

SEI Models for School Year 2019-2020



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Superintendent of Public Instruction

Boot Camp

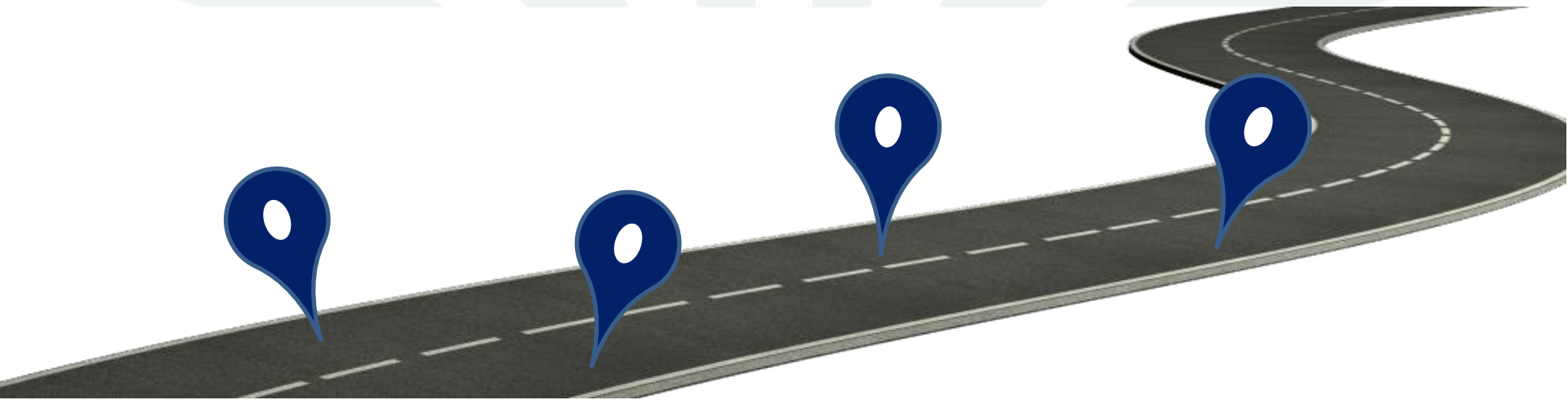
July 29, 2019

Session Objective

To provide an overview of SEI Models and guidance for the 2019 -2020 school year. This **high-level** information will help your district get started implementing the new SB1014 legislation.



Road Map to SEI Models



- **Grouping Structures**
- **Required Daily Minutes**
- **SEI Classes - Elementary vs. Secondary**
- **ILLPs – Self-Contained vs. Departmentalized**

SEI Grouping Structures

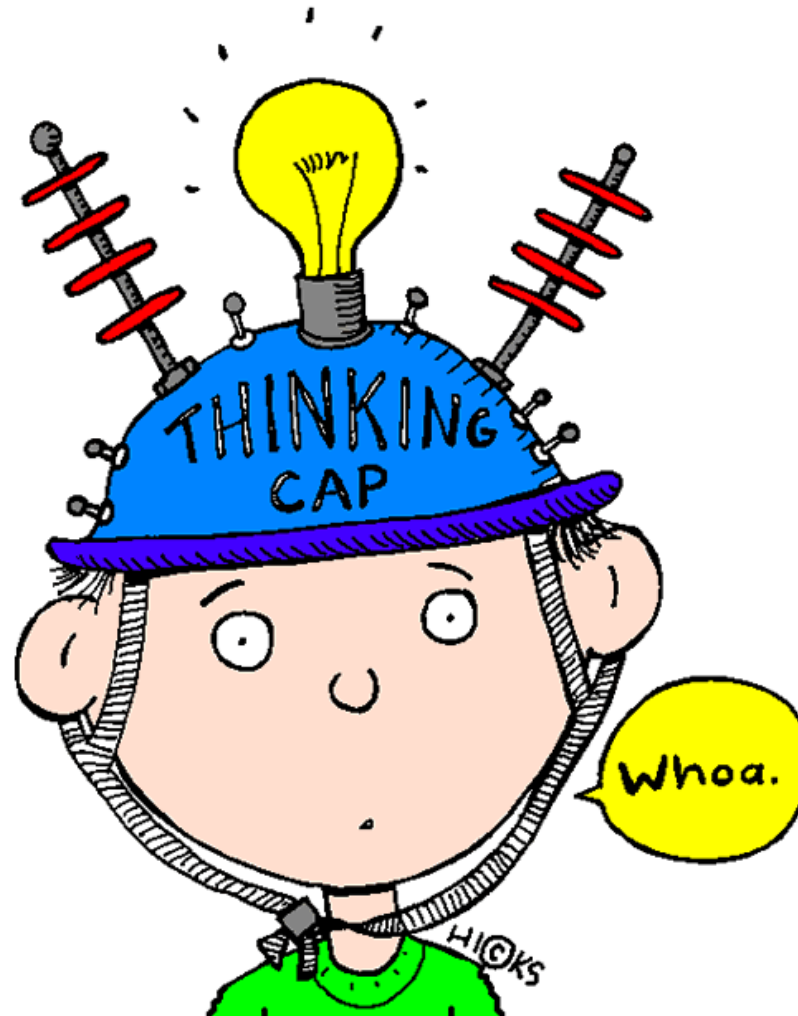
Grouping Requirements

Schools with 20 or fewer ELs in the grade spans may utilize ILLPs.

- **Kindergarten**
- **Grade 1**
- **Grades 2-3**
- **Grades 4-5**
- **Grades 6-8**
- **Grades 9-12 (across a 3-grade span)**



Do the new grade spans impact you?





SEI Daily Minutes

2019-2020 SEI Instruction

- LEAs may utilize the following flexibility
 - Minimum of **120** daily minutes for grades **K-5**
 - Minimum of **100** daily minutes for grades **6-12**



Elementary SEI Instruction

Grades Kindergarten – 5th

The SEI program must provide 120 minutes of daily English Language Development (ELD) instruction that is governed by the language domains and the English Language Proficiency Standards.

- There are 3 block options for Elementary SEI/ELD instruction.



Elementary Option 1

Option 1: ELD instruction using the English Language Proficiency (ELP) Standards during two "blocks", totaling 120 minutes.

- Block 1: 60 minutes of *integrated* reading, listening & speaking, and vocabulary
- Block 2: 60 minutes of *integrated* writing and grammar



Elementary Option 2

Option 2: ELD instruction using the English Language Proficiency (ELP) Standards during two "blocks", totaling 120 minutes.

- **Block 1:** 60 minutes of *integrated* reading, writing, and listening & speaking
- **Block 2:** 60 minutes of *focused* instruction in grammar and vocabulary



Elementary Option 3

Option 3: ELD instruction using the English Language Proficiency (ELP) Standards during two "blocks", totaling 120 minutes.

- **Block 1:** 60 minutes of *integrated* reading and writing
- **Block 2:** 60 minutes of *focused* instruction in grammar, listening & speaking, and vocabulary



Secondary SEI Instruction

Grades 6th – 12th

The SEI program provides 100 minutes of daily English Language Development instruction. This instruction is divided into two discrete courses, each bearing a specific title and focus.

Separate block options for SEI/ELD instruction for:

- pre-emergent/emergent/basic ELs
- intermediate ELs



Secondary PE/E/B Option 1

Option 1: ELD instruction using the English Language Proficiency (ELP) Standards during two "blocks", totaling 100 minutes.

- **Block 1:** 50 minutes of *integrated* reading, listening & speaking, and vocabulary
- **Block 2:** 50 minutes of *integrated* writing and grammar



Secondary PE/E/B Option 2

Option 2: ELD instruction using the English Language Proficiency (ELP) Standards during two "blocks", totaling 100 minutes.

- **Block 1:** 50 minutes of *integrated* reading, writing, and listening & speaking
- **Block 2:** 50 minutes of *focused language instruction* in grammar and vocabulary



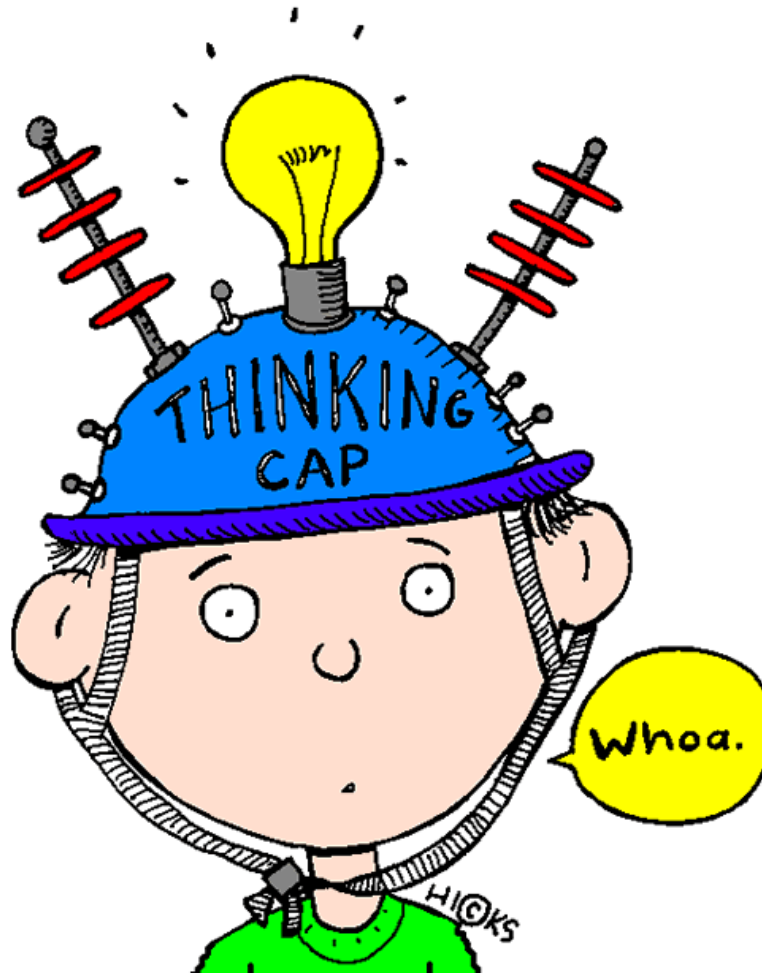
Secondary Intermediate ELs

Intermediate students shall receive:

- **two blocks, totaling 100 minutes, of ELD instruction with a balanced focus on reading, writing, listening & speaking, grammar, and vocabulary, utilizing the ELP Standards.**



SEI Questions



Individual Language Learner Plans (ILLP)

ILLP Classroom Objective

The objective of the ILLP is to strategically differentiate instruction for ELs using one or more specific identified skills within the English Language Proficiency Standards appropriate for the English proficiency level(s) of students in the mainstream class.



Scheduling Considerations

Elementary (K-5)

**Minimum of 120
minutes of daily
language
differentiation.**

Secondary (6-12)

**Minimum of 100
minutes of daily
language
differentiation.**

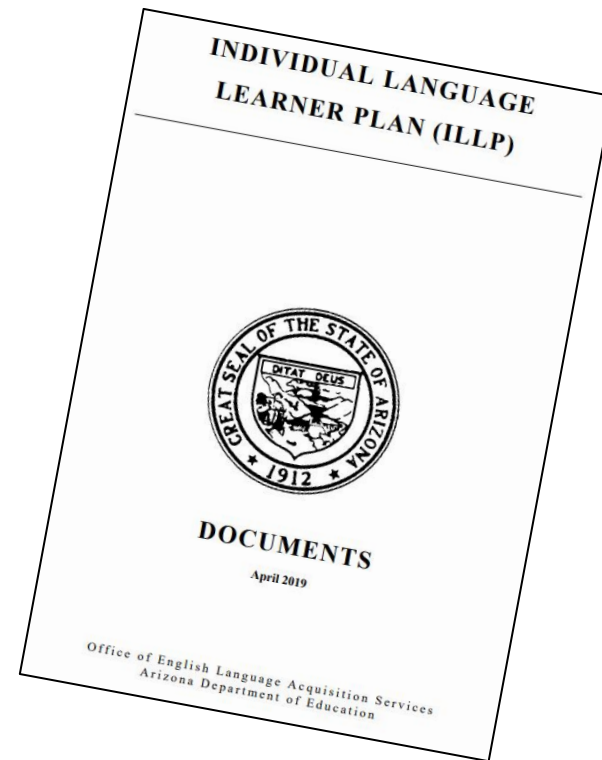
Guidance Document



Completion of Required ILLP Documents

There are 3 parts to the ILLP that must be completed.

- Individual Language Learner Plan (ILLP) document
- Attachment A
- Attachment B



ILLP Required Signature Document

Completed in consultation between parent/guardian, English/Language Arts teacher, mainstream teacher(s) who will be involved in the instruction based on the ILLP, EL Coordinator, and a site administrator. This will constitute the ILLP team.

1. This form cannot be altered
2. It must be completed annually
3. It must be signed by designated ILLP team members



Attachment A

- 1. Written within 30 days the beginning of the year or two weeks during the school year.**
- 2. Reviewed and revised for each grading period.**
- 3. It must be signed by all teachers named on Attachment A.**



Language Domains

- **Listening/Speaking**
- **Reading**
- **Vocabulary**
- **Writing**
- **Grammar**



Who is responsible for each language domain?

Elementary (K-5) Classrooms

- One teacher is responsible for all 5 Language domains.
- ELP Standards and Performance Indicators are chosen according to each language domain.

Departmentalized (6-12) Classrooms

- A team should determine which teacher will be responsible for each of the 5 language domains.
- Language Arts teacher should be included in the instruction of the student based on the language domains required.
- Teachers may be assigned more than one domain, but no teachers may share the same language domain.

ILLP Requirements (K-12)

Self-Contained

- For example, a 4th grade teacher who is with the same class all day would be responsible for all 5 language domains daily.

Departmentalized

- The ILLP team would identify 2-3 teachers responsible for daily language domain differentiation.



Attachment A

- **Four to five Performance Indicators (PIs) from the 2010 ELPS must be identified for each language domain on Attachment A.**
- **Performance Indicators are selected from Attachment A and are used to differentiate instruction.**
- **Selected Performance Indicators are documented in the classroom or the lesson plan.**

Getting Started on Attachment A

2019-2020 Individual Language Learner Plan (ILLP) – Attachment A

Student Name:	SAIS ID #:	AZELLA Overall Proficiency Level:		
		AZELLA Date:		
The student will receive the required minutes of instruction in English daily (120 minutes in Grades K-5 or 100 minutes in Grades 6-12) from the teacher(s) identified below.				
Teacher's Name:	SEI/ESL/BLE Endorsed Yes / No	Language Domains Addressed: L/S R V W G	ILLP Teacher Signature/Date:	
Teacher's Name:	SEI/ESL/BLE Endorsed Yes / No	Language Domains Addressed: L/S R V W G	ILLP Teacher Signature/Date:	
Teacher's Name:	SEI/ESL/BLE Endorsed Yes / No	Language Domains Addressed: L/S R V W G	ILLP Teacher Signature/Date:	
Language Domain	ELP Standards and Performance Indicators to be Covered			Target Date

- All student information should be completed.
- Attachment A needs to be signed and dated by all teachers that will be responsible for the language domains.



Determining Language Domains on Attachment A: One Teacher

2019-2020 Individual Language Learner Plan (ILLP) – Attachment A

Student Name: Giuseppe Peano	SAIS ID #: 08271858	AZELLA Overall Proficiency Level: Basic
		AZELLA Date: 02/16/2019

The student will receive the required minutes of instruction in English daily (120 minutes in Grades K-5 or 100 minutes in Grades 6-12) from the teacher(s) identified below.

Teacher's Name: Mr. Clean	SEI/ESL/BLE Endorsed Yes / No	Language Domains Addressed: L/S R V W G	ILLP Teacher Signature/Date: <i>Mel Clean 8/12/19</i>
Teacher's Name:	SEI/ESL/BLE Endorsed Yes / No	Language Domains Addressed: L/S R V W G	ILLP Teacher Signature/Date:
Teacher's Name:	SEI/ESL/BLE Endorsed Yes / No	Language Domains Addressed: L/S R V W G	ILLP Teacher Signature/Date:

Language Domain	ELP Standards and Performance Indicators to be Covered	Target Date
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Determining Language Domains on Attachment A: Two Teachers

2019-2020 Individual Language Learner Plan (ILLP) – Attachment A

Student Name: Giuseppe Peano	SAIS ID #: 08271858	AZELLA Overall Proficiency Level: Basic
		AZELLA Date: 02/16/2019

The student will receive the required minutes of instruction in English daily (120 minutes in Grades K-5 or 100 minutes in Grades 6-12) from the teacher(s) identified below.

Teacher's Name: Mr. Clean	SEI/ESL/BLE Endorsed Yes / No	Language Domains Addressed: <input checked="" type="radio"/> L/S <input checked="" type="radio"/> R <input checked="" type="radio"/> V <input type="radio"/> W <input type="radio"/> G	ILLP Teacher Signature/Date: <i>Mel Clean 8/12/19</i>
Teacher's Name: Mrs. Proper	SEI/ESL/BLE Endorsed Yes / No	Language Domains Addressed: <input type="radio"/> L/S <input type="radio"/> R <input type="radio"/> V <input checked="" type="radio"/> W <input checked="" type="radio"/> G	ILLP Teacher Signature/Date: <i>Tara Proper 8/12/19</i>
Teacher's Name:	SEI/ESL/BLE Endorsed Yes / No	Language Domains Addressed: <input type="radio"/> L/S <input type="radio"/> R <input type="radio"/> V <input type="radio"/> W <input type="radio"/> G	ILLP Teacher Signature/Date:

Language Domain	ELP Standards and Performance Indicators to be Covered	Target Date
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- Each language domain should only be assigned to one teacher.
- A teacher may be responsible for more than one language domain.



Determining Language Domains on Attachment A: One Teacher

2019-2020 Individual Language Learner Plan (ILLP) – Attachment A

Student Name: Gabby Martin	SAIS ID #: 18571353	AZELLA Overall Proficiency Level: Basic
		AZELLA Date: 02/16/2019

The student will receive the required minutes of instruction in English daily (120 minutes in Grades K-5 or 100 minutes in Grades 6-12) from the teacher(s) identified below.

Teacher's Name: Mr. Wizard	SEI/ESL/BLE Endorsed <input checked="" type="radio"/> Yes / No	Language Domains Addressed: <input checked="" type="radio"/> L/S <input checked="" type="radio"/> R V W G	ILLP Teacher Signature/Date: <i>Mr. Wizard 8/12/19</i>
Teacher's Name: Ms. Priss	SEI/ESL/BLE Endorsed <input checked="" type="radio"/> Yes / No	Language Domains Addressed: L/S R V <input checked="" type="radio"/> W <input checked="" type="radio"/> G	ILLP Teacher Signature/Date: <i>Polly Priss 8/12/19</i>
Teacher's Name: Mr. Peanut	SEI/ESL/BLE Endorsed <input checked="" type="radio"/> Yes / No	Language Domains Addressed: L/S R <input checked="" type="radio"/> V W G	ILLP Teacher Signature/Date: <i>peanut 8/12/19</i>

Language Domain	ELP Standards and Performance Indicators to be Covered	Target Date
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- Each language domain should only be assigned to one teacher.
- A teacher may be responsible for more than one language domain.



Sample Completed Attachment A

**ELEMENTARY
EXAMPLE**

Language Domain	ELP Standards and Performance Indicators to be Covered	Target Date
Listening/Speaking	<p>II-LS-1:B-4: retelling the main idea and key points/details of a presentation using sentence frames.</p> <p>II-LS-1 B-3: sequencing a series of events from information shared in read-alouds, presentations, and conversations, using pictures and key words.</p> <p>II-LS-2:LI-4: initiating conversations using formal and informal socio-functional communication in complete sentences.</p> <p>II-LS-2: B-5: asking and responding to academic questions using complete sentences, with instructional support. (i.e., who, what, where, when, why, how) (e.g., making comparisons and describing events, etc.).</p>	<p>Quarter 1 10/06/2019</p>
Reading	<p>II-R-2:LI-11: reading two-syllable words, using syllabication rules.</p> <p>II-R-2:LI-14: recognizing common contractions.</p> <p>II-R-3:LI-1: reading aloud (including high frequency/sight words) with fluency.</p> <p>II-R-4:LI-7: paraphrasing the main idea and details from text, using complete sentences.</p>	<p>Quarter 1 10/06/2019</p>
Vocabulary	<p>II-L-2:LI-7: identifying words that comprise complex contractions with instructional support.</p> <p>II-L-2:LI-4: using grade specific academic vocabulary and symbols with instructional support.</p> <p>II-L-2: LI-5: determining the meaning of grade-level content area words.</p> <p>II-L-2: LI-6: recognizing that two words can make a compound word.</p>	<p>Quarter 1 10/06/2019</p>



Sample Completed Attachment A

ELEMENTARY
EXAMPLE

Writing	<p>II-W-1:B-3: completing a written summary of the key events or ideas of informational text using key words and phrases with instructional support.</p> <p>II-W-2:B-5: spelling high frequency words using resources.</p> <p>II-W-2:B-9: using verb tenses (i.e., simple-present, past, future; present progressive) in a variety of writing applications with instructional support.</p> <p>II-W-3:LI-1: generating ideas through teacher-led prewriting activities (e.g., graphic organizers, etc.) and student recording of the ideas.</p> <p>II-W-4:B-2: participating in writing relevant details that support the main idea in a class/small group generated text as modeled by the teacher.</p>	Quarter 1 10/06/2019
Grammar	<p>II-L-1(V):LI-7: producing declarative, negative, and interrogative simple sentences using simple past tense regular verbs (subject-verb agreement) with instructional support.</p> <p>II-L-1(PREP):LI-3: selecting prepositions of time to complete a given sentence and justifying selection.</p> <p>II-L-1(PH/CL):LI-6: using a prepositional phrase in a complete sentence.</p> <p>II-L-1(SC):LI-10: producing sentences using given subjects, verbs, and prepositional phrases, with instructional support.</p>	Quarter 1 10/06/2019

Sample Completed Attachment A

**SECONDARY
EXAMPLE**

Language Domain	ELP Standards and Performance Indicators to be Covered	Target Date
Listening/Speaking	<p>IV-LS-1:B-3: responding to read-alouds (nonfiction and fiction) by identifying main ideas and details in complete sentences.</p> <p>IV-LS-1: B-4: retelling the main ideas and key points/details of presentations.</p> <p>IV-LS-2:LI-4: participating in formal and informal conversation tasks using complete sentences.</p> <p>IV-LS-2: LI-8: providing an appropriate response to given formal and informal situations.</p>	<p>Quarter 1 10/06/2019</p>
Reading	<p>IV-R-2:B-2: segmenting syllables of multi-syllabic words (/but/ter/fly/).</p> <p>IV-R-2:LI-13: reading contractions.</p> <p>IV-R-3:B-1: reading aloud passages from unfamiliar text, observing phrasing, punctuation and expression.</p> <p>IV-R-4:LI-8: summarizing the main idea and supporting details from text using academic vocabulary.</p>	<p>Quarter 1 10/06/2019</p>
Vocabulary	<p>IV-L-2: LI-7: determining the meaning of base/root words and affixes to understand content area vocabulary.</p> <p>IV-L-2:LI-4: explaining the meaning of grade-specific academic vocabulary and symbols with instructional support.</p> <p>IV-L-2: B-13: applying knowledge of words in context to determine meaning of grade-level content words.</p> <p>IV-L-2: LI-1: reading and classifying words into conceptual categories and providing rationale for classification.</p>	<p>Quarter 1 10/06/2019</p>



Sample Completed Attachment A

SECONDARY
EXAMPLE

Writing	<p>IV-W-1:B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes.</p> <p>IV-W-1:B-9: writing a summary that identifies the main idea, characters, and setting of varied texts.</p> <p>IV-W-2:LI-6: using verb tenses (i.e., simple, progressive, perfect) in a variety of writing applications.</p> <p>IV-W-3:LI-1: generating, organizing, and maintaining a record of ideas for pre-writing.</p> <p>IV-W-4:B-2: writing a paragraph, focused on a topic, that includes details, clear sequencing, and transitional words and phrases to connect ideas.</p>	Quarter 1 10/06/2019
Grammar	<p>IV-L-1(V):LI-7: producing declarative, negative, and interrogative simple sentences using simple past tense regular verbs (subject-verb agreement) with instructional support.</p> <p>IV-L-1(PREP):LI-3: selecting prepositions of time to complete a given sentence and justifying selection.</p> <p>IV-L-1(PH/CL):LI-6: using a prepositional phrase in a complete sentence.</p> <p>IV-L-1(SC):LI-10: producing sentences using given subjects, verbs, and prepositional phrases, with instructional support.</p>	Quarter 1 10/06/2019

Attachment B



Possible Assessments



ILLP Progress Report– Attachment B

**ELEMENTARY
EXAMPLE**

*Name Giuseppe Peano

*SSID # 08271858

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers identified on the ILLP and after each administration of the AZELLA. Recommendations for any modifications can be made to the ILLP team.

*Quarter: 1

*Date: 10/06/2019

*Teacher Signature: Mel Clean

(Classroom/Language Arts/English teacher)

*Formative/Summative Assessments Used and Results:

Response Rubric: participated when required (3X), responses utilized the frame, and included extended information.

Main Idea Subtest: Quiz 1- 28%, Quiz 2 32%

Writing Benchmark: Unscorable- off prompt, sentence in the past

tense with subject verb agreement, using a prepositions to tell “when”

DIBELS: ORF 55

*Recommendations:

Oral Language - Struggling with multiple step directions, add PIs to help address

Reading- Continue supporting main idea, PI remains the same

Writing- Continue work on summary, increase to low-intermediate level

Grammar- Successful with prepositions and past tense, replace all PIs



ILLP Progress Report– Attachment B

**SECONDARY
EXAMPLE**

*Name Gabby Martin

*SSID # 18571353

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers identified on the ILLP and after each administration of the AZELLA. Recommendations for any modifications can be made to the ILLP team.

*Quarter: 1

*Date: *8/12/19*

*Teacher Signature: *Polly Priss*

(Classroom/Language Arts/English teacher)

*Formative/Summative Assessments Used and Results:

Response Rubric: participated when required (4X), responses utilized the frame, and included extended information.

Main Idea Subtest: Quiz 1- 28%, Quiz 2 32%

Writing Benchmark: Unscorable- off prompt, all sentence in the past tense with subject verb agreement, using prepositions to tell “when”

Vocabulary End of Unit Test: 75%

*Recommendations:

Oral Language- Struggling with multiple step directions, add PIs to help address

Reading- Continue supporting main idea, PI remains the same

Writing- Continue work on paragraphs, increase to low-intermediate level

Grammar- Successful with prepositions and past tense, replace all PIs

Reviewing Data and Making Recommendations

Replace

- ✓ Replace PIs when there is evidence that student no longer requires the support (mastery).
- ✓ Replace PIs when classroom content has changed or another language need has been identified.

Revise

- ✓ Revise PIs when there is evidence to indicate that student has made progress but still requires additional support.

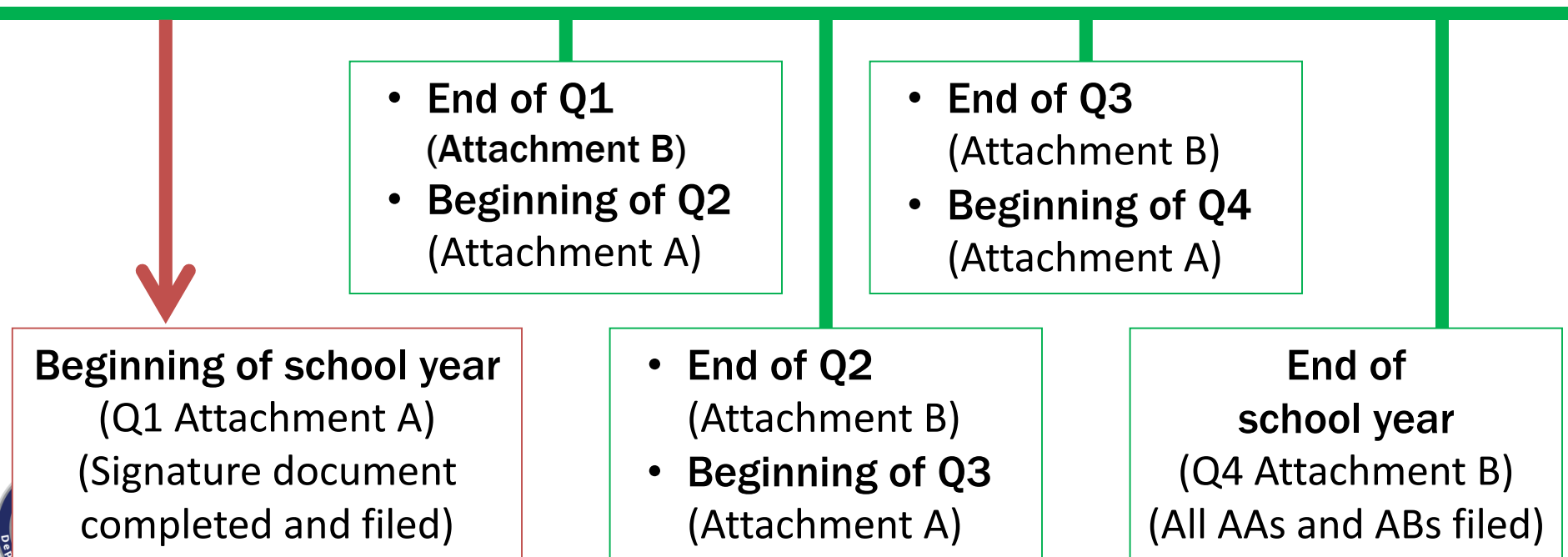
Retain

- ✓ Retain PIs when there is not sufficient evidence to indicate that the student is ready to move on.



Creating a Mental Timeline

- ✓ **ILLP Cover Document – Completed within 30 days with signatures.**
- ✓ **Attachment A - Completed with signature(s).**
- ✓ **Attachment B completed with data and recommendations at the end of each grading period.**



Road Trip Pit Stop

Navigating SEI Instruction

- **Grouping Structures**
- **Required Daily Minutes**
- **SEI Classes –
Elementary vs. Secondary**
- **ILLPs –
Self-Contained vs. Departmentalized**



Road Trip Pit Stop

Navigating SEI Instruction

Scenario:

Elementary K- 6th Grade Campus

SB1014 New Grade Span 4th & 5th

Fourth Grade – 7 ELs

Fifth Grade – 10 ELs

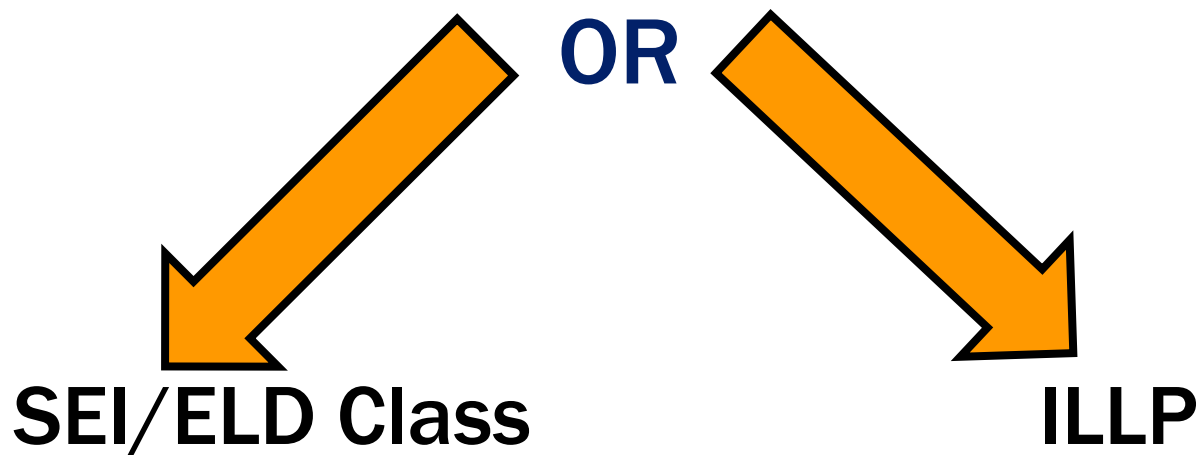


Road Trip Pit Stop

Navigating SEI Instruction

Fourth Grade – 7 ELs

How will you provide the 120 minutes of ELD instruction?



Road Trip Pit Stop

Navigating SEI Instruction

4th Grade SEI/ELD Class:

- Self-contained SEI classroom with 4/5
- SEI Mixed Classroom (OELAS Approval)
- Itinerate Teacher to Pull-Out ELs for ELD

Select one of the 3 approved options.

Instruction driven by 2010 ELP Standards.



Road Trip Pit Stop

Navigating SEI Instruction

4th Grade Mainstream Classroom:

- **ILLP**

Complete the 3 Required ILLP Documents/Attachments for each EL.

Instruction will be differentiated by the 2010 ELP Standards.



Questions

