(2010 ELPS)

- Stage I: Kindergarten
- Stage II: Grades 1-2
- Stage III: Grades 3-5
- Stage IV: Grades 6-8
- Stage V: Grades 9-12



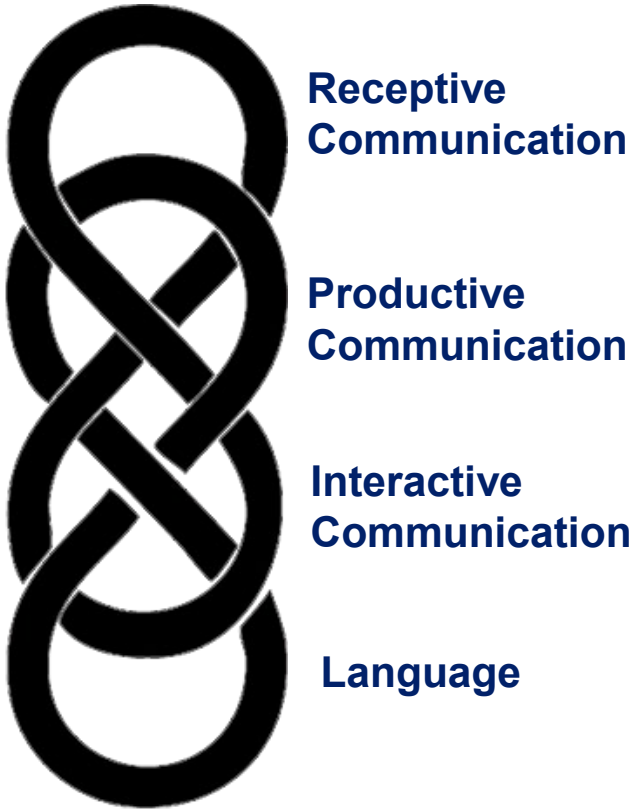
TO
(2019 ELPS)

- Kindergarten
- Grade 1
- Grades 2-3
- Grades 4-5
- Grades 6-8
- Grades 9-12

FROM DOMAINS TO MODALITIES

FROM
(2010 ELPS)

TO
(2019 ELPS)



MODALITIES AND ELP STANDARDS

2019 AZ ELPS

- Receptive Communication Standards 1-2
- Productive Communication Standards 3-5
- Interactive Communication Standards 6-8
- Language Standards 9-10

FROM FIVE TO THREE PROFICIENCY LEVELS

FROM
(2010 ELPS)

ELL Stage III: Grades 3-5

Reading

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will demonstrate knowledge of reading comprehension by:				
Comprehending Text	Fiction/Non-Fiction	PE-7: identifying the topic from text heard or read. (math, science, social studies)	E-7: identifying two-to-three details from text heard or read. (math, science, social studies)	B-7: identifying the main idea and two-to-three details from text. (math, science, social studies)	LI-7: summarizing the main idea and supporting details from text. (math, science, social studies)	HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary. (math, science, social studies)
		PE-8: N/A Pre-Req: PE-5	E-8: identifying signal words that indicate sequential/ chronological order (i.e., first, next, finally). (math, science, social studies)	B-8: locating sequential/ chronological order signal words (i.e., first, next, finally, today, now) in text. (math, science, social studies)	LI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. (math, science, social studies)	HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. (math, science, social studies)

TO
(2019 ELPS)

Grades 4-5 English Language Proficiency Standards

LANGUAGE

Standards 9 and 10 are to be used across Standards 1-8

AZ ELP - Standard 9

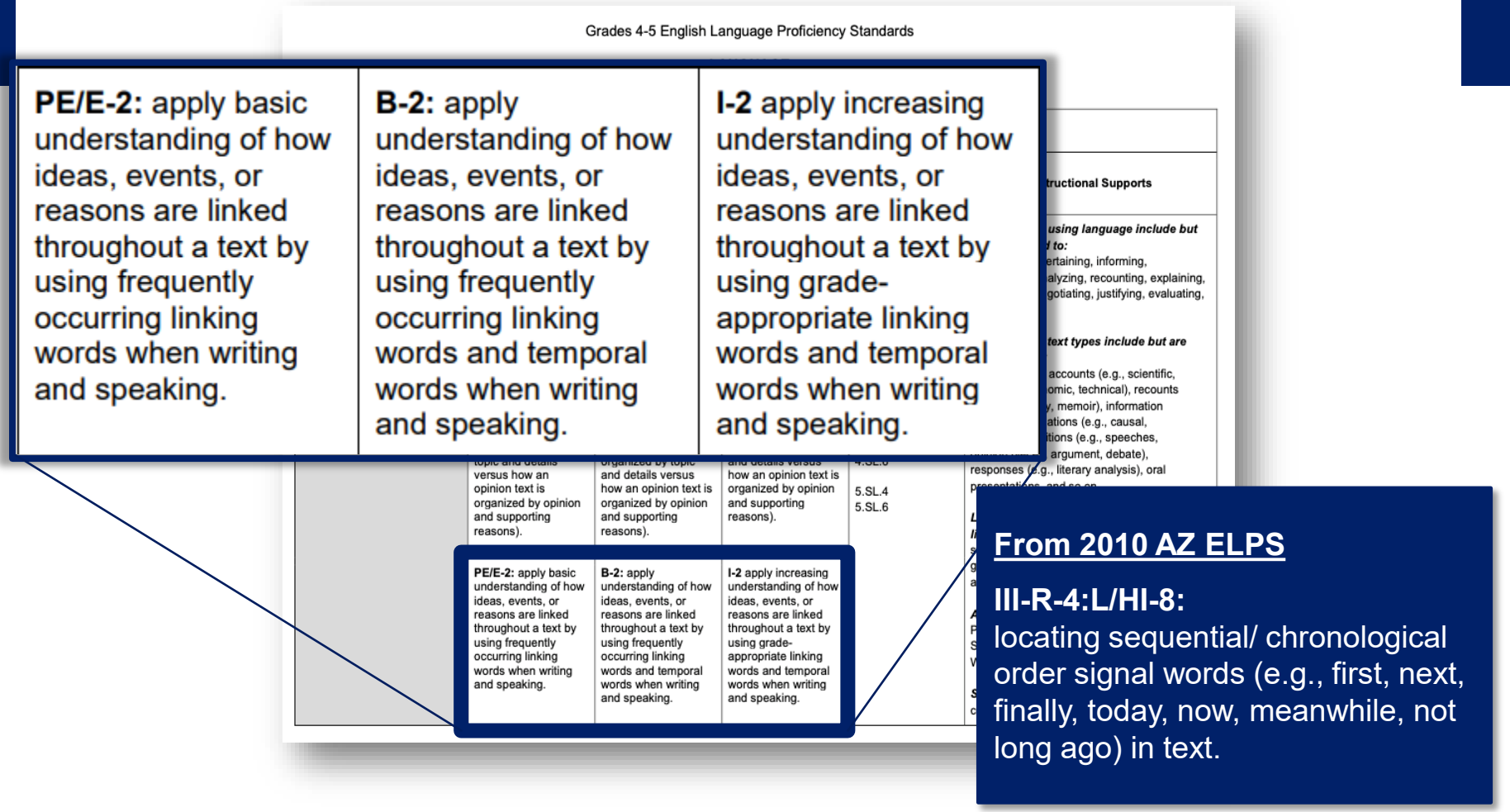
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent →	Basic →	Intermediate	AZ ELA Standard Alignment	Instructional Supports
create clear and coherent grade-appropriate speech and text.	With **substantial support**, apply an emerging set of strategies to:	With **moderate support**, apply a developing set of strategies to:	With **light support**, apply a wide range of strategies to:	**Writing:** 4.W.1 4.W.2 4.W.3 4.W.4 5.W.1 5.W.2 5.W.3 5.W.4 **Speaking and Listening:** 4.SL.4 4.SL.6 5.SL.4 5.SL.6	***Functions for using language include but are not limited to:*** describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. ***Informational text types include but are not limited to:*** descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on. ***Literary text types include but are not limited to:*** stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on. ***Audiences include but are not limited to:*** Peers (one to one) Small group (one to a group) Whole group (one to many) ***Supports include but are not limited to:*** context and visual aids.
	PE/E-1: apply understanding of how text types are organized when writing and speaking in simple texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).	**B-1:** apply understanding of how text types are organized in increasingly complex texts (e.g., how a story is organized when writing and speaking sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).	**I-1:** apply understanding of how text types are organized in complex texts (e.g., how a story is organized when writing and speaking sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).		
	PE/E-2: apply basic understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words when writing and speaking.	**B-2:** apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words when writing and speaking.	**I-2** apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.		

FROM TASKS TO SKILLS

The 2019 AZ English Language Proficiency Standards…

- highlight the critical language, knowledge about language, and language skills required by the Arizona content standards that are necessary for ELs to be successful in school.
- are broad language concepts and do not represent a curriculum or list of tasks.

FOR EXAMPLE…



From 2010 AZ ELPS

III-R-4:L/HI-8:
locating sequential/ chronological order signal words (e.g., first, next, finally, today, now, meanwhile, not long ago) in text.

SEQUENTIAL LANGUAGE DEVELOPMENT TO SIMULTANEOUS LANGUAGE DEVELOPMENT

WHAT DOES THIS SHIFT MEAN FOR EDUCATORS?

Creating language-focused opportunities for English learners:

- as readers and listeners
- as speakers and writers
- as participants in interactions with others

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OR

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  How does the shift in the standards' organization from domain to modality reflect a change in AZ's perspective on language development?

UPCOMING OELAS PROFESSIONAL LEARNING

OELAS LDA Series: Laying the Foundation with Arizona's Language Development Approach

Fall Cohort | 4:00pm-6:00pm | Link to Register

Thursday, September 9, 2021		4:00pm-6:00pm
Thursday, September 16, 2021		4:00pm-6:00pm
Thursday, September 23, 2021		4:00pm-6:00pm
Thursday, September 30, 2021		4:00pm-6:00pm
Thursday, October 7, 2021		4:00pm-6:00pm

UPCOMING OELAS PROFESSIONAL LEARNING

2019 ELP Standards | Fall Cohort | 4:00pm-7:00pm | Link to Register

Thursday, October 14, 2021 | 4:00pm-7:00pm

Thursday, October 21, 2021 | 4:00pm-7:00pm

Thursday, October 28, 2021 | 4:00pm-7:00pm

UPCOMING OELAS PROFESSIONAL LEARNING

Teaching Reading Effectively: Enrichment for Teachers of English Learners

Fall Cohort | 4:00pm-7:00pm | Link to Register

Monday, September 20, 2021	4:00-7:00PM
Monday, October 4, 2021	4:00-7:00PM
Monday, October 18, 2021	4:00-7:00PM
Monday, November 1, 2021	4:00-7:00PM
Monday, November 15, 2021	4:00-7:00PM
Thursday, October 7, 2021	4:00pm-6:00pm

TOPIC 4

OVERVIEW OF EL MONITORING

EL MONITORING

Desktop Monitoring

Program Monitoring

EL MONITORING

Desktop Monitoring

EL MONITORING

Program Monitoring

EL MONITORING

Desktop Monitoring

August – December

Program Monitoring

September - May

EL MONITORING

EL MONITORING

- Formal notification
- Comprehensive training
- Guidance document
- Online resources
- OELAS Regional Specialists

NEXT STEPS…

ADDITIONAL RESOURCES

Arizona's Language Development Approach	Page 37
Arizona's SEI Models and Implementation Guide	Page 38
2019 English Language Proficiency Standards	Page 39
Professional Learning Opportunities	Page 40
Foster Care Education	Page 41
Homeless Education Program	Page 42
Migrant Education Program	Page 43

Contacts for the Unique Populations Unit (webpage link)

THANK YOU!