



SEI Models Overview

Office of English Language Acquisition
Services (OELAS)

February 27, 2020
Revised 6-20-2023

A decorative horizontal banner with a sunburst pattern of light gray rays emanating from the center. The banner is framed by two dark blue horizontal lines, one above and one below. The word "WELCOME" is centered in the banner in a bold, dark blue, sans-serif font.

WELCOME

Today's Objectives

- Participants will *listen* and *read* to *discuss* Arizona's Language Development Approach.
- Participants will *identify* the *similarities* and *differences* of Arizona's approved Research Based Models.
- Participants will *begin* planning *which SEI Model(s)* might make sense for their district and/or schools.

Why Are We Here?

- NEW flexibility in EL programs
- NEW and exciting opportunities for English Learners
- Newfound commitment to serving AELL
(all English Language Learners)



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
 - Requires the development of *Frameworks for Evaluation of EL Programs*



Legislative Context cont'd

15-756.01. State board of education; research-based models of structured English immersion; alternative English instruction models; English language learners; budget requests; definitions

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.

Ultimately, We are Here To...

EQUALITY	VS.	EQUITY
 <p data-bbox="247 1135 931 1249">EQUALITY = SAMENESS GIVING EVERYONE THE SAME THING It only works if everyone starts from the same place</p>		 <p data-bbox="994 1135 1678 1249">EQUITY = FAIRNESS ACCESS TO SAME OPPORTUNITIES We must ensure equity before we can enjoy equality</p>

Push In Small Group

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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?

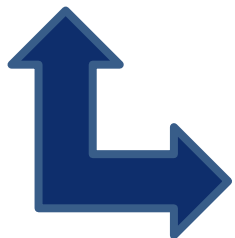
It makes explicit the ways in which learning for English Learners will be designed and enacted throughout the system.



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.

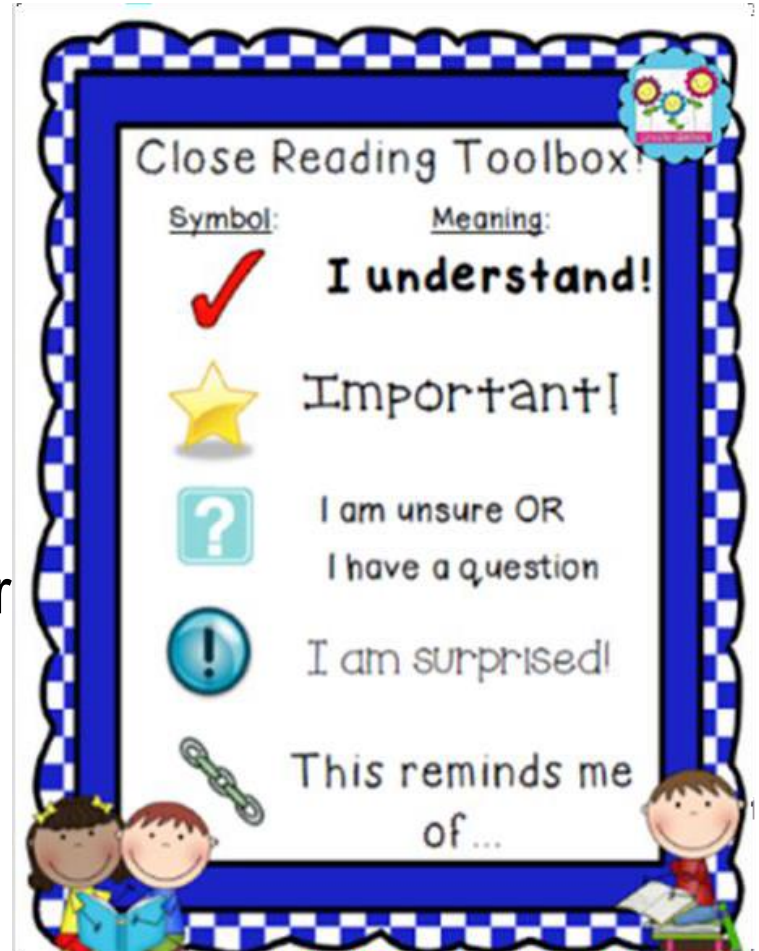


Arizona's Language Development Approach



Read, Reflect & Respond

- Read and annotate your thoughts
- Reflect considering:
 - *What will be important to consider?*
 - *What questions do I need to ask or be ready to answer?*
 - *What connections can I make to what we are already doing?*
 - *What is important and why?*
 - *What do I already understand?*
- Respond and share with a partner
 - *On page _____, I annotated using a _____, because...*
 - *Another part of the text that I marked was....*
 - *One annotation mark I used was a _____. I felt...*
 - *Something I ...*





**Research-Based SEI Models Approved
by the State Board of Education**

Video Clip

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Approved Models

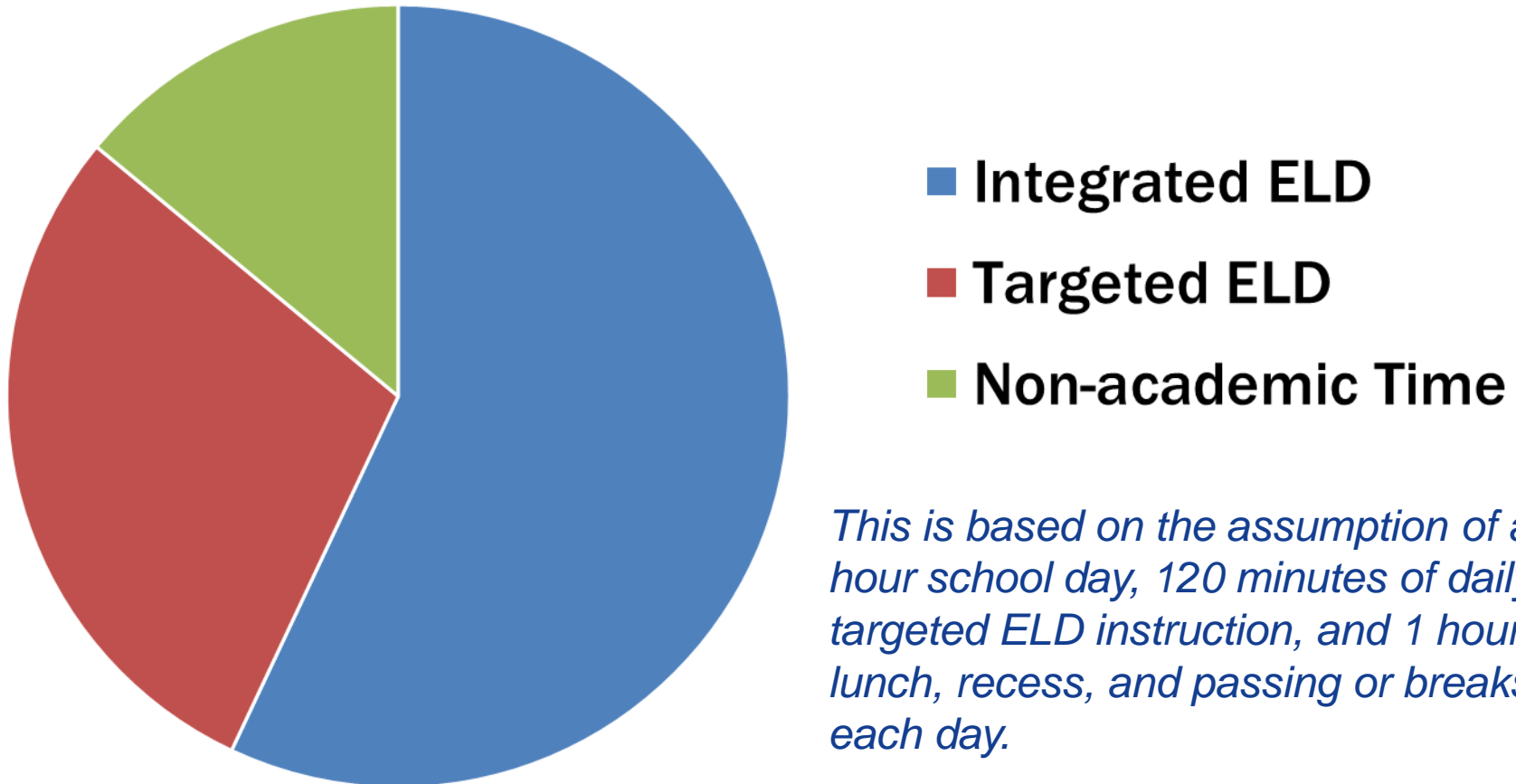
- Pull-Out Model
 - Low Incidence
- Two-Hour Model
- Newcomer Model
 - 4 Hours

Implied Non-Negotiables

- Access and opportunity everyday to grade-level content alongside native English-speaking peers.
- 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.

A Comprehensive Approach to ELD

Time in School



A Comprehensive Approach to ELD

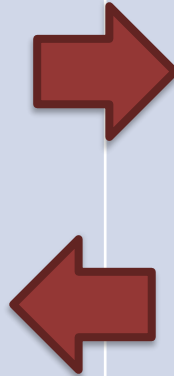
Integrated and Targeted ELD BOTH/AND

ELA, science, social studies,
art, etc. (throughout the day)

Specialized instruction for
EL students focused on
language (protected time)

Integrated ELD:

All teachers with ELs in
their classrooms build
language acquisition
through shared
strategies and supports.



Targeted ELD:

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

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.

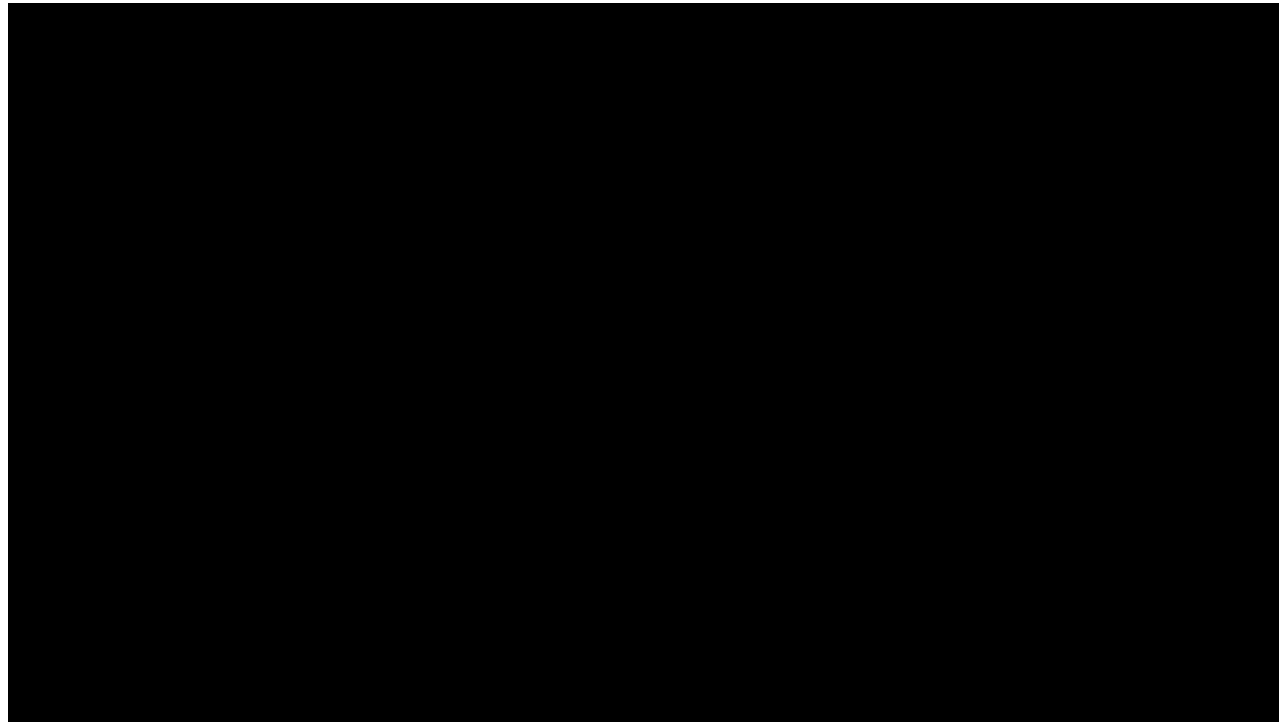
How Are They Different?

SEI Model	Principle Two	Principle Three
Pull-Out	60 minutes per day/300 minutes per week (elementary) <i>or</i> 50 minutes per day/250 minutes per week (secondary) of language instruction within the integrated setting.	60 minutes per day/300 minutes per week (elementary) <i>or</i> 50 minutes per day/250 per week (secondary) of targeted ELD time for all students provided by a certified ELD Specialist.
Two-Hour	<i>Access and opportunity everyday to grade- level content alongside native English- speaking peers.</i>	120 minutes per day/600 minutes per week (elementary) <i>or</i> 100 minutes per day/500 minutes per week (secondary) of targeted ELD time in an SEI classroom for all EL students provided by a certified ELD Specialist.
Newcomer	At least 120 minutes per day/600 minutes per week (elementary) <i>or</i> 100 minutes per day/500 minutes per week (secondary) of language instruction within the integrated setting .	At least 120 minutes per day/ 600 minutes per week (elementary) <i>or</i> 100 minutes per day/500 minutes per week (secondary) of language instruction within the targeted setting provided by a certified ELD Specialist.

Insert Video Clip

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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?

