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

DUAL
LENGUAJE DUAL DE DOBLE VÍA
TWO-WAY DUAL LANGUAGE

TUCSON UNIFIED
SCHOOL DISTRICT

001712

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)

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

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

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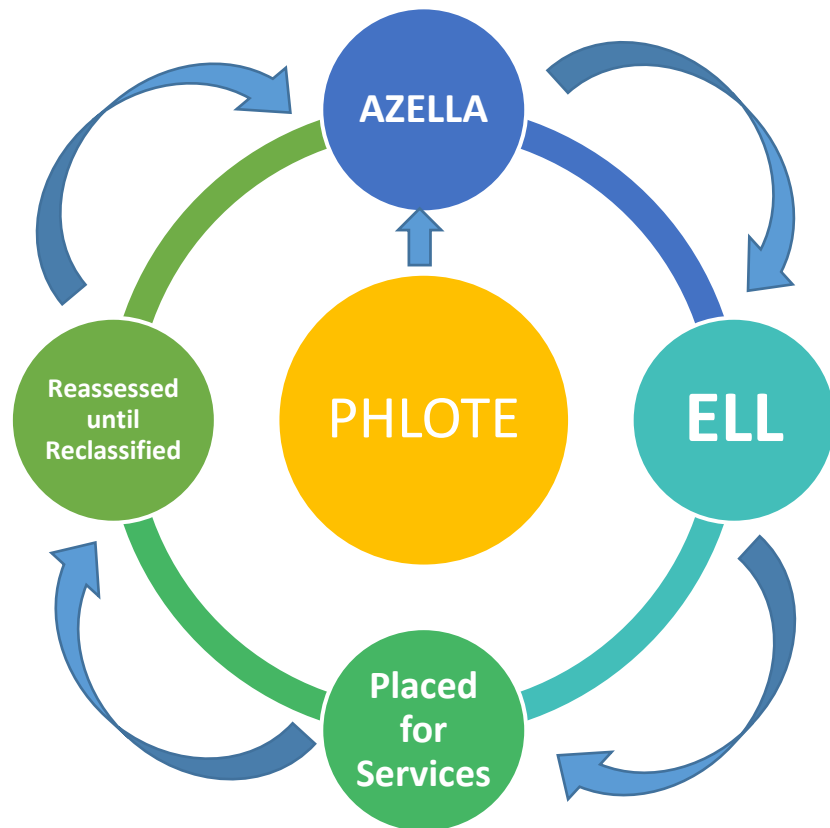
Keeping the Goal in Mind
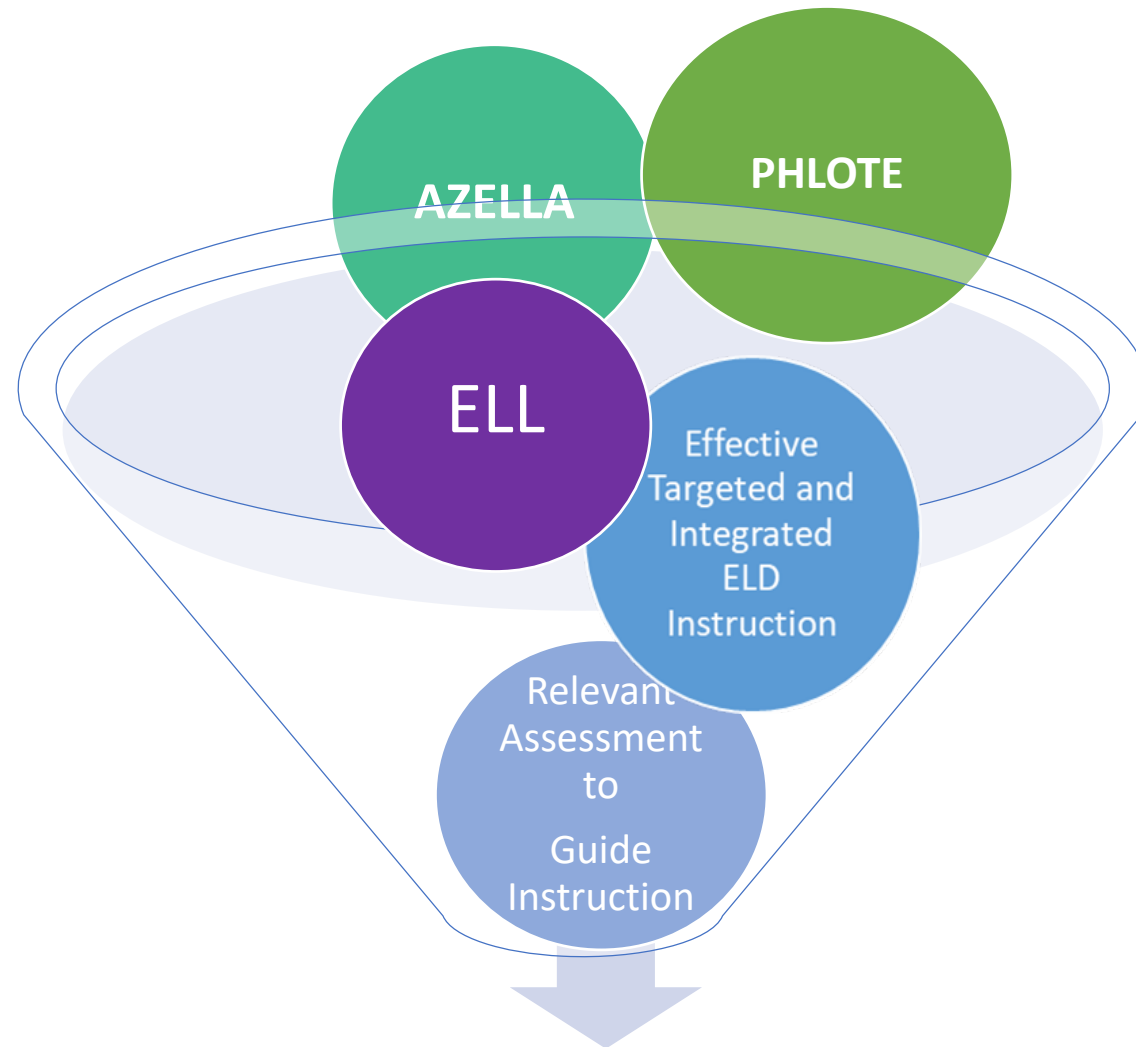
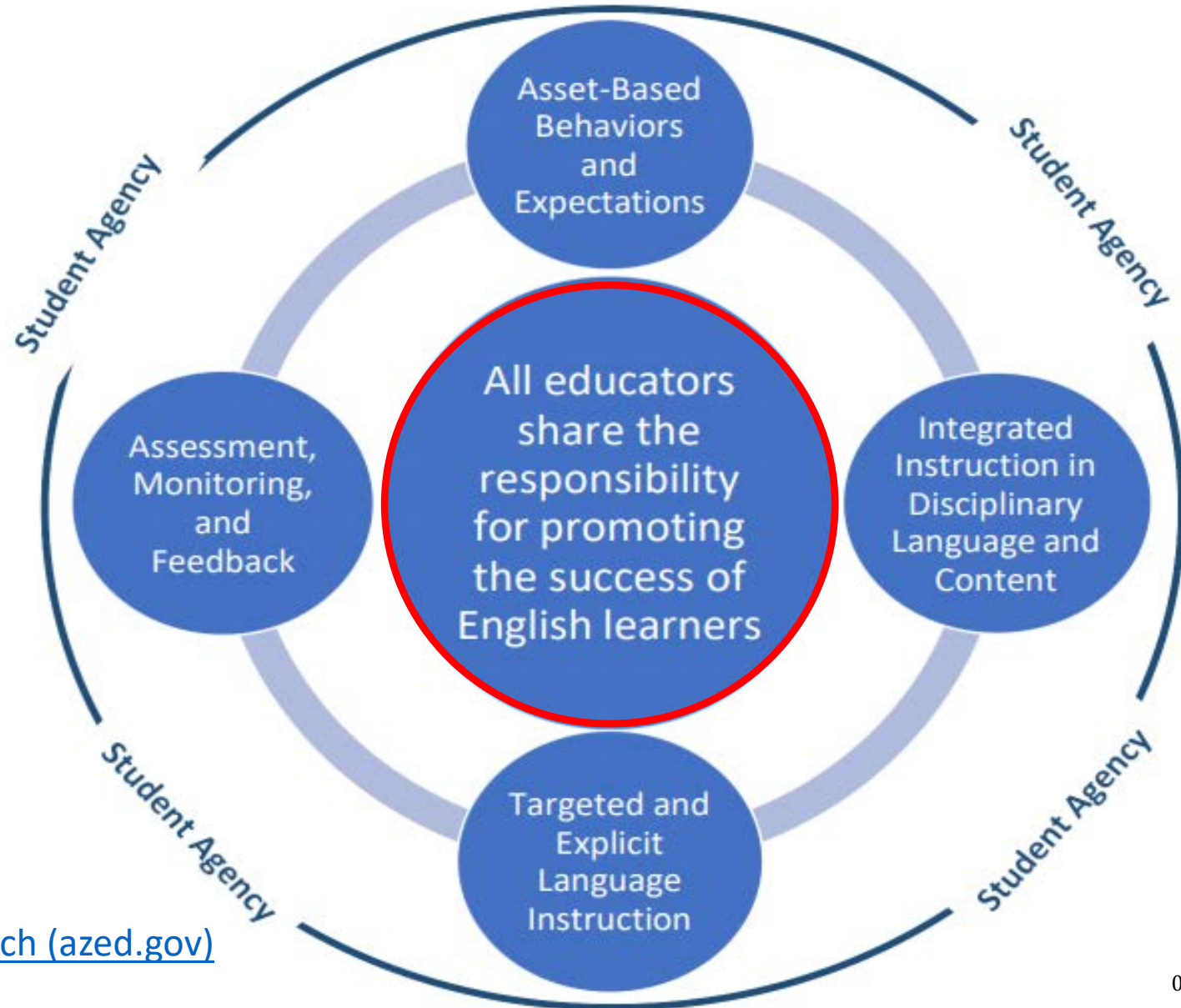Reclassification to English Proficient

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 DEPARTMENT OF EDUCATION

Arizona's Language Development Approach (azed.gov)

Student Agency

Asset-Based Behaviors and Expectations

Assessment, Monitoring, and Feedback

All educators share the responsibility for promoting the success of English learners

Integrated Instruction in Disciplinary Language and Content

Targeted and Explicit Language Instruction

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Languages Spoken in TUSD

9.3% are ELLs

A Comprehensive App[...]

These are dependent upon each other

Targeted ELD	Integrated ELD
Explicit English Language Development **Protected time for ELs only**	**Sheltered Content Instruction** **Integrated group**
Teachers use the AzELP Standards as the focal standards in ways that build *into and from content instruction.*	All teachers with ELs in their classrooms build language acquisition through shared strategies and supports.
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.	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.
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.*

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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)

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Two-Hour SEI Model

Principle	Characteristics
Principle One: Asset-Based	Articulating a clear vision for student success that includes high expectations for EL student achievement and social-emotional development
Principle Two: Integrated Instruction	Requiring that grade-level/content area teachers provide **language support that is connected to content instruction** within the integrated setting
Principle Three: Targeted Instruction	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
Principle Four: Assessment/Feedback	Ensuring that all teachers have access to a variety of different types of data about their EL students' progress and performance

Pull-Out Model

Principle	Characteristics
Principle One: Asset-Based	Articulating a clear vision for student success that includes high expectations for EL student achievement and social-emotional development
Principle Two: Integrated Instruction	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
Principle Three: Targeted Instruction	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
Principle Four: Assessment/Feedback	Ensuring that all teachers have access to a variety of different types of data about their EL students' progress and performance

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Newcomer Model

Principle	Characteristics
Principle One: Asset-Based	Ensuring that the classroom and school environments celebrate multiculturalism and multilingualism
Principle Two: Integrated Instruction	Requiring that grade-level/content area teachers 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 integrated setting
Principle Three: Targeted Instruction	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
Principle Four: Assessment/Feedback	Ensuring that all teachers have access to a variety of different types of data about their EL students' progress and performance

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2021-22

SEI Model
Parameters
and
Enhancements
for K-5 and some K-8's

2020-21 SEI Model Parameters and Enhancements for K-5 and some K-8's

	2-Hour SEI Model	Low Incidence English Learners (LIEL) Pull-Out Model
Percentages	For classrooms that contain more than 25% of ELs (per classroom)	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: ELs, recently reclassified ELs, Dual Labeled ELs, Top mainstream students	**Teachers** of ELs must be 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.
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. | ELD	ELA
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10 ELs + 10 MS=20	10 ELs +10 MS=20 | • 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.

2020-21 SEI Model Parameters and Enhancements for K-5 and some K8's

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ELD	ELA
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Secondary Models

- Middle School
- High School

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

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

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High School Newcomer Model 2020-21   (5/18/2020)

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

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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
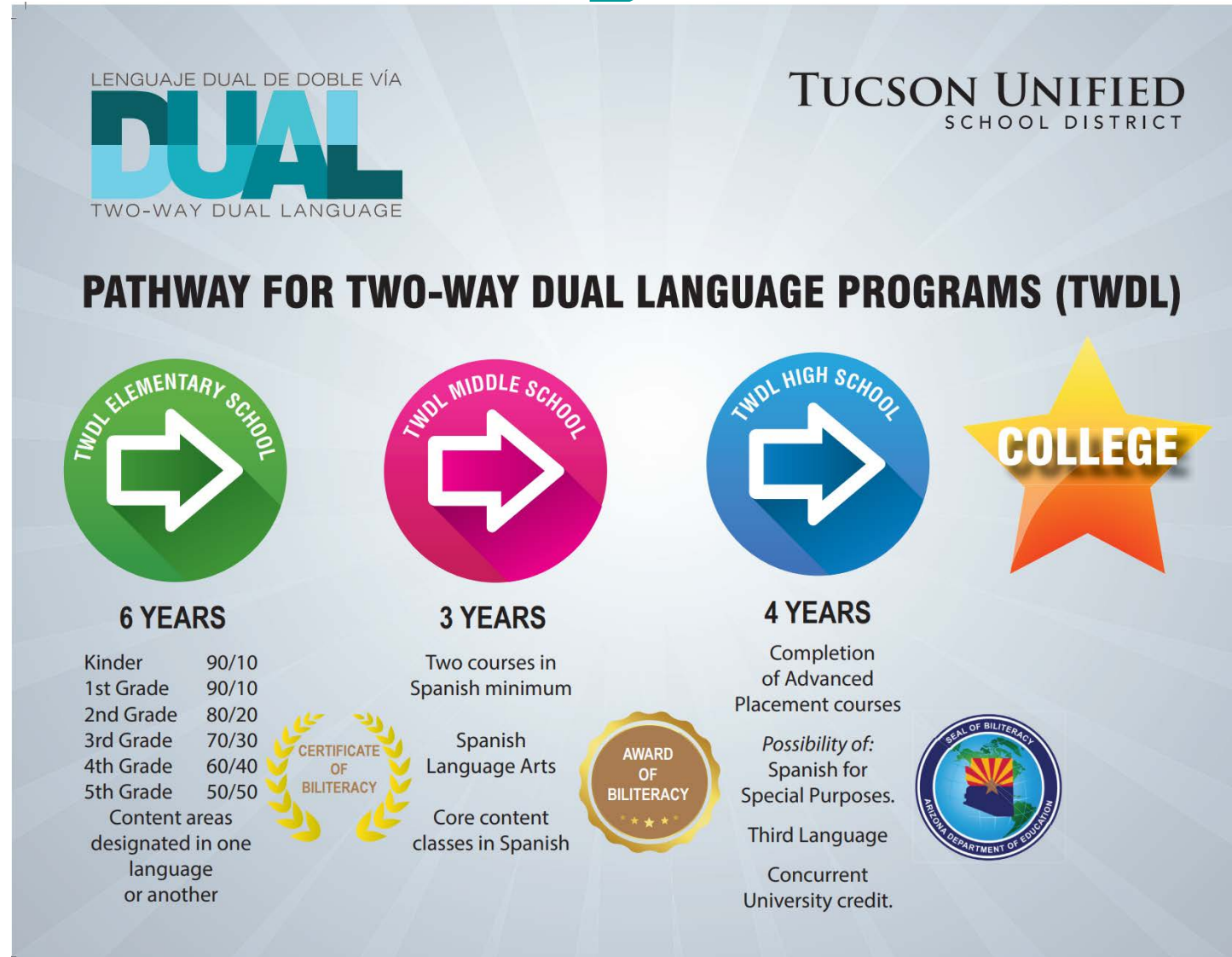
Monitoring and Evaluating ALP Programs

- Combining Compliance and Best Practices

Evidence of the ELD Model in...

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

Remember…
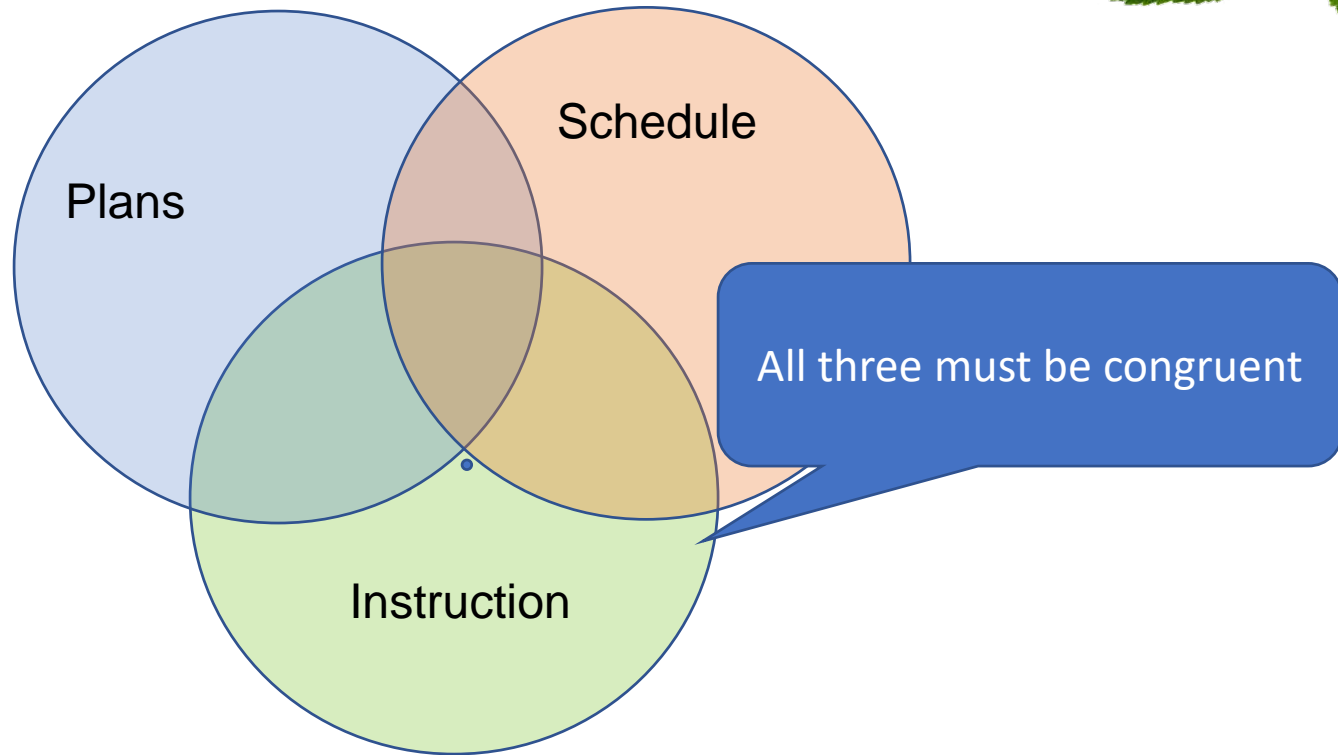
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Keep in Mind that….

Language is Acquired

"There will be no wine until its time"

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In the chat please tell us…

Who was your favorite teacher and why?

Ms. Brackney- Lineweaver

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

Remember SIOP

SIOP COMPONENT	KEY QUESTION WHEN PLANNING
LESSON PREPARATION	How am I going to plan a lesson with both *content and language objectives* in mind?
BUILDING BACKGROUND	What can I do to build my students' background so the *content and language* are more accessible?
COMPREHENSIBLE INPUT	How can I make the *language, the content,* and the concepts clearer to the students?
STRATEGIES	What do my students need in terms of strategies & scaffolding to own the *content and language* of the lesson?
INTERACTION	How can I use student-student interaction as a means of working with the lesson's *content and language*?
PRACTICE/APPLICATION	How can I maximize the opportunities students have to interact with the *content and language* of the lesson?
LESSON DELIVERY	How am I going to engage my students and keep them focused on the key *content and language*?
REVIEW/EVALUATION	When and how will we assess learning and address strengths and challenges with the *content and language*?

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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

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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

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Monitoring Report Rubric

Language Acquisition Department
2021-22 ALP MONITORING REPORT

SCHOOL:		PRINCIPAL:	
MONITORS:		DATE:	

Indicators		RUBRIC		
		2	1	0
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, SEI, 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, SEI, 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.	The teacher's speech is often unclear, grammatically incorrect or overwhelms student speech; in DL class, language use is not congruent with DL Model.
Instructional Strategies	Differentiated instruction and SIOP 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, strategic grouping 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.

	Classroom Environment	Lesson Focus	Language Use	Instructional Strategies	Student Engagement	Assessment Data
Classroom 1						
Classroom 2						
Classroom 3						
Classroom 4						
Classroom5						
Classroom 6						
SUBTOTALS:						

TOTAL SCORE:	

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

LAD RECOMMENDATIONS:	
PRINCIPAL'S FOLLOW UP:	

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Monitoring Report's Alignment with Danielson Model

Indicators		Danielson's Domains
Classroom Environment	Student work is visible. Environment is print-rich. Seating arrangement encourages interaction.	**Domain 2: Classroom Environment** 2c Managing Classroom Procedures 2e Organizing Physical Space
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.	**Domain 1: Planning and Preparation** 1c Setting Instructional Outcomes 1e Designing Coherent Instruction **Domain 2: The Classroom Environment** 2b Culture of Learning **Domain 3: Instruction** 3a Communicating with Students **Domain 4: Professional Responsibilities** 4f Showing Professionalism
Language Use	Language use is deliberate, consistent and grammatically correct. Teacher language is comprehensible and balanced 50/50 with student language.	**Domain 2: The Classroom Environment** 2a Creating and Environment of Respect and Rapport **Domain 3: Instruction** 3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning
Instructional Strategies	Differentiated instruction and SIOP components, such as Building Background and Comprehensible Input, are evident. The teacher often checks for understanding.	**Domain 1: Planning and Preparation** 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1e Designing Coherent Instruction **Domain 2: The Classroom Environment** 2a Managing Student Behavior **Domain 3: Instruction** 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness
Student Engagement	Active participation activities, strategic grouping and interactive lessons lead to full student engagement	**Domain 1: Planning and Preparation** 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction **Domain 3: Instruction** 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction
Assessment Data	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.	**Domain 1: Planning and Preparation** 1f Designing Student Assessments **Domain 3: Instruction** 3d Using Assessment in Instruction **Domain 4: Professional Responsibilities** 4a Reflecting on Teaching 4b Maintaining Accurate Records 4f Showing Professionalism

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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…
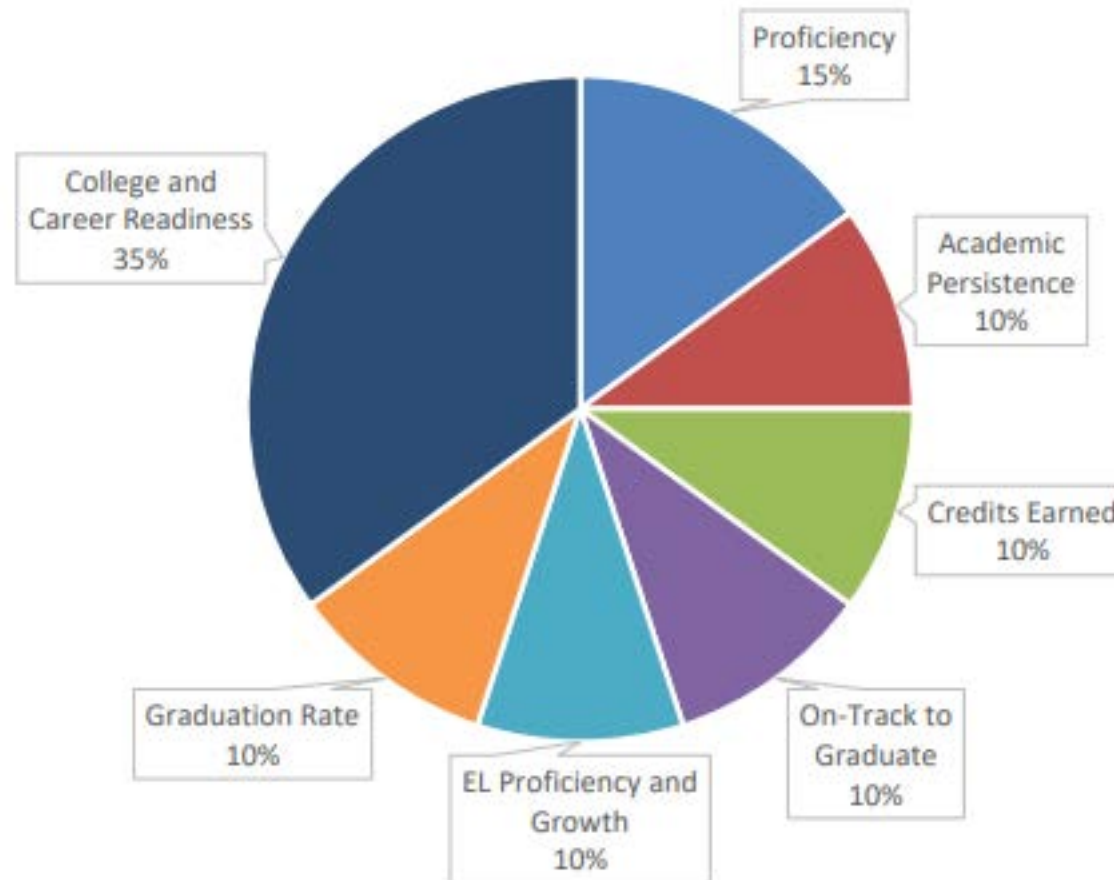
See Handout in the Folder

Your assigned Language Acquisition Coach

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Take Time to Sharpen the Saw

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

Dr. Rios Ted Talk:

https://www.ted.com/talks/victor_rios_help_for_kids_the_education_system_ignores?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

Dr. Victor Rios TUSD Link:

https://web.microsoftstream.com/video/4cf60 67e-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

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