

APPENDIX IV – 98

Tucson Unified is where
Students love to Learn
Teachers love to Teach
and People love to Work
We are Team TUSD



TUCSON UNIFIED

SCHOOL DISTRICT

Agenda

Leading TWDL Programs in TUSD

Monday September 12, 2016

10:30-12:30

- Welcome and introductions (each principal introduces their school, their demographic makeup of their program and their years in TWDL)

- Collect burning questions (Program Self Evaluations using the Guiding Principles)
 - Program Elements - Gallery Walk - Dot Exercise

- Putting theory into practice with L1 and L2 Language Development
 - Spanish Language Arts - the heart of the program

- Designing the English position of the day at K-3rd grades

- Working with staff issues to implement a powerful program.

- Review the burning questions that still need attention.

TUCSON, ARIZONA

ACTIVITY: Dual Language Principals meeting with DL Consultant (Rosa Molina)

DATE: September 12th, 2016

START TIME: 10:30 a.m.

END TIME: 12:30 p.m.

TOTAL HOURS: 2.0

By signing this document, you affirm that you have participated and completed the activity above for the specified program.

Employee Name (Printed)	Home School	Employee Signature
Brian Lambert	Hollinger	
Cristina Lugo	White	
Hortensia Mayra Costa	Mission View	
Sandra Thiffault	McCorkle Academy PK-8	
Jose Olivas	Roskrige K-8	
Tim Givard-Shah	Grijalva ES	
Holly Lemar Hammel	Elementary Leadership	
Carmen Campuzano	DAVIS	
Victoria Barajas	Van Buskirk	
Lucinda P. Brunenkant	Bloom	
Angela Wichers	Pistor	
Augustine Romero	Pueblo	
Anna Manzano	LAD	
Angela Moore	LAD	
Paola Cortes	LAD	
Mariisa Pargas	LAD	
Catherine Espinoza	LAD	
Jean D'Andrea	LAD	
Patricia Sandoval-Taylor	LAD	

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Please attach any supporting documentation such as event description and/or brochures.

Supervisors Signature



Programmatic Report Card – Self Analysis

School: _____ Grade Level: _____ Teachers: _____

The following is a list of the Dual Language /TWBI program components that are foundational to the success of a Dual Language Program. Please reflect upon the item and assign it a grade, then finish the document by giving your program at this school a grade. You may want to use the following scale to guide your thinking. Be ready to share your opinion with your colleagues:

- . A- Excellent Implementation
- . B- Very Good Implementation but needs some minor adjustments
- . C- Average Implementation and needs some major adjustments
- . D- Below Average Implementation and needs immediate attention
- . F- No evidence of implementation

Program Elements:

1. A Leadership Team is in place for program development and monitoring and meets monthly in regularly scheduled meetings. _____
2. The Staff engages in regular reviews of research in TWBI Education and second language learning. _____
3. The Staff engages in annual/bi-annual professional development activities to review program elements and make the necessary adjustments. _____
4. The Staff engages in serious review of data in **both languages** to measure student progress in the Dual Language program at least four times a year. _____
5. The school engages parents in the community in the classrooms and as decision-makers at the school supported by Parent Compacts that ask for a multi-year commitment from each family. _____
6. The Staff engages in a marketing strategy to explain the program components and the program results to parents and community members. _____
7. The following TWBI program components are in place and practiced by all stakeholders, students and staff
 - a. Separation of Language – Monolingual Delivery _____

- b. Strong language proficiency of all staff in the target language _____ ☐

- c. All educators are well trained in the elements of Dual Language/TWBI to include methodology in second language acquisition, ELD in a TWBI context, using varied grouping strategies to insure the exchange of language between students, GLAD, TESA, frontloading, SDAIE, and schema - building strategies, etc.) _____ ☐

- c. There is a strong academic focus in both languages ensuring bi-literacy for all students _____

- d. There exists a language rich school and classroom environment that promotes the program's goals of bi-literacy. _____ ☐How? _____

- e. Raising the status of the language is foremost in the work of all the educators in the program. _____ ☐As a school we _____

- f. Adequate exposure to both languages, conversational and academic language, is foremost in the building of the program's schedule. _____

- 8. The program is developed from Kindergarten to the 8th grade level. _____ ☐

- 9. The school community engages in weekly, monthly and annual activities to support the program goals of bilingualism and bi-literacy for all students, high academic achievement and the development of cross-cultural understanding. _____ ☐

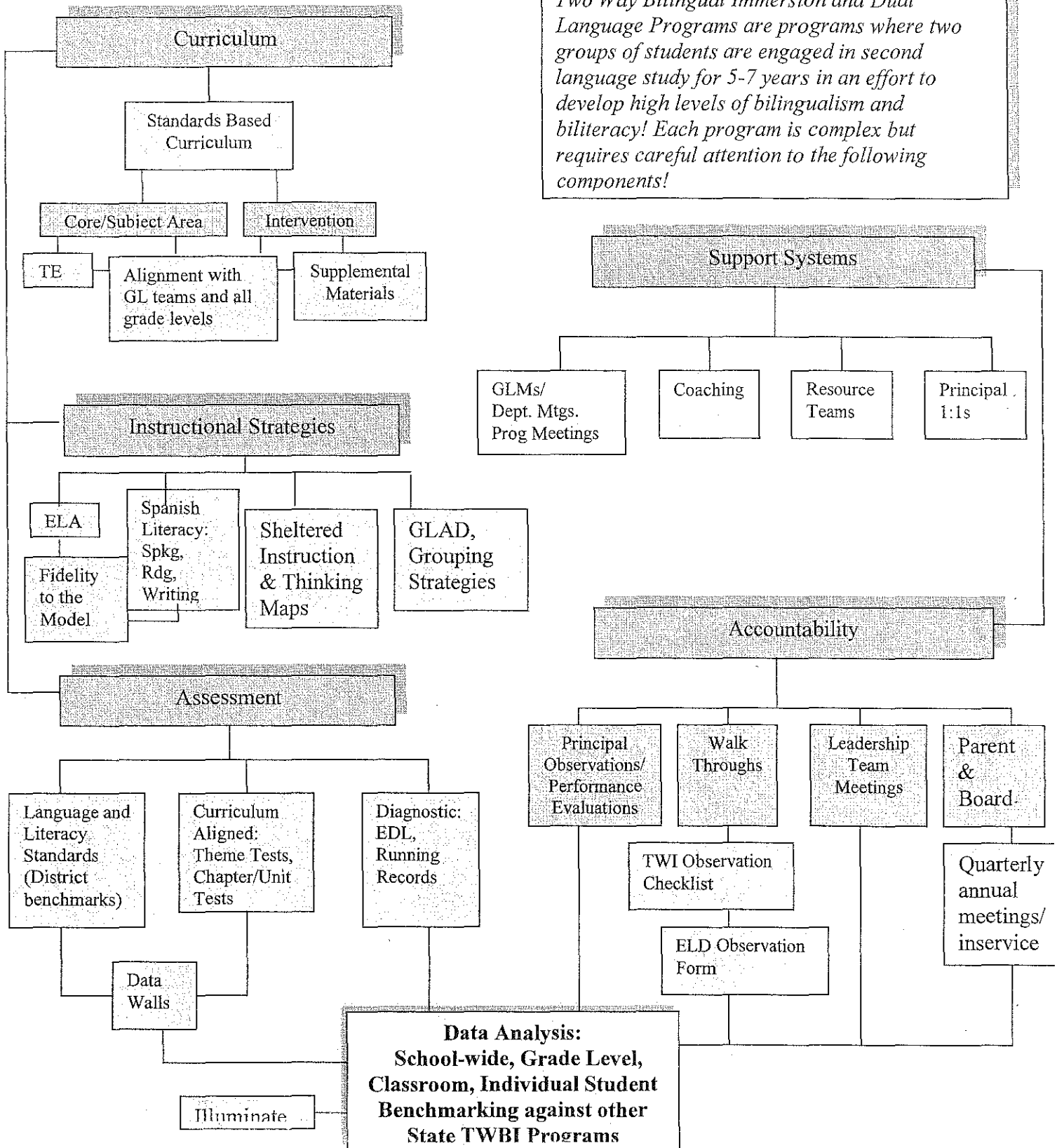
- 10. The overall grade for your school's program.... _____ ☐

If the grade is lower than an A, what suggestions do you have to make the school an A school for this year.... _____

What would you like the program to look like three years from today.?

Two Way Bilingual Immersion/Dual Language Program Essential Accountability Program Components

Two Way Bilingual Immersion and Dual Language Programs are programs where two groups of students are engaged in second language study for 5-7 years in an effort to develop high levels of bilingualism and biliteracy! Each program is complex but requires careful attention to the following components!




**Two Way Immersion
& Dual Language
Programs**
Leading the Charge!

Rosa G. Molina, Executive Director
Association of Two-Way & Dual Language Education

Welcome!



ATDLE, Executive Director
Two-Way CAFE, Executive Director
Co-Founder, National
Trainer/Consultant, Author
Assistant Supt. of C & I
Coordinator of Two-Way
Dissemination Title VII Federal
Grant
Principal - River Glen School
TWBI Programs since 1986



AGENDA

- Welcome & Introductions
- Burning Questions
- Taking Stock of Your Program
- Salient Features – Post-its
- Putting Theory into Action
- Spanish Language Arts
- Teaching English in TWDL Settings
- Burning Questions


**TUSD's Network of
TWDL Programs**

- Bloom Elementary School
- Devis Bilingual Magnet
- Orjawa Elementary School
- Hollinger Elementary School
- Mary Belle McCorkle Elementary
- Mission View Elementary
- Roskrugs Bilingual Magnet
- Van Ruskirk Elementary
- White Elementary
- Pistor Middle School
- Pueblo Magnet High School

INTRODUCTION

- Introduce Yourself
- Describe your Training in TWDL
Education
- Size of your program
- Demographics of your Program
- Burning Question

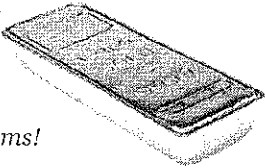
**TWBI PROGRAM
REPORT CARD**



Analysis of Your Program

- A- Excellent Implementation
- B- Very Good Implementation but needs some
minor adjustments
- C- Average Implementation and needs some
major adjustments
- D- Below Average Implementation and needs
immediate attention
- F- No evidence of implementation

*TWI/DL Programs
are considered the
"gold standard"
of bilingual programs!*



*The **best** program option for native speakers & English-
only students to develop high proficiency levels in a target
language & English while building pro-social & inter-
cultural skills between two different language groups!*

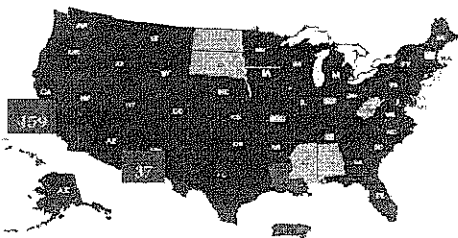
TWBI/DL Programs

- Serious second language study starting in preschool and kindergarten
- "Every child keeps their first language and learns one more"...
Dr. Jose Wink, CSU Stanislaus
- Programs are "additive" bilingual programs where target language students are combined with English only students to cross learn each other's language.



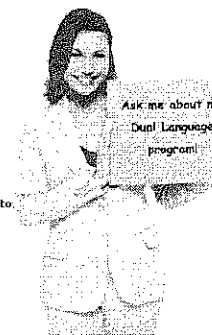
1800 TWBI/DL Programs in the United States 2016

www.cal.org/google-search



Leading a Dual Language Initiative!

- Commitment to Excellence, Researched Best Practices
- Strong Belief in Powerful Teaching
- Creates an accountability system to monitor each student's progress
- Community-builder & Champion of bilingualism & bi-literacy for all



Commitment Up Front!

- *No child has to lose a language to learn a language!*
- *"Our program is committed to graduating students who are linguistically and cultural literate in two or more languages. We will advocate for each and every child and protect the rights for each child to keep his/her mother tongue while learning a new one!"*



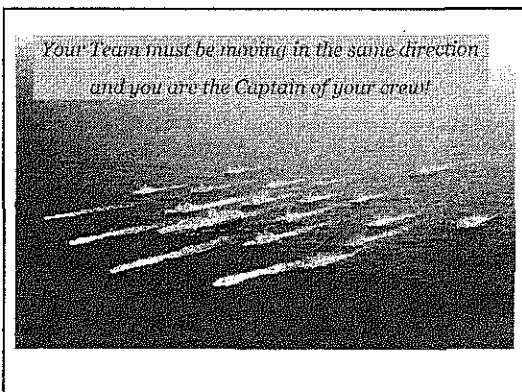
Transformative Work

TWBI/DL Programs rebuild a community's attitude toward differences and each other.
World view is expanded.

Set the Vision for your community...


- As Leaders of a TWBI/DL program at a School you and your planning team set the tone for the program in promoting acceptance and change.
- This is transformative work moving your community to understanding "additive bilingualism" and moving away from the belief that second language proficiencies impeded the academic development of a student.
- Every child brings their language to the table to be shared! Students understand this before adults do!





Core Beliefs

- All students can become top level bilingual/bi-literate students
- Equity Perspective & Practice - All students can learn and benefit from this program!
- Powerful Teaching is Key!
- Professionalism & Teamwork defies the full school to create a "language enclave".
- Program requires best practices of grade level knowledge, second language acquisition strategies.
- Disaggregated data tells the real story of progress for both language groups!




Research Base

- In CA performance on state tests differ between both groups in English almost 100 points
- Spanish academic measures are imperative to monitor the development of literacy in both languages
- If you don't want to know the progress in the target language ...why have a program?

Dr. Kathryn Lindholm-Leary

- Her research findings for over 25 years of following programs give evidence that well-executed programs that meet many of the quality indicators for successful TWBI programs have the following results:
- These results can be replicated in urban and rural programs, with different language populations, regardless of SES!



Researchers Include

- Dr. Fred Genesee, McGill University, Canada
- Dr. Donna Christian, CAL
- Dr. Mary Cazabon, Univ of Mass
- Dr. Elizabeth Howard, University of Conn
- Dr. Ester de Jong, University of Florida
- Dr. Sonia Soltero, DePaul University
- Dr. Ana Hernandez, CSU San Marcos
- Dr. David Dolson, CDE

Home design c.

TWBI/DL Programs in the United States

- Over 1800 programs in the United States
- Vast Majority are Spanish-English
- Need native speakers in order to have a Two Way Program
- Japanese, Chinese-Mandarin & Cantonese, Korean, Russian, Arabic

Master Plan

- All programmatic details need to be pre-planned within a **district agreement or master plan.**
- The most vulnerable programs in the country, are those who do not document their programmatic agreements. Changes in staff, leadership at the site or district and board changes will reek havoc on even the most established programs.
- Your DL Master Plan needs to be based on a research review of best TWBI/DL practices! whjross@aol.com for sample template



SALIENT FEATURES



Gallery Walk

- WORKING IN PAIRS
- STAND IN FRONT OF EACH POSTER IN THE ROOM
- DEFINE THE PROGRAM FEATURE
- WRITE IT IN YOUR WORDS ON A POST-IT AND MOVE TO THE NEXT POSTER

Salient Features

- Program Duration 5-7 years
- Adequate exposure to second language
- Focus on academic achievement
 - Monolingual delivery
 - Positive & reciprocal climate
 - Home/school collaboration
- Quality of instructional personnel
- Increasing the minority status of the language for all students

Program components

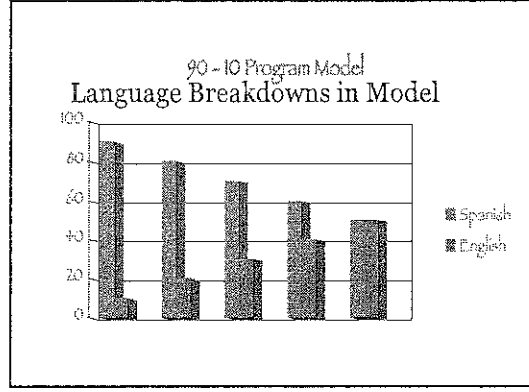
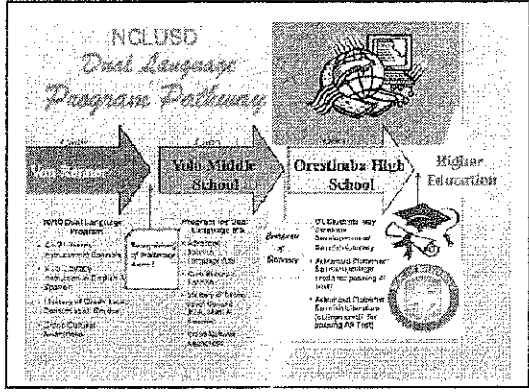
- The implementation of a powerful TWBI/DL program is a complex picture which includes:
- Curriculum, Instruction, Management, Assessments, Accountability & Support



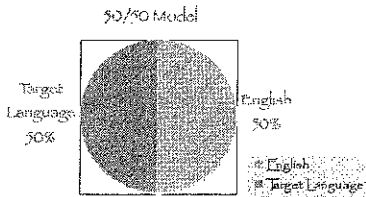
• Handout.

“Planning is Key”

- Elements have to be in place for successful implementation from the outset
- Every three years after, take stock using the questionnaire
- Board approved Policy or Master Plan for Dual Language Program will make sure that the program survives beyond its initial 4-5 years
- Think K-12 from the outset!

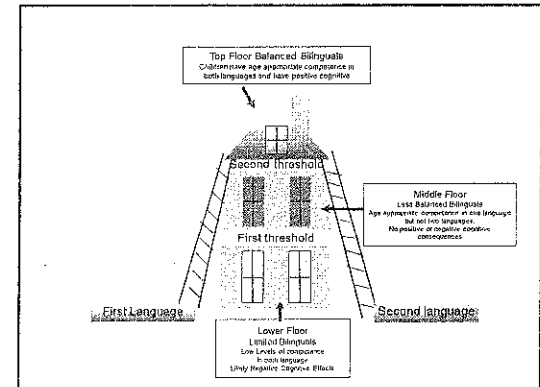


50/50 Model



Middle & High School Programs Program Option

6th Grade	7th Grade	8th Grade
Spanish Language Arts	Spanish Language Arts	Spanish Language Arts
Spanish Social Studies Ancient Civilizations	Spanish Social Studies State and US History	Spanish Science
English 6 th Grade Math	English 7 th Grade Pre-Algebra	English 8 th Grade Algebra
English Language Arts	English Language Arts	English Language Arts
P.E.	P.E.	P.E.
Science or Elective	Science or Elective	Science or Elective



The enemy of great is "good"!

From Good to Great - Jim Collins



What does this statement mean in reference to your work as a principal, site/district administrator, classroom teacher or program coordinator?

TWBI/Dual Language Programs

"If you want a great school, you must have great teachers!"

-Todd Whittaker

Staffing is Key!

- Surround yourself with top-notch classroom teachers & support staff
 - Hire **experienced** and **fluent** teachers!
 - Hiring agreements/transfer policies
- Most successful programs have a Lead Teacher with a non-classroom assignment to coach, gather resources, develop local expertise in the TWBI/DL model



Professional Development

- Tiered Professional Development necessary for teachers to deliver standards based grade level instruction in both languages and develop the necessary strategies
- Novice Teachers
- Developing Teachers
- Master Teacher

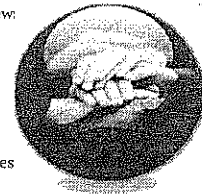


Improving teacher practice

- Observation Matrix - Two Way Bilingual Immersion Program - most complete form - handout!
- Observation Matrix - SJUSD focus
- Methodologies are important and teachers need training and coaching
- Classroom Management is key to creating a language environment where students can practice both the academic and social registers of the language.


Marketing

- Recruitment of new families each year
- District Office Programmatic Overview
- Board approval
- Family Nights/Fundraisers
- Local business partners & bilingual merchants
- Showcasing students in both languages
- Student Performances or Presentations



ACCOUNTABILITY Statement


- Achievement targets in both languages will be set and we will be relentless about reaching them for all students!
- All facets of your organization must be carefully aligned with student achievement in both languages as the primary goal!



Every Child by Name!

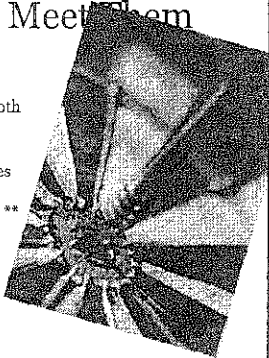
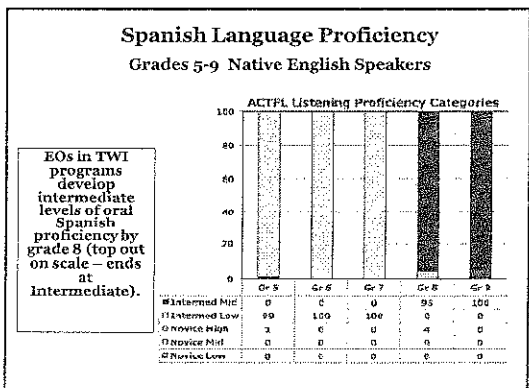
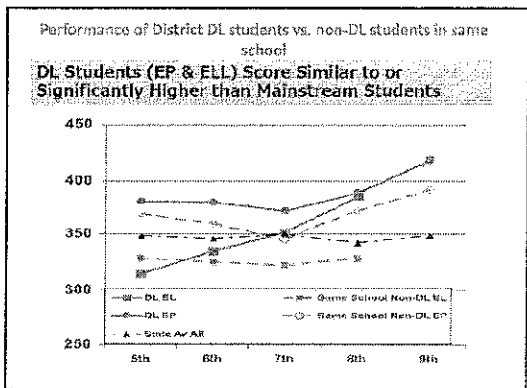
- All students need to show progress - individual monitoring critical
- Special attention and planning required for students whose first language is at risk
- Native speaker focus...pay attention & ensure growth!
- Focus elsewhere, you will skew your program & lose your way
- Accountability for academic/linguistic progress paramount

If English Learners reach targets, everyone wins!



Set Targets & Meet Them

- Oral Proficiency Measures in both languages
- Language Arts in both languages
- Mathematics in both languages **
- Written proficiency in both languages

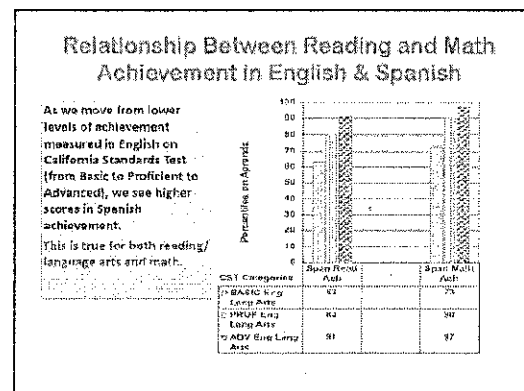
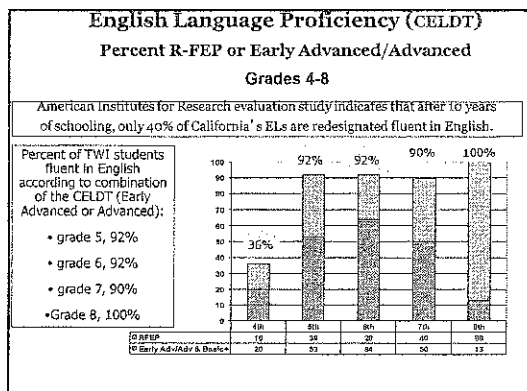
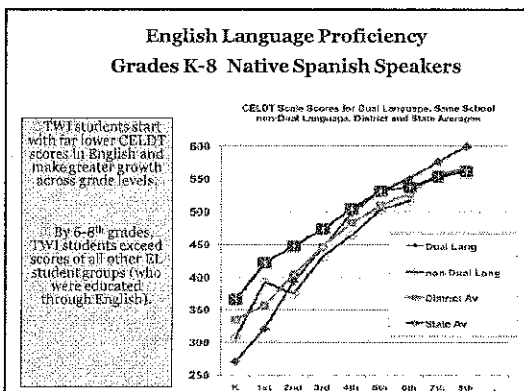



How Much Oral Proficiency?

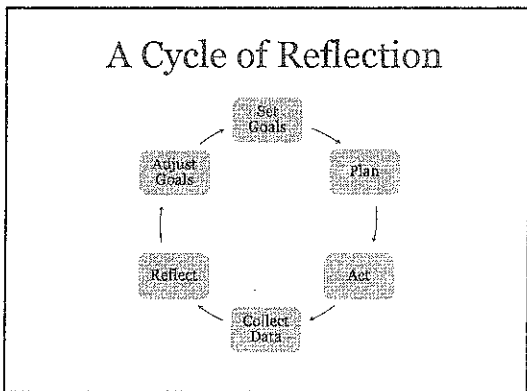
Most second language learners in foreign language instruction do not make it beyond Elementary or Intermediate levels of proficiency

- State-wide studies of CELDT data:
- Grades 3-6: 42-47% of EL students Intermediate


STUCK AT INTERMEDIATE



	English	Spanish
Set Goals		
Plan		
Act		
Collect Data		
Reflect		
Adjust Goals		



Prepare your presentations...
Both languages, please



Osborn School
Turlock, CA
Central Valley

Goals of the TUSD Two-Way Bilingual Immersion Program

- ❑ **Bilingual Proficiency** – all students are able to understand, speak, read, and write both languages at grade level by the end of sixth grade
- ❑ **High Academic Achievement** – all students master grade level content standards
- ❑ **Cross-cultural Understanding** – all students develop positive understanding and attitudes about themselves and others

Strategic Plan

Mission

The mission of *Osborn Two-Way Immersion Academy*, a leading bilingual school, is to ensure all students become intrinsically motivated learners achieving linguistic and academic excellence while fostering positive cross-cultural understanding by providing research-validated instruction that engages and meets the needs of all students, as we develop partnerships and collaborate with educators, support staff, families and the global community within a welcoming environment.

Key Program Components

Classroom Composition

Linguistic Balance: 50% English speakers, 50% Spanish speakers (should never fall below 1/3 for either linguistic group).

Language Separation: Spanish and English instruction are kept separate, allowing maximized concentration in both languages.

Duration of Program: TWBI is a K–6th Grade program in TUSD. Families are expected to make a minimum 7 year commitment to the TWBI program.

The 90/10 Immersion Model

- ❑ **Kindergarten through Second Grade**
 - Kindergarten and First grade 90% of instruction is in Spanish
 - Second grade 80% of instruction is in Spanish
 - Literacy skills are taught in Spanish
 - English Language Development is focused on developing oral English vocabulary
- ❑ **Third and Fourth Grade**
 - Third grade 70% of instruction is in Spanish
 - Fourth grade 60% of instruction is in Spanish
 - English literacy instruction formally begins in third grade
- ❑ **Fifth and Sixth Grade**
 - Instructional time is evenly divided between English and Spanish
 - Literacy instruction is provided in both languages

The 90/10 Immersion Model

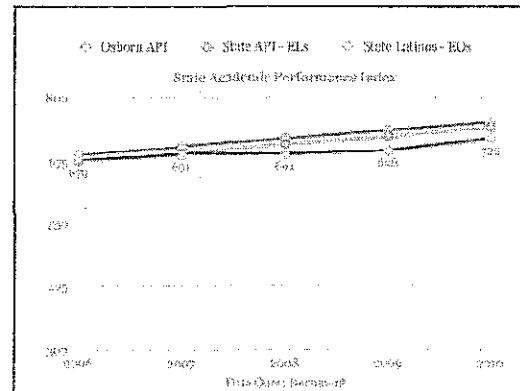
Grade:	% Spanish	% English
K-1 st	90%	10%
2 nd	80%	20%
3 rd	70%	30%
4 th	60%	40%
5 th , 6 th	50%	50%
7 th , 8 th	30%	70%

Subjects by Language

Spanish		English	
K-	SLA, Math, Science, SS, P.E.	ELD	
1 st -	SLA, Math, Science, SS, P.E.	ELD	
2 nd -	SLA, Math, Science, SS, P.E.	ELD	
3 rd -	SLA, Math, Social Studies	ELD, ELA, Science	
4 th -	SLA, Math, Social Studies	ELD, ELA, Science	
5 th -	SLA, Math, Social Studies	ELA, Science	
6 th -	SLA, Math, Social Studies	ELA, Science	
7 th -	SLA, History	ELA, Math, Science, P.E.	
8 th -	SLA, History	ELA, Math, Science, P.E.	

SLA - Spanish Language Arts ELD - English Language Development Digital Language Development

- ### Name Change
- ☐ The team recommends that the school's name be changed to *Osborn Two-Way Immersion Academy* to raise the visibility of the program within the community.
 - ☐ The TUSD Board approves the name change in May 2011.
 - ☐ The California Department of Education recognizes the name change in June 2011.



Can't do this without the parents!

Your Talking Points

- School District must be responsive to an international job market
- Need for a bilingual/bi-literate work force in the school community
- Students can stay connected with their families and learn the new language of other communities they enter as students and workers.
- Proximity to Latin American countries
- Demands on student graduates to prepare for this global economy
- Rapidly changing demographics
- Need for increased linguistic preparation of student graduates
- Researched best practices in the development of multilingual proficiency for students.

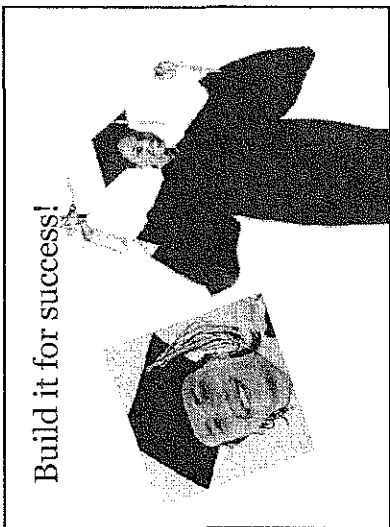
Parent Meeting
Junta de Padres

Come & learn about the exciting new Dual Language Program we are planning for our school.

¡Ven y aprende sobre el nuevo programa de dos idiomas que estamos planeando para nuestra escuela.

7:00 pm - 8:00 pm

- ### Resources & Websites
- Guiding Principles – Dual Language Programs – www.cal.org
 - Dr. Kathryn Lindholm-Leary – Extensive studies over 20 years – www.lindholm-leary.com
 - Dual Language Handbook – Sonia Soltero
 - Dual Language Enriched Education – Hamalyan, Genessee
 - Q & A – Colin Baker –
 - Programs in CA – CDE Website - listing



Structured English Immersion Models of the Arizona English Language Learners Task Force

Authority

The Arizona State Board of Education is charged with developing and adopting research based models of structured English immersion (SEI) programs to be used in school districts and charter schools in Arizona. Arizona Revised Statutes (A.R.S.), §15-756.01, requires that the models include a minimum of four hours per day of English language development (ELD) for the first year in which a pupil is classified as an English Language Learner. Full text of the law regarding the responsibilities and the development of the SEI models is located in Title 15, Chapter 7, Article 3.1. ENGLISH LANGUAGE EDUCATION FOR CHILDREN IN PUBLIC SCHOOLS, §§ 15-751 through 15-757, Arizona Revised Statutes.

Definitions

For Structured English Immersion Models,

“*AZELLA*” means Arizona English Language Learner Assessment. The AZELLA is used to determine the English language proficiency of Arizona K-12 students whose primary home language is other than English. AZELLA results include a composite proficiency level score, which is a composite of all of the subtest scores, and also separate subtest scores, i.e., Listening, Speaking, Reading, and Total Writing (Writing Conventions and Writing combined). The AZELLA also includes an oral language score, which combines listening and speaking subtest scores, and a comprehension score, which combines listening and reading subtest scores. Sub-level scores for grouping purposes are Oral Language, Reading, and Total Writing. (See A.R.S. §15-756.B)

“*ELD*” means English language development, the teaching of English language skills to students who are in the process of learning English. It is distinguished from other types of instruction, e.g., math, science, or social science, in that the content of ELD emphasizes the English language itself. ELD instruction focuses on phonology (pronunciation – the sound system of a language), morphology (the internal structure and forms of words), syntax (English word order rules), lexicon (vocabulary), and semantics (how to use English in different situations and contexts).

“*Hour*” (for purpose of 4 hours of ELD) means a normal classroom period structured to facilitate class scheduling on an hourly cycle, such as 55 minutes of class time and 5 minutes of transit time.

The goal set forth in Arizona law is for ELLs to become fluent English proficient in a year. (A.R.S. §15-752. English language education)

Arizona law requires a minimum of four hours per day of English language development during the first year a pupil is classified as an ELL. (A.R.S. §15.756.01 Arizona English language learners task force; research based models of structured English immersion for English language learners; budget requests; definitions)

Arizona state law requires cost efficient, research based models that meet all state and federal laws. (A.R.S. §15-756.01 (D)) Arizona English language learners task force; research based models of structured English immersion for English language learners; budget requests; definitions)

2. Structure

The structure of the SEI Models consists of multiple elements: SEI Classroom content; SEI Classroom program entry and exit; student grouping for SEI Classrooms, including grouping process and class size standards; scheduling and time allocations; and teacher qualification requirements. This structure is uniform for all SEI Models. The application of the grouping process will yield different classroom configurations based on the individual school's number of ELLs, their proficiency levels, and their grade levels.

Structured English Immersion Classroom Content

The Structured English Immersion (SEI) Classroom content is a minimum of four hours daily of English Language Development (ELD). ELD is a type of instruction that has as its orientation the teaching of English language skills to students who are in the process of learning English. It is distinguished from other types of instruction, e.g., math, science, or social science, in that the content of ELD emphasizes the English language itself. ELD instruction focuses on phonology (pronunciation - the sound system of a language), morphology (the internal structure and forms of words), syntax (English word order rules), lexicon (vocabulary), and semantics (how to use English in different situations and contexts). While there are some obvious connections to English language arts instruction, ELD is foundational for English language acquisition work, since listening, speaking, reading, and writing tasks conducted in English are considerably more difficult in the absence of knowledge about how English operates. Reading and writing, aligned to the Arizona K-12 English Language Proficiency Standards, are also considered content in SEI Classrooms.

SEI Classroom Entry and Exit

SEI Classroom entry and exit is determined solely by AZELLA score. Students whose AZELLA composite proficiency level scores are Pre-Emergent, Emergent, Basic, or Intermediate shall be grouped in SEI Classrooms. New ELLs, in the first year of education in an Arizona school, shall take the AZELLA at least twice during the first school year, once at the beginning of the year, or upon initial entry to school, and once at the end of the school year for purposes of measuring progress. Continuing ELLs shall be reassessed with the AZELLA at the end of each school year. English language learners shall be given the opportunity to take the AZELLA at a mid-point of the academic year for the purpose of measuring progress toward English language proficiency. No student shall take the AZELLA more than three times in a school year. On-going alternative proficiency-based assessments related to the Arizona

Class Size Standards

Target and maximum class sizes are based on the proficiency level of the ELL student provided that the class size shall not exceed the class size for non-ELLs in the school district. The target class size for Pre-Emergent and Emergent is 20; the maximum is 23. The target class size for Basic and Intermediate is 25; the maximum is 28.

Grouping Process

Students are grouped into classes based on Class Size Standards using the Elementary or the Middle Grades and High School Student Grouping Prioritization method. In the event there are insufficient students to assemble a class at the first given student grouping priority, the next student grouping priority shall be used. In the event that there are insufficient ELLs based on the class size standards in the school for any of the student groupings to work, then several other options are available. The students may be grouped into a single classroom for ELD instruction by an SEI-funded district-level ELD teacher for three hours a day with a fourth hour of ELD Reading. Students at a charter school or single school district may be grouped into a single classroom for ELD instruction by an SEI-funded ELD teacher for four hours a day.

Schools with 20 or fewer ELLs within a three grade span (including kindergarten), may provide instruction through the development of Individual Language Learner Plans (ILLPs) created for each ELL. Scheduling and time allocations in the ILLPs must meet the requirements of the scheduling and time allocations specified herein for Elementary Schools or Middle and High School as appropriate for each ELL.

Grouping exceptions will be reviewed by The Office of English Language Acquisition Services (OELAS) on a case by case basis to ensure the most appropriate educational outcomes for students.

Scheduling and Time Allocations

The scheduling and time allocations are somewhat different for Elementary School than for Middle Grades and High School. However, at all grade levels, the SEI Classroom must have a minimum of four hours of English language development daily which is time-allocated consistent with the Arizona K-12 English Language Proficiency Standards.

Elementary School Scheduling and Time Allocations

Each student who qualifies for SEI program placement receives four hours of daily English language development instruction that is governed by certain time allocations. Each of these discrete sections of ELD is based on specific categories of language instruction based on the skills identified by the English Language Proficiency Standards. The discrete time blocks do not have to be sequential during the day, but they must sum to four hours of ELD instruction.

The English language skills categories are the same for all students in SEI Classrooms. Time allocations for each ELD instructional time block may vary by up to ten percent (10%) as long as the total daily English language development instruction equals four hours.

Middle Grades and High School Scheduling and Time Allocations

Each student who qualifies for SEI program placement receives four hours of daily English language development instruction. This instruction is divided into four discrete courses, each bearing a specific title and focus. The subject designation and subject matter of each of the four courses is based on specific English language skills categories that derive from the English Language Proficiency Standards. The four ELD courses do not have to be sequential during the school day. For schools with class periods other than one hour in duration, discrete ELD classes totaling at least four hours daily shall be established based on the course subject matter categories specified below. ELLs are to receive four hours of ELD daily or 20 hours a week of ELD. Schools must ensure that ELLs receive 20 hours of ELD a week, 5 hours in each of the ELD subject areas.

Students at the Pre-Emergent, Emergent, and Basic AZELLA levels shall be grouped together and receive daily a one hour ELD class titled “Conversational English and Academic Vocabulary,” a one hour ELD class titled “English Reading,” a one hour ELD class titled “English Writing” and a one hour ELD class titled “English Grammar.”

Students at the Intermediate AZELLA level shall receive daily two hours of English Language Arts, as aligned to the Arizona Language Arts Academic Standards (this class is within the SEI Program), a one-hour ELD class titled “Academic English Reading,” and a one hour ELD class titled “Academic English Writing and Grammar.” In their second or subsequent years as ELLs, students who have scored proficient on the Reading subtest of AZELLA may be excused from the one hour ELD “Academic English Reading” class. In their second or subsequent years as ELLs, students who have scored proficient on the Total Writing subtest may be excused from the one hour ELD “Academic English Writing and Grammar” class.

LEAs have the option to reduce, up to 2 hours, the time required within the SEI Models for ELLs who:

- Demonstrate overall proficiency at the intermediate level on the Arizona English Language Learner Assessment (AZELLA), and
- Are in at least their 2nd year of English language development (ELD) instruction.

For those ELL students for which the SEI English teacher(s) and / or ELL Coordinator have determined that flexibility is appropriate, the SEI English teacher(s) shall recommend course selection based on individual student data that includes AZELLA and at least one other form of data which could include the state assessment, local formative assessment, student work or course grades.

Low incidence schools are still required to maintain the Individual Language Learner Plan (ILLP) process for the required 2 hours.

SEI Classroom Instructional Methods

All instructional methods in SEI Classrooms will conform to teaching objectives outlined by the Arizona K-12 English Language Proficiency Standards.

Assessment

All assessments in SEI Classrooms will conform to teaching objectives outlined by the Arizona K-12 English Language Proficiency Standards.

SEI Teacher Training

Three sets of training are essential for successful implementation of the SEI Models: Implementation Training, English Language Proficiency Standards Training, and English Language Development Teaching Methods Training. All SEI Classroom teachers shall receive all three trainings. Principals, District Superintendents, Counselors, and school and district personnel responsible for ELL programs also shall receive the Implementation Training.

Implementation Training

SEI Classroom teachers, Principals, District Superintendents, Counselors, and any school and district personnel responsible for English Language Learner Programs shall receive Implementation Training. This training provides background information on the policy, principles, structures, and classroom practices within the SEI Models. School personnel who prepare student schedules shall receive additional implementation training on scheduling.

English Language Proficiency Standards Training

All SEI Classroom teachers and instructional personnel responsible for instructional supervision shall receive training on the content of the English Language Proficiency Standards.

English Language Development Teaching Methods Training

SEI Classroom teachers and instructional personnel responsible for instructional supervision shall receive training on the methods and strategies to be used in teaching English Language Development.

