



ARIZONA DEPARTMENT OF  
**EDUCATION**

# SEI Model Implementation Guide 2023-2024

*(Revised 7/1/2023)*

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## Purpose

Arizona requires school districts and charter schools (otherwise known as Local Education Agencies or LEAs) with English learner (EL) students to provide English language development (ELD) instruction using a structured English immersion (SEI) model. This SEI Model Implementation Guide provides details on how LEAs will enact Arizona's Language Development Approach (LDA) and its four principles into practice, specifically in connection to the three state board-approved SEI Models. The purpose of this document is to provide LEAs with:

1. a list of relevant rules, regulations and statutes relating to EL programs
2. guidelines to ensure compliance with all federal and state laws regarding ELs
3. descriptions of each of the SEI Models and specific requirements
4. initial considerations and guiding questions when selecting an SEI Model to implement
5. direction, considerations, and expectations when implementing selected SEI Model(s)

## Authority

### Federal

All ELs are entitled to English language services.

Title III (Sec. 3115 (a)) of the Every Student Succeeds Act (ESSA) requires that LEAs develop and implement language instruction educational programs for elementary and secondary school programs based on methods and approaches that are scientifically researched and proven to be the best in teaching the limited English proficient student. The federal government identifies ESL (English as a Second Language), SEI, and TBE (Transitional Bilingual Education), and DL (Dual Language) programs as effective Language Instruction Educational Programs (LIEPs).

State Education Agencies (SEAs) and LEAs share an obligation to ensure that their EL programs and activities comply with civil rights laws and applicable grant requirements. Title VI prohibits recipients of Federal financial assistance, including SEAs and LEAs, from discriminating on the basis of race, color, or national origin. Title VI's prohibition on national origin discrimination requires SEAs and LEAs to take "affirmative steps" to address language barriers so that EL students may participate meaningfully in schools' educational programs. The Equal Educational Opportunities Act (EEOA) requires SEAs and LEAs to take "appropriate action to overcome language barriers that impede equal participation by [their] students in [their] instructional programs."

*Full text of the [2015 Dear Colleague letter](#) from the Office for Civil Rights (OCR) at the U.S. Department of Education (ED) and the Civil Rights Division at the U.S. Department of Justice (DOJ).*

### State

The Arizona State Board of Education is charged with developing and adopting research-based models of SEI programs to be used in LEAs in Arizona. Arizona Revised Statute (A.R.S.) [§15-756.01](#) requires that the models include a minimum of 120 minutes daily/600 minutes weekly/360 hours yearly of ELD for grades K- 5, and a minimum of 100 minutes daily/500 minutes weekly/300 hours yearly of ELD for grades 6-12. Additionally, approved instructional models must adhere to the following criteria:

- Provide coherent instruction aligned with this state's English Language Proficiency Standards.
- Include oral and written language instruction, including structured opportunities to develop verbal and written skills and comprehension strategies.

- Include access to complex language content through grade-level texts with appropriate supports.
- Include parental engagement strategies.

Full text of the law regarding the responsibilities and the development of the SEI Models is located in Arizona Revised Statutes (A.R.S.) [Title 15, Chapter 7](#), Article 3.1, English Language Education for Children in Public Schools, §§ 15-751 through 15-757.

Arizona has several other relevant policies in place that pertain to educating ELs. These include the following:

- Arizona law requires schools to teach English and requires materials and subject matter instruction to be in English ([A.R.S. §15-751](#) and [A.R.S. §15-752](#). English language education).
- Arizona law requires ELs to be grouped together in an SEI setting ([A.R.S. §15-751](#). Definitions, 5).
- Arizona state law requires cost efficient, research-based models that meet all state and federal laws ([A.R.S. §15-756.01](#)).

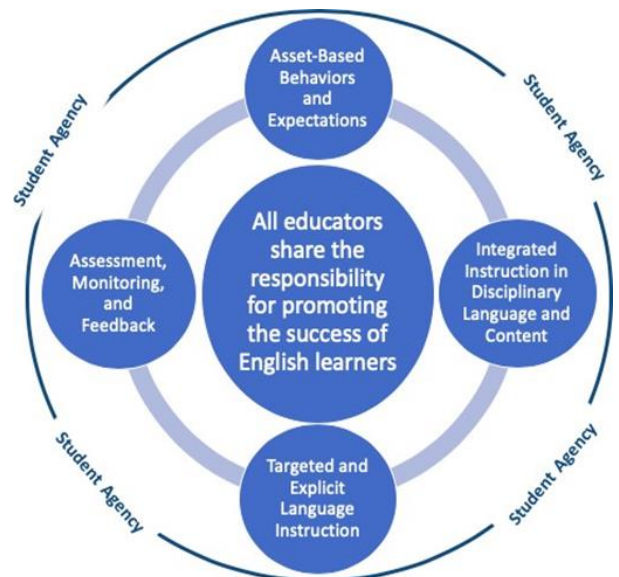
The approval of the current SEI models in 2020 required a transition from the previous four-hour SEI Model approved by the Arizona ELL task force in 2008. ILLPs are no longer a requirement under the current SEI Models.

## Language Development Approach (LDA)

All individuals at every level within the educational system have an active role in ensuring the success and achievement of the over 80,000 multilingual learners who attend Arizona schools.

The four Principles that surround the LDA's core reflect the research-based and non-negotiable components of a comprehensive instructional program for Arizona's EL students.

The outer ring identifies the overarching goal of language and content instruction for ELs. Through implementation of the four Principles, Arizona's EL students will develop a sense of agency, confidence, and determination.



## LDA & the Four Principles: A Comprehensive Approach

Effective instruction is at the heart of any educational program, including those for ELs. Although some specific practices may vary depending on the SEI Model being implemented, many evidence-based practices for ELs cut across programs and can be effectively applied and adapted in any of the three SEI models.

<b>Principle One: Asset-Based Behaviors and Expectations</b>	<i>Presents a renewed vision of the learner.</i>	English Learners bring rich linguistic resources and cultural knowledge with them to the school environment.
<b>Principle Two: Integrated Instruction in Disciplinary Language and Content</b>	<i>Presents a renewed vision of learning.</i>	Using scaffolded supports, academic language development, and collaborative discussions, educators help English Learners develop disciplinary content knowledge, language, and autonomy.
<b>Principle Three: Targeted and Explicit Language Instruction</b>	<i>Presents a renewed vision of language.</i>	A critical opportunity to intentionally support English Learners in developing the discourse practices they need to engage with rigorous, grade-level content.
<b>Principle Four: Assessment, Monitoring, and Feedback</b>	<i>Presents a renewed vision of learner progress.</i>	With regular assessment, monitoring, and feedback, English Learners have opportunities to set their own goals and learn how to measure and evaluate their progress.

### Principle One: Asset-Based Behaviors & Expectations

All educators share the responsibility for designing instruction that integrates language and literacy development with content learning. Under Principle One:

- LEAs provide opportunities for parents/families of ELs to be involved in their child's process of attaining English language proficiency.
- Teachers provide age/grade level-appropriate instruction.
- Materials are linguistically appropriate and aligned to the English Language Proficiency (ELP) Standards.
- Teachers consistently acknowledge and build on the background knowledge and prior experiences of EL students.

### Principle Two: Integrated Instruction in Disciplinary Language & Content

All educators share the responsibility for designing instruction that integrates language and literacy development with content learning. This is accomplished by using content standards to plan instruction along with the English Language Proficiency Standards to support differentiation by language proficiency level. Integrated instruction:

- Focuses on access to grade-level content and development of discipline-specific academic language.
- Meets the scheduled minutes in alignment with the selected SEI Model(s) at the site. Please refer to the specific SEI Models for the required minutes of Integrated Instruction daily/weekly.
  - Evidence includes, but is not limited to, detailed and labeled master schedules, labeled classroom schedules, individual student schedules (specific to departmentalized and secondary levels).
- Groups ELs alongside their non-EL peers.
  - Evidence includes class rosters (with ELs' proficiency levels noted) demonstrating the mixed groups for content instruction.
- Is driven by content-area standard(s) and assessment of learning is grounded in the content-area standard(s).
- Utilizes Performance Indicators from the ELP Standards to support language to access content learning.

- Evidence would be anything demonstrating planning for ELs using PIs from the ELPS to direct the teaching, learning, and assessing. Could include, but is not limited to, lesson plans, agendas, plan outlines, posting of PIs in classroom, etc.
- Differentiated scaffolds are present in the lesson.
  - Scaffolds allow for students to access and engage with content.
- Occurs within one or more content areas (e.g., ELA, science, art, math, etc.).
- **Must be** provided by an appropriately certified teacher with an SEI, ESL, or BLE Endorsement, or completed SEI coursework.
- The SEI Models require daily Integrated Instruction is to be delivered by an SEI /ESL/BLE endorsed teacher. During Integrated Instruction, ELs will be participating in the content learning alongside non-ELs and therefore will not be receiving instruction via independent language instructional software at that time.

*To see an example of Integrated Instruction, click on the [link here](#).  
For more examples, please visit the OELAS Professional Learning page.*

### Principle Three: Targeted & Explicit Language Instruction

Explicit language instruction, or English Language Development (ELD), is a critical opportunity to intentionally support English learner (EL) students in developing the discourse practices they need to engage with rigorous, grade-level disciplinary content.

Targeted Instruction (ELD):

- Focuses on explicit, systematic, and sustained English language instruction.
- Meets the scheduled minutes in alignment with the selected SEI Model(s) at the site. Please refer to the specific SEI Models for the required minutes of Targeted ELD daily/weekly.
  - Evidence includes, but is not limited to, detailed and labeled master schedules, labeled classroom schedules, individual student schedules (specific to departmentalized and secondary levels).
- Groups ELs alongside their EL peers only.
  - Targeted ELD should be comprised of ELs in only one grade level and English proficiency level to the extent possible. When lower numbers indicate a need, student groups may contain students within two adjacent proficiency levels and/or in more than one grade level within the same ELP Standards band (grade bands: K, 1, 2-3, 4-5, 6-8, & 9-12).
    - Evidence includes class lists (with ELs' proficiency levels noted) demonstrating the homogenous instructional groups.
- Is driven by Performance Indicators (PIs) of the ELP Standards and assessment of learning is directly aligned to the PIs.
  - Evidence would be the demonstration of planning for ELs using PIs from the ELPS to direct the teaching, learning, and assessing. Could include, but is not limited to, lesson plans, agendas, plan outlines, posting of PIs in classroom, etc.
- Meets the diverse language needs of ELs.
- Builds into and from what is happening in other academic settings.
- Utilizes academic language and provides opportunities for students to develop academic discourse.
- **Must be** provided by an appropriately certified teacher with an SEI, ESL, or BLE Endorsement, or completed SEI coursework.
- A teacher may allow a student to utilize independent software to supplement instruction for up to 40% of the selected SEI Model's Targeted Instructional block of time to reinforce the instruction provided by the teacher. The expectation is that the independent software will address the EL's individual language needs. It may be utilized as part of small group instruction in which the teacher is monitoring the progress and follows up with the learning.

To see an example of Targeted Instruction, click on the [link here](#).  
 For more examples, please visit the [OELAS Professional Learning page](#).

### Principle Four: Assessment, Monitoring & Feedback

Districts and schools use 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.  
 Principle Four:

- Involves gathering and analyzing information to develop an understanding of what students know, understand, and can do because of their educational instruction.
- Ensures instructional decisions are based on a variety of data, which includes, but is not limited to formative and summative assessment information.

### Defining State Board Approved Models

Under SB1014, local education agencies (LEAs) must either implement one of the Structured English Immersion (SEI) Models that have been approved by the state, OR they may submit an application to implement a different SEI model or an alternate program model. The [SEI Models](#) approved by the State Board of Education are:

- Pull-Out SEI Model
- Two-Hour SEI Model
- Newcomer SEI Model

<b>Pull-Out SEI Model</b>	<b>Targeted Instruction</b> 60/50 minutes daily	<b>Integrated Instruction</b> 60/50 minutes daily	Remainder of the academic school day is taught in English.
	Instructional Grouping: <i>ELs Only</i>	Instructional Grouping: ELs with non-ELs	ELs with non-ELs
<b>Two-Hour SEI Model</b>	<b>Targeted Instruction</b> 120/100 minutes daily	<b>Integrated Instruction</b> The rest of the academic school day; minimum of one class/period	Remainder of the academic school day is taught in English.
	Instructional Grouping: <i>ELs Only</i>	Instructional Grouping: ELs with non-ELs	ELs with non-ELs
<b>Newcomer SEI Model</b>	<b>Targeted Instruction</b> 120/100 minutes daily	<b>Integrated Instruction</b> 120/100 minutes daily	Remainder of the academic school day is taught in English.
	Instructional Grouping: <i>ELs Only</i>	Instructional Grouping: <i>ELs Only</i>	ELs with non-ELs

\*\*The proportions above are representative of a general 6-hour academic school day for a traditional 5-day week (does not account for lunch, specials, block scheduling, shortened academic week, etc.). It is the responsibility of the LEA to ensure that the minimum minutes are addressed daily/weekly.

- 50-50 Dual Language Immersion Model – requires a *Bilingual Parental Waiver*.

<b>50-50 DLI SEI Model</b>	<b>Targeted Instruction</b> 30/25 minutes daily	<b>Integrated Instruction</b> 90/75 minutes daily	This remaining time in this half of the day is to be taught in English.	Remainder of the academic school day.
	Instructional Grouping: <i>ELs Only</i>	Instructional Grouping: ELs with non-ELs	Instructional Grouping: ELs with non-ELs	Instructional Grouping: ELs with non-ELs
<b>English Instruction</b>			<b>Partner Language Instruction</b>	

\*\*The proportions above are representative of a general 6-hour academic school day for a traditional 5-day week (does not account for lunch, specials, block scheduling, shortened academic week, etc.). It is the responsibility of the LEA to ensure that the minimum minutes are addressed daily/weekly.

## Selecting an SEI Model

### Initial Considerations

When beginning to select SEI Model(s) to implement, here are some initial considerations to keep in mind.

- According to Arizona law, a “full Structured English Immersion (SEI) endorsement, or English as a Second Language or Bilingual endorsement, shall be required of a teacher who is instructing students in a sheltered English immersion or structured English immersion model.” (7.A.A.C.2.L). Any teacher responsible for teaching any portion of *Targeted Instruction (ELD)* or *Integrated Instruction* as part of the selected SEI Model(s) must have the state SEI, ESL, or BLE Endorsement, or evidence of state approved SEI coursework completion.
- EL student groups for **Targeted Instruction (ELD)** should be comprised of students in only one grade level and English proficiency level to the *extent possible*.
  - When lower numbers indicate a need, student groups may contain students within two adjacent proficiency levels and/or in more than one grade level within the same ELP Standards band (grade bands: K, 1, 2-3, 4-5, 6-8, & 9-12).
- Student groups for **Integrated Instruction** should be comprised of ELs and non-ELs (except for the Newcomer Model)
- Teachers of ELs need time to attend grade level meetings, protected prep time to plan for targeted language instruction, and regularly scheduled time to collaborate with those responsible for Integrated ELD.
- State statute requires a minimum of 120 minutes per day of ELD for grades K- 5, and a minimum of 100 minutes per day of ELD for grades 6-12.
  - These minutes can be scheduled per day, per week, or per school year:
    - 600 minutes/week or 360 hours/school year for grades K- 5
    - 500 minutes/week or 300 hours/school year for grades 6-12
  - A.R.S. 15-756.01a does not state requirements for **half-day Kindergarten** programs. For any school providing a half-day Kindergarten program, implementation of an SEI Model would be reduced proportionately. For example, if the LEA selects the Pull-Out Model, a minimum of 30 minutes of Targeted Instruction (ELD) and 30 minutes of Integrated Instruction would be required to meet the SEI Model requirements.
- Dual-labeled students, which are EL students with an Individualized Education Plan (IEP), are still required to receive the same Targeted and Integrated ELD services and minutes, which can be met by a qualified Special Education teacher with an SEI/ESL/BLI endorsement or completed SEI coursework.
- High school credit:
  - English Language Arts (ELA) credit is NOT the same as English Language instruction (Targeted ELD) credit.
  - OELAS does not determine credit assignment for English as a Second Language (ESL), that is an LEA local control decision.
  - Some colleges/universities do NOT accept ESL or Targeted ELD as ELA/English credit for admission.
  - Students (EL or RFEP) with ESL or Targeted ELD credits instead of ELA credits may have credit deficits (according to the college entrance requirements) which will impact their college entrance requirements.



## Guiding Questions for SEI Model Selection

Once ELs have been identified using the HLS and the AZELLA, LEAs must provide ELs with appropriate EL education services and programs. LEAs have the flexibility to choose from one of the State Board-approved SEI Models options described in this document. They should select an SEI Model that best meets the needs and requirements of the EL student populations they serve based on factors such as staffing, scheduling, and student population. It is acceptable for LEAs to implement multiple programs across the district or even within a school.

The following guiding questions will help determine which SEI Model best meets the needs of your EL students, however it is **not** an exhaustive list of considerations:

- What is the mission and vision for English Learners in your district?
- What are the grade levels with ELs?
- What are the English proficiency levels of your students?
- Does your LEA have qualified staff to implement the SEI Model?
- Are the ELs who are the least proficient in English provided more intensive instruction?
- Are the ELs provided the opportunity to participate meaningfully and equally in all the schools' programs?
- Is more than one model needed?

## SEI Model: Components and Sample Schedules

The following pages provide components for each of the SEI models as well as sample schedules. All sample schedules are **examples only** and are not meant to be prescriptive. Please use them to clarify your understanding of the SBE approved SEI Models and to inform the creation of your own master schedules. It is not necessary to select one of these as your LEA's schedule. **Please note that some schedules include more than the required Targeted Instruction (ELD) and Integrated Instructional minutes for their given program model. This is allowable and should be determined by LEA context, priorities, and data.**

## Pull-Out SEI Model

Pull-Out SEI Model Description	
Any teacher responsible for teaching any portion of Targeted Instruction (ELD) or Integrated Instruction as part of the required minutes must have the state SEI Endorsement, ESL, BLE Endorsement, or completed the SEI coursework.	
Elementary (K-5)	Secondary (6-12)
Targeted Instruction (ELD)	
<ul style="list-style-type: none"> <li>60 minutes per day/300 minutes per week of Targeted Instruction (ELD) time for all EL students.</li> </ul>	<ul style="list-style-type: none"> <li>50 minutes per day/250 minutes per week of Targeted Instruction (ELD) for all EL students.</li> </ul>
<ul style="list-style-type: none"> <li>Targeted Instruction (ELD) minutes do not have to be sequential within the school day</li> <li>Core instruction should not be missed for Targeted Instruction (ELD)</li> <li>ELs only</li> <li>Performance Indicators from ELP Standards drive instruction</li> </ul>	
Integrated Instruction	
<ul style="list-style-type: none"> <li>60 minutes per day/300 minutes per week of Integrated Instruction for all EL students.</li> </ul>	<ul style="list-style-type: none"> <li>50 minutes per day/250 minutes per week of Integrated Instruction for all EL students.</li> </ul>
<ul style="list-style-type: none"> <li>These minutes will be met daily during grade-level content area instruction as determined by the LEA</li> <li>ELs participate in grade-level content area instruction alongside their non-EL peers</li> <li>Content area standards (i.e., ELA, Science, Math, Social Studies, etc.) drive instruction</li> </ul>	

### Pull-Out SEI Model: Sample K-5 Schedule A

The figures below show an overview of a Pull-Out Model schedule for one grade level within a K-5 school. Wednesdays are early release days throughout the school year.

Monday, Tuesday, Thursday, Friday		Wednesday	
8:00-8:50	Specials	8:00-8:50	Specials
8:50-10:50	ELA	8:50-10:50	ELA
10:50-11:30	Lunch/Recess	10:50-11:30	Lunch/Recess
11:30-12:55	Math with <b>Integrated Instruction</b>	11:30-12:15	Math with <b>Integrated Instruction</b>
12:55-1:10	Recess	12:15-12:50	Science/Social Studies
1:10-2:30	Science/Social Studies	12:50-1:50	<b>ELs Only: Targeted ELD</b> Non-ELs: Centers
2:30-3:30	<b>ELs Only: Targeted ELD</b> Non-ELs: Centers	2:00	Dismissal
3:40	Dismissal		

### Pull-Out SEI Model: Sample K-5 Schedule B

In this sample Pull-Out Model schedule, ELs are pulled out for Targeted Instruction (ELD) for one hour of the day and receive their Integrated Instruction across two other subject areas (ELA and Social Studies), which meets more than the required 60 minutes of daily Integrated Instruction.

<b>Monday, Tuesday, Thursday, Friday</b>	
7:50 – 8:00	Morning Work
8:00 – 9:00	ELA <b><i>Integrated Instruction</i></b>
9:00 – 9:45	Specials
9:45 – 10:00	Recess
10:00 – 11:30	Developmental Reading - <b><i>Targeted Instruction (ELD)</i></b> <small>*ELs in ELD classroom</small>
11:30 – 12:10	Lunch/Recess
12:10 – 1:10	Math
1:10 – 2:00	Science
2:00 – 2:45	Social Studies <b><i>Integrated Instruction</i></b>
2:45	Dismissal
<b>Wednesday</b>	
7:50 – 8:00	Morning Work
8:00 – 9:00	ELA <b><i>Integrated Instruction</i></b>
9:00 – 9:30	Specials
9:30 – 9:45	Recess
9:45 – 11:00	Developmental Reading - <b><i>Targeted Instruction (ELD)</i></b> <small>*ELs in ELD classroom</small>
11:00 – 11:40	Lunch/Recess
11:40 – 12:40	Math
12:40	Dismissal

### Pull-Out SEI Model: Sample Secondary Schedule

In this sample Pull-Out model schedule, ELs are grouped by proficiency level for Targeted Instruction (ELD) for period 4. ELs are grouped with their non-EL peers for the remainder of the day, receiving intentionally planned Integrated Instruction in their English class (period 1) and access to and opportunity for grade level content during all other class periods. Note that the schedule includes five-minute passing periods.

<b>Monday - Friday</b>		
<b>Period 1</b>	8:15-9:05	English 1-2 – <b><i>Integrated Instruction</i></b>
<b>Period 2</b>	9:10-10:00	Elective
<b>Period 3</b>	10:05-10:55	Algebra 1
<b>Period 4</b>	11:00-11:50	SEI English – <b><i>Targeted Instruction (ELD)</i></b>
<b>Lunch</b>	11:50-12:30	Lunch
<b>Period 5</b>	12:30-1:20	Earth Science
<b>Period 6</b>	1:25-2:15	World History

## Two-Hour SEI Model

<b>Two-Hour SEI Model Description</b>	
Any teacher responsible for teaching any portion of Targeted Instruction (ELD) or Integrated Instruction as part of the required minutes must have the state SEI Endorsement, ESL, BLE Endorsement, or completed the SEI coursework.	
Elementary (K-5)	Secondary (6-12)
<b>Targeted Instruction (ELD)</b>	
<ul style="list-style-type: none"> <li>• <b>120 minutes per day/600 minutes per week of Targeted Instruction (ELD) time for all EL students.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>100 minutes per day/500 minutes per week of Targeted Instruction (ELD) time for all EL students.</b></li> </ul>
<ul style="list-style-type: none"> <li>• Targeted Instruction (ELD) minutes do not have to be sequential within the school day</li> <li>• Core instruction should not be missed for Targeted Instruction (ELD)</li> <li>• ELs only</li> <li>• Performance Indicators from ELP Standards drive instruction</li> </ul>	
<b>Integrated Instruction</b>	
<ul style="list-style-type: none"> <li>• <b>At least one content area is designated for Integrated Instruction for all EL students.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>At least one content area is designated for Integrated Instruction for all EL students.</b></li> </ul>
<ul style="list-style-type: none"> <li>• These minutes will be met daily during grade-level content area instruction as determined by the LEA</li> <li>• ELs participate in grade-level content area instruction alongside their non-EL peers</li> <li>• Content area standards (i.e., ELA, Science, Math, Social Studies, etc.) drive instruction</li> </ul>	

### Two-Hour SEI Model: Sample K-5 Schedule

In this sample weekly Two-Hour Model schedule, ELs are grouped together by proficiency level for 120 minutes of Targeted Instruction (ELD) each day. During Integrated Instruction, ELs are grouped with their non-EL peers for the remainder of the day. It is essential that EL students have access to and opportunity for grade-level instruction throughout the day.

<b>Monday, Tuesday, Thursday, Friday</b>	
8:00 – 8:15	Morning Work
8:15 – 10:15	Walk to Read/Developmental Reading <i>* Targeted Instruction (ELD) for all ELs</i>
10:15 – 10:30	Recess
10:30 – 11:30	Math
11:30 – 12:15	Lunch/Recess
12:15 – 1:00	Science/Social Studies
1:00 – 1:45	Specials
1:45 – 3:00	ELA – <i>Integrated Instruction</i>
3:00	Dismissal
<b>Wednesday</b>	
8:00-8:15	Morning Work
8:15 – 10:15	Walk to Read/Developmental Reading <i>*Targeted Instruction (ELD) for all ELs</i>
10:15 – 10:25	Indoor Recess
10:25 – 11:25	Math
11:25 – 12:00	Lunch/Recess
12:00 – 1:00	ELA – <i>Integrated Instruction</i>
1:00	Dismissal

### Two-Hour SEI Model: Sample Secondary Schedule

In this sample Two-Hour Model schedule, ELs are grouped together by proficiency level for 120 minutes of Targeted Instruction (ELD) each day. During Integrated Instruction, ELs are grouped with their non-EL peers for the remainder of the day. It is essential that EL students have access to and opportunity for grade-level instruction in all other class periods throughout the day.

<b>Monday - Friday</b>		
<b>Period 1</b>	8:00 – 8:55	SEI English – <i>Targeted Instruction (ELD)</i>
<b>Period 2</b>	9:00 – 9:55	SEI English – <i>Targeted Instruction (ELD)</i>
<b>Period 3</b>	10:00 – 10:55	American History
<b>Lunch</b>	11:00 – 11:55	Lunch
<b>Period 4</b>	11:55 – 12:50	Geometry
<b>Period 5</b>	12:55 – 1:50	English 3-4 – <i>Integrated Instruction</i>
<b>Period 6</b>	1:55 – 3:00	Chemistry

## Newcomer SEI Model

Newcomer SEI Model Description	
Any teacher responsible for teaching any portion of Targeted Instruction (ELD) or Integrated Instruction as part of the required minutes must have the state SEI Endorsement, ESL, BLE Endorsement, or completed the SEI coursework.	
Elementary (K-5)	Secondary (6-12)
Targeted Instruction (ELD)	
<ul style="list-style-type: none"> <li>• <b>120 minutes per day/600 minutes per week of Targeted ELD</b> time for all EL students.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>100 minutes per day/500 minutes per week of Targeted ELD</b> time for all EL students.</li> </ul>
<ul style="list-style-type: none"> <li>• Targeted Instruction (ELD) minutes do not have to be sequential within the school day</li> <li>• Core instruction should not be missed for Targeted Instruction (ELD)</li> <li>• ELs only</li> <li>• Performance Indicators from ELP Standards drive instruction</li> </ul>	
Integrated Instruction	
<ul style="list-style-type: none"> <li>• <b>120 minutes per day/600 minutes per week of Integrated Instruction</b> time for all EL students.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>100 minutes per day/500 minutes per week of Integrated Instruction</b> time for all EL students.</li> </ul>
<ul style="list-style-type: none"> <li>• These minutes will be met daily during grade-level content area instruction as determined by the LEA</li> <li>• <b>Newcomer EL students are still grouped with other newcomer EL students</b></li> <li>• Content area standards (i.e., ELA, Science, Math, Social Studies, etc.) drive instruction</li> </ul>	

### Additional Information for LEAs to consider when implementing the Newcomer Model

- Teachers should design lesson plans for Targeted Instruction (ELD) that focus on developing social language needed to navigate in school and the community, in addition to the academic language needed to participate the Integrated Instruction and content class settings.
- Defining entry and exit criteria for newcomer students (e.g., “students at the pre-emergent or emergent level who are recent arrivals to the US school system and who need more or greater supports than the typical LEA program for English learners”).
- Closely monitor newcomers’ language development relative to the LEA entry and exit criteria for newcomer programs, and track students’ progress towards this goal so that they do not remain in the newcomer program longer than necessary.

### Newcomer SEI Model: Sample K-5 Schedule

This sample Newcomer Model schedule includes 120 minutes a day of Targeted Instruction (ELD) as well as 120 minutes per day of Integrated Instruction. Note that in the Newcomer Model, Integrated Instruction refers to language instruction that is integrated with content, while groupings remain homogeneous\* (newcomer EL students are grouped only with other ELs).

Monday, Tuesday, Thursday, Friday	
7:50 – 8:00	Morning Work
8:00 – 9:30	Developmental Reading – <b>Targeted Instruction (ELD)</b>
9:30 – 10:10	Specials
10:10 – 10:20	Recess
10:20 – 10:50	Writer’s Workshop – <b>Targeted Instruction (ELD)</b>
10:50 – 11:30	Lunch/Recess
11:30 – 12:00	ELA
12:00 – 1:00	Math – <b>Integrated Instruction</b> *ELs only
1:00 – 1:40	Science– <b>Integrated Instruction</b> *ELs only
1:40 – 2:20	Social Studies– <b>Integrated Instruction</b> *ELs only
2:20 – 2:45	Centers
2:45 – 2:50	Dismissal
Wednesday	
7:50 – 8:00	Morning Work
8:00 – 9:30	Developmental Reading – <b>Targeted Instruction (ELD)</b>
9:30 – 10:00	Writer’s Workshop – <b>Targeted Instruction (ELD)</b>
10:00 – 10:30	Specials
10:30 – 11:10	Lunch/Recess
11:10 – 12:10	Math – <b>Integrated Instruction</b> *ELs only
12:10 – 1:10	Science/Social Studies – <b>Integrated Instruction</b> *ELs only
1:15	Dismissal

### Newcomer SEI Model: Sample Secondary Schedule

This sample Newcomer Model schedule includes two periods per day of Targeted Instruction (ELD) time as well as two periods per day of Integrated Instruction. Note that in a Newcomer Model, Integrated Instruction refers to language instruction that is integrated with content, while groupings remain homogeneous\* (newcomer EL students are grouped only with other ELs).

Monday - Friday		
<b>Period 1</b>	8:00 – 9:00	SEI English – <b>Targeted Instruction (ELD)</b>
<b>Period 2</b>	9:05 – 10:00	English 1-2 – <b>Integrated Instruction</b> *ELs only
<b>Period 3</b>	10:05 – 11:00	SEI English – <b>Targeted Instruction (ELD)</b>
<b>Period 4</b>	11:05 – 12:00	Earth Science
<b>Lunch</b>	12:00 – 12:30	Lunch
<b>Period 5</b>	12:30 – 1:25	Algebra 1
<b>Period 6</b>	1:30 – 2:30	American History – <b>Integrated Instruction</b> *ELs only

## Glossary

Important terms related to the implementation of Structured English Immersion models can be found below. They are provided here to support understanding of the information contained in this guide. Note that some terms on this list have new definitions beginning with the 2020-21 school year and beyond.

Term	Definition (2020-21 and Beyond)
<b>Assessment</b>	The process of gathering and analyzing information in order to develop an understanding of what students know, understand, and can do with their knowledge as a result of their educational experience.
<b>Arizona English Language Learner Assessment (AZELLA)</b>	The assessment used to determine the English language proficiency of Arizona K-12 students whose primary home language is other than English. A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score (See A.R.S. §15-756.B).
<b>Bilingual Parental Waiver</b>	This application is used by parents to request an alternative to English Language Education, such as Dual Language Immersion, as specified in A.R.S. §15-753.
<b>Dual-Labeled Students</b>	EL students who are identified as having a learning disability and are therefore eligible for special education and ELD services.
<b>English Learner (EL)</b>	In Arizona, an English Learner (EL) is a K-12 student who has a primary home language other than English and scores less than Proficient on his/her Arizona English Language Learner Assessment (AZELLA) Placement or most recent AZELLA Reassessment test.
<b>English Language Proficiency Standards (ELPS)</b>	The benchmarks of progress that reflect differences for students at various grade levels or grade spans and at different English language proficiency levels. Arizona revised the ELP Standards in 2019 and the new ELP Standards' grade levels and grade spans are K, 1, 2-3, 4-5, 6-8, and 9-12. The proficiency levels reflected in the ELP Standards are pre-emergent/emergent, basic, and intermediate.
<b>Functional Language</b>	The language needed for different day-to-day situations. Greetings, introducing yourself, asking for or giving advice, explaining rules, apologizing, or agreeing and disagreeing are examples of functional language.
<b>English Language Development (ELD) Instruction</b>	English Language Development (ELD) is the teaching of English language skills to students who are in the process of learning English. ELD instruction focuses on or supports ELs in the development of phonology (pronunciation – the sound system of a language), morphology (the internal structure and forms of words), syntax (English word order rules), lexicon (vocabulary), and semantics (how to use English in different situations and contexts). According to the 2020 SEI Models, ELD in Arizona comprises of a comprehensive instructional program that includes <i>both</i> high-quality Integrated Instruction <b>AND</b> Targeted Instruction (ELD).
<b>Individual Language Learner Plan (ILLP)</b>	As per the requirements of Principles Two and Three, the ILLPS are <b>no longer</b> necessary.



<b>Integrated Instruction</b>	Integration of English language learning with academic content learning within a heterogeneously grouped setting with non-English learners and English learners of various levels of ELP. This instruction includes conscientious scaffolding and differentiated instruction based on English language proficiency level that meets individual student needs and allows for access to content.
<b>Language Domains</b>	<p>The four language domains of communication include reading, writing, speaking, and listening. These domains are sometimes divided into receptive language (reading and listening) and productive language (writing and speaking).</p> <p><b>Reading:</b> <i>Process, understand, interpret, and evaluate written language, symbols, and text with understanding and fluency</i></p> <p><b>Writing:</b> <i>Engage in written communication in a variety of situations for a variety of purposes and audiences</i></p> <p><b>Speaking:</b> <i>Engage in oral communication in a variety of situations for a variety of purposes and audiences</i></p> <p><b>Listening:</b> <i>Process, understand, interpret, and evaluate spoken language in a variety of situations</i></p>
<b>Local Education Agency (LEA)</b>	A term usually used to refer to a school district or charter.
<b>Long-term English Learner (LTEL)</b>	An EL student who has been enrolled in US schools for more than five years, who is not progressing toward English proficiency, and who is struggling academically due to his/her limited English skills.
<b>Modes of Communication</b>	<p>Arizona’s revised 2019 English Language Proficiency (ELP) Standards are organized around three modes of communication:</p> <p><b>Receptive Communication</b> - <i>language domains of listening and reading</i></p> <p><b>Productive Communication</b> - <i>language domains of speaking and writing</i></p> <p><b>Interactive Communication</b> - <i>the interwoven application of the four language domains (reading, writing, speaking, and listening)</i></p>
<b>Newcomer</b>	Any foreign-born students and their families who have recently arrived in the United States. They score in the pre-emergent to emergent range on the AZELLA and have been in US schools for less than one year. While these characteristics serve to define the term “newcomer,” it is important to note that newcomer EL students represent a variety of languages and backgrounds.
<b>Primary Home Language Other Than English (PHLOTE)</b>	Information indicated on a home language survey completed by parents upon enrollment. PHLOTE students are administered the AZELLA to determine the level of their English language proficiency and their correct placement in classes (A.R.S. §15-756.A).
<b>Proficiency Level</b>	The level of English language proficiency of an EL student, as determined by the AZELLA. The AZELLA proficiency levels are: (1) Pre-Emergent, (2) Emergent, (3) Basic, (4) Intermediate, and (5) Proficient.
<b>Scaffolding</b>	Specialized and temporary support that is tailored to an English learner’s needs and designed to support their access to and engagement with the learning. Teachers are supporting content and language acquisition simultaneously.
<b>Sheltered English Immersion</b>	Sheltered English Immersion is an approach to teaching grade-level academic content in English to ELs regardless of their English proficiency. ELs receive Sheltered English Immersion alongside their non-EL peers. In Arizona, this is how educators provide Integrated Instruction to ELs as prescribed by the Language Development Approach (LDA).

<p><b>Structured English Immersion (SEI)</b></p>	<p>Structured English Immersion (SEI) is a type of instruction that has as its orientation the teaching of English language skills to students who are in the process of learning English. It is distinguished from other types of instruction, e.g., math, science, or social science, in that the content of English Language Development (ELD) emphasizes the English language itself. ELD instruction focuses on phonology (pronunciation - the sound system of a language), morphology (the internal structure and forms of words), syntax (English word order rules), lexicon (vocabulary), and semantics (how to use English in different situations and contexts). While there are some obvious connections to English language arts instruction, ELD is foundational for English language acquisition work, since listening, speaking, reading, and writing tasks conducted in English are considerably more difficult in the absence of knowledge about how English operates.</p>
<p><b>Students with Limited and/or Interrupted Formal Education (SLIFE)</b></p>	<p>English learner students who have experienced interrupted education due to war, civil unrest, migration, or other factors; who have never had the opportunity to participate in any type of schooling before entering school in the United States; or who have experienced limited education in their home countries due to lack of resources or trained teachers, the type of schooling they participated in, or other circumstances.</p>
<p><b>Targeted Instruction (ELD)</b></p>	<p>Explicit language instruction, driven by Performance Indicators of the ELP Standards, that intentionally develops students' English language skills, knowledge, and abilities to support content learning in English.</p>

*If there are any terms that are not included in this glossary, contact the OELAS inbox with your questions: [OELAS@azed.gov](mailto:OELAS@azed.gov)*