I. Why New SEI Models?

II. What is Arizona’s Language Development Approach?

III. Approved SEI Models

IV. Considerations for Implementation
Why New SEI Models?
SB1014 - EL legislation passed and signed into law on 2/14/19

- 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.
What is Arizona’s Language Development Approach?
What is a Language Development Approach?

A set of underlying assumptions (best thinking made explicit) about how we will develop language, literacy, and learning in all subject areas for all EL students throughout the system.
Why a Language Development Approach?

It makes explicit the ways in which learning for English Learners will be designed and enacted throughout the system.

It connects the language, literacy and learning practices in all subjects and all instructional models that are critical to effective instruction and student learning.

It communicates how you expect practitioners to design and enact language, literacy and learning practices in all subject matters for diverse English Learners.

How language development is conceptualized influences how learning experiences are designed and enacted.
Arizona’s Language Development Approach, states that all individuals within the educational system play a role in the education of ELs.

All four principles support the overarching goal of effective language and content instruction and as a result, develop a sense of student agency for Arizona’s EL students which encapsulates all four principles and the core.
Arizona’s Language Development Approach

• Principle 1: Asset Based Behaviors and Expectations make certain that we value and leverage who are students are, what they bring to school and the community
• Principle 2: Integrated Instruction in Disciplinary Language and Content ensures we use content and the language it is made up of as a vehicle to further develop English
• Principle 3: Targeted and Explicit Language Instruction makes certain that students are provided an opportunity to develop English based on their level of proficiency
• Principle 4: Assessment, Monitoring, and Feedback makes certain that beyond the AZELLA, we assess and monitor student's language development in multiple ways.
Integrated & Targeted ELD

• Before we move into the models, it is important for us to define the instructional components of the LDA Principle 2, Integrated ELD and Principle 3, Targeted ELD.

• Both Targeted and Integrated ELD is critical for ELs.

• All of the states Research-based SEI models have been designed in such a way to provide both daily to ensure a comprehensive approach to ELD.
# A Comprehensive Approach to ELD

<table>
<thead>
<tr>
<th>ELA, science, social studies, art, etc. (throughout the day)</th>
<th>Specialized instruction for EL students focused on language (protected time)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Integrated ELD:</em> All teachers with ELs in their classrooms build language acquisition through shared strategies and supports.</td>
<td><em>Targeted ELD:</em> Teachers use the ELP Standards as the focal standards in ways that build into and from content instruction.</td>
</tr>
</tbody>
</table>
A Comprehensive Approach to ELD

AZ State Standards: Who’s Driving?

Integrated ELD

Driver’s Seat

Plan with:
AZ K-12 content area standards

Support with:
ELP Standards

Targeted ELD

Driver’s Seat

Plan with:
ELP Standards

Support with:
AZ K-12 content area standards

Remember both sets of standards are always in the car!
A Comprehensive Approach to 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.
Research-Based SEI Models Approved by the State Board of Education
Approved SEI Models

➢ Pull-Out Model
➢ Two-Hour Model
➢ Newcomer Model (4 hours)
## Pull-Out Model

### Big Take-Away

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integrated ELD</strong></td>
<td>60 minutes per day</td>
<td>50 minutes per day</td>
</tr>
<tr>
<td><strong>Targeted ELD</strong></td>
<td>60 minutes per day</td>
<td>50 minutes per day</td>
</tr>
</tbody>
</table>
Two-Hour SEI Model

Big Take-Away

• Two hours of Targeted ELD in SEI classroom
  • 120 Minutes for K-5
  • 100 Minutes for 6-12

• Integrated ELD included in content classes throughout the day
## Newcomer Model

### Big Take-Away

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<tr>
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<tbody>
<tr>
<td>120 minutes per day</td>
<td>100 minutes per day</td>
</tr>
<tr>
<td>SEI Model</td>
<td>Principle One</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Pull-Out</td>
<td>Articulating a clear vision for student success that includes high expectations for EL student achievement and social-emotional development.</td>
</tr>
<tr>
<td>Two-Hour</td>
<td>Articulating a clear vision for student success that includes high expectations for EL student achievement and social-emotional development.</td>
</tr>
<tr>
<td>Newcomer</td>
<td>Articulating a clear vision for student success that includes high expectations for EL student achievement and social-emotional development.</td>
</tr>
</tbody>
</table>
Considerations for Implementation
Implied Non-Negotiables

- Individual Language Learner Plans (ILLPs) are no longer an option.
- The 4-Hour model is only an option as part of a Newcomer Program.
- Identified English Language Learners are provided Targeted ELD.
- Access and opportunity everyday to grade-level content alongside native English-speaking peers.
What Model(s) Might Make Sense?

• What is your mission and vision for English Learners in your district?

• Consider your district’s current context:
  • What might you implement NEXT YEAR?
  • What evidence can you collect to ensure implementation?
  • What will it look like?

• How will you start?
Things To Explore on the OELAS Website

Approved Research-Based SEI Models

APPROVED SEI MODELS

SEI Program Model Implementation Guide  *In the process of being updated.*

Pull-Out Model
Two-Hour Model
Newcomer Model

Revised 2019 English Language Proficiency Standards

UPDATED: Overview of the 2019 ELPS (Recorded Module) | Transcript

- Kindergarten – Fifth Grades
- Sixth – Twelfth Grades
- Sixth-Twelfth Grade Reading Foundational Skills – ELPS Appendix
- Resources for the Revised 2019 English Language 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 Alignment

SEI Model Implementation Guide 2023-2024
Questions

Please reach out to the EL Coordinator at your School/District/Charter, or email:

OELAS@azed.gov