TUSD LANGUAGE PROGRAMS
THE "LOOK FORS" IN SEI/ELD CLASSROOMS
COMBINING COMPLIANCE WITH BEST PRACTICES

ILA Presentation
September 16, 2021
Language Acquisition Department
Curriculum & Instruction Division
Session Objectives

Participants will:

• Review ADE compliance requirements for PHLOTE students
• Review TUSD’s Language Program Models
• Identify best instructional practices for English Language Learners
The Big Compliance Picture

Identification
- Enrollment Form
- Home Language Survey (HLS)

Assessment
- AZELLA
- FLOSEM (during remote learning only)

Placement
- Placed in a designated classroom
  - Structured English Immersion (SEI)
  - Low Incidence English Learner (LIEL)
  - Two-Way Dual Language Program (TWDL)
- Newcomer Program (At secondary only)

Reassessment
- Reassessed every Spring with AZELLA until they reclassify as English proficient

As a result of state and federal law, the following procedures are in place.
Keeping the Goal in Mind

Reclassification to English Proficient

Review Progress for 2 years after reclassification
How to maximize opportunity to reach the goal...
ARIZONA’S LANGUAGE DEVELOPMENT APPROACH (The state’s framework)

- 80,000 Multilingual Learners in Arizona
- About 9,000 plus in TUSD
- About 4,000 plus in TUSD are ELLs
- 105 Languages represented in the district
- About 2,400 students in TWDL Programs

Arizona’s Language Development Approach (azed.gov)
Languages Spoken in TUSD

9.3% are ELLs
A Comprehensive Approach to ELD

**Targeted ELD**
- **Explicit English Language Development**
- Protected time for ELs only

**Integrated ELD**
- **Sheltered Content Instruction**
- Integrated group

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

**Targeted and Explicit ELD Instruction:**
- Focuses on how language functions within different content areas.
- Includes language use across the domains (speaking, listening, reading, and writing).
- Supports ELs to develop the discourse practices they need to engage with rigorous, grade level disciplinary content.

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

**All educators (including content teachers):**
- Share the responsibility for integrating language development with content learning.
- Immerse students in a language-rich environment and interactive, discussion-based learning tasks.
- Support deep, grade-level learning through abundant academic reading, writing, and discussion.

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**All English Learners, as determined by AZELLA test scores, in high incidence EL classrooms will receive two-hours (60 minutes in a LIEL model) of daily Targeted ELD using the Arizona English Language Proficiency Standards.**

**All English Learners in the integrated grouping will receive daily Sheltered Instruction throughout the day (60 minutes in a LIEL model) using the SIOP model and adhere to the corresponding Arizona State Content Standards and the Arizona English Language Proficiency Standards.**
Language Program Models in TUSD

For all ELLs at the Elementary Level

• SEI or SEI-B (2-hour model)- Structured English Immersion

• LIEL (Pull-Out)-Low Incidence English Learner model

• TWDL-Two-Way Dual Language program (qualifying waiver needed)

For all ELLs at the Secondary Level

• SEI- (2-hour model)-Structured English Immersion

• Newcomer Model (4-hour)- (Only for new arrivals)

• LIEL-Pull-Out-Low Incidence English Learner model

• TWDL-Two-Way Dual Language program (qualifying waiver needed)
# Two-Hour SEI Model

<table>
<thead>
<tr>
<th>Principle</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principle One: Asset-Based</strong></td>
<td>Articulating a clear vision for student success that includes high expectations for EL student achievement and social-emotional development</td>
</tr>
<tr>
<td><strong>Principle Two: Integrated Instruction</strong></td>
<td>Requiring that grade-level/content area teachers provide <strong>language support that is connected to content instruction</strong> within the integrated setting</td>
</tr>
<tr>
<td><strong>Principle Three: Targeted Instruction</strong></td>
<td>Certifying that master schedules include 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</td>
</tr>
<tr>
<td><strong>Principle Four: Assessment/Feedback</strong></td>
<td>Ensuring that all teachers have access to a variety of different types of data about their EL students’ progress and performance</td>
</tr>
</tbody>
</table>
# Pull-Out Model

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<td><strong>Principle Two: Integrated Instruction</strong></td>
<td>Requiring that grade-level/content area teachers provide at least 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</td>
</tr>
<tr>
<td><strong>Principle Three: Targeted Instruction</strong></td>
<td>Certifying that master schedules include 60 minutes per day/300 minutes per week (elementary) or 50 minutes per day/250 minutes per week (secondary) of pull-out targeted ELD time for all EL students that is provided by an ELD Specialist</td>
</tr>
<tr>
<td><strong>Principle Four: Assessment/Feedback</strong></td>
<td>Ensuring that all teachers have access to a variety of different types of data about their EL students’ progress and performance</td>
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<tr>
<td><strong>Principle One: Asset-Based</strong></td>
<td>Ensuring that the classroom and school environments celebrate multiculturalism and multilingualism</td>
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<tr>
<td><strong>Principle Three: Targeted Instruction</strong></td>
<td>Requiring that ELD Specialists provide at least 120 minutes per day/600 minutes per week (elementary) or 100 minutes per day/250 minutes per week (secondary) of language instruction within the targeted setting</td>
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2021-22
SEI Model Parameters and Enhancements for K-5 and some K-8’s
### 2-Hour SEI Model

**Percentages**
- For classrooms that contain more than 25% of ELs (per classroom)

**Classroom Size**
- K-1 – 20 students
- 2nd - 5th - 24 students

**Classroom Make-up**
- Teachers of ELs must have an SEI endorsement or BE/ESL endorsement. Top teacher must be selected for designated ELD classrooms.
- Student make-up of the classroom: ELs, recently reclassified ELs, Dual Labeled ELs, Top mainstream students

**Class Configuration**
- Because ADE has stated that integration is a non-negotiable, we established the following guidelines:
  - If classes contain more than 50% ELs, a two-classroom team approach will be established for an exchange to occur.

<table>
<thead>
<tr>
<th>ELD</th>
<th>ELA</th>
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<tbody>
<tr>
<td>10 ELs + 10 MS=20</td>
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</tr>
</tbody>
</table>

- If a class is less than 50% ELs but more than 25% of ELs, the classroom teacher will pull students for two hours of targeted ELD instruction and the mainstream students will go to another class for ELA. If there is not enough room to accommodate the mainstream students in an exchange, the designated teacher will group students within their classroom to provide targeted and integrated instruction for ELs.
- If an SEI classroom has ELs only, they must integrate with mainstream students for an hour or more per day.

### Low Incidence English Learners (LIEL) Pull-Out Model

**Percentages**
- For classrooms that have 25% or less of ELs (per classroom)

**Classroom Size**
- Teachers of ELs must have an SEI endorsement or BE/ESL endorsement. Top teacher must be selected for designated LIEL classrooms.

**EL Students** placed appropriately with designated LIEL teacher.

**A Resource ELD teacher** will be provided if there are 25% or less ELs at each grade level in order to pull ELs for the designated hour of targeted ELD instruction.

**An Itinerant ELD teacher** will be provided if a school has very few ELs at intermittent grade levels. In cases where the itinerant cannot meet the fully required ELD time the classroom teacher will provide the additional targeted ELD instruction. The **classroom teacher** will provide integrated ELD instruction using the SIOP.
## 2020-21 SEI Model Parameters and Enhancements for K-5 and some K8’s

### Percentages
- **2-Hour SEI Model**: For classrooms that contain more than 25% of ELs (per classroom)
- **Low Incidence English Learners (LIEL) Pull-Out Model**: For classrooms that have 25% or less of ELs (per classroom)

### Classroom Size
- K-1 – 20 students
- 2nd - 5th – 24 students

### Classroom Make-up
- **Teachers of ELs** must be have an SEI endorsement or BE/ESL endorsement.
- Top teacher must be selected for designated ELD classrooms.
- **Student make-up** of the classroom:
  - ELDs, recently reclassified ELs, Dual Labeled ELs, Top mainstream students

### Class Configuration
- Because ADE has stated that integration is a non-negotiable, we established the following guidelines:
  - **ELD**
    | 10 ELs + 10 MS=20 |
    | 10 ELs +10 MS=20 |
  - **ELA**

  - If a class is less than 50% ELs but more than 25% of ELs, the classroom teacher will pull students for two hours of targeted ELD instruction and the mainstream students will go to another class for ELA. If there is not enough room to accommodate the mainstream students in an exchange, the designated teacher will group students within their classroom to provide targeted and integrated instruction for ELs.
  - If an SEI classroom has ELs only, they must integrate with mainstream students for an hour or more per day.

- A **Resource ELD teacher** will be provided if there are 25% or less ELs at each grade level in order to pull ELs for the designated hour of targeted ELD instruction.
- An **Itinerant ELD teacher** will be provided if a school has very few ELs at intermittent grade levels. In cases where the itinerant cannot meet the fully required ELD time the classroom teacher will provide the additional targeted ELD instruction. The classroom teacher will provide integrated ELD instruction using the SIOP.
Secondary Models

- Middle School
- High School
### ADE’s Model

#### Middle School Newcomer SEI Model 2020-21 (5/18/2020)

<table>
<thead>
<tr>
<th>AZELLA Test Score</th>
<th>1st Period</th>
<th>2nd Period</th>
<th>3rd Period</th>
<th>4th Period</th>
<th>5th Period</th>
<th>6th Period</th>
<th>7th Period</th>
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</thead>
<tbody>
<tr>
<td><strong>Pre-emergent/ Emergent</strong>&lt;br&gt;Visions Intro or Visions Basic &amp; Visions A (Units 1-3)</td>
<td>ELD I Reading 35109 (2-Period)&lt;br&gt;(Block)</td>
<td>ELD I Writing/ Grammar 35104 (Block)</td>
<td>Academic Literacy 45107 (Science &amp; Social Studies Content &amp; Academic Language)</td>
<td>Sheltered Math (Math Content &amp; Academic Language)</td>
<td>Sheltered Science</td>
<td>PE/Elective</td>
<td>Native Language/Elective</td>
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<tr>
<td><strong>Basic</strong>&lt;br&gt;Visions Level A</td>
<td>ELD II Reading 35110 (2-Period)&lt;br&gt;(Block)</td>
<td>ELD II Writing/ Grammar 35105 (Block)</td>
<td>Sheltered Math</td>
<td>Sheltered Science</td>
<td>Sheltered Social Studies</td>
<td>Elective</td>
<td>Native Language/Elective</td>
</tr>
<tr>
<td><strong>Intermediate Low</strong>&lt;br&gt;Visions Level B</td>
<td>ELD III Language Arts 35106 (2-Period)&lt;br&gt;(Block)</td>
<td>ELD III Language Arts 35106 (Block)</td>
<td>Sheltered Math</td>
<td>Sheltered Science</td>
<td>Sheltered Social Studies</td>
<td>Elective</td>
<td>Native Language/Elective</td>
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<tr>
<td><strong>Intermediate High</strong>&lt;br&gt;Visions Level C</td>
<td>ELD IV Language Arts 35107 (2-Period)&lt;br&gt;(Block)</td>
<td>ELD IV Language Arts 35107 (Block)</td>
<td>Sheltered Math</td>
<td>Sheltered Science</td>
<td>Sheltered Social Studies</td>
<td>Elective</td>
<td>Native Language/Elective</td>
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</tbody>
</table>

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# ADE’s Model

## High School Newcomer Model 2020-21

(5/18/2020)

<table>
<thead>
<tr>
<th>AZELLA Test Score</th>
<th>1st Period</th>
<th>2nd Period</th>
<th>3rd Period</th>
<th>4th Period</th>
<th>5th Period</th>
<th>6th Period</th>
<th>7th Period</th>
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<tbody>
<tr>
<td>Pre-emergent/</td>
<td>ELD I Reading</td>
<td>ELD I Writing/</td>
<td>Selective</td>
<td>Sheltered Math</td>
<td>Sheltered Math</td>
<td>PE/Elective</td>
<td>Native Language/ Elective</td>
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<tr>
<td>Emergent Visions</td>
<td>05085 &amp; 05086</td>
<td>Grammar 05180 &amp; 05181</td>
<td>Enrichment 15580 &amp; 15581</td>
<td>(Math Content &amp; Academic Language)</td>
<td>Science or Elective</td>
<td>Elective</td>
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<tr>
<td>Intro or Visions</td>
<td>(2-Period)</td>
<td>(Elective Credit)</td>
<td>(Science &amp; Social Studies Content &amp; Academic Language)</td>
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<tr>
<td>Basic Visions</td>
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<td>Level B</td>
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</tr>
<tr>
<td>Basic Visions</td>
<td>ELD II Reading</td>
<td>ELD II Writing/</td>
<td>Sheltered</td>
<td>Sheltered</td>
<td>PE/Elective</td>
<td>Native Language/ Elective</td>
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<tr>
<td>Level B (Units 1-4)</td>
<td>05087 &amp; 05088</td>
<td>Grammar 05182 &amp; 05183</td>
<td>Math</td>
<td>Science</td>
<td>History</td>
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<tr>
<td>(2-Period)</td>
<td>(English Credit)</td>
<td>(Elective Credit)</td>
<td>(2-Period)</td>
<td>(2-Period)</td>
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<tr>
<td>Intermediate Low</td>
<td>ELD III Language Arts 05053 &amp; 05081</td>
<td>ELD III LA Support 15089 &amp; 15090</td>
<td>Sheltered</td>
<td>Sheltered</td>
<td>Graduation Requirement</td>
<td>Native Language/ Elective</td>
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<tr>
<td>Edge Level B</td>
<td>(2-Period)</td>
<td>(Elective Credit)</td>
<td>Math</td>
<td>History or Science</td>
<td>Science</td>
<td>Elective</td>
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<td>(Units 1-4)</td>
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<tr>
<td>Intermediate High</td>
<td>ELD IV Language Arts 05054 &amp; 05082</td>
<td>ELD IV LA Support 15095 &amp; 15096</td>
<td>Sheltered</td>
<td>Sheltered</td>
<td>Graduation Requirement</td>
<td>Native Language/ Elective</td>
<td></td>
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<tr>
<td>Edge Level B</td>
<td>(2-Period)</td>
<td>(Elective Credit)</td>
<td>Math</td>
<td>History or Science</td>
<td>Science</td>
<td>Elective</td>
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<tr>
<td>(Units 5-7)</td>
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<tr>
<td>Intermediate</td>
<td>Find my Voice through Writing 05065 &amp; 05066</td>
<td>ELD Academic Reading 15091 &amp; 15092</td>
<td>Sheltered</td>
<td>Sheltered</td>
<td>Graduation Requirement</td>
<td>Native Language/ Elective</td>
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<td>5th Year (if</td>
<td>(2-Period)</td>
<td>(Elective Credit)</td>
<td>Math</td>
<td>History or Science</td>
<td>Science</td>
<td>Elective</td>
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<td>necessary)</td>
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ADE’s Implied Non-Negotiables

- Targeted and explicit English language development at the appropriate level of language proficiency is for ELs only.
- ELs have access and opportunity everyday to grade-level content alongside native English-speaking peers.
- English Learners are not to be segregated for the majority of their day
New Arizona English Language Proficiency (AzELPs) Standards

• Because AZELLA for SY 21-22 is based on the 2019 AzELPs, we will do the following:
  • Provide ongoing PD on the new AzELP standards
  • Will have the expectation of teachers to document the use of the new AzELP standards in both Targeted and Integrated ELD instruction.
TWDL Program Model

PATHWAY FOR TWO-WAY DUAL LANGUAGE PROGRAMS (TWDL)

**TWDL ELEMENTARY SCHOOL**
6 YEARS
- Kinder 90/10
- 1st Grade 90/10
- 2nd Grade 80/20
- 3rd Grade 70/30
- 4th Grade 60/40
- 5th Grade 50/50
Content areas designated in one language or another

**TWDL MIDDLE SCHOOL**
3 YEARS
- Two courses in Spanish minimum
- Spanish Language Arts
- Core content classes in Spanish

**TWDL HIGH SCHOOL**
4 YEARS
- Completion of Advanced Placement courses
- Possibility of: Spanish for Special Purposes
- Third Language
- Concurrent University credit

**COLLEGE**
Monitoring and Evaluating ALP Programs

• Combining Compliance and Best Practices
Evidence of the ELD Model in...

- The daily schedule and posted objectives
- Student work
- Classroom Environment
Remember…

All three must be congruent
Keep in Mind that....

Language is Acquired

“There will be no wine until its time”
In the chat please tell us...

Who was your favorite teacher and why?
First graders in Mrs. Evelyn Brackney's classroom at Lineweaver School collected enough buckets full of snow from parked cars one morning this month to build a small, but real, snowman. Here, Patricia Sandoval, Mary Hansel and Trey Sweet add a few finishing touches before the temperature rises. The children made the thermometer indicating Tucson's cold spell.
Best Practices for Language Learners
## Best Practices for ELL’s

<table>
<thead>
<tr>
<th>SIOP Component</th>
<th>Key Question when Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Preparation</td>
<td>How am I going to plan a lesson with both <em>content</em> and <em>language</em> objectives in mind?</td>
</tr>
<tr>
<td>Building Background</td>
<td>What can I do to build my students’ background so the <em>content</em> and <em>language</em> are more accessible?</td>
</tr>
<tr>
<td>Comprehensible Input</td>
<td>How can I make the <em>language, the content</em>, and the concepts clearer to the students?</td>
</tr>
<tr>
<td>Strategies</td>
<td>What do my students need in terms of strategies &amp; scaffolding to own the <em>content and language</em> of the lesson?</td>
</tr>
<tr>
<td>Interaction</td>
<td>How can I use student-student interaction as a means of working with the lesson’s <em>content and language</em>?</td>
</tr>
<tr>
<td>Practice/Application</td>
<td>How can I maximize the opportunities students have to interact with the <em>content and language</em> of the lesson?</td>
</tr>
<tr>
<td>Lesson Delivery</td>
<td>How am I going to engage my students and keep them focused on the key <em>content and language</em>?</td>
</tr>
<tr>
<td>Review/Evaluation</td>
<td>When and how will we assess learning and address strengths and challenges with the <em>content and language</em>?</td>
</tr>
</tbody>
</table>
District Resources & Tools

District Adopted Materials for English Language Development (LSRW)

- **Cengage:**
  - REACH-K-5
  - Visions-6-12
  - Edge- 9-12

- **Imagine Learning** - for selected Elementary schools and all ELLs at grades 4th & 5th

- **Rosetta Stone** - For Pre-emergent, emergent and basic ELLs at grades 6-12

Ongoing Professional development on all aspects of TUSD’s Language Programs
District Level Monitoring

• Paper compliance monitoring

• School visits and follow-up on professional development

• Walkthroughs at targeted schools (a cross section of programs)
  • This is a full day **Walkthrough** using a monitoring Rubric
  • We are gearing up for ADE Monitoring in SY 22-23
<table>
<thead>
<tr>
<th>SCHOOL:</th>
<th>PRINCIPAL:</th>
<th>DATE:</th>
</tr>
</thead>
</table>

**Classroom Environment**

- Student work is visible, print rich and represents students’ background and experiences.
- Seating arrangement encourages collaborative interaction.

- The environment is decidedly welcoming, attractive, and conducive to student learning.
- The environment is sparse but supports learning.
- The environment hinders or significantly detracts from learning.

**Lesson Focus**

- The appropriate standards and performance objectives/indicators are posted and congruent to the lesson.
- Lesson plans comply with the TUSD-approved model for the class designation and culturally relevant practices.

- The lesson includes clearly stated objective/s, which is/are appropriately challenging and congruent to the lesson. Lesson plans comply with the identified program model (DL, LIEL, SEL, or Mainstream).
- The lesson includes poorly stated objective/s, which is/are somewhat challenging and somewhat congruent to the lesson. Lesson plans partially comply with the identified program model (DL, LIEL, SEL, or Mainstream).
- The objectives are not stated, the lesson involves an inappropriate degree of rigor, and/or the lesson does not comply with the identified program model.

**Language Use**

- Language use is deliberate, consistent and grammatically correct. Teacher language is comprehensible and balanced 50/50 with student language.

- The teacher’s speech is clear, well-paced, grammatically correct and balanced with student speech; in DL class, language use is congruent with the DL Model.

- The teacher’s speech at times is unclear, grammatically incorrect or poorly balanced with student speech; in DL class, language use is slightly congruent with DL Model.

**Instructional Strategies**

- Differentiated instruction and ALP components, such as Building Background and Comprehensible Input, are evident. The teacher often checks for understanding.

- The teacher demonstrates a strong command of differentiated instruction, SIOP components and ELL instructional strategies. The teacher often checks for understanding.

- The teacher demonstrates to some effect a command of differentiated instruction, SIOP components and ELL instructional strategies. The teacher occasionally checks for understanding.

- The teacher does not demonstrate a command of differentiated instruction, SIOP components and ELL instructional strategies. The teacher does not check for understanding.

**Student Engagement**

- Active participation activities, strategies, projects and interactive lessons lead to full student engagement.

- All or most students are actively and productively engaged in the lesson while observed.

- Some students appear to be actively and productively engaged in the lesson while observed.

- Few students appear to be actively and productively engaged in the lesson while observed.

**Assessment Data**

- Electronic data entry, if applicable, is up to date and/or other appropriate alternate assessments are evident.

- Data entries are largely up to date and show progress for all or nearly all students. And/or other alternative assessments are used to show progress.

- Data entries are somewhat up to date or indicate many making limited progress. And/or limited alternative assessments are used to show student progress.

- Few checks or data entries are recorded, and/or the entries indicate no progress for all or nearly all students. And/or there is no evidence of alternative assessment in use to show progress.

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**Rubric**

<table>
<thead>
<tr>
<th>Classroom Environment</th>
<th>Lesson Focus</th>
<th>Language Use</th>
<th>Instructional Strategies</th>
<th>Student Engagement</th>
<th>Assessment Data</th>
</tr>
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<tbody>
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<td>Classroom 1</td>
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<td>Classroom 4</td>
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<tr>
<td>Classroom 5</td>
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<tr>
<td>Classroom 6</td>
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</tr>
</tbody>
</table>

**Subtotals:**

**Total Score:**

- **100-80%:** Meets Program Expectations
- **79-60%:** Approaches Expectations
- **59-0%:** Falls Far Below Expectations

**LAD Recommendations:**

**Principal’s Follow-Up:**
## Monitoring Report’s Alignment with Danielson Model

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Danielson’s Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student work is visible. Environment is print-rich. Seating arrangement encourages interaction.</strong></td>
<td><strong>Domain 2: Classroom Environment</strong></td>
</tr>
<tr>
<td><strong>The appropriate standards and performance objectives/indicators are posted and congruent to the lesson. Lesson plans comply with the TUSD-approved model for the class designation.</strong></td>
<td><strong>Domain 1: Planning and Preparation</strong></td>
</tr>
<tr>
<td><strong>Language use is deliberate, consistent and grammatically correct. Teacher language is comprehensible and balanced 50/50 with student language.</strong></td>
<td><strong>Domain 3: Instruction</strong></td>
</tr>
<tr>
<td><strong>Differentiated instruction and SIOP components, such as Building Background and Comprehensible Input, are evident. The teacher often checks for understanding.</strong></td>
<td><strong>Domain 1: Planning and Preparation</strong></td>
</tr>
<tr>
<td><strong>Active participation activities, strategic grouping and interactive lessons lead to full student engagement</strong></td>
<td><strong>Domain 3: Instruction</strong></td>
</tr>
<tr>
<td><strong>Electronic data entry, if applicable, is up to date and/or other appropriate alternate assessments are evident. In an ILLP classroom Attachment B is observable and aligned to Attachment A.</strong></td>
<td><strong>Domain 1: Planning and Preparation</strong></td>
</tr>
</tbody>
</table>

### Classroom Environment

| **Domain 2: Classroom Environment** |
| **2c Managing Classroom Procedures** |
| **2e Organizing Physical Space** |

### Lesson Focus

| **Domain 1: Planning and Preparation** |
| **1c Setting Instructional Outcomes** |
| **1e Designing Coherent Instruction** |

### Domain 2: The Classroom Environment

| **Domain 2: The Classroom Environment** |
| **2b Culture of Learning** |

### Domain 3: Instruction

| **Domain 3: Instruction** |
| **3a Communicating with Students** |
| **3b Using Questioning and Discussion Techniques** |
| **3c Engaging Students in Learning** |

### Domain 4: Professional Responsibilities

| **Domain 4: Professional Responsibilities** |
| **4f Showing Professionalism** |
School’s Letter Grade

- The progress of English Language Learners is calculated into each school’s letter grade.
- A total of 10 points focuses on English Language Learners (ELLs)
  - 5 points student growth as compared to the state
  - 5 points for the percentage of proficient students as compared to the state
Please Look For…

Your assigned Language Acquisition Coach

See Handout in the Folder
Take Time to Sharpen the Saw

**The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12**

Dr. Rios Ted Talk:


Dr. Victor Rios TUSD Link:

https://web.microsoftstream.com/video/4cf6067e-9b1d-45da-a2e0-ccf957c9d414
Thank you for all you do to ensure the success of ALL students!
Have a great school year!

Questions?

Language Acquisition Department
Patricia Sandoval-Taylor-Director
& LAD Team