



SEI Overview

Superintendent's Guide

Office of English Language
Acquisition Services (OELAS)

August 2020
Revised June 2023

Agenda

- I. Why New SEI Models?
- II. What is Arizona's Language Development Approach?
- III. Approved SEI Models
- IV. Considerations for Implementation

A horizontal banner with a dark blue border and a light gray background featuring diagonal stripes. The text is centered within this banner.

Why New SEI Models?

Legislative Context

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

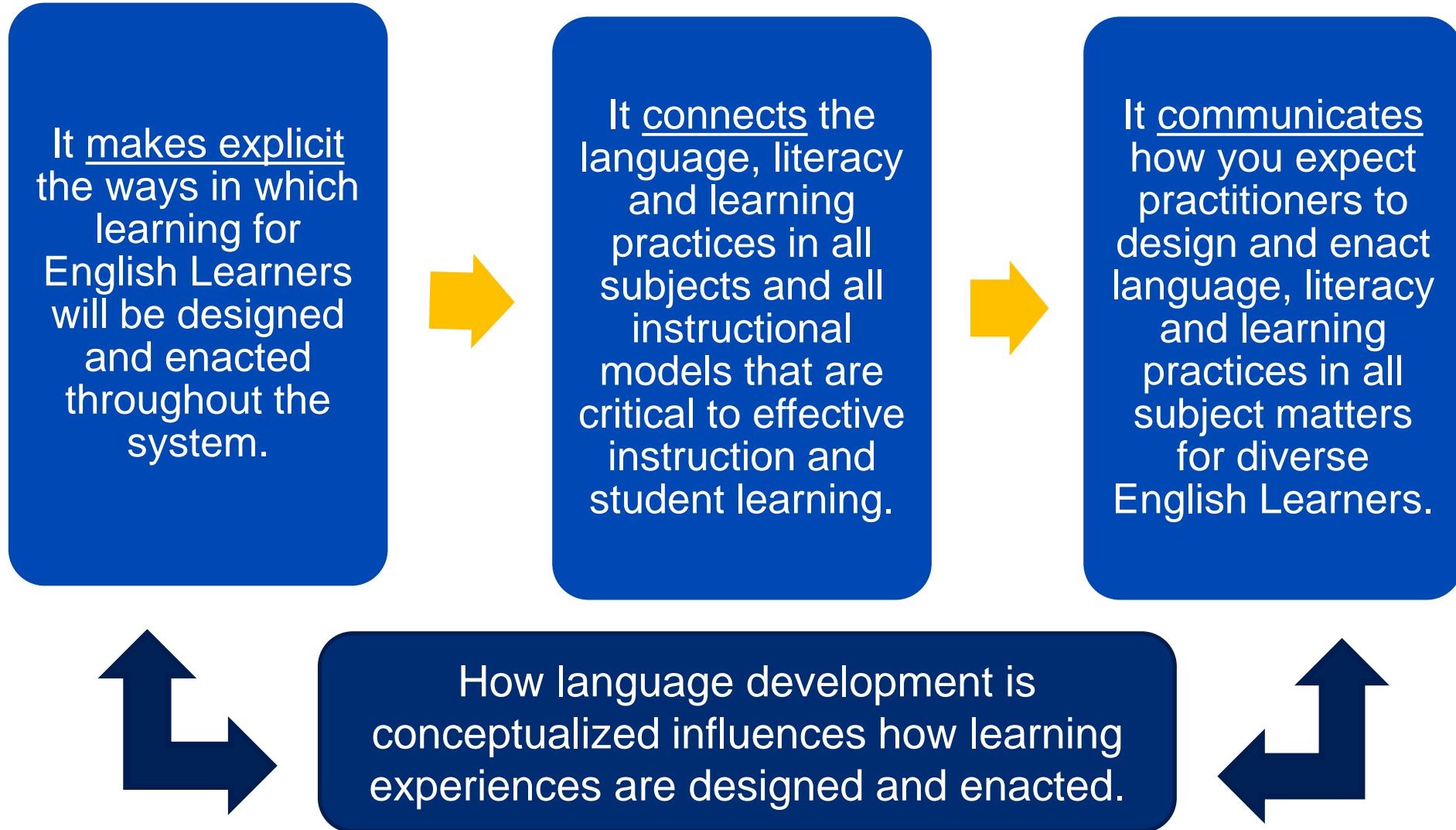
A. The state board of education shall **adopt and approve research-based models of structured English immersion** for school districts and charter schools to use. The department of education shall provide adequate staff support for the state board to comply with this article.

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.

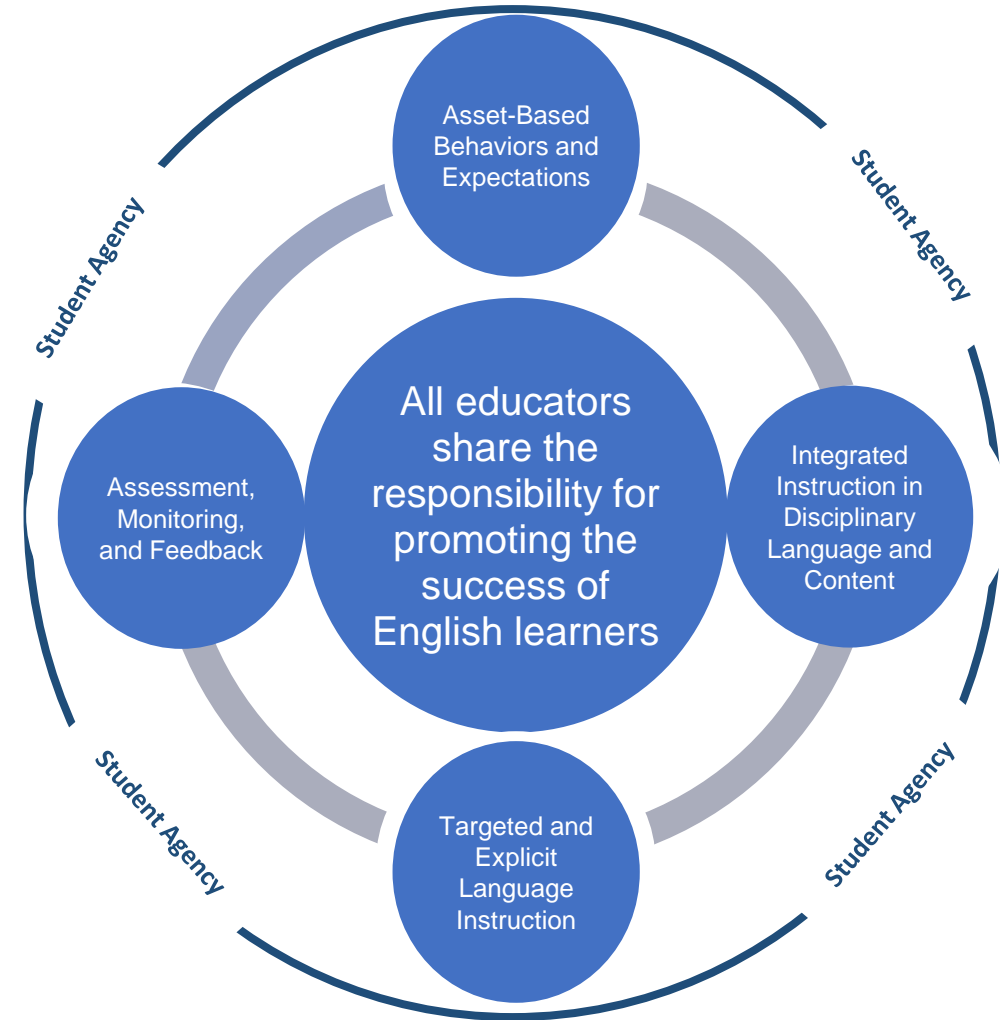
Why a Language Development Approach?



Arizona's Language Development Approach

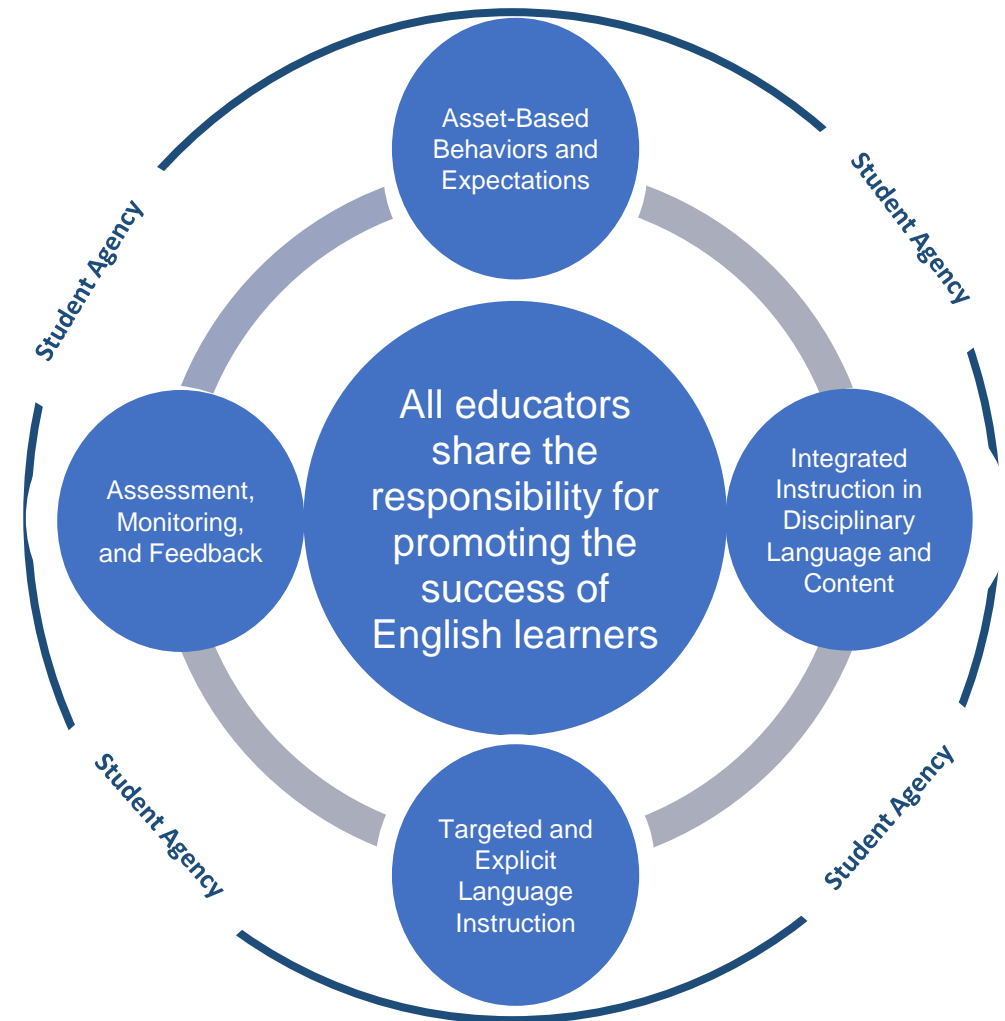
Arizona's Language Development Approach, states that all individuals within the educational system play a role in the education of ELs

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.



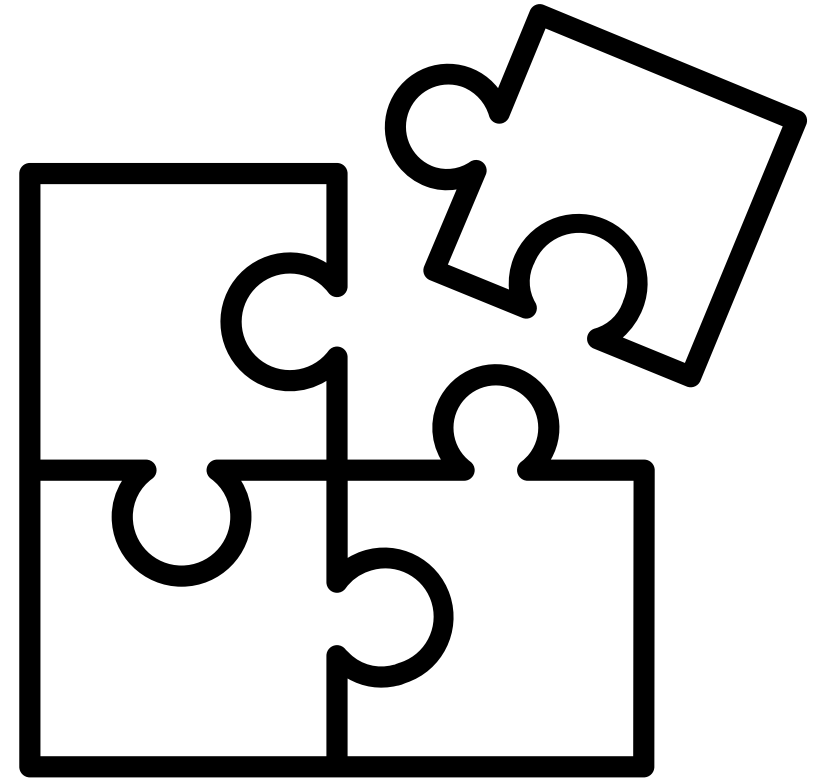
Arizona's Language Development Approach

- 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.
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- 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.



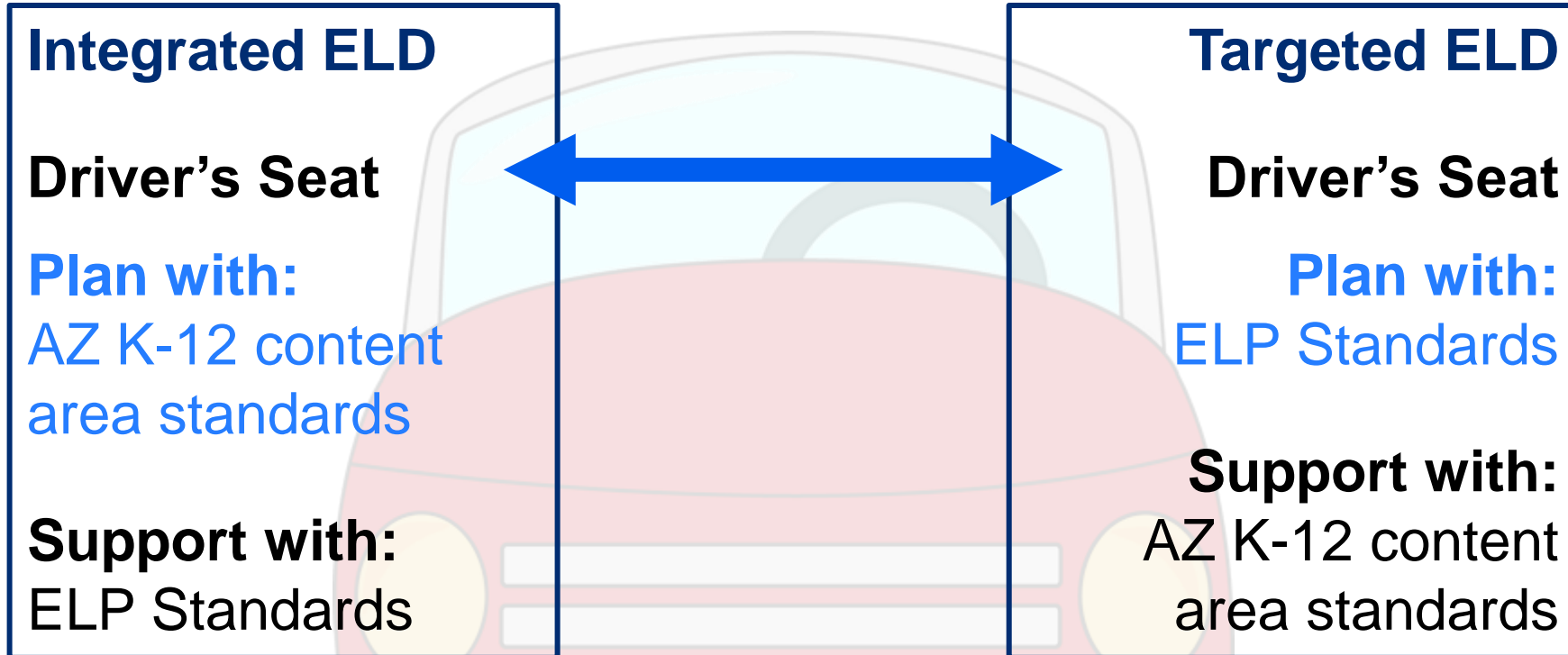
A Comprehensive Approach to ELD

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



A Comprehensive Approach to ELD

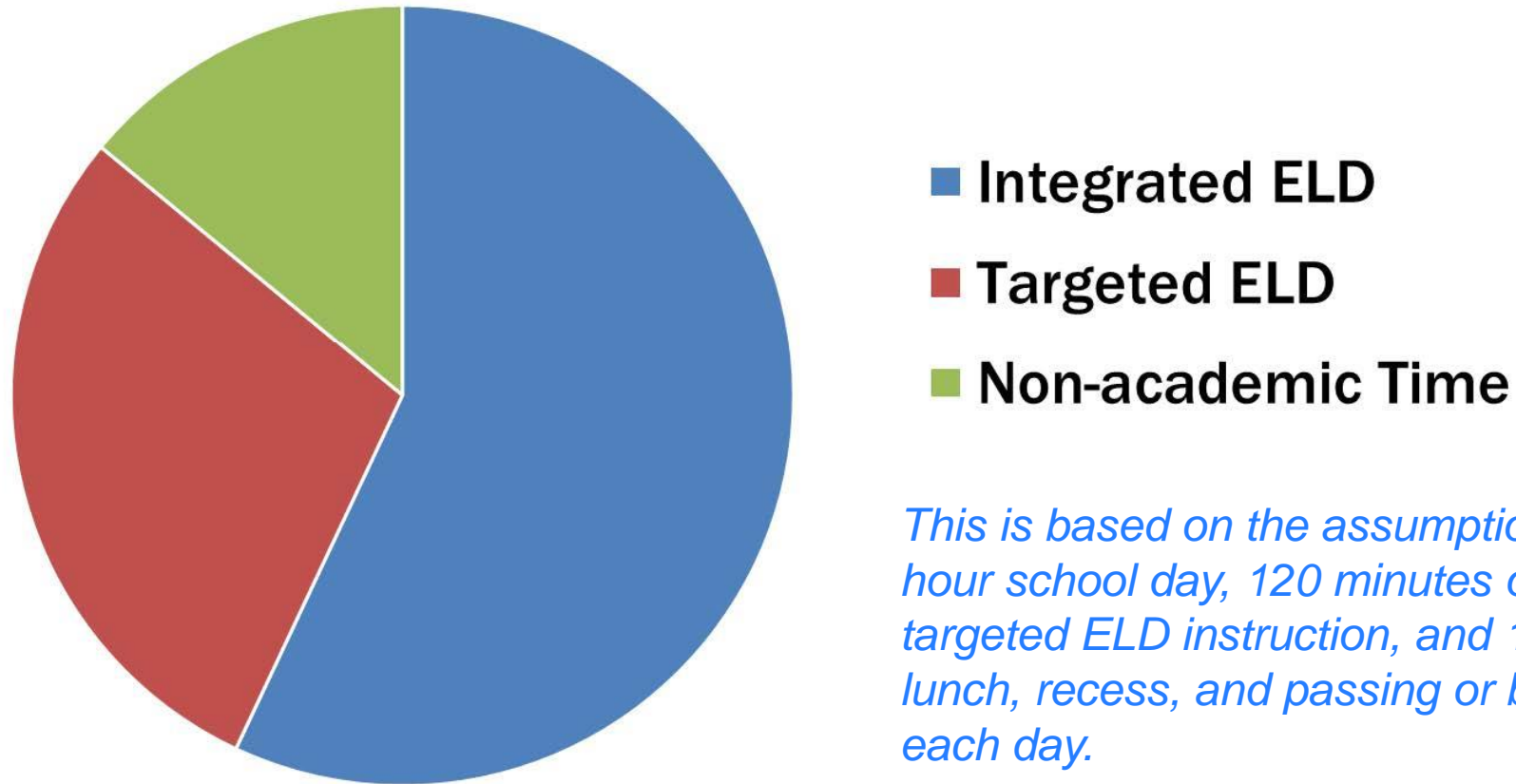
AZ State Standards: Who's Driving?



Remember both sets of standards are always in the car!

A Comprehensive Approach to ELD

Time in School



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

Elementary	Secondary
Integrated ELD	
60 minutes per day	50 minutes per day
Targeted ELD	
60 minutes per day	50 minutes per day

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

Elementary	Secondary
Integrated ELD	
120 minutes per day	100 minutes per day
Targeted ELD	
120 minutes per day	100 minutes per day

How Are They The Same?

SEI Model	Principle One	Principle Four
Pull-Out	Articulating a clear vision for student success that includes high expectations for EL student achievement and social-emotional development.	Ensuring that all teachers have access to a variety of different types of data about their EL students' progress and performance.
Two-Hour	Articulating a clear vision for student success that includes high expectations for EL student achievement and social-emotional development.	Ensuring that all teachers have access to a variety of different types of data about their EL students' progress and performance.
Newcomer	Articulating a clear vision for student success that includes high expectations for EL student achievement and social-emotional development.	Ensuring that all teachers have access to a variety of different types of data about their EL students' progress and performance.

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 Articulation](#)



ARIZONA DEPARTMENT OF
EDUCATION

SEI Model Implementation Guide 2023-2024

Questions

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



OELAS@azed.gov