Serving Language Learners in TUSD

ADE Monitoring Preparation: Compliance and Best Practices

ILA Presentation

July 25, 2022
Language Acquisition Department
Curriculum & Instruction Division

Agenda

- *Overview*
- *State and Federal Law*
- *The Big Picture*
  - *Identification*
    - *Enrollment Form*
    - *HLS-Home Language Survey*
  - *Assessment*
  - *Placement*
    - *Parent Notification Form*
    - *TUSD Models that reflect the state LDA Model*
  - *Reassessment/Reclassification*

Use the Note Catcher to document key compliance items

State and Federal Law

- Definition of an EL student- *Elementary and Secondary Education Act (ESEA) Section 3201(5)*

English learner

(20) English learner The term "English learner", when used with respect to an individual, means an individual — (A) who is aged 3 through 21 (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C) (i) who was not born in the United States or whose native language is a language other than English; (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual— (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

The Big 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

Identification

- Two Forms must be completed which contain 3 language questions:
    - **Enrollmen**t Form
    - **Home Language Survey (HLS)**

    The **Initial Forms** must be in CUM as a hard copy in a designated folder.

    If any of the three language questions is other than English the student becomes a PHLOTE student (Primary or Home Language Other Than English)

Program Placement Flow Chart

Responses on the three language questions on the Registration Form and the Home language Survey (HLS)

If all three responses are "English" on the Registration Form and HLS...

If the response to one or more questions is other than "English"...

Place all 000's in an SEI or LIEL Classroom

Please Note

Students Re-registering in TUSD 1:

Responses to the three language questions on the **initial** registration and HLS forms is what will determine student placement in the appropriate language program.

Place the student in a mainstream program, or if requested and qualified, in a Two Way Dual Language Program (TWDL)

Administer AZELLA

New Students to District: Check with your Language Assessment Coordinator (Language Acquisition) for EL status before test administration or placement.

If the student scores "Proficient", the student becomes an IFEP, then the student is placed in mainstream or, if requested and qualifies, in TWDL

If student does not score "Proficient", the student becomes an English Learner (ELs); is placed in an SEI, LIEL or, if requested and qualifies, in TWDL

Identification of PHLOTE

- Begins with the **3 language questions** on the **enrollment/**registration **form**

- Then, a **Home Language Survey HLS** is required by law to be completed in paper form for all initial enrollees. The **original must be in CUM** in a designated PHLOTE folder.

- The 3 questions on the **enrollment form** must match the answers on the **HLS**

ADE's Notes from prior monitoring:
Ensure it is signed and dated by the parent

...ses on the three language questions on the Registration Form and the Home language Survey (HLS)

If all three responses are "English" on the Registration Form and HLS...

If the response to one or more questions is other than "English"...

Place the student in a mainstream program, or if requested and qualified, in a Two Way Dual Language Program (TWDL)

Administer AZELLA

Assessment

- All initial PHLOTE students are assessed with AZELLA to determine language proficiency

- **AZELLA results must be placed in CUM**

- AZELLA is aligned to the AzELP standards

- Results are used for growth and proficiency points toward state letter grade

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 f   e
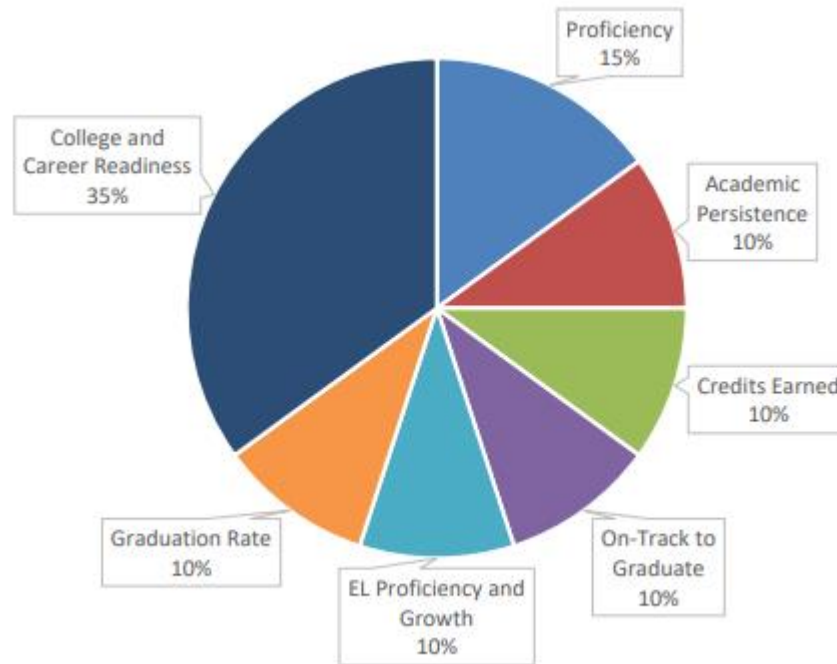
Placement

- ALL ELs must be placed in a SEI/LIEL or *TWDL program model

- The designated teacher providing SEI/ELD services must have an SEI endorsement or a BE/ESL endorsement

- For students who began at the start of the school year, a **Parent Notification and Consent PNC Form** must be completed within 30 days of placement in a program. If a child enters after the start of the school year a PNC must be completed within two weeks of enrollment. **It must be signed by the parent and placed in the CUM.** **If you are unable to get the parent signature, three attempts must be documented on the form.**

*The student must qualify for the TWDL program and an approved **waiver** must be in place

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)

All Models must reflect the State LDA Model

ARIZONA'S LANGUAGE DEVELOPMENT APPROACH (The state's framework)

Arizona's Language Development Approach (azed.gov)
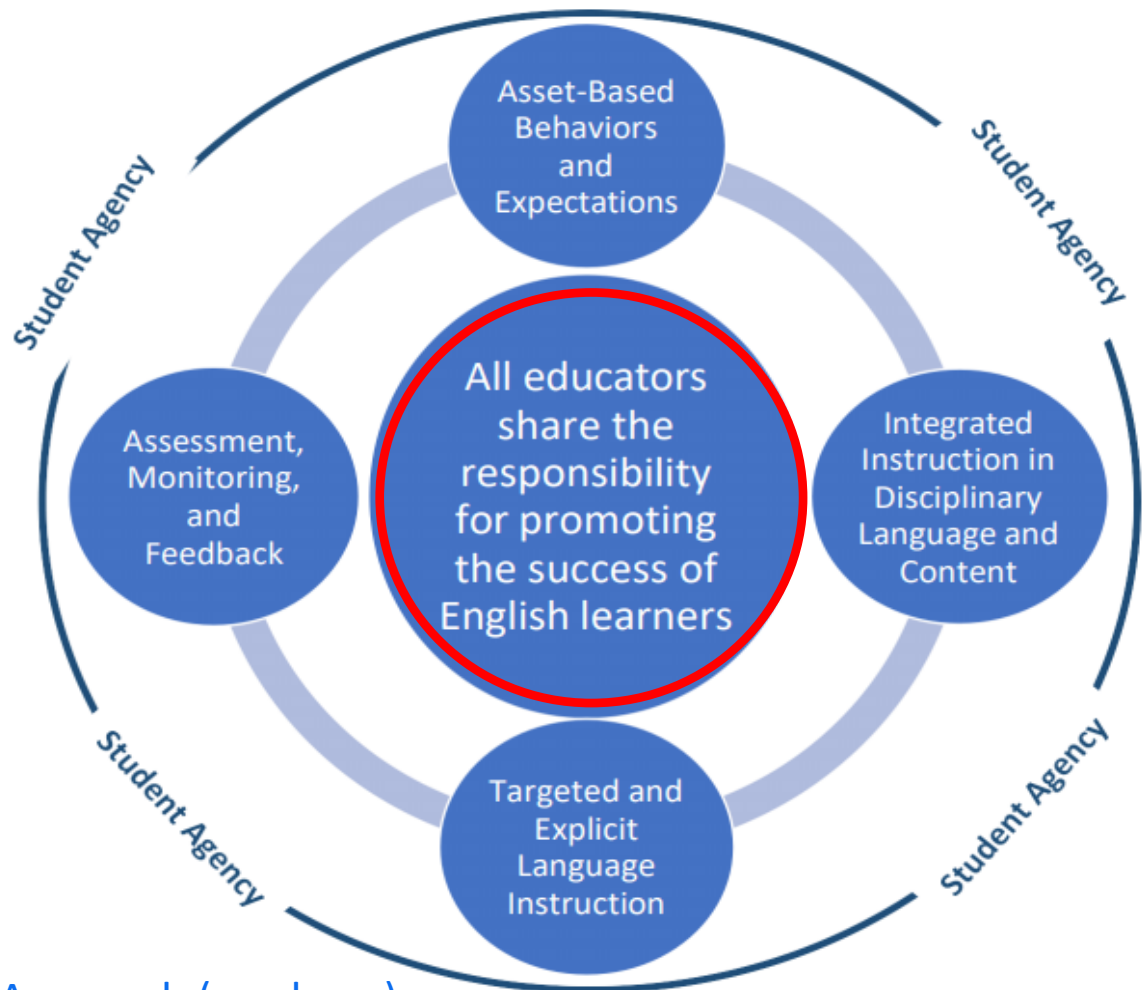
Two-Hour SEI Model

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

Elementary Only

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

TWDL Program Model

LENGUAJE DUAL DE DOBLE VÍA
DUAL
TWO-WAY DUAL LANGUAGE

TUCSON UNIFIED
SCHOOL DISTRICT

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

CERTIFICATE OF BILITERACY

TWDL MIDDLE SCHOOL

3 YEARS

Two courses in Spanish minimum

Spanish Language Arts

Core content classes in Spanish

AWARD OF BILITERACY

TWDL HIGH SCHOOL

4 YEARS

Completion of Advanced Placement courses

Possibility of: Spanish for Special Purposes.

Third Language

Concurrent University credit.

SEAL OF BILITERACY
ARIZONA DEPARTMENT OF EDUCATION

COLLEGE

At Secondary Only

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

Asset Based Instruction

- Find ways to tap into student's background knowledge and value 1st language by encouraging its use. **What are some ways you have done this?**

- Use S.P.A.R.K.S- 1) Student-centered dialogic learning, 2) Positive learning communities in the classroom, 3) Academic & Ethnic identity via curriculum, 4) Rigor through critical thinking skills, 5) Knowledge co-creation approaches, and 6) Social Justice approaches and projects.

- Avoid Harmful language:

I don't want them here. My teachers won't like them. They run around here like they are in a refugee camp. We don't have space for them. They are too old.

- Find ways to welcome your newcomers. **What are some ways you have welcome newcomers to your school?**

Student Voices

- Video Clip

Student Clips from Refugee Symposium(1).mp4

A Comprehensive Approach to ELD

Targeted and Explicit Language Instruction

Integrated Instruction in Disciplinary Language and Content

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*.

Assessing Monitoring and Feedback

Ongoing:

- Test and use data from AZELLA and **ELD Benchmark assessments** to inform instruction

Note both language and content is being assessed.

ADE's Implied Non-Negotiables during instruction

- **Targeted and explicit English language development ELD at the appropriate level of language proficiency is for ELs only.**

- **Targeted and Integrated ELD instruction is aligned to AZELP standards**

- **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**

AZ ELP Standards (2019)

- Can be found at: English Language Proficiency Standards | Arizona Department of Education (azed.gov)

- They are also available in TUSD's ELD curriculum maps: T.U.S.D. Curriculum Development - English Language Development (sharepoint.com)

- TWDL programs will be evident during AELD and can be found at: T.U.S.D. Curriculum Development - TWDL (sharepoint.com)

What to look for to ensure correct standards are being used….

Which are the correct coded AzELP standards

Example (New 2019 Standards)	Non-Example (Standards)
• EL.2-3.S1.PE/E-1-4 Recount a variety of texts using details.	• II-LS-1:L1-7- The student will demonstrate understanding of oral communications by responding to academic discussions by sharing one's own view on facts, ideas, and/or events using academic vocabulary

Begin with EL

No more roman numerals

Less verbiage

Sample SEI/ELD Curriculum Map

TUCSON UNIFIED
SCHOOL DISTRICT

2021-2022 ELD Curriculum Unit Map, Grade 1, Quarter 1, Unit 1, My Family

Reading Focus Part 1: Informational Part 2: Literature Writing Focus Project: Informative/Explanatory	Unifying Concept Family and Culture	Unit 1 My Family

Enduring Understandings:	Essential Questions:
A family consists of members who participate in activities that represent their family culture.	Big Question: What makes a family? Part 1: How are families alike? Part 2: What brings families together?

Standards	
Targeted AZ ELP Standards[1]:	**AZ ELA**
EL.1.S1.PE/E-I-1 I-1 ask and answer questions such as who, what, where, why, when, and how about key details in a text that support the main idea.	1.RL.1 1.RI.1 1.SL.2
EL.1.S2.PE/E-I-1 Determine the meaning of less frequently occurring words and phrases and general academic and content-specific vocabulary, and some common idiomatic expressions.	1.RL.4 1.L.4,5
EL.1.S10.PE/E-I-1 Using grade-appropriate singular and plural nouns.	1.L.1.b
EL.S10.PE/E-I-2 Using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).	1.L.1.a,g
EL.1.S10.PE/E-I-3 Using possessives with grade-appropriate nouns. (e.g., That is Mary's backpack.).	1.L.1.a
Supporting AZ ELP Standards[2]:	**AZ ELA**
EL.1.RF.1.a Distinguish between phonemes in the initial, medial, and final positions of words, phrases, and sentences.	1.RF.2
EL.1.RF.1.b Articulate the 44 phonemes accurately.	1.RF.2
EL.1.RF.1.d Distinguish between initial, medial, and final spoken sounds to produce words.	1.RF.2.c
EL.1.RF.2.c Track written words with one-to-one correlation.	1.RF.1
EL.1.RF.2.e Distinguish between letters, words, sentences, and paragraphs.	1.RF.1
EL.1.S1.PE/E-I-3 Sequence a series of events using transitions.	1.SL.2
EL.1.S3.PE/E-I-4 Produce writing with appropriate organization on a variety of topics, experiences, or events.	1.W.2,3
EL.1.S6.PE/E-I-3 Follow the rules for discussion.	1.SL.1
EL.1.S8.PE/E-I-1 Orally and/or in writing identify relevant reasons an author or speaker gives to support the points.	1.RI.8
EL.1.S8.PE/E-I-2 Ask and answer yes-no, either-or, and wh- questions in order to clarify what an author or speaker says.	1.SL.3

Stay the course during instruction…

Road for ELD/SEI teachers to follow …

Teach the current AzELP Standards — Use adopted **ELD CORE** materials — **Shelter Instruction** with gradual release — Test and use data from **ELD Benchmark assessments** to inform instruction

ELD CORE materials (Cengage REACH, VISIONS and EDGE) are **aligned to state AzELP and Core Standards** for ELA)

Teachers are teaching **Listening Speaking Reading and Writing** and working to **ensure content is meaningful**

Reassessment until Reclassification

- EL's are assessed annually (in the Spring) with AZELLA until the reclassify as English proficient

- They must pass all domains of AZELLA to reclassify.

- **Ongoing documentation of AZELLA scores must be placed in CUM**

- Once a student reclassifies a **Notification of Reclassification letter** will be issued by LAD-A copy goes to the parent and the other **is placed in CUM**

2yr REVIEW FORM

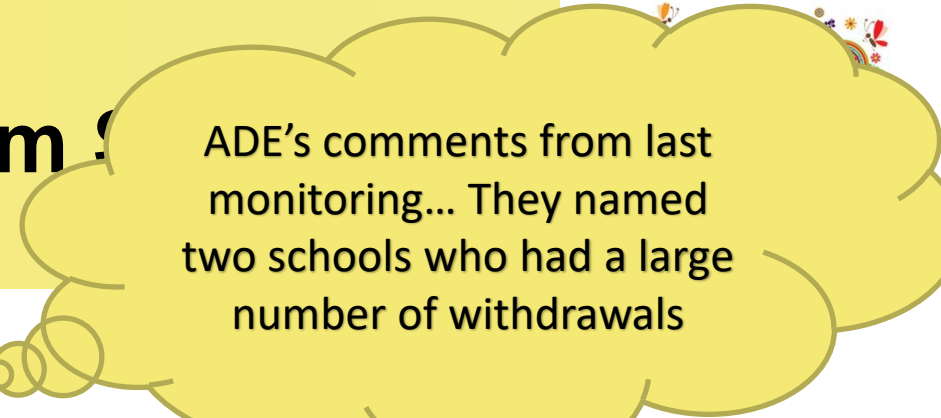The <u>year following reclassification </u>a **2yr Review form** is to be completed by the classroom teacher in year 1 and 2 **to monitor student progress.**

- LAD distributes this pre-populated form to the site principal

- Interventions are documented on the form and the form is revised by the teacher as needed and **placed in the CUM**

- Principal submits an affidavit to LAD when the process is completed

Parent Withdrawal from S

ADE's comments from last monitoring... They named two schools who had a large number of withdrawals

- Must be initiated by the parent
- Principal must follow the district protocol (see handout in folder)
- Regional must be copied on request
- LAD will then issue the **Parent Request** for **Student Withdrawal** from an **English Learner Program** form for parent signature
- **Send completed withdrawal form to LAD and place original in CUM**
- The parent can request the program again at anytime
- *The school must offer the program to the parent of a withdrawn student anytime there is a change in program*

Excerpt of Withdrawal Protocol

TUCSON UNIFIED SCHOOL DISTRICT
LANGUAGE ACQUISITION DEPARTMENT (LAD)

Protocol for K-5 Principals to Follow when Parents are Requesting a Withdrawal from EL services

- **Parent requests a withdrawal from EL services.** (As per ADE, a parent withdrawal must be initiated by the parent/s and not the school. A parent withdrawal should never be used to lower EL numbers or to avoid placement with a particular teacher.)

Meet with parents to:

☐ Review the student's grades, standardized test scores, and the AZELLA test results that indicate the student's status as an EL. Explain the ELD program and the benefits, which include access to:
☐ specialized instruction in English language development to develop proficiency in English speech and literacy.
☐ English language development to develop proficiency in English speech and literacy.
☐ provide access to grade-level content in English

☐ In additon, explain the possible affects of **not receiving specialized services by participating in SEI/ELD classes**:
☐ could affect short term and long term academic success in English subject matter.
☐ could impact success on state academic and English language assessments.

Excerpt of Withdrawal Protocol

TUCSON UNIFIED SCHOOL DISTRICT
LANGUAGE ACQUISITION DEPARTMENT (LAD)

Protocol for 6-12 Principals to Follow when
Parents are Requesting a Withdrawal from EL services

- **Parent requests a withdrawal from EL services.** (As per ADE, a parent withdrawal must be initiated by the parent/s and not the school. A parent withdrawal should never be used to lower EL numbers or to avoid placement with a particular teacher.)

Meet with parents to:

☐Review the student's grades, standardized test scores, and the AZELLA test results that indicate the student's status as an EL. Explain the ELD program and the benefits, which include access to:

☐ specialized instruction in English language development to develop proficiency in English speech and literacy.

☐English language development to develop proficiency in English speech and literacy.

☐provide access to grade-level content in English

☐In additon, explain the possible affects of **not receiving specialized services by participating in SEI/ELD classes**:

☐could affect short term and long term academic success in English subject matter.

☐could impact success on state academic and English language assessments.

ADE MONITORING AND EVALUATING

School Year 22-23

- ADE will notify TUSD by September of 2022
- A cross section of about 20 schools will be select for paper and program monitoring
- LAD will notify each school and support these schools as they prepare for the monitoring
- Hybrid monitoring may occur where lesson plans, schedules and other documentation is submitted in the FALL
- Then, in the Spring ADE will visit classrooms to ensure program implementation

Expectations

- Paper documentation in CUMs is up to date

- Evidence of designated model in:
  - The daily schedule and posted objectives
  - Student work
  - Instruction
  - Classroom environment

All Three Must be Congruent…
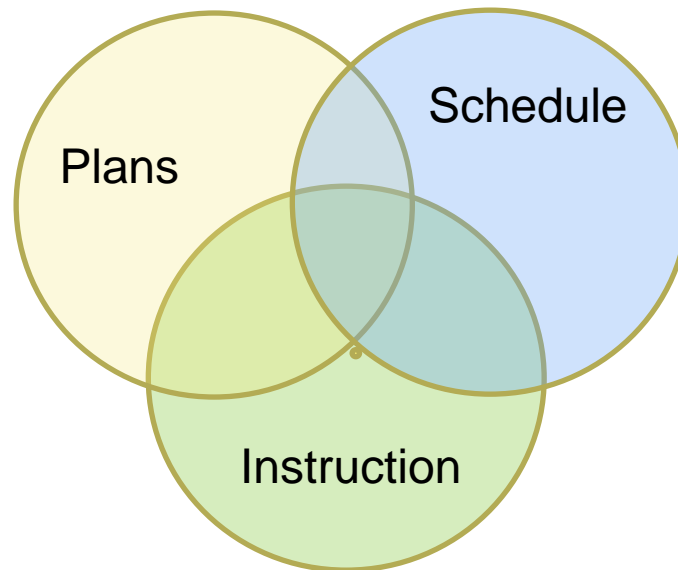
Best Practices for Language Learners

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*?

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 began last Spring

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:	

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

Please Look For…

Your assigned Language Acquisition Coach

TAKE TIME TO SHARPEN THE SAW

Juliana Urtubey, 2021 CCSSO National Teacher of the Year
Tuesday, May 31st, 8:30-9:45 AM
[Keynote presentation recording](#)

Dr. James Cummins, Professor Emeritus
Wednesday, June 1st, 8:30-9:30 AM
[Keynote presentation recording](#)

QUESTIONS?

For more support contact your Language Acquisition Specialist

Have a great school year!!!

Presenters:
Ben Kowalski- Secondary Language Acquisition Specialist
Maritza Mazón- Secondary Language Acquisition Specialist
Patricia Sandoval Taylor – Language Acquisition Department Director