SPECIAL EDUCATION DIRECTOR CHECK-IN
DUAL LABELED STUDENTS

OCTOBER 21, 2021

WHY ARE WE HERE?

Our purpose today is for EL Administrators and Special Education Directors to learn more about Arizona's new program implementations and state and federal policies that impact our English learners with disabilities.

WHY ARE WE HERE?

CCSSO Definition of EL with Disabilities:

English Learners with disabilities (ELs with disabilities) are students whose native language is not English, who do not yet possess sufficient English language proficiency to fully access content that is in English, and who have disabilities as identified through IDEA or Section 504.

https://ccsso.org/sites/default/files/2017-11/CCSSO ELSWD Guide_Final 11 11 2017.pdf

AGENDA

- Myth Busting
- Arizona's Legislative Context
- Arizona's Language Development Approach
- SEI Models & ELP Standards
- Dual Labeled Students FAQ

ACRONYMS

AZELLA	Arizona English Language Learner Assessment
CCSSO	Council of Chief State School Officers
EL	English Learner
ELD	English Language Development
ELPS	English Language Proficiency Standards
LDA	Language Development Approach
SEI	Structured English Immersion

TOPIC 1

MYTH BUSTING

MYTH BUSTING

FACT OR FICTION?

A child must not be determined to be a child with a disability if the determinant factor is limited English Proficiency.

FACT!

Arizona Statute 15-761(2)(b)(iii) states that eligibility cannot be determined "if the determinant factor for the classification is...difficulty in writing, speaking or understanding the English language due to an environmental background in which a language other than English is primarily or exclusively used."

https://www.azed.gov/sites/default/files/2019/07/EL%20Hot%20Topic%20July%202019_0.pdf?id=5d2900691dcb2509b454896b

FACT OR FICTION?

The prevalence of language impairment (LI) disorders is more for ELs than for monolingual English speakers.

FICTION!

Despite their LI, DLLs/ELs are not at greater risk for language learning difficulty than monolingual children with LI, attesting to the remarkable capacity of children to acquire two languages despite an underlying impairment.

https://www.nap.edu/read/24677/chapter/12#358

FACT OR FICTION?

Children with disabilities get confused and overwhelmed by learning or being exposed to more than one language. They have significant difficulty learning one language; hence, additional languages will make language acquisition more difficult for them.

FICTION!

There is no evidence that those with disabilities get confused or overwhelmed or have additional difficulties with or negative consequences from learning two (or more) languages.

(Chen and Gutiérrez-Clellen, 2013; Gutiérrez-Clellen, 2000; Hambly and Fombonne, 2012; Kay-Raining Bird et al., 2016).

FACT OR FICTION?

ELs placed in general education classrooms, where they are learning alongside their non-EL peers, become proficient in English faster.

FACT!

Research shows that language development cannot be separated from content knowledge development. Students learn content using language, and students learn language while engaging with content. Students learn more about both content AND language while learning how language works within the context of a discipline.

Heritage, Walqui & Linquanti, 2015

FACT OR FICTION?

The IEP Team of an EL should always include a Language Acquisition Specialist.

FACT!

The IEP must reflect ways in which instruction will support all needs of ELs with disabilities, including language needs. Only a specialist trained in language acquisition can support these decisions.

https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf

FACT OR FICTION?

The IEP Team has the authority to make decisions that "trump" or overrule any other state and federal EL policy, i.e., AZELLA, SEI Models, etc.

FICTION!

The IEP Team decisions must be in accordance with all state and federal EL policy requirements.

FACT OR FICTION?

The ONLY way for an EL to exit from EL Status is for the student to demonstrate English language proficiency on the AZELLA assessment.

FACT!

Students who test proficient on the AZELLA meet the exit procedures and are no longer an EL for ESEA purposes. Title III funds can no longer be used for services for that student. This applies to an EL with a disability as well.

https://www2.ed.gov/policy/elsec/leg/essa/elandiitleiiiaddendum1219.pdf

TOPIC 2

ARIZONA'S LEGISLATIVE CONTEXT

LEGISLATIVE CONTEXT

SB1014 - EL legislation passed and signed into law on February 14, 2019

- Changed minimum required daily minutes of ELD to:
- 120 minutes K-5
- 100 minutes 6-12

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.

LEGISLATIVE CONTEXT

SEI Models

LDA

TOPIC 3

ARIZONA'S LANGUAGE DEVELOPMENT APPROACH

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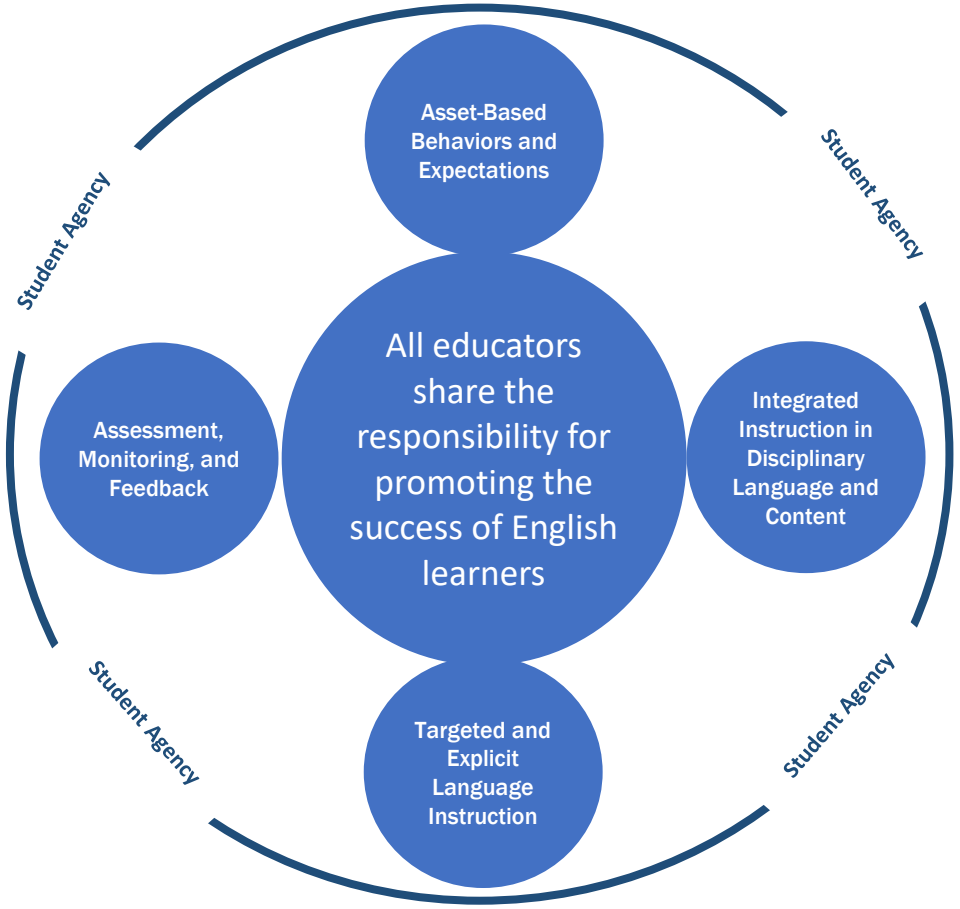


4 PRINCIPLES OF ARIZONA'S LDA

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

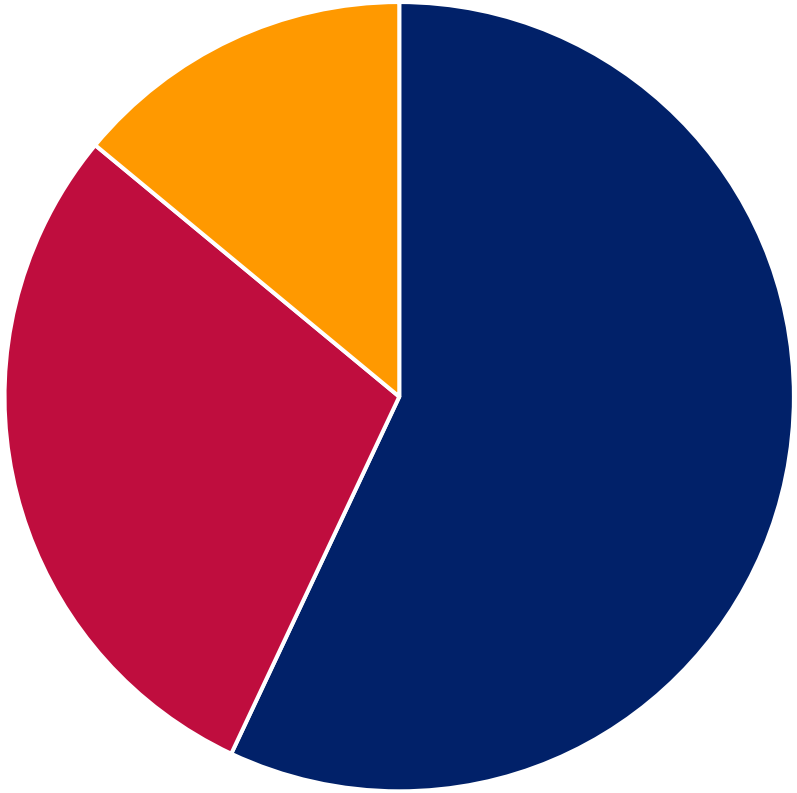
Integrated ELD

- 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

How is the LDA and its Principles different from Arizona's previous approach to English language development?

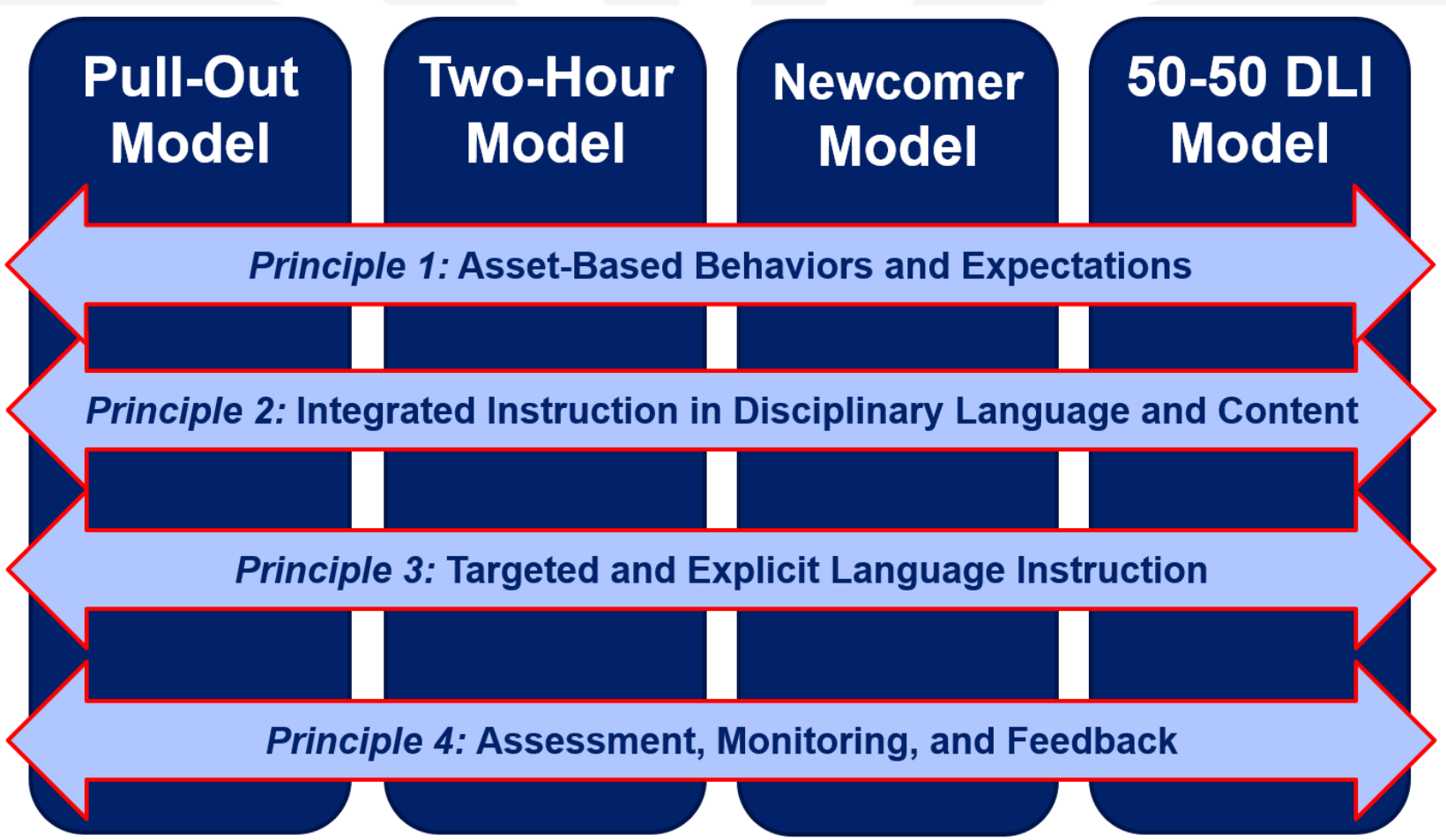
TOPIC 4

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

ALL MODELS – ALL PRINCIPLES



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

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

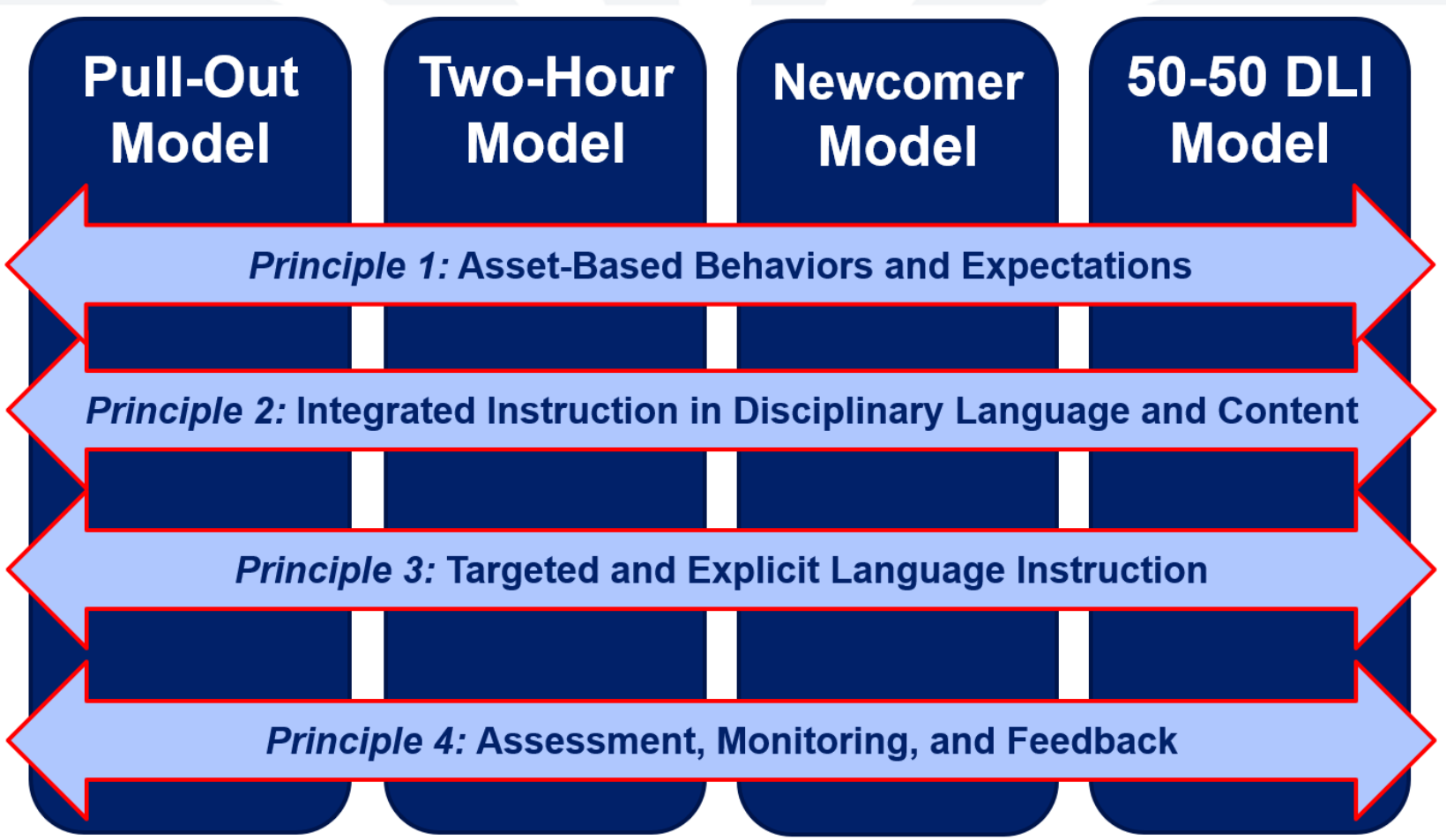
50/50 DLI MODEL

Big Take-Away

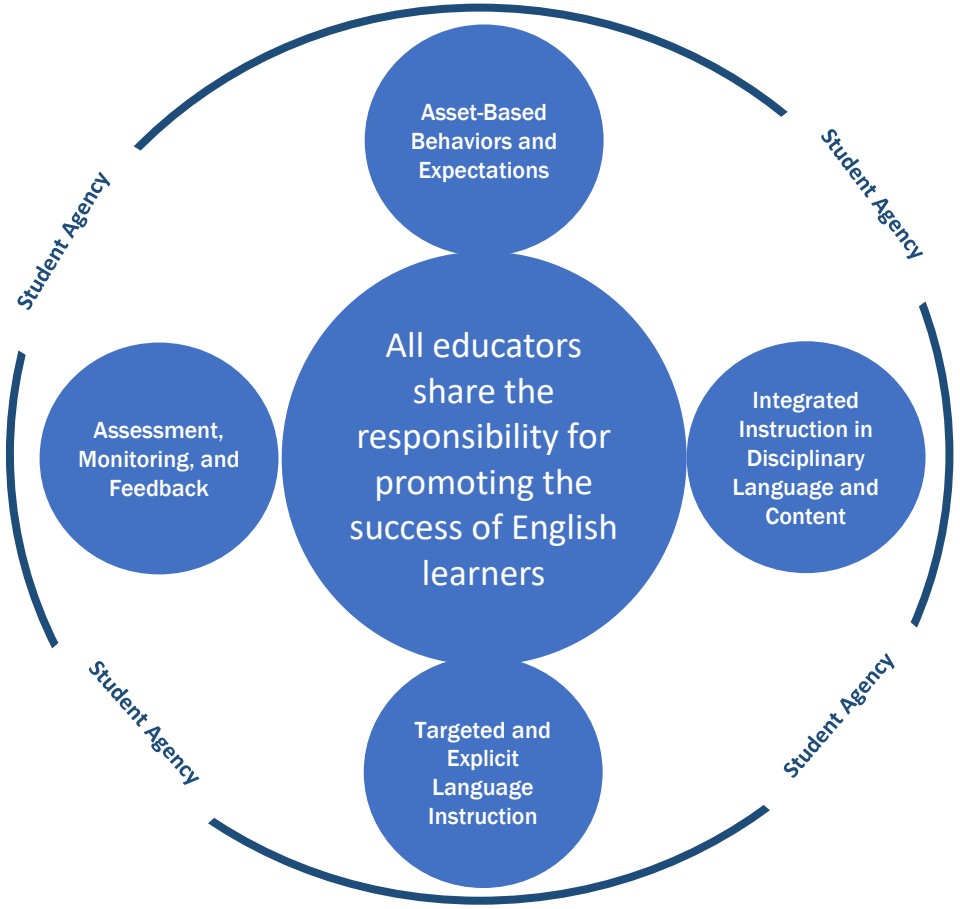
- 30 minutes of Targeted ELD
- 90/70 minutes Integrated ELD

***NO** Bilingual Waiver is necessary because SEI requirements are met.*

ALL MODELS – ALL PRINCIPLES



ARIZONA'S LANGUAGE DEVELOPMENT APPROACH



LANGUAGE DEVELOPMENT APPROACH

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

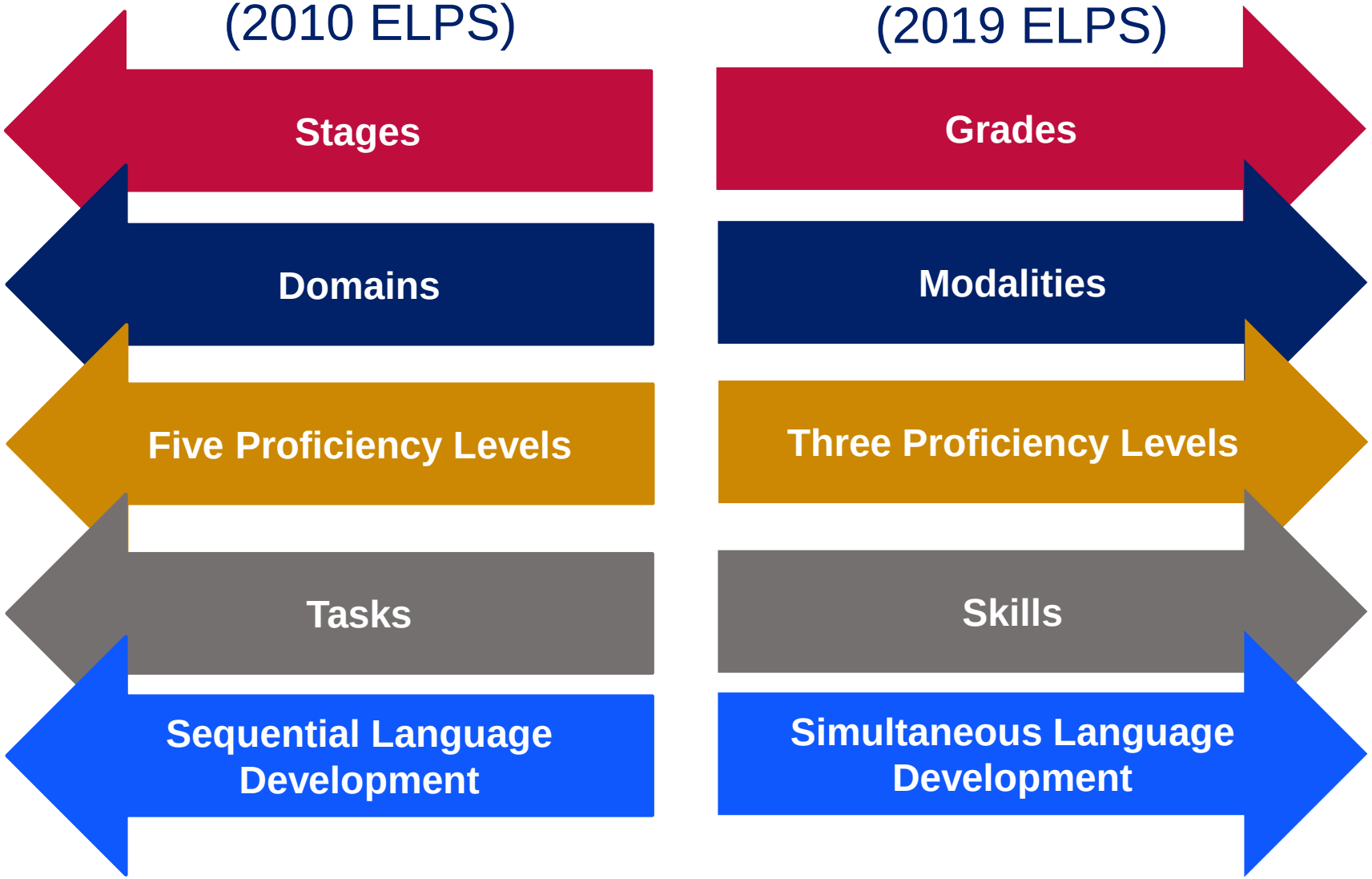
SY 2022-23

Continued implementation of 2019 ELP Standards

I

AZELLA assessment measures 2019 ELP Standards

MAJOR SHIFTS

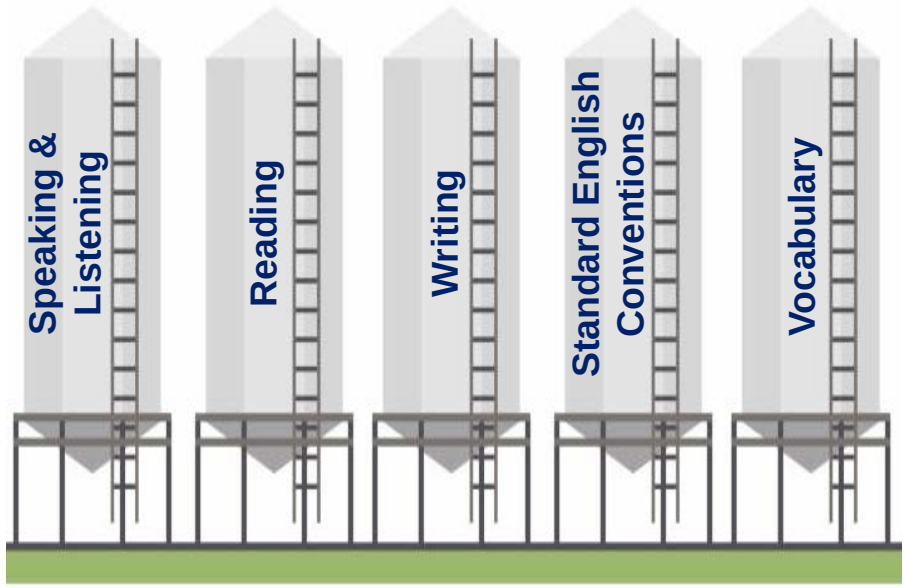


FROM STAGES TO GRADE/GRADE BANDS

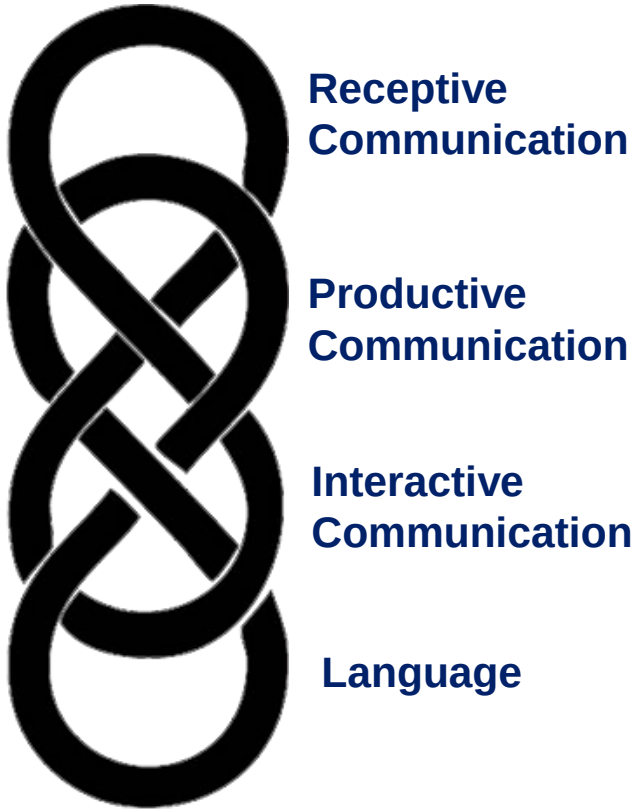
FROM (2010 ELPS)	TO (2019 ELPS)
Stage I: Kindergarten	Kindergarten
Stage II: Grades 1-2	Grade 1
Stage III: Grades 3-5	Grades 2-3
Stage IV: Grades 6-8	Grades 4-5
Stage V: Grades 9-12	Grades 6-8
	Grades 9-12

FROM DOMAINS TO MODALITIES

FROM
(2010 ELPS)



TO
(2019 ELPS)



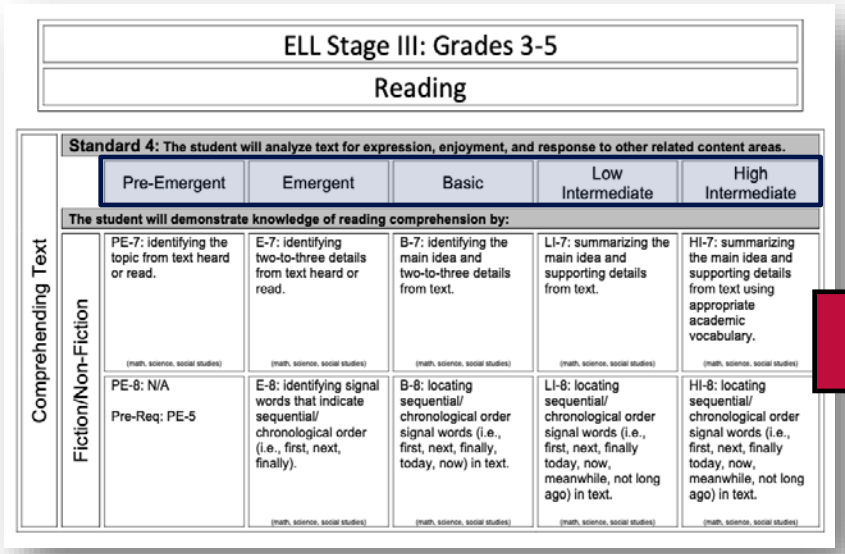
MODALITIES AND ELP STANDARDS

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)



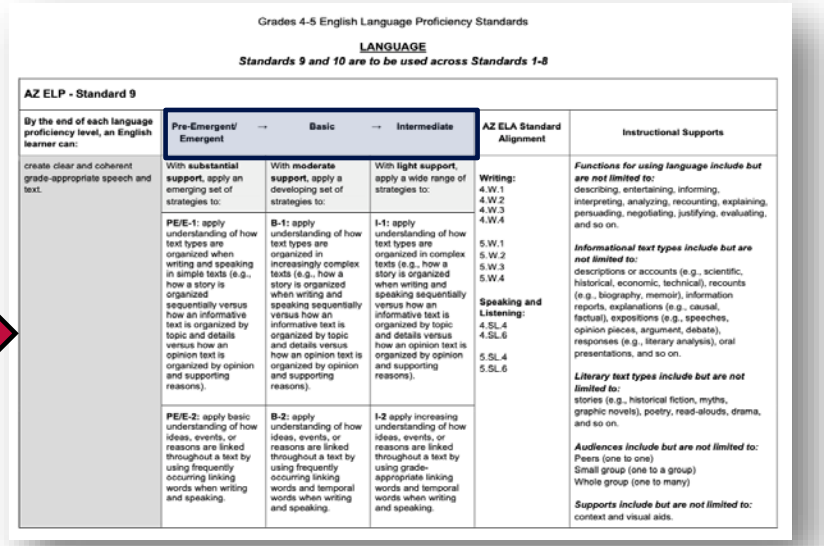
ELL Stage III: Grades 3-5

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

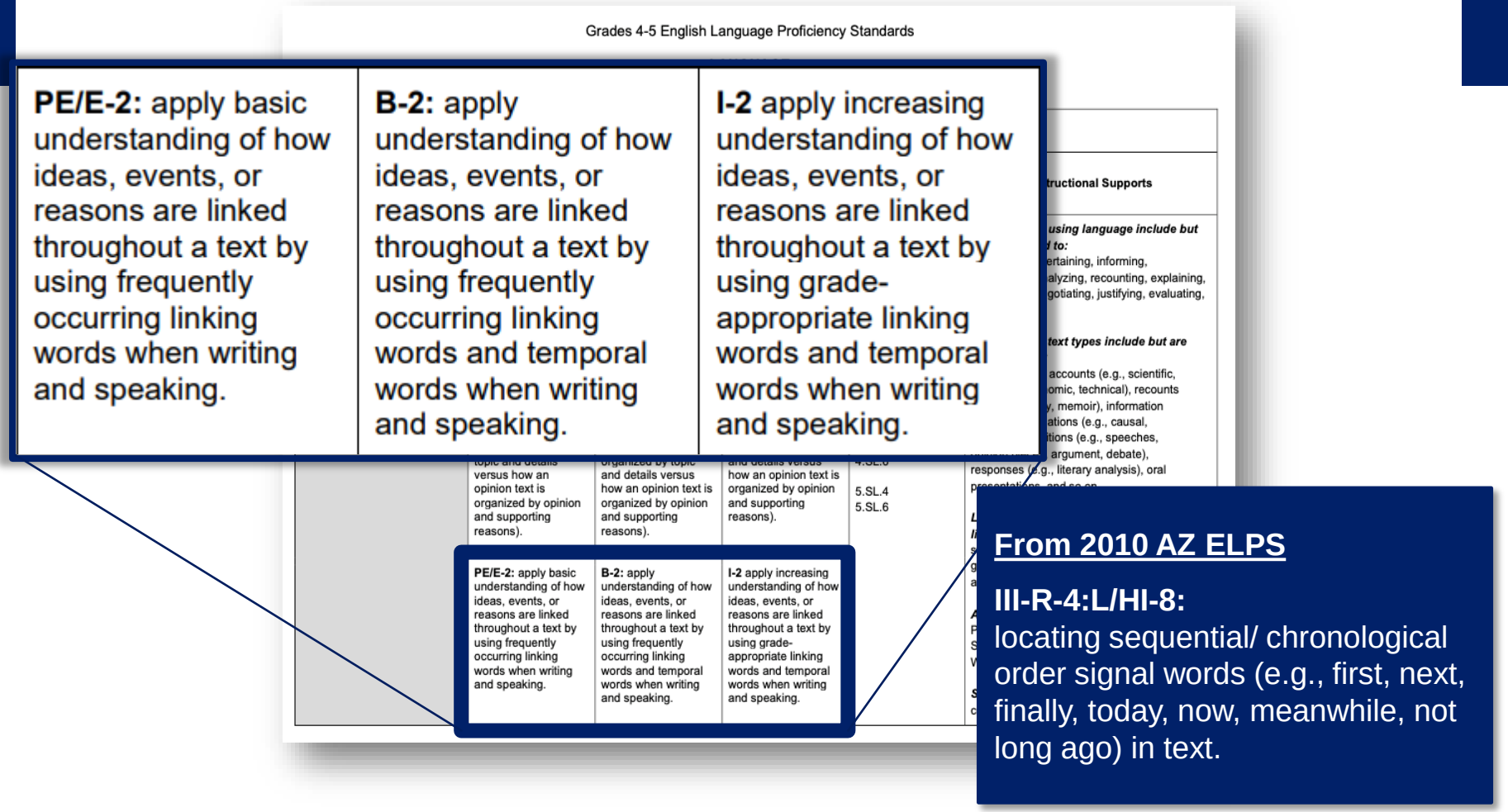
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent →	Basic →	Intermediate	AZ ELA Standard Alignment	Instructional Supports
create clear and coherent grade-appropriate speech and text.	With **substantial support**, apply an emerging set of strategies to:	With **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

CHECK IN: MENTIMETER

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

TOPIC 5

DUAL LABELED STUDENTS FAQ

FREQUENTLY ASKED QUESTIONS

Can IEP Teams remove ELs with disabilities from EL Services?

Based on the Addendum to September 23, 2016 Non-Regulatory Guidance and direct guidance from the Office of State Support, Arizona can no longer allow for IEP Teams to remove an EL with disabilities from EL Services. The ONLY way for an EL with disabilities to be withdrawn from EL Services is for the student to demonstrate English language proficiency on a "valid and reliable ELP Assessment".

FREQUENTLY ASKED QUESTIONS

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, ESL, or BLE endorsement.

**The Two-hour model ensures that the required 120 minutes of ELD is provided during targeted ELD therefore, an integrated teacher in the two-hour model is not delivering those required minutes .*

FREQUENTLY ASKED QUESTIONS

Who should receive EL Services?

EL services should solely be provided to students identified with a primary home language other than English as documented on a Home Language Survey and tested less than proficient on their AZELLA placement test.

FREQUENTLY ASKED QUESTIONS

When must a student be exited from EL status for ESEA purposes? An EL must be exited from EL status for ESEA purposes (*i.e.*, for purposes of Title I and Title III requirements) when the student satisfies the State's standardized statewide exit procedures.

This requirement applies to an EL with a disability as well. Arizona's standardized statewide exit procedures require that an EL student demonstrate proficiency on the AZELLA. There are currently no additional exit procedures. Therefore, all ELs, including ELs with disabilities, must demonstrate proficiency on the AZELLA in order to be exited from EL services.

FREQUENTLY ASKED QUESTIONS

If the SPED teacher is responsible for providing Targeted ELD, which standards do they need to use?

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

FREQUENTLY ASKED QUESTIONS

What happened to ILLP forms? Do we still have them? Is there a different form?

ILLPS are no longer a standard-based service option. Districts must now serve all English learners through a combination of Targeted and Integrated ELD Instruction.

FREQUENTLY ASKED QUESTIONS

Does OELAS review IEPs during an EL Monitoring?

No OELAS does not. ESS/PSM reviews EL components as they relate to IDEA requirements. Documentation that will be reviewed by OELAS during monitoring include:

- *Master schedules/student schedules*
- *lesson plans with evidence of ELP Standards*
- *teacher endorsement of those providing the required ELD minutes*
- *evidence of Principle 1 and Principle 4*

FREQUENTLY ASKED QUESTIONS

Who should be a part of planning services for dual-labeled students?

In addition to the required IEP team participants under IDEA, it is essential that the IEP team include participants who have knowledge of the student's language needs. It is also important that the IEP team include professionals with training, and preferably expertise, in second language acquisition and how to differentiate between the student's needs stemming from a disability or lack of English language proficiency.

Chapter 6 Tools and Resources for Addressing English Learners With Disabilities (ed.gov)

The linked resources below are available to the field through our OELAS website.

RESOURCES:
LANGUAGE DEVELOPMENT APPROACH & SEI MODELS

The linked resources below and additional guidance can be accessed through our OELAS website.

- Arizona's Language Development Approach – December 2019
- Language Development Approach - Research Base
- SEI Program Model Implementation Guide
- Pull-Out Model
- Two-Hour Model
- Newcomer Model
- 50-50 Dual Language Immersion Model
- SEI Models Overview Presentation

RESOURCES:
2019 ENGLISH LANGUAGE PROFICIENCY STANDARDS

The linked resources below and additional guidance can be accessed through our OELAS website.

- 2019 English Language Proficiency Standards
- 2019 English Language Proficiency Standards Guidance Document
- 2019 English Language Proficiency Standards Coding Guidance
- 2019 English Language Proficiency Standards Glossary
- 2019 English Language Proficiency Standards: Vertical Articulation

SELF-PACED MODULES:
ENGLISH LANGUAGE PROFICIENCY STANDARDS

The linked resources below and additional guidance can be accessed through our OELAS website.

- Enhanced Overview of the 2019 ELPS
- Overview of the ELPS Guidance Document
- Overview of the Reading Foundational Standards & Skills
- Coding and Documenting
- Vertical Articulation of the ELPS

INSTRUCTIONAL RESOURCES: FOR EDUCATORS OF ENGLISH LEARNERS

The linked resources below and additional guidance can be accessed through our OELAS website.

- Language Development Strategies in Math
- Language Development Strategies in Science
- Language Development Strategies in Social Studies
- Integrated Instruction in Disciplinary Language and Content *(Classroom Video)*
- Newcomer Model *(Classroom Video)*
- Targeted and Explicit Language Instruction *(Classroom Video)*
- 50-50 Dual Language Immersion Model *(Classroom Video)*

CONTACT US!

For general questions surrounding English learner programs and services, please email:

OELAS@azed.gov

For questions and guidance specific to your LEA, visit our

OELAS & Unique Populations Contacts

THANK YOU!