

SEI Overview – Superintendent’s Guide

Module Script

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Welcome to the SEI Overview: Superintendent’s Guide learning module, brought to you by the Arizona Department of Education, Office of English Language Acquisition Services.

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This module will provide an overview of why we have new SEI models, what Arizona’s Language Development Approach is and how it connects to the models, an understanding of the research-based approved SEI Models, and considerations for implementation. Let’s get started...

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So why new models?

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Senate Bill 1014 was passed and signed into law in February of 2019, changing the minimum required daily minutes of English Language Development instruction from four hours for all ELs to 120 minutes for ELs in Kindergarten-5th grade and 100 minutes for ELs in grades 6th-12th.

This legislation also required that the State Board of Education adopt and approve research-based models for SEI instruction to be used by districts and charter schools.

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Two important documents were developed out of SB1014 requirements.

1. Arizona’s Language Development Approach and
2. The 4 new SEI Models

The Language Development Approach, or LDA, is the foundation for the new SEI Models and is comprised of 4 Principles.

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In order to understand our new SEI Models and be able to implement them, understanding Arizona’s Language Development Approach will be key in interpreting and better understanding the new SEI Models.

Arizona’s Language Development Approach provided a comprehensive guide to what needed to be considered and planned for to meet the needs of ELs in the State of Arizona.

It should serve as a guide for you and those who work with ELs at your school sites or across your LEA.

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So, what is a Language Development Approach? It is... A set of underlying assumptions about how we will develop language, literacy, and learning in all subject areas for all EL students throughout the system.

Assumptions that are our best thinking, made explicit, so that they can be understood, planned, implemented and evaluated.

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Arizona's Language Development Approach is the foundation for language development. It helps us conceptualize language development must look like, sound like and feel like.

This slide demonstrates how the foundation for language development leads into all that must happen to guarantee an effective approach to developing language. It makes explicit the ways in which learning for all English Learners must be designed and enacted throughout a system; it connects the language and literacy and learning practices in all instructional models that are critical to effective teaching and learning and communicates how we can expect practitioners to design and enact, language, literacy and learning practices in all subject areas.

In short it is what we need to know and be able to do in all parts of an educational system designed for ELs! A system designed to ensure "Justice".

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On this slide you can see that at the core of Arizona's Language Development Approach, is the agreed upon understanding that all individuals at every level within the educational system play a role in the education of ELs and are responsible for ensuring the success and achievement of the over 80,000 multilingual learners who attend Arizona schools.

Working from the inside out you can see the four principles that reflect the research-based and non-negotiable components of a comprehensive instructional program for Arizona's EL students.

- 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 they are a part of.
- 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 students English language in a relevant and meaningful way.
- Principle 3: Targeted and Explicit Language Instruction makes certain that students are provided an opportunity to develop English based on their level of proficiency and the appropriate ELP standards.
- Principle 4: Assessment, Monitoring, and Feedback makes certain that beyond the AZELLA, we assess and monitor student's language development and that we do so continuously in multiple ways.

All four principles are meant to 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.

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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 four of the states Research-based SEI models have been designed in such a way to provide both on a daily basis to ensure a comprehensive approach to ELD.

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This slide shows how integrated and targeted ELD work to support and reinforce the development of both language and content.

Throughout integrated ELD, content area and/or grade level teachers with EL students design instruction that simultaneously builds language acquisition and content/subject matter understanding. Through the use of scaffolded supports, students will be able to use the academic language of the discipline to express their thoughts and ideas orally and in writing as well as analyze and problem solve to think critically about what their learning

Targeted ELD is explicit instruction that is driven by the ELP standards. Students should acquire the English language along with consideration of it how it can be used and for what purposes, enabling them to better access and engage with grade-level disciplinary content.

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It is important to remember and to ensure the intent of both integrated and targeted ELD as well as the distinction. The visual is a good representation of which standard is “driving” the planning, delivery and measurement of the lesson. Both standards (content and Language proficiency) are always in the car. Content cannot be developed without an understanding of the disciplinary language and the purposes in which we use language and how. Standards aligned instruction for ELs is rigorous and grade level appropriate and with thoughtful consideration of the ELP standards provides deliberate and appropriate scaffolds and supports.

When the focus is on targeted ELD the ELP standards takes the wheel and drive the lessons. Language however is not developed in a vacuum and like a driver cannot get to a destination without a car to drive. Language cannot be developed in isolation and no context, Social studies, Math, Science and other content provides students the context in which to develop English in a meaningful and relevant way.

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The pie chart on this slide is intended to represent the amount of time that students might be spending in integrated vs. targeted ELD based on a 7 hour school day. One of the biggest shifts with the new SEI models and their comprehensive approach to ELD, is the amount of time ELs will spend in an integrated setting alongside their native English speaking peers with a focus on grade level content. It's important to keep in mind that Historically, Arizona EL students have spent most of their day in targeted ELD with only EL peers focused on ELP standards. So consider what will that shift mean for the educators at your LEAs.

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Now, let's dive into the 4 Research-based SEI Models approved by the state board of Education in January.

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The Pull-Out Model, the Two-Hour Model, the Newcomer Model, and the 50-50 Dual-Language Immersion Model.

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Outlined here are the Pull-Out Model's daily required minutes for Integrated and Targeted ELD at the elementary and secondary level.

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In the Two-Hour Model, two hours of Targeted ELD are required in an SEI classroom, and integrated ELD are included in content classes throughout the day.

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Outlined here are the Newcomer Model's daily required minutes for Integrated and Targeted ELD at the elementary and secondary level.

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Outlined here are the Dual-Language Immersion Model's daily required minutes for Integrated and Targeted ELD at the elementary and secondary level.

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Although different, what you will notice is that Principle 1, Asset-Based Behaviors and Expectations, and Principle 4, Assessment, Monitoring, and Feedback are the same in all 4 Models.

And although content expectations will vary at each grade level, developing and implementing systems and programs that allow for EL students to develop confidence in their own skills and knowledge by setting high expectations and providing opportunities to assess progress and performance is not reserved for a specific grade or proficiency level.

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With what was learned today, you can begin planning and developing systems that reflect the research-based and non-negotiable components of a comprehensive instructional program in which Arizona's EL students will develop a sense of agency, confidence, and determination.

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The following are valuable points and implied non-negotiables to consider:

- Individual Language Learner Plans 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 every day to grade-level content alongside native English-speaking peers.

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When making decisions around which model(s) might make most sense for your context, some questions you might ask are:

- What is your mission and vision for English Learners in your district?
- What might you implement NEXT YEAR?
- What evidence can you collect to ensure implementations?
- What will it look like?
- How will you start?

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Additional information, guidance, and resources surrounding our Approved Research-Based Models and 2019 English Language Proficiency Standards are available to you on our OELAS website.

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Should you have questions regarding the details presented in this module, please reach out to the EL coordinator at your district or charter.

This concludes the SEI Overview: Superintendent's Guide Learning Module. Thank you and have a great day!