

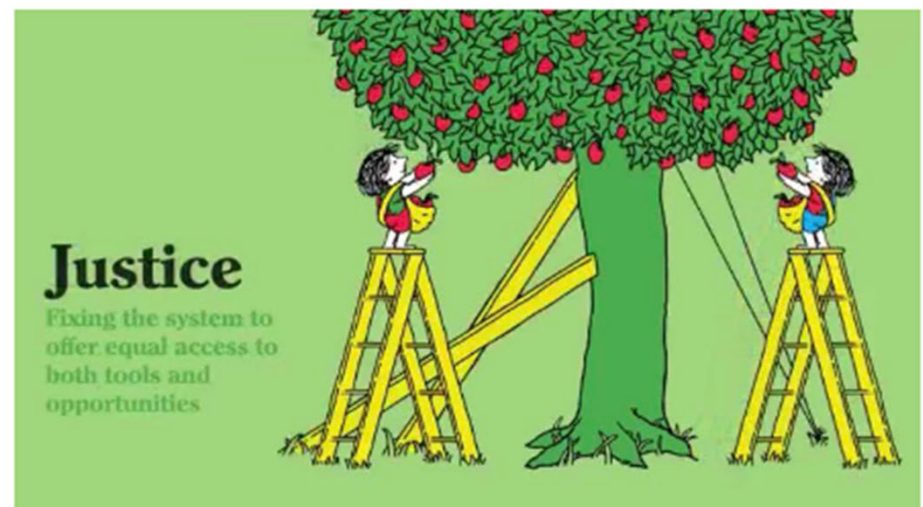
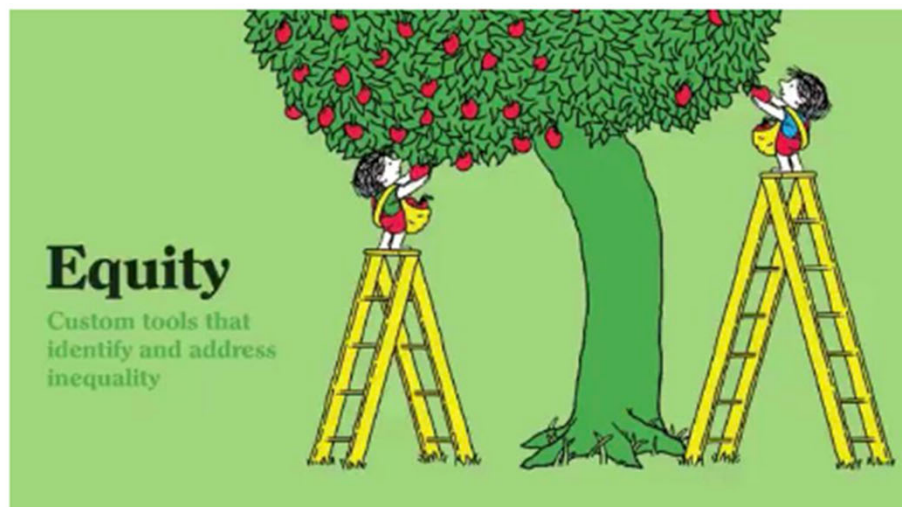
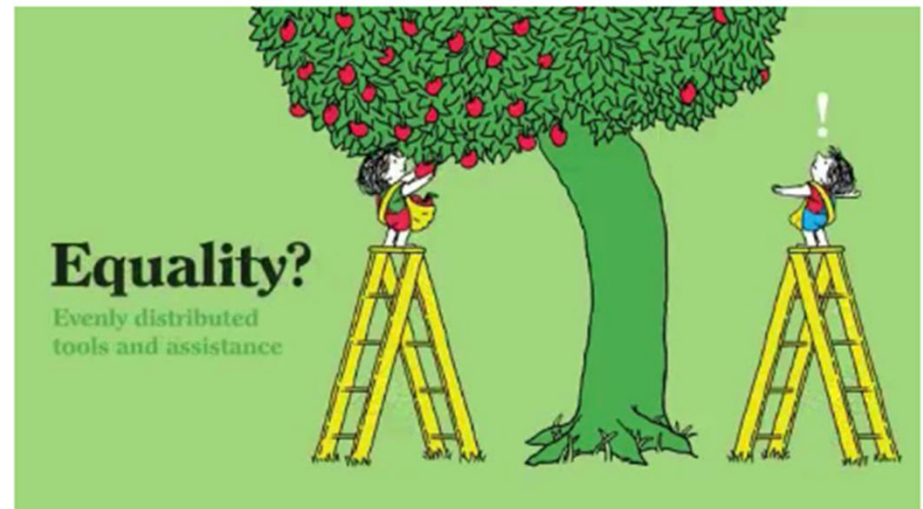
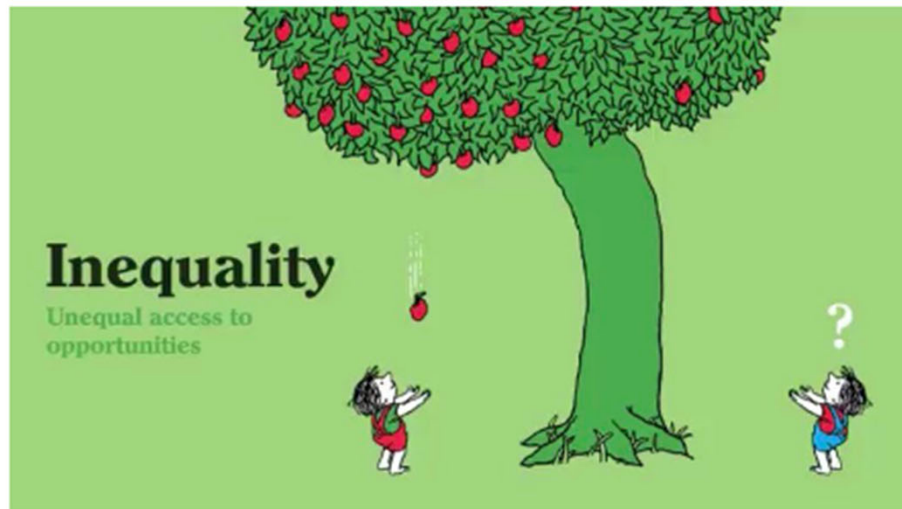


SEI Models Overview

**July 25, 2020
Revised June 2023**

**Office of English Language Acquisition Services
Arizona Department of Education**

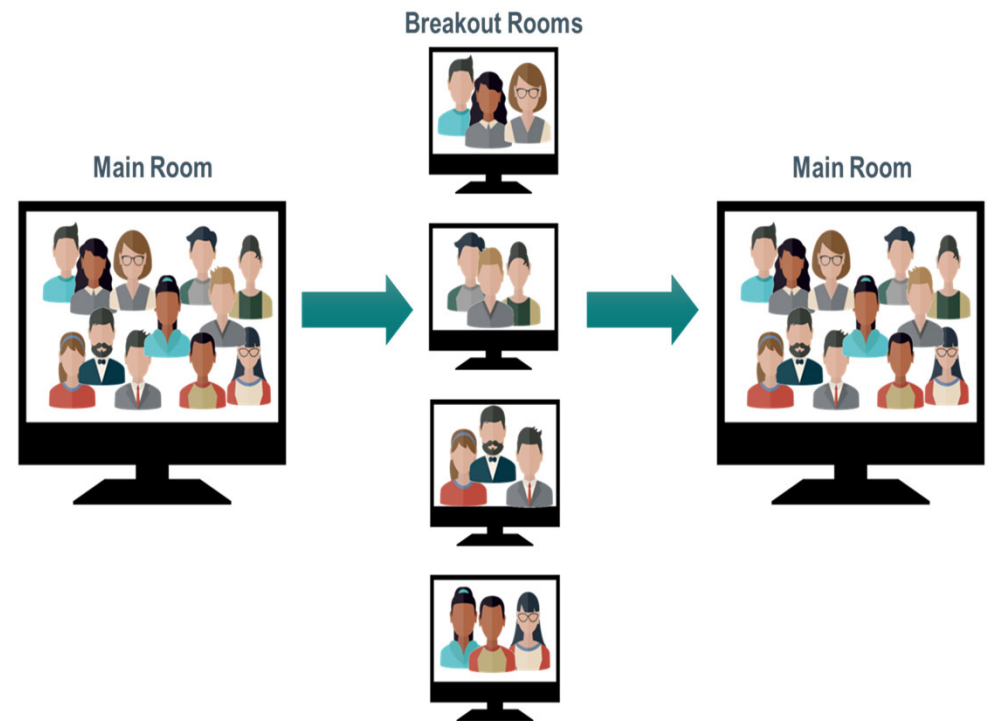
Why are We Here?



Once you get settled in, say hello in the chat and share your thoughts about the image on the screen.

Important to Note

- **Whole Group in Main Zoom Room**
 - Focused on disseminating information
 - Providing examples of classroom settings and instruction
- **Breakout in Small Groups**
 - Focused on discussions and making connections



Norms

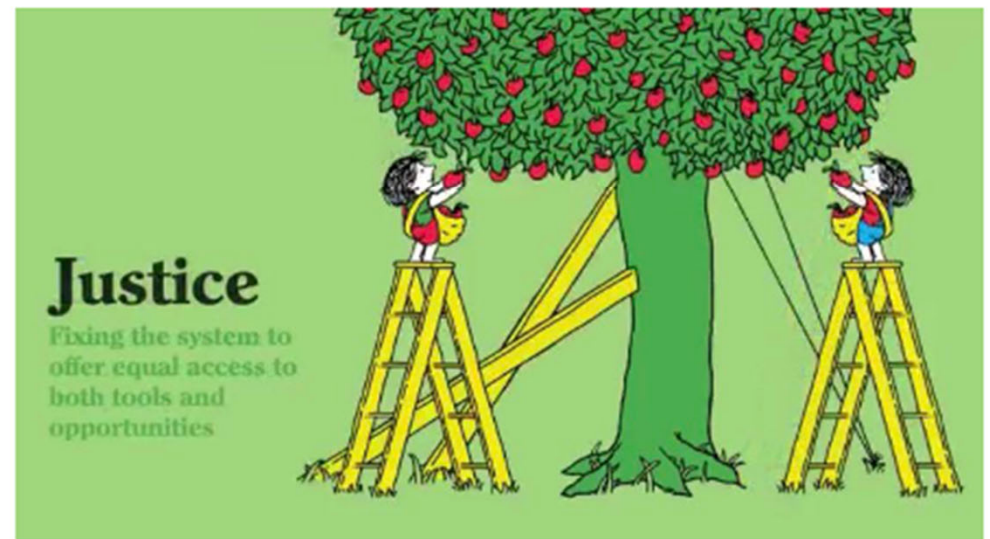
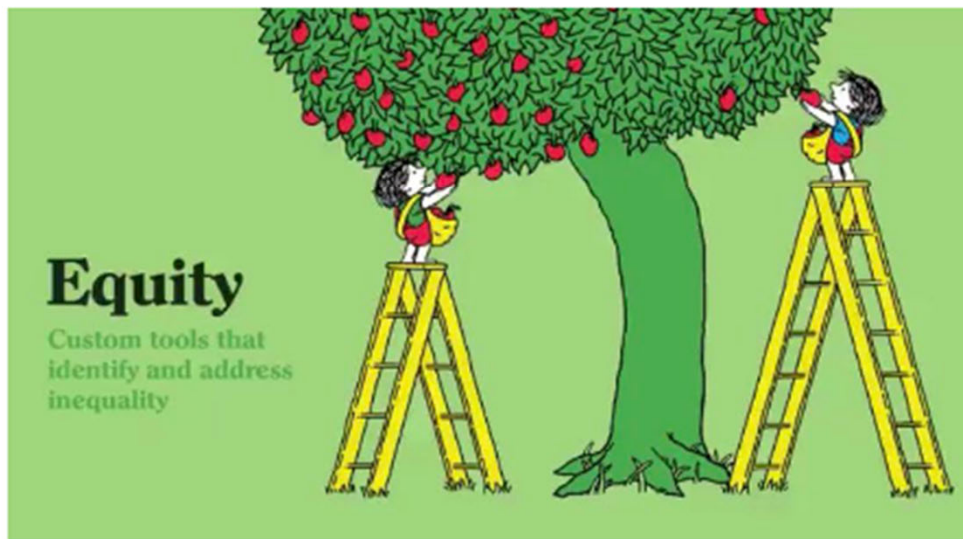
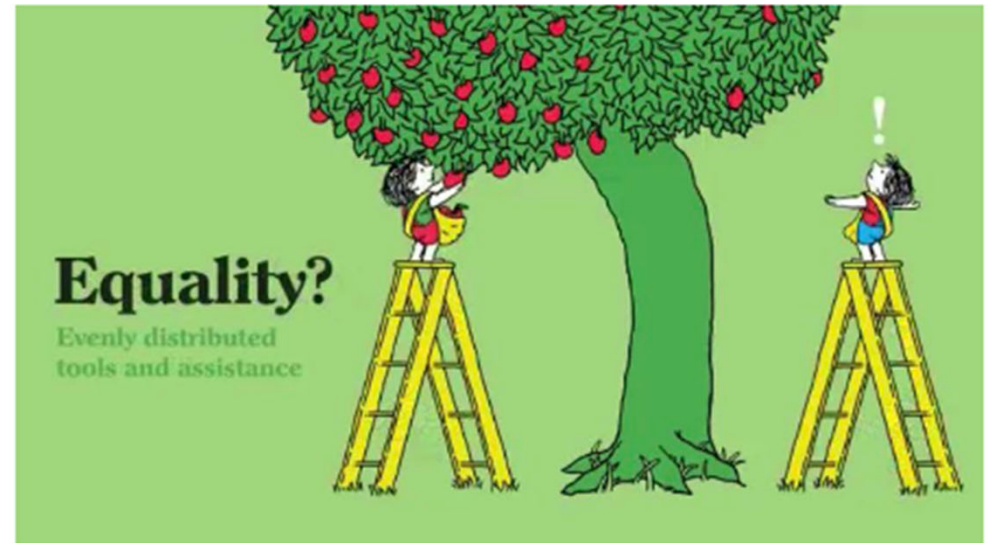
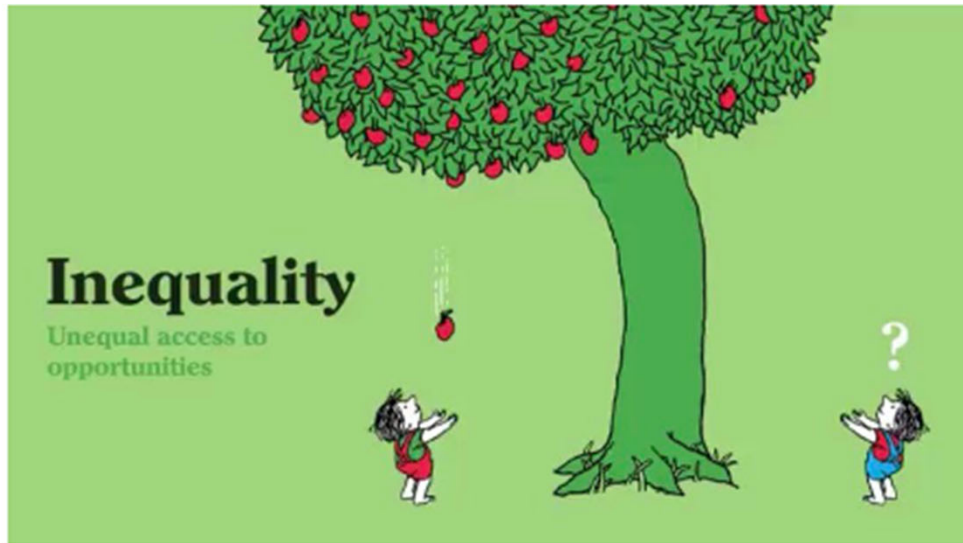
- Be prepared to reflect and respond
- Total participation and equity of voice
- Respect the thoughts of others
- PATIENCE and GRACE rule the day



Agenda

- Deep Dive into Arizona's Language Development Approach
- Principles 1 - 4 in Action
 - What do they look like in a learning environment?
 - Why are they important?
 - How do they align to your own context?
- Introduction to Arizona's Four Research Based SEI Models

Why are We Here?



Today's Objectives

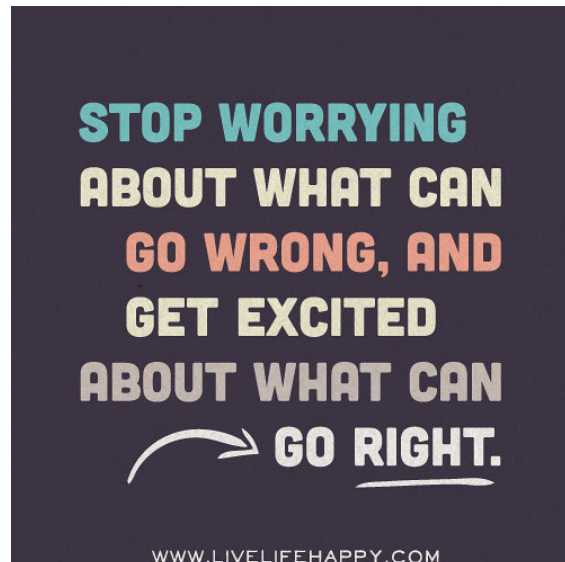
- Participants will *reflect on* and *discuss* Arizona's Language Development Approach.
- Participants will *observe* and *explain* how Principles 1- 4 are implemented in a classroom setting.
- Participants will *make connections* between Arizona's Language Development Approach and their own context.

Why Are We Here?

NEW flexibility in EL programs

NEW and exciting opportunities for Teachers of English Learners

New found 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

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.

Approved SEI Models

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

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?

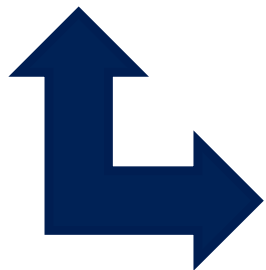
It makes explicit the ways in which learning for English Learners will be designed and enacted throughout the system.



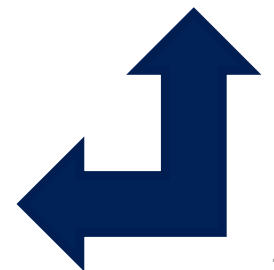
It connects the language, literacy and learning practices in all subjects and all instructional models that are critical to effective instruction and student learning.



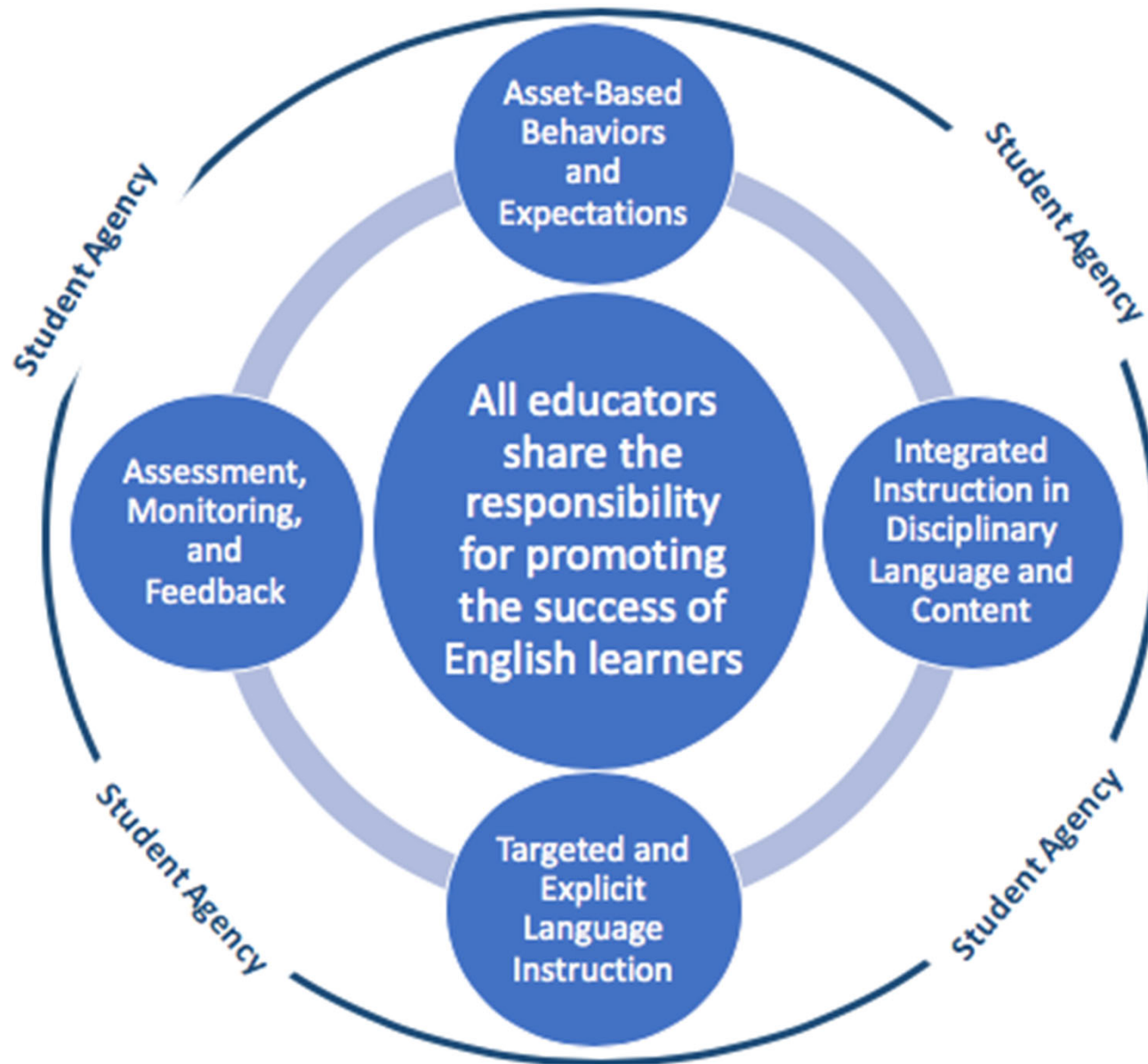
It communicates how you expect practitioners to design and enact language, literacy and learning practices in all subject matters for diverse English Learners.



How language development is conceptualized influences how learning experiences are designed and enacted.



Arizona's Language Development Approach



Asset-Based Behaviors and Expectations

All educators:

- recognize that multilingualism and biliteracy are assets.
- leverage home languages and cultures as assets.
- ensure students' cultural and linguistic assets are acknowledged and respected in a safe, affirming, and inclusive environment.

Integrated Instruction in Disciplinary Language and Content

All educators (including content teachers):

- differentiate disciplinary language instruction using the English Language Proficiency Standards.
- immerse students in a language-rich environment and interactive, discussion-based learning tasks.
- support EL students' deep learning and ability to engage in grade-level learning through abundant academic reading, writing, and discussion.

Targeted and Explicit Language Instruction

All educators:

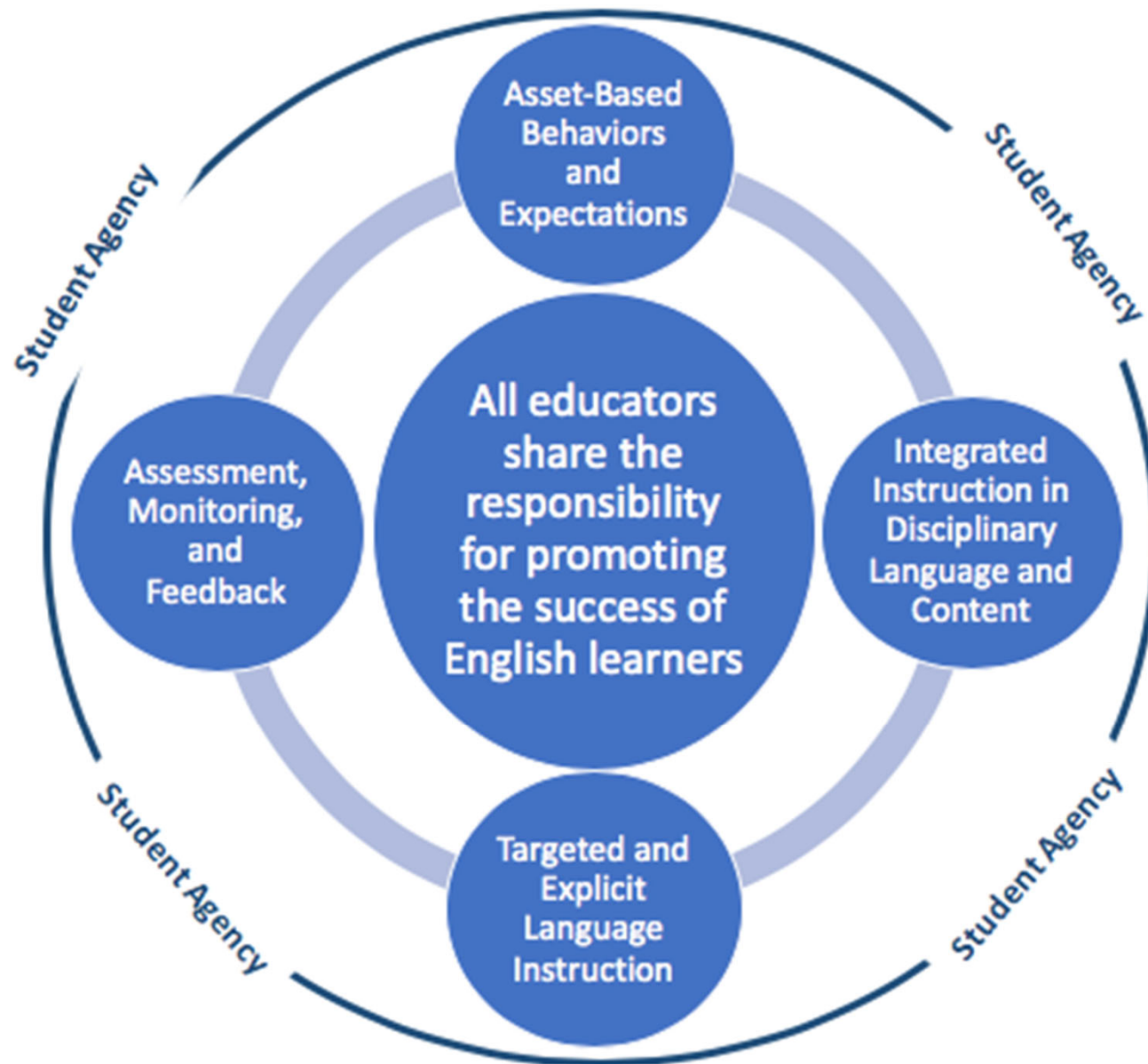
- create opportunities for students to use language across the domains (speaking, listening, reading, and writing).
- support ELs to develop the discourse practices they need to engage with rigorous, grade level disciplinary content.
- design explicit instruction that provides students with an understanding of how language functions within different content areas.

Assessment, Monitoring, and Feedback

All educators:

- Use district and teacher-created formative and summative assessments that require sophisticated uses of language embedded in authentic and rich content.
- Use the data to plan next instructional steps.
- Use the ELP standards to guide and assess language learning.

Arizona's Language Development Approach



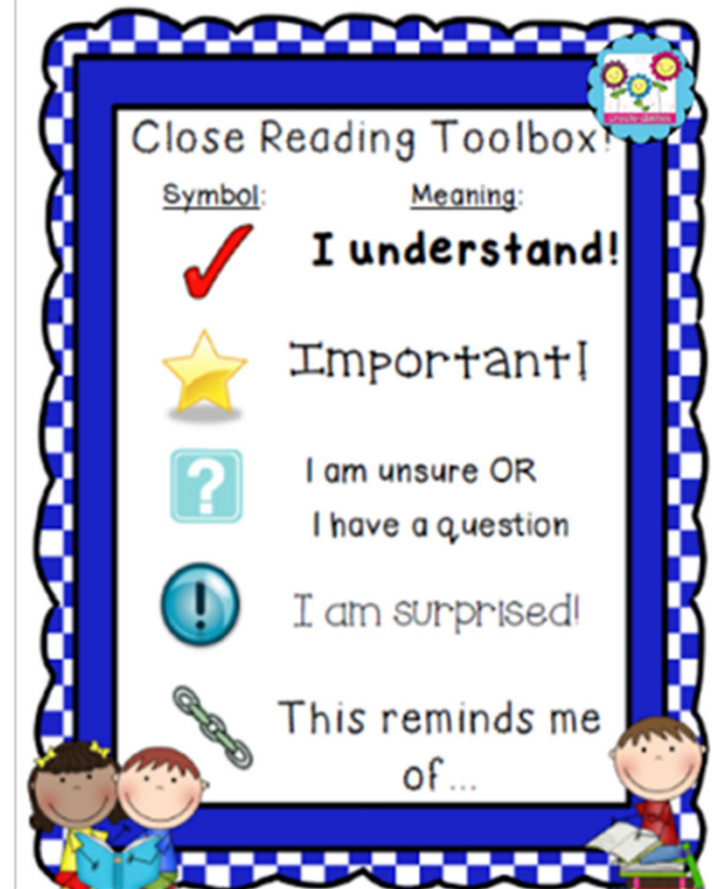
Pre-Webinar Reading: LDA

Consider:

What is important and why?
What do I already understand?
What questions do I need to ask so that I'm clear about the LDA expectations?
What will be important to consider as we implement the model(s) next year?
What connections can I make to what we are already doing?
What questions from LEA stakeholders should I be ready to answer?

Be ready to respond and share

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 wonder/ worry about/ am excited about ...



Breakout Session Routine

- Participants:

- Use notes to answer Break-Out Session Questions in ZOOM Chat Box
- Use the 👍 to signal you have finished
- Share your answer to group (*when prompted by Facilitator*)
- Use the 🙌 when you **agree** or **like** ideas that are shared
- Use the 🖐️ when you would like to share

Breakout Rooms in Session

**All participants will return
in 15 minutes.**



Principle 1 in Action: Asset-Based Behaviors and Expectations

Asset-Based Behaviors and Expectations

Instruction must be planned in a way that ensures students' cultural and linguistic assets are acknowledged and respected in a safe, affirming, and inclusive climate. To ensure this is happening:

- Lessons should include age/grade level appropriate instruction and materials that are culturally and linguistically appropriate and aligned to the *ELP Standards*.
- Lessons should leverage *home languages* and cultures as assets for both the EL student and his/her community (e.g., peers, teachers, etc.).
- Lessons should consistently acknowledge and build on the *background knowledge* and *prior experiences* of EL students.
- Lessons convey *respect* and *appreciation* for the *diversity* of all students who are learning.

Video: Asset-Based Behaviors and Expectations

- How did the teacher leverage the students' home language during the academic task? What were the benefits of doing so?
- During the lesson, the teacher identified a common student misconception, how was she able to adjust, or support her students?
- What instructional practices did you observe that could be used in your own classroom?
- Questions?

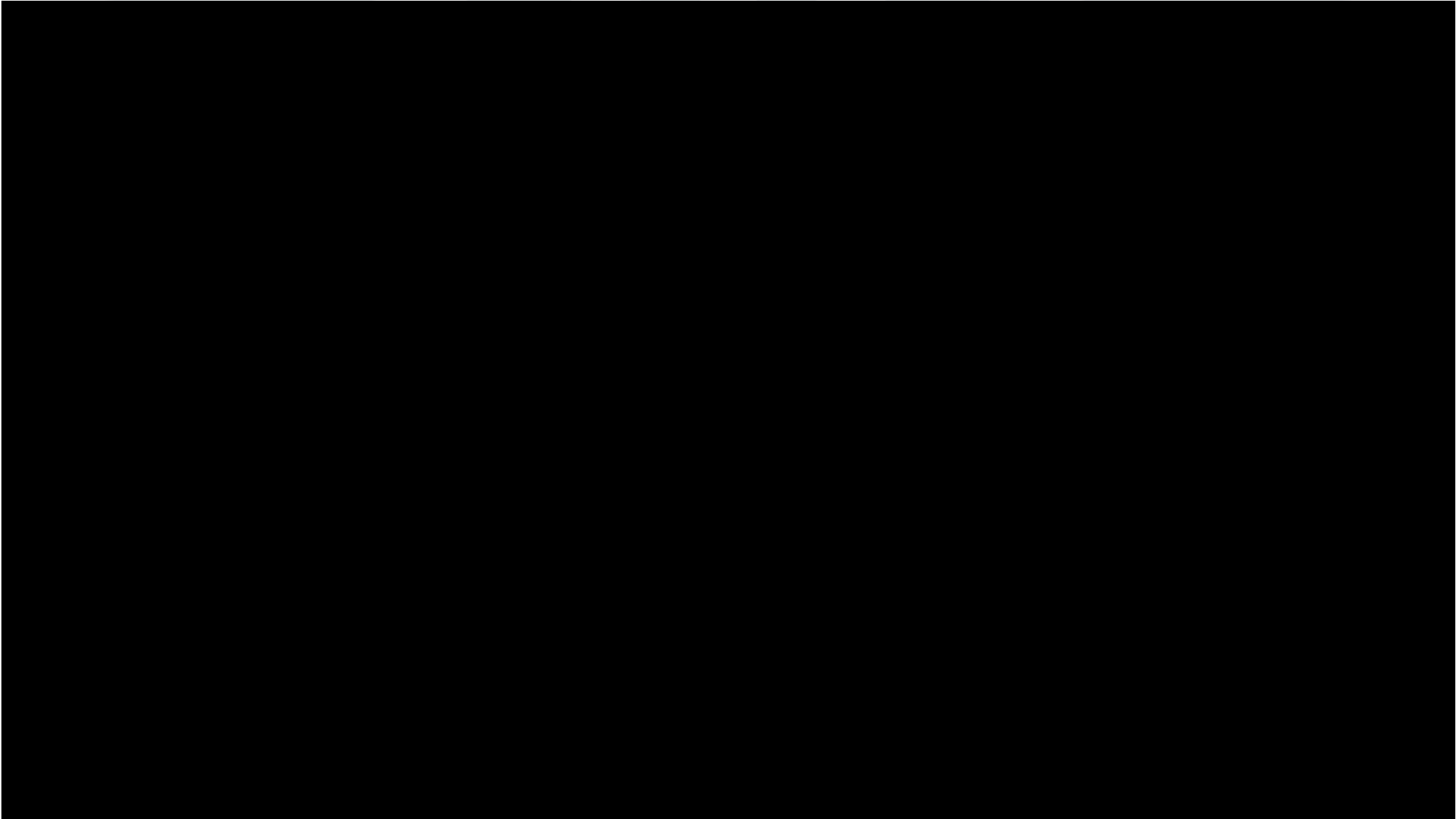
SEI Overview for Classroom Teachers Webinar Webinar Note Catcher	
Principle 1: Asset-Based Behaviors and Expectations <small>This linked video shows an example of what an asset orientation can look like in practice.</small>	
Consider the following questions as you view the video:	
<ul style="list-style-type: none">• How did the teacher leverage the students' home language during the academic task? What were the benefits of doing so?• During the lesson, the teacher identified a common student misconception. How was she able to adjust, or support her students?• What instructional practices did you observe that could be used in your own classroom?• What questions do you have?	
Note Break-Out Session Reflections:	

Video: Asset-Based Behaviors and Expectations

Before you watch video, please keep in mind that:

- this is a snapshot of classroom practice.
- this is not meant to be evaluative.
- this does not capture the entirety of classroom practice.
- these students may or may not be similar to your students.
- videos can help us refine our understanding of high-quality instruction for English Learners.

Video: Asset-Based Behaviors and Expectations



Breakout Rooms in Session

**All participants will return
in 15 minutes.**

Video: Asset-Based Behaviors and Expectations

ARIZONA'S LANGUAGE DEVELOPMENT APPROACH




Principle One: Asset-Based Behaviors and Expectations

English learner (EL) students bring rich linguistic resources and cultural knowledge with them to the school environment. All systems and programs leverage these assets and provide opportunities for students to demonstrate these contributions. All systems and programs align with asset-based behaviors and expectations and provide opportunities and supports to ensure culturally and linguistically sustaining practices for EL students.

All educators:

- recognize that multilingualism and biliteracy are assets.
- leverage home languages and cultures as assets for both the EL student and his/her community (e.g., peers, teachers, etc.)
- ensure students' cultural and linguistic assets are acknowledged and respected in a safe, affirming, and inclusive climate.
- consistently acknowledge and build on the background knowledge and prior experiences of EL students.
- are responsive to the different strengths, needs, and identities of all EL students, including those with special needs.
- support the unique socio-emotional health and development of EL students.
- build and foster strong family, community, and school partnerships.
- recognize there is no universal EL student profile and no one-size-fits-all approach.

Asset-based behaviors and expectations will support the development of **student agency** when educators:

- provide opportunities for EL students to show mastery of competency. 
- support students in finding their zone of proximal development.
- encourage students to recognize the strengths and experiences they bring to the learning community 
- reinforce growth mindset. 
- highlight examples of fellow students who are overcoming challenges.
- address students' social, emotional, and physical needs.



Principle 4 in Action: Assessment, Monitoring, and Feedback

Assessment, Monitoring, and Feedback

Assessments ensure/provide:

- **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.
- a process teachers and students use to **during instruction** to provide information about student learning, **minute-by-minute**, **day to day**, and **week-to-week** in order to continuously adapt instruction to meet the needs of ALL students.
- that educators are noting a student's **level of current achievement** after a period of learning has occurred. They may be classroom-based, district-based, or statewide.

Assessment, Monitoring, and Feedback

- **Lessons are designed to:**
 - measure student *language*.
 - measure student *understanding of content*.
- **Lessons include opportunities for students to:**
 - use *academic* language in a *structured* way allowing teachers to measure and provide feedback on student progress.
 - engage in academic tasks that provide information about student *learning* and *understanding*.
 - *self-reflect* on and *assess* one's own learning.

Video: Assessment, Monitoring and Feedback

- How did the teacher use the standards to plan the performance task and determine the success criteria?
- What was the teacher's role during student participation in the academic task? How did the teacher assess, monitor and provide feedback?
- How could the teacher use the exit ticket as a way for students to measure their own progress (strengths & needs)?
- Questions?

SEI Overview for Classroom Teachers Webinar
During Webinar Task Instructions

5

Principle 4: Assessment, Monitoring, and Feedback
[This linked video](#) shows an example of what assessment, monitoring, and feedback can look like in practice.

Consider the following questions as you view the video:

<ul style="list-style-type: none">• How did the teacher use the standards to plan the performance task and determine the success criteria?• What was the teacher's role during student participation in the academic task? How did the teacher assess, monitor and provide feedback?• How could the teacher use the exit ticket as a way for students to measure their own progress (strengths & needs)?• What questions do you have?	
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Note Break-Out Session Reflections:

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Video: Assessment, Monitoring and Feedback



Breakout Rooms in Session

**All participants will return
in 10 minutes.**

Video: Assessment, Monitoring and Feedback

ARIZONA'S LANGUAGE DEVELOPMENT APPROACH

Principle Four: Assessment, Monitoring, and 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.

All educators:

- use Arizona English Language Proficiency Standards to align instruction and assessment on a language learning continuum.
- use district and teacher formative and summative assessments that require sophisticated uses of language embedded in authentic and rich content.
- use analytical rubrics and assessment data to provide meaningful feedback on language development, skill development, and content knowledge.
- use short cycle formative assessment data (i.e., minute-by-minute, day-by-day) to gather evidence on student progress.
- use student progress evidence to guide teachers' and students' productive next steps to support both content learning and academic language development.
- Use Arizona state assessment data to evaluate language and content instructional effectiveness and inform future language and academic program decisions.

Assessment, monitoring, and feedback will support the development of **student agency** when educators:

- design a pathway to learning for EL students that provides opportunities for self-direction.
- consistently provide timely and meaningful feedback.
- provide varied opportunities for EL students to show mastery of competency.
- support EL students to develop awareness of their strengths and needs through regular progress checks.
- help EL students develop the habit of self-reflection using various formative assessments.

Break

Back
in 5
minutes



A Comprehensive Approach to ELD

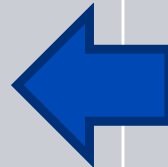
Integrated and Targeted ELD BOTH/AND

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.**

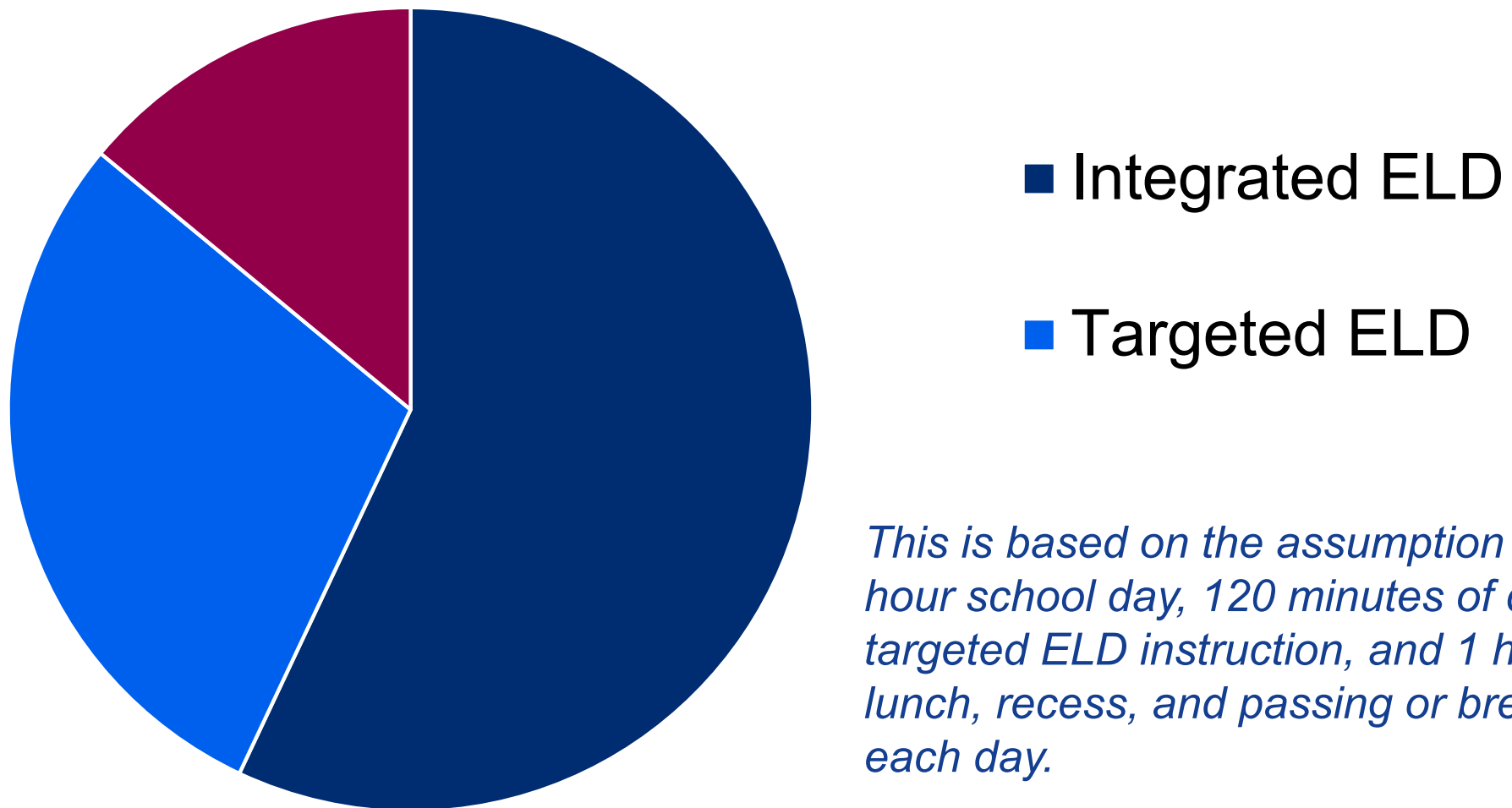


Targeted ELD:

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

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.

Principle 2 in Action: Integrated ELD Instruction

Integrated ELD Instruction

Integrated ELD:

- refers to instruction that *simultaneously* teaches both *content* and *language*.
- focuses on *language* and *literacy* development with content learning.
- ensures the *specialized ways* academic language are used depending on subject matter and content expectations are *understood* and *developed*.

Integrated ELD cont'd

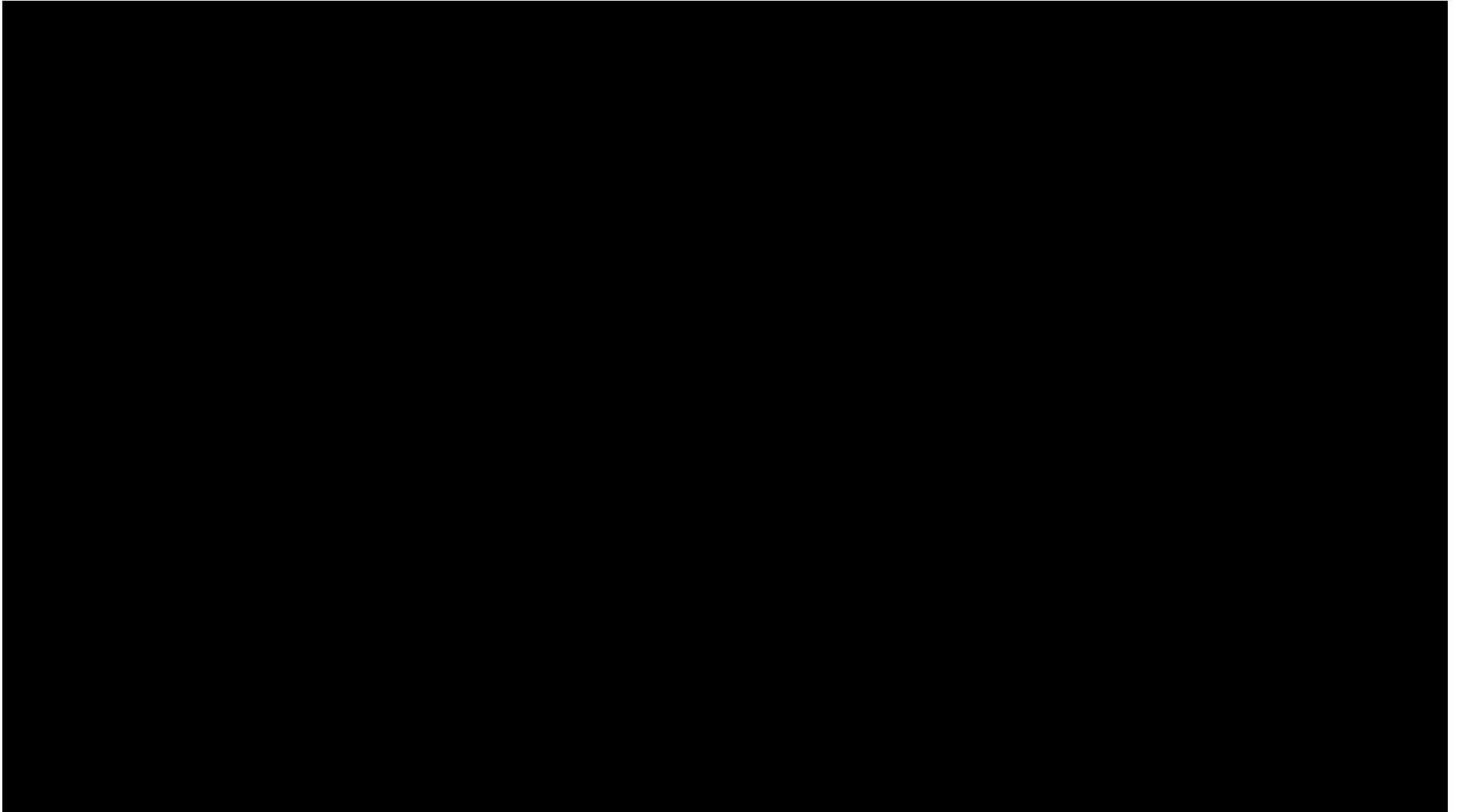
- Students are mixed with *Non-EL* and *English learner students*.
- Lessons are aligned to *content* area standards.
- Lessons include *content objectives/targets* aligned to *grade-level* expectations.
- Lessons are designed considering *ELP* standards and student's language *proficiency* levels in order to build or expand language.
- Lessons focus on teaching *disciplinary* language.
- Lessons include *linguistic* accommodations that are *differentiated* based on language *proficiency* levels.

Video: Integrated ELD Instruction

- How did the morning message routine ensure all students could access the content and meet the focus for learning?
- How did the teacher plan and provide opportunities for students to use academic language?
- What instructional practices did you observe that you could use to develop content and language in your own classroom?
- Questions?

SEI Overview for Classroom Teachers Webinar	
During Webinar Task Instructions	
Principle 2: Integrated Instruction in Disciplinary Language and Content This linked video shows an example of what high-quality integrated ELD can look like in practice.	
Consider the following questions as you view the video:	
<ul style="list-style-type: none">• How did the morning message routine ensure all students could access the content and meet the focus for learning?• How did the teacher plan and provide opportunities for students to use academic language?• What instructional practices did you observe that you could use to develop content and language in your own classroom?• What questions do you have?	
Note Break-Out Session Reflections:	

Video: Integrated ELD Instruction



Breakout Rooms in Session

**All participants will return
in 10 minutes.**

Video: Integrated ELD Instruction

ARIZONA'S LANGUAGE DEVELOPMENT APPROACH

Principle Two: Integrated Instruction in Disciplinary Language and 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. Through the use of scaffolded supports, academic language development, and collaborative discussions, reading, and writing, educators help students develop disciplinary content knowledge, language, and autonomy.

All educators:

- differentiate disciplinary language instruction using the English Language Proficiency Standards.
- provide differentiated scaffolds to make grade level concepts comprehensible in receptive, productive, and interactive language and to support students to make informed and deliberate choices about language when speaking and writing.
- model learning approaches so students can construct meaning using metacognition strategies.
- immerse students in a language rich environment and engage in interactive and discussion-based learning tasks about the language of complex content-area texts.
- plan and provide opportunities for students to work together in intellectually rich and integrated learning environments around worthy and engaging inquiry questions, texts, and topics.
- support EL students' deep learning and ability to engage in extended academic discourse and abundant, authentic writing.

Integrated Instruction in Disciplinary Language and Content will support the development of **student agency** when educators:

- provide choices or open-ended opportunities to select strategies and tactics for mastery of language and content.
- encourage independent learning by teaching effective strategies for learning language and content.
- encourage initiative by creating learning environments that increase motivation and engagement with language and content.

Principle 3 in Action: Targeted ELD Instruction

Targeted ELD Instruction



Targeted ELD:

- refers to instruction that specifically focuses on the *language skills*, *knowledge*, and *abilities* of a group of *EL* students, based on *proficiency level*, that will allow students to engage in content learning in English.
- instructional practices and curriculum are designed to support students' *acquisition* of the *English language* and students receive instruction around how *English functions* within the four domains of reading, writing, listening, and speaking.

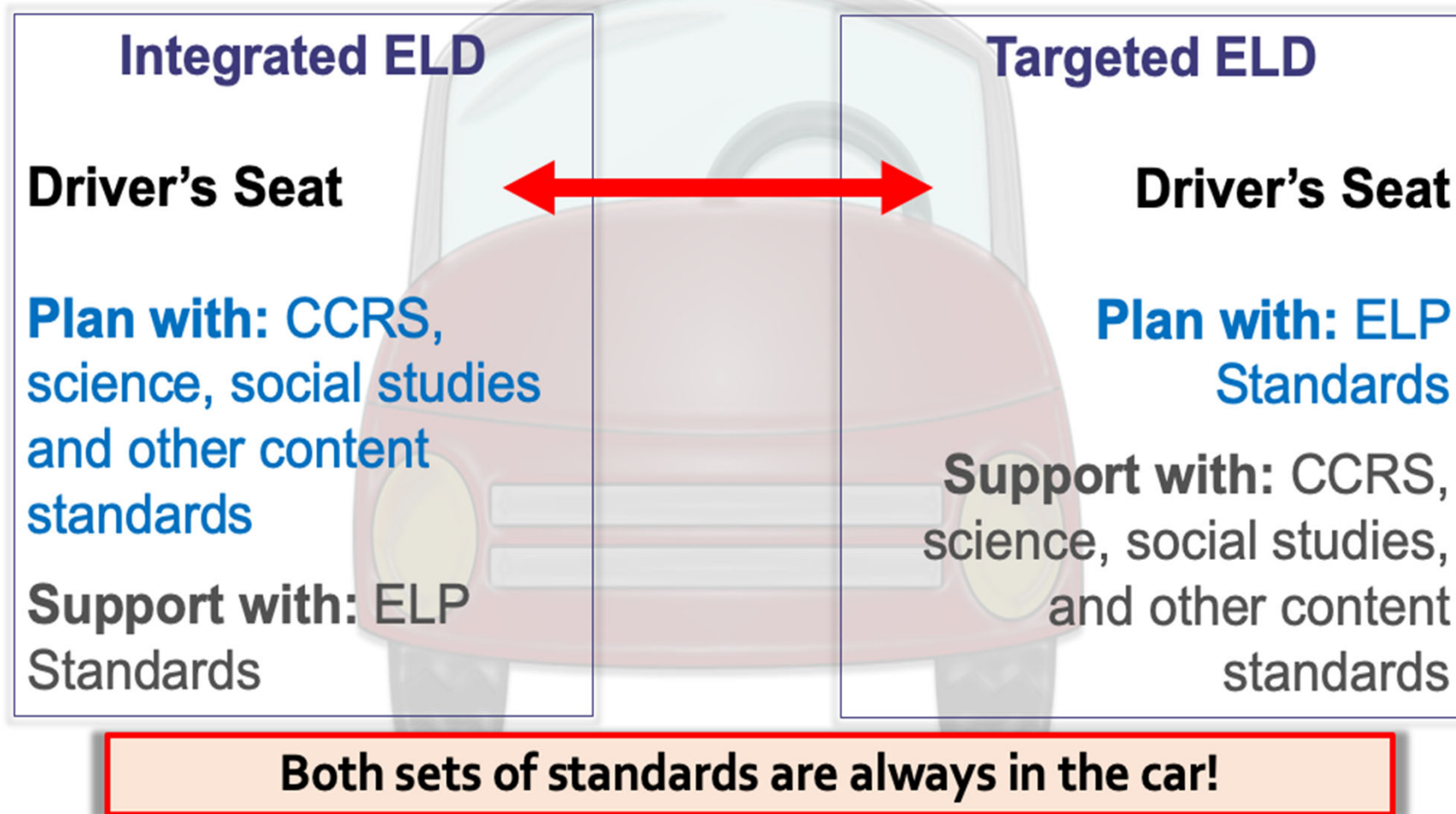
Targeted ELD cont'd



- Students are grouped with only *English learners*.
- Lessons are aligned to the *ELP* standards and performance indicators.
- Lessons include *language objectives/targets* and are designed based on students language proficiency levels.
- Lessons focus on the *function* and *form* of language.
 - Function is the purpose for communication why we use academic and social language.
 - Language forms are linguistic tools such as the specific vocabulary and grammar aligned (needed) to participate or engage in the function of language.
- Lessons include *linguistic accommodations* that are differentiated based on proficiency levels.
- Lessons build into and from *content* instruction.

Remember ...

AZ State Standards: Who's driving?



Video: Targeted ELD Instruction

- Why do you think the teacher chose to practice or reinforce conjunctions (if, then, because) during Targeted ELD?
- How did the use of manipulatives (red car, blue car, road, block, weight, and ruler) during the lesson support students in understanding how language functions?
- What other instructional strategies or practices did you observe that could be used in your classroom?
- Questions?

SEI Overview for Classroom Teachers Webinar During Webinar Task Instructions	
Principle 3: Targeted and Explicit Language Instruction This linked video shows an example of what high-quality targeted ELD can look like in practice.	
Consider the following questions as you view the video:	
<ul style="list-style-type: none">• Why do you think the teacher chose to practice or reinforce conjunctions (if, then, because) during Targeted ELD?• How did the use of manipulatives (red car, blue car, road, block, weight, and ruler) during the lesson support students in understanding how language functions?• What other instructional strategies or practices did you observe that could be used in your classroom?• What questions do you have?	
Note Break-Out Session Reflections:	

Video: Targeted ELD Instruction



Breakout Rooms in Session

**All participants will return
in 10 minutes.**

Video: Targeted ELD Instruction

ARIZONA'S LANGUAGE DEVELOPMENT APPROACH

Principle Three: Targeted and Explicit Language Instruction

Explicit language instruction 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. Just as literacy and language should be integrated into content instruction, so should content and disciplinary practices be integrated into language instruction. Educators use the English Language Proficiency Standards with content material to teach language.

All educators:

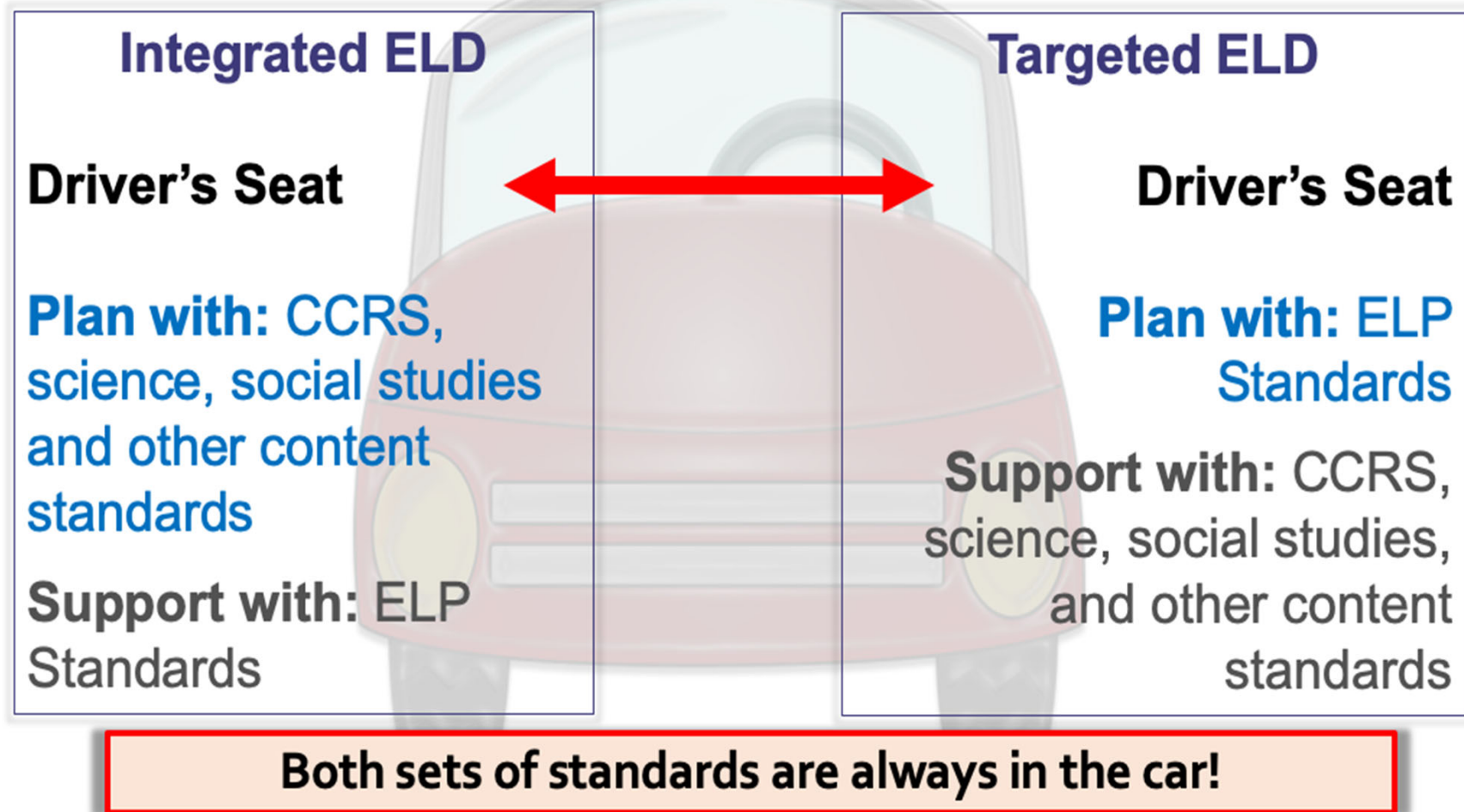
- create opportunities for students to use language and reflect on their understanding across the four language domains (reading, writing, speaking, and listening) and in direct connection to rigorous, grade-level content.
- design instruction that fosters EL students' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.
- immerse students in a language rich environment that fosters critical thinking and problem solving.
- utilize language supports, academic language development, and opportunities for academic discourse.
- provide age/grade level appropriate instruction & materials that are culturally and linguistically appropriate and aligned to the English Language Proficiency Standards.
- design explicit instruction that provides students with an understanding of how language functions with a content discipline lens.

Targeted and explicit language instruction will support the development of **student agency** when educators:

- provide choices or open-ended opportunities to select strategies and tactics for language acquisition.
- encourage independent learning by teaching effective strategies for learning language.
- encourage initiative by creating learning environments that increase motivation and engagement with language acquisition.

Remember ...

AZ State Standards: Who's driving?



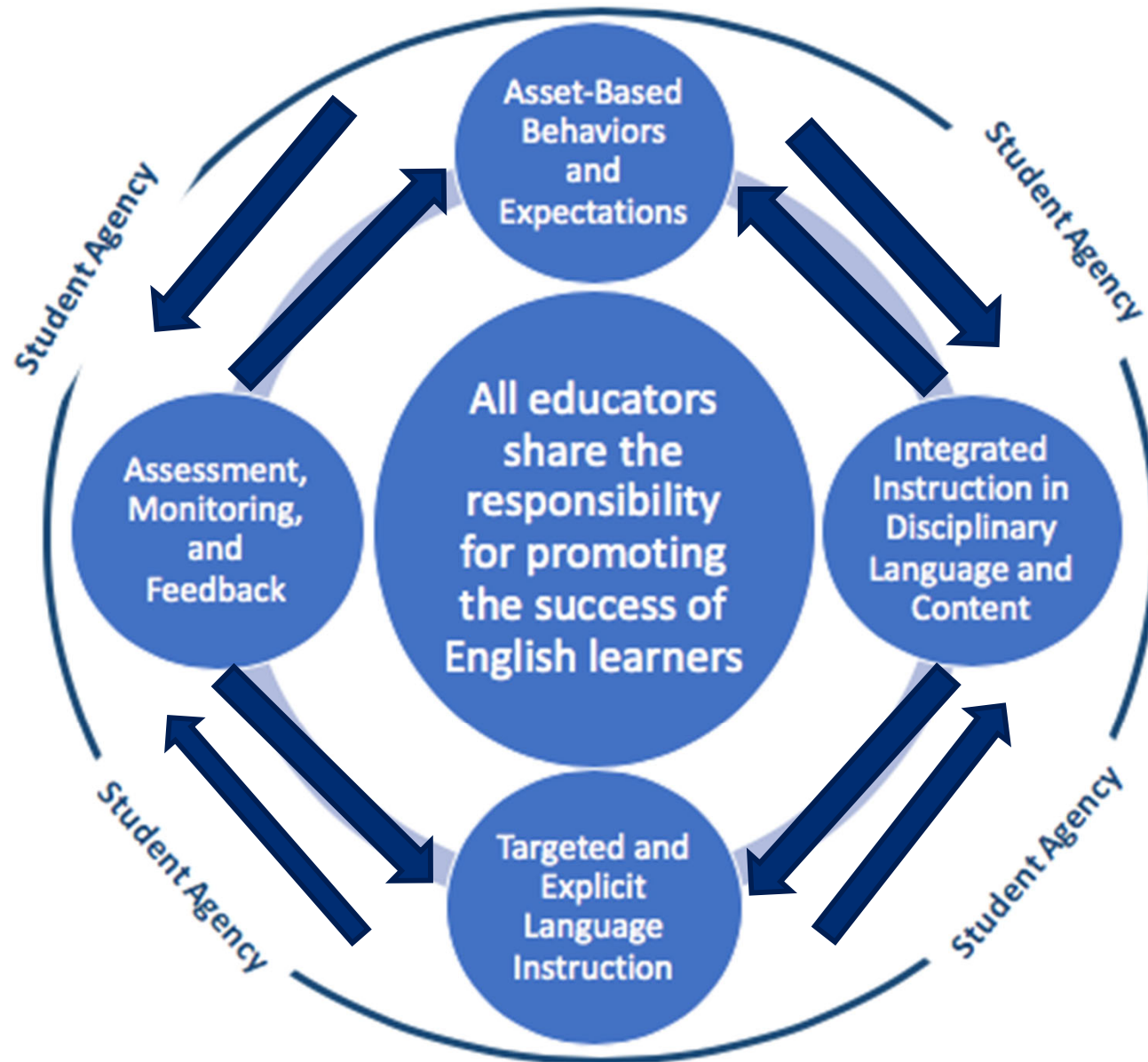
Read & Select

Read 6 descriptors surrounding ELD Instruction and **select** if it is specific to Integrated ELD, Targeted ELD, or Both.

Integrated, Targeted, or Both?

Integrated ELD	Both	Targeted ELD
Lessons focus on teaching disciplinary language.	Lessons include linguistic accommodations	Lessons build into and from content instruction.
Lessons are aligned to content area standards.	Linguistic accommodations are based on proficiency levels.	Lessons focus on the function and form of language.

Arizona's Language Development Approach



Approved Models

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

How Are They the Same and Different?

SEI Model	Principle Two: Integrated Instruction in Disciplinary Language and Content	Principle Three: Targeted Instruction and Explicit Language Instruction
Pull-Out	60 minutes per day/ 300 minutes per week (elementary) or 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) or 50 minutes per day/250 per week (secondary) of targeted ELD time for all students provided by a certified ELD Specialist.
Two-Hour	Access and opportunity everyday to grade-level content alongside native English-speaking peers.	120 minutes per day/ 600 minutes per week (elementary) or 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) or 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) or 100 minutes per day/ 500 minutes per week (secondary) of language instruction within the targeted setting provided by a certified ELD Specialist.

Did We Meet Our Objectives?

- Participants will *reflect* and *discuss* Arizona's Language Development Approach.
- Participants will *observe* and *explain* how Principles 1- 4 are implemented in a classroom setting.
- Participants will *make connections* between Arizona's Language Development Approach and their own context.

Things To Explore on the OELAS Website

Revised 2019 English Language Proficiency Standards

[Overview of the Revised 2019 English Language Proficiency Standards \(Recorded Module\)](#) | [Transcript](#)

▶ Kindergarten – Fifth Grades

▶ Sixth – Twelfth Grades

▶ Sixth-Twelfth Grade Reading Foundational Skills – ELPS Appendix

▶ Resources for the Revised 2019
English Language Standards



ARIZONA DEPARTMENT OF
EDUCATION

SEI Model
Implementation
Guide 2023-2024

APPROVED SEI MODELS

SEI Program Model Implementation Guide

[Pull-Out Model](#)

[Two-Hour Model](#)

[Newcomer Model](#)



SEI Models Overview

Office of English Language Acquisition Services
Arizona Department of Education

