

SEI Models for School Year 2019-2020

SB1014 Implementation

Recorded Session Transcript

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- Today we are going 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. I want to emphasize the words high-level. Each of your sites will have unique challenges and scenarios. Today we want to give you a 30,000-foot view of SB1014 legislation and its impact. Your EL Coordinator and OELAS Regional Specialist will be able to help you with individual concerns. High level will be the theme of today's presentation.

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- Before we can talk about the impact of SB1014 legislation, we are going to go over its history. SB1014 was signed into legislation on Valentine's day of 2019. It will become effective 90 days after the legislative session ends. This is a moving target. I know that for all of us in education changing the way classrooms and student schedules are created after the school year has started never ends well. The State Board has approved for the new time requirements to be effective at the start of the 2019-2020 school year to avoid any midyear disruptions.

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- The passing of Senate Bill 1014 changed many instructional components for English learners in the state of Arizona. Before we discuss what has changed, there are a number of items that have remained the same.
 - First off, English learners will still need to have instruction and materials in English.
 - Teachers of English learners will still need have their SEI, ESL, or BLE (bilingual) endorsement.
 - The 2010 English Language Proficiency Standards will be used for English Language Development (ELD) instruction as well as for our Individual Language Learner Plans (ILLPs).
 - Additionally, schools with a low incidence of English learners will still be able to utilize ILLPs for the coming year.
 - Districts and charters will still need to adhere to all federal requirements regarding English Learners.

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- While many items have remained the same, SB1014 brought many changes to ELD instruction. The remainder of this session will go into detail about the changes for ELD instructional minutes, Grouping and Grade Spans for SEI classrooms as well as the use of ILLPs, the structure of the SEI time blocks, and scheduling for the secondary setting.
- The last item on the list here is the use of the 2014 SEI refinements. Due to the reduction of time for ELD instruction, the 2014 SEI Refinements may NOT be used in conjunction with the new models, meaning the 120 minute and 100 minute time blocks for SEI instruction.

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- For the 2019-2020 school year the part of SB1014 that is going into effect is the reduction of time. For K-5 English learning students that is 120 minutes of ELD instruction. For 6-8 students that is 100 minutes of instruction and for students in 9-12 that is also 100 minutes of instruction. To help frame our thinking, when we talk about SEI classes we are talking about SEI instructional minutes. Let's say

that one more time. When we are talking about SEI classes we are talking about SEI instructional minutes. For most of us this is a huge shift. This impacts each school, grade, and classroom. It's a lot to try and navigate. To help you in that process we have created a road map of thinking. The road map is as follows:

1st think about your grouping structures of students.

2nd – think about the required daily minutes.

3rd – think about your SEI classes as either elementary or secondary.

4th – think about if you are implementing ILLPs are your students in either self-contained or departmentalized settings.

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- The first stop when trying to navigate the impact of SB1014 is the SEI grouping structures.

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- To decide how to best implement the legislation for your EL students, you need to identify where your EL students are located. Here are the new grade spans we are looking at for deciding programmatic needs. Keep in mind schools with 20 or fewer ELs in these grade spans may utilize ILLPS. The grade spans are as follows:
 - Kindergarten – is a standalone grade span
 - Grade 1 - is a standalone grade span
 - Grades 2 & 3 are combined
 - Grades 4 & 5 are combined
 - Grades 6-8
 - Grades 9-12, in grade 9-12, you are focusing on a 3-grade span.

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- Now that we have discussed the English Learner grouping requirements for the 2019-2020 school year, let's take a look at the structures for the required Daily SEI instructional minutes.

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- For the 2019-2020 school year, charters and districts may start utilizing the following flexibility: a minimum of 120 daily minutes is required for grades K-5 and a minimum of 100 daily minutes for grades 6-12.
- There are specific Elementary and Secondary SEI/ELD time requirements and blocks for the coming school year, which we will look at now.

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- For Elementary SEI Classes which is for grades Kindergarten – 5th, the SEI program must provide 120 minutes of daily English Language Development (ELD) instruction that is governed by the language domains of the English Language Proficiency Standards. When we are looking at the SEI classes for the elementary grade levels, we are shifting, again, our mindset from SEI classes to the required instructional time required.
- There are 3 options for scheduling the blocks of time for Elementary ELD instruction.

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- The first Elementary level option provides the 120 minutes of ELD instruction using the English Language Proficiency (ELP) Standards during two blocks of time.
 1. Block 1 is 60 minutes of **integrated** reading, listening & speaking, and vocabulary instruction.
 2. Block 2 is 60 minutes of **integrated** writing and grammar instruction.
- Both blocks are driven by the 2010 English Language Proficiency Standards.

- Each block in this option allows for the integration of the ELPS in its respective block of time. Integrated Instruction incorporates ELP Standards from the multiple language domains into a cohesive lesson that actively connects language skills as well as academic content.

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- The second Elementary level option provides 120 minutes of ELD instruction using the English Language Proficiency (ELP) Standards, also in two blocks of time.
 1. Block 1 is 60 minutes of **integrated** reading, writing, and listening & speaking instruction. During this block of time, instruction allows for the integration of the ELPS. Again, integrated instruction incorporates the ELP Standards from multiple language domains into a cohesive lesson that actively connects language skills and content.
 2. Block 2 is 60 minutes of **focused** instruction on grammar and vocabulary skills. Focused Instruction refers to the use of specific language methodologies to directly and explicitly teach the ELPS from the language domains. In this block, it means that the ELD teacher is directly teaching the ELPS from grammar and vocabulary.
- Again, for the 2019-2020 school year, both options are driven by the 2010 English Language Proficiency Standards.

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- The third Elementary option also still provides 120 minutes of ELD instruction driven by the English Language Proficiency (ELP) Standards, in two blocks.
 1. Block 1 is 60 minutes of **integrated** reading and writing instruction.

There is that word integrated again. This block of instruction incorporates ELP Standards from multiple language domains into a cohesive lesson that actively connects language skills and academic content.
 2. Block 2 is 60 minutes of **focused** instruction in grammar, listening & speaking, and vocabulary. Just to reiterate, focused Instruction refers the use of specific language methodologies to directly and explicitly teach the ELPS from the language domains. In this block, it means that the ELD teacher is directly teaching the ELPS from grammar, listening and speaking, as well as vocabulary.
- Again, we cannot say it enough, for the 2019-2020 school year, all of these options are driven by the 2010 English Language Proficiency Standards.

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- Now let's talk about secondary SEI classes. As a result of SB1014, ELs in grades 6-12 are required to receive a minimum of 100 minutes of English Language Development daily. This is equal to 2 instructional periods. For the 19-20 school year, these periods might be structured differently for ELs at a lower proficiency level than for ELs at the intermediate proficiency level.

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- For secondary pre-emergent, emergent, and basics, there are two options.
 - Option one is 50 minutes of integrated reading, listening & speaking, and vocabulary.
 - The second block is 50 minutes of integrated writing and grammar.

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- Another option for secondary pre-emergent, emergent, and basics, is
 - One Block 50 minutes of integrated reading, writing, and listening & speaking
 - A second Block 50 minutes of focused language instruction in grammar and vocabulary.

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- For secondary Intermediate ELs, there is an option for two blocks, totaling 100 minutes, of English Language Development instruction with a balanced focus on reading, writing, listening & speaking, grammar, and vocabulary, utilizing the 2010 ELP Standards.
- If you have enough ELs at a school to create separate sections for Intermediate ELs, you would want to be purposeful in how English Language Development is delivered for these 2 instructional periods. How are you going to provide instruction to provide the push them toward English proficiency?

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- For schools where 20 or fewer ELs are in the grade bands mentioned previously and where SEI instructional time is not an option, the ILLP is available however, it looks different.

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- The ILLP Guidance Document has been revised as a result of the SB1014. This includes the Required Signature Document and the Attachments A & B. Each of these revised documents are located on our OELAS website. To help frame our discussion let's clarify some terms.

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- Going forward with our discussion on ILLP, these are the terms we are going to use. A self-contained will be defined as a teacher who would be responsible for all language domain differentiation daily. A departmentalized setting will be defined as EL students whose schedule would reflect multiple content teachers each day.

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- Let's take a look at some examples:
 - Let's start with the Self-Contained. A Self-Contained example would be a 4th grade teacher who is with the same class all day.
- A Departmentalized example would be this – The ILLP team would identify 2-3 teachers responsible for daily language domain differentiation. The Language Arts or English teacher should be one of the teachers responsible for the EL's daily instruction. There is a shift. I hope you all caught that in the departmentalized example. If you are at a secondary departmentalized site, the Language Arts or English teacher should be part of your EL student's ILLP. Another shift is that your departmentalized teachers may be assigned more than one language domain. However, no teachers may share the same language domain. So, for example, a language arts teacher may document Reading, Writing, and Grammar PI's, and the science teacher can document Vocabulary and Listening & Speaking. Keep in mind that with the reduction of time to 100 minutes, you should not have more than 3 teachers supporting and EL student on an ILLP.

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- During this module, we have discussed how SB1014 has impacted Grouping Structures, Required Daily Minutes, SEI Classes, and ILLPs.

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- Let's take a look at a scenario: we're at an Elementary K- 6th Grade Campus.
- As a result of SB1014 we have a new Grade Span of 4th & 5th students.
- Let's say you have 7 ELs in Fourth grade and 10 ELs Fifth grade

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- So let's think about this Fourth grade. We have 7 ELs, how will you provide the 120 minutes of English Language Development instruction?
- Will it be in an SEI classroom providing ELD? Or putting them on an ILLP in mainstream classes?

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- Let's go down the road of the option to provide 4th Grade students with an SEI/ELD classroom for 120 minutes:
 - We have the option of providing a Self-contained SEI classroom with the 4th and 5th grade students.
 - We could provide an SEI Mixed Classroom with ELs and non-ELs with an Approval from your Regional Specialist in OELAS.
 - We could also provide an itinerate teacher to Pull students out for the required minutes to provide the ELD.
 - We would want to select one of the 3 approved options.
 - The instruction would be driven by 2010 ELP Standards.

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- As another option, let's go down the road of the option to provide 4th Grade Mainstream Classroom utilizing ILLPs.
- You would complete the 3 Required ILLP Documents for each EL.
- Instruction will be differentiated by the 2010 ELP Standards.

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- What works best for the ELs in your LEA? I'd like you to take a brief moment think about these options and what will work best for the ELs in your schools.
- Start with how many ELs you have in particular grade level, do you qualify for the use of ILLPs?
- Or, do you plan to provide an EL program in an SEI/ELD classroom?
- Do you need to request a grouping exception from OELAS?
- What will you do?

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- As we look ahead through this year and what is coming in the future, during the course of this coming 2019-2020 school year, the Arizona Department of Education (ADE) and the State Board of Education (SBE) will collaborate with EL experts and stakeholders to review research-based and evidence-based models of English language instruction.

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- Through the collaborative efforts this school year, the Arizona Department of Education and the State Board of Education will determine frameworks and a process for submitting alternate models of English language instruction.
- Once this process has been determined and shared publicly, Local Education Agencies (LEAs) will be able to submit alternate models of English instruction in Spring of 2020

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- With approval, LEAs will be permitted to implement approved models of alternate English language instruction beginning in 2020-2021 School Year.

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- That was a lot of information to take in today in a very short amount of time. As you can see, there is much more flexibility in the manner in which the required ELD instruction and EL services may be provided to ELs in the coming school year. If you have additional questions, please reach out to your Regional Specialist by phone or email. You can find a complete list of contacts at the link on the screen: www.azed.gov/oelas/questions
- Thank you for participating today and have a wonderful day.