EL Program Monitoring

What to Expect When Your LEA is Being Monitored

PELL September 13, 2019

OELAS

School Year 2019-2020

Kathy Hoffman
Superintendent of Public Instruction

Today's Goal ⚽

The goal of today's session is to go over what LEAs can expect before, during, and after an on-site EL monitoring visit.
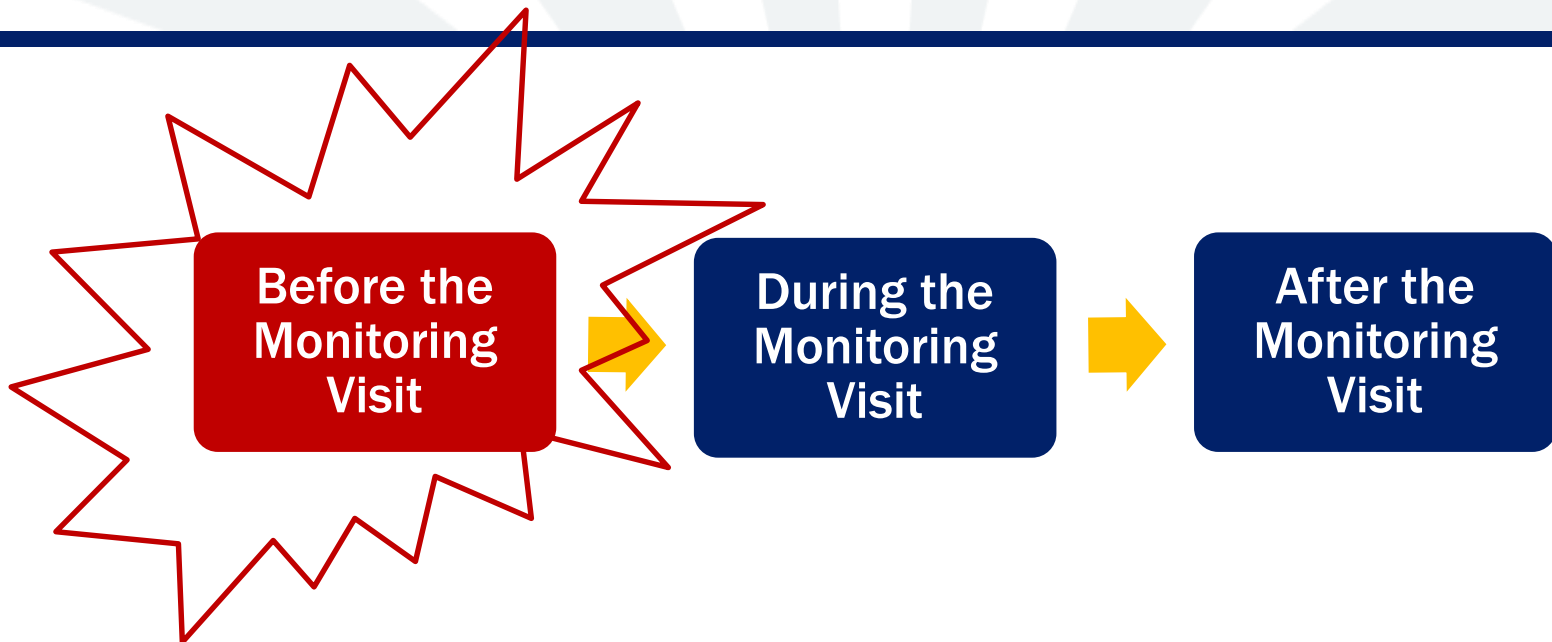
Monitoring Overview

LEA receives monitoring notification letter & enclosures

LEA sends Advance Monitoring Information to OELAS

LEA prepares Monitoring Binder for Initial Meeting

Regional Specialist schedules Initial & Exit Meetings with LEA

Initial Meeting launches monitoring visit

OELAS team conducts monitoring

Exit meeting concludes the monitoring

OELAS sends LEA monitoring results letter

Before the Monitoring Visit

| Before the Monitoring Visit | → | During the Monitoring Visit | → | After the Monitoring Visit |

Getting Ready for Your Monitoring Visit

LEA Monitoring Notebook

During the Monitoring Visit

| Before the Monitoring Visit | During the Monitoring Visit | After the Monitoring Visit |

Overview of the Monitoring Visit

1. Initial Meeting ➡ 2. Monitoring: Review Files & Observe Classrooms ➡ 3. Exit Meeting

1. Initial Meeting

❑ **Required Attendees**: OELAS monitoring team, EL Coordinator

❑ **Timeframe**: 30 minutes

❑ **Purpose**:

- ✓ Review Advance Monitoring Information
- ✓ Overview of EL Program
- ✓ Location of files
- ✓ Special activities at school site(s)
- ✓ Confirm logistics of Exit Meeting

2. The Monitoring Begins

❑ **Monitoring team visits pre-selected school site(s)**

❑ **The monitoring team will work independently while on campus**

❑ **At each site the team will need:**

- ✓ **Access to files & SEI/ILLP/BLE classrooms**
- ✓ **Maps of campus**
- ✓ **Workspace close to files**

Components of a Monitoring

Monitoring

Files

Classes

SEI

ILLP

BLE
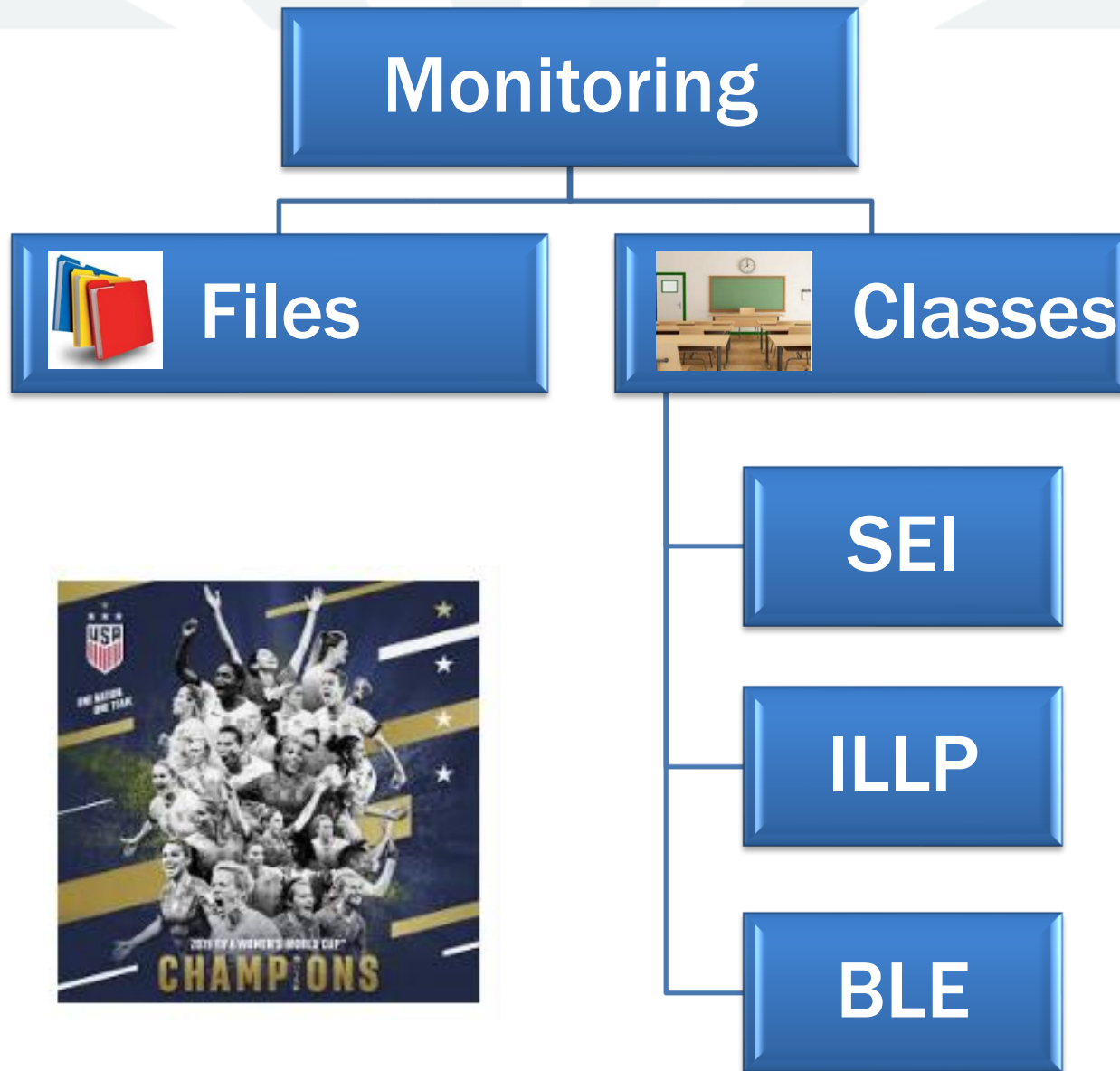
Here's what the Monitoring Team Looks For When Reviewing EL Files

Primary Home Language Other Than English

Look Fors

- ☐ In **all** student files
- ☐ 3 language questions answered
- ☐ Signed and dated
- ☐ Unaltered

State of Arizona
Department of Education
Office of English Language Acquisition Services

Primary Home Language Other Than English (PHLOTE)
Home Language Survey
(Effective April 4, 2011)

These questions are in compliance with Arizona Administrative Code, R7-2-306(B)(1), (2)(a-c).

Responses to these statements will be used to determine whether the student will be assessed for English Language Proficiency.

1. What is the primary language used in the home regardless of the language spoken by the student? _____

2. What is the language most often spoken by the student? _____

3. What is the language that the student first acquired? _____

Student Name _____ Student ID _____

Date of Birth _____ SAIS ID _____

Parent/Guardian Signature _____ Date _____

District or Charter _____

School _____

Please provide a copy of the Home Language Survey to the ELL Coordinator/Main Contact on site.

In SAIS, please indicate the student's home or primary language.

1535 West Jefferson Street, Phoenix, Arizona 85007 • 602-542-0753 • www.azed.gov/oelas

Student Enrollment Form

Look Fors

☐ 3 language questions

☐ Signed and dated

Glendale Union High School District

Honey Bee High

For office use only

Entry date_____
Entry code_____
H / R _____
absences_____

For office use only

I.D. # _____
Counselor_____
State ID # _____
IEP Teacher_____

GRADE LEVEL   9   10   11   12

STUDENT INFORMATION

Last Name _____ First Name _____ M.I. _____ Suffix _____

Gender: ☐ Male ☐ Female   Birthdate: Month _____ / Day _____ /Year _____ Current Age _____

Home Address _____ Apt# _____

City _____ State _____ Zip _____ Home Phone (_____)_____

Birth Place   Hospital Preference   Siblings

CUSTODY INFORMATION:

If parents/guardians are separated or divorced, who has court-appointed CUSTODY of this student? *The custodial parent/guardian is responsible for providing all legal documents at the time of registration. Custody will not be entered without legal documentation.*

I/We have ☐ Joint Custody   ☐ Sole Custody

PRIMARY HOME LANGUAGE (PHLOTE Home Language Survey)

What is the primary language used in the home regardless of the language spoken by the student?
☐ English ☐ Spanish ☐ Other _____

What is the language most often **spoken by the student**?
☐ English ☐ Spanish ☐ Other_____

What is the language that the **student first acquired?**
☐ English ☐ Spanish ☐ Other_____

These questions are in compliance with Arizona Administrative Code R7-2-306(B) (1),(2)(a-c)

EL Assessment History

Sample EL70 Report

SDELL70

FY 2016

Requesting

Requesting

Requesting

> If the student had any AZELLA testing history, it would be in the Assessment History and Most Recent Assessment Details fields below

Student Demographics

SAIS ID	Last Name	First Name	Middle Name	Birth Date	Last Name Student Goes By	Grade	Home Language	Gender

Assessment History

Assessment Date	Assessment Name	Total Scale Score	Overall Proficiency Level	Grade	ELL Classification	District Name	School Name	School CTDS	School Entity ID

Most Recent Assessment Details

Assessment Date	Assessment Type	Scale Score	Proficiency Level	Grade	Stage	District Name	School Name	School CTDS	School Entity ID

Most Recent ELL Program History

Date	Type	Description

Sample AZELLA Report

Student Report

AZELLA
Arizona English Language Learner Assessment
Placement

Diane Douglas
Superintendent of Public Instruction   Reporting Date: 99/99/9999   (Cycle 07)

How did FIRSTNA perform on the English Language Learner Assessment?

OVERALL PROFICIENCY LEVEL

☐ **Proficient** students consistently understand social and academic English and can generate sentences, using a variety of grammatical structures. They read, comprehend, and summarize information in grade-level text. These students write three- to five-sentence paragraphs, using grade-level vocabulary and a variety of sentence structures. Student is not eligible for ELL services.

☐ **Intermediate** students have a moderate understanding of social and academic English and can respond using a variety of simple sentences. They comprehend key details and main ideas of text read aloud to them. They have limited ability to decode and comprehend text read independently. They use basic vocabulary to write simple sentences.
Student is eligible for ELL services.

☑ **Basic** students have a limited understanding of social and academic English and can respond using isolated words and simple phrases. They inconsistently comprehend key details and main ideas of text red aloud. These students have minimal ability to independently decode and comprehend text. they have minimal ability to write words, phrases, or simple sentences.
Student is eligible for ELL services.

☐ **Pre-Emergent / Emergent** students have an extremely limited and inconsistent understanding of social and academic English. With instructional/ environmental support, these students can formulate simple phrases and sentences orally and in writing. Student is eligible for ELL services.

Student: **LASTNAME, FIRSTNA**

SAIS ID#:   **12345678**
Birth Date: 99/99/9999
Test Date: 99/99/9999
Grade: 99
Dist-Sch #:   999999 - 999999
School Name: **Sample Elementary School**
District Name: **Sample Unified School**

Score Report

*A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score.

	Scale Score	Pre-Emergent / Emergent	Basic	Intermediate	Proficient
*Total Combined	2313	▇▇▇▇			

		Scale Score	Pre-Emergent / Emergent / Basic	Intermediate	Proficient
Domain Scores	*Reading	216	▇▇▇		
	*Writing	209	▇▇▇		
	Listening	252	▇▇▇▇▇▇		
	Speaking	206	▇▇▇		
Additional Scores	Language (Conventions/Vocabulary)	214	▇▇▇		
	Oral (Listening/Speaking)	228	▇▇▇		
	Comprehension (Reading/Listening)	229	▇▇▇		

mmddyy-Z0000001-000000000000000000-0000001

Parent Notification and Consent Form

Look Fors

- ☐ EL program selected
- ☐ Signed and dated within the **required timeline** of 30 calendar days from the first day of school or 2 weeks thereafter
- ☐ No signature = document 3 attempts

State of Arizona
Department of Education
Office of English Language Acquisition Services

20____ - 20____ **Parental Notification and Consent Form
for Student Placement in an English Language Learner (ELL) Program**

To the parent or guardian of _____
Last Name   First Name   M.I.   SAIS ID

_____
Student I.D.   School   Grade

Your student's English proficiency has been measured using *the Arizona English Language Learner Assessment (AZELLA)*. The results of this assessment show that your student is at the "limited English proficiency" level, and qualifies for placement in a language instruction educational program.

English language learner programs adjust instruction to the student's strengths and needs. Instructional strategies, practices, and methods to help each student learn English and meet age appropriate academic standards are based upon scientific research. The expectations for the English language learners (ELLs) are to fully transition into mainstream classes, meet appropriate academic achievement standards for grade promotion, and to graduate from high school at the same rate as mainstream students. The teachers of special education ELLs will meet with the special education personnel to ensure that the objectives of the Individual Education Plans are incorporated into classroom instruction.

The status of your student's academic achievement is: (circle one)   below grade level   at grade level   above grade level

Your child has been placed in one of the following:
_____ Structured English Immersion Program*
_____ Mainstream Classroom (English Language Learner on Individual Language Learner Plan – ILLP)*
_____ Bilingual Education Program with required waiver*

*See the attached LEA program description as defined by A.R.S. § 15-751 through § 15-753.
Description includes methodology, content, instruction, goals, use of English and a native language in instruction, how the program will meet the educational strengths and needs of their student, and the rate of transition to mainstream classrooms.

A student must meet the following criteria in order to achieve English language proficiency and exit the program: a proficient Total Combined Score, a proficient score in the reading domain, and a proficient score in the writing domain. A.R.S. § 15-756.05

Parents have the right to decline their student's enrollment in or to have their student immediately removed from an ELL program.

If you would like more information about the programs or instruction, or assistance in selecting a program, please contact your child's school.

_____
Signature of classroom teacher/language arts teacher   Date
_____
Signature of parent or legal guardian   Date

Parental Notification and Consent Forms must be sent home within 30 days of the beginning of each school year or within two weeks of a student registering during the school year. 20 U.S.C. § 7012(a)(d)

This form should be placed in the student's cumulative folder.

(Revised: July 2013)

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ILLP Required Signature Document

Look Fors

- ☐ Completed ILLP for each EL
- ☐ Physical signatures or DocuSign
- ☐ Signed & dated within the required timeline or 3 attempts documented

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Individual Language Learner Plan (ILLP) Required Signature Document

Student Name: _____ Date: _____

School: _____ District: _____

Grade: ____

This ILL_____
accordi_____

The ILL_____
A of the_____

The ILL_____
ILLP an_____

Most cu_____

Date: ____

Previous_____

Date: ____

Date: ____

English_____
Interme_____

This diff_____
Standard_____

Attachment A (may be altered by LEA, but must have all components)

- *Documents the teacher responsible for instruction based on language domains:*
  - *Reading*
  - *Writing*
  - *Listening/Speaking*
  - *Grammar*
  - *Vocabulary*
- *Documents the ELP Standard(s) and Performance Indicators that will be used to differentiate the instruction for this student.*
- *Reviewed quarterly (or in accordance with reporting period) to update ELP Standards and Performance Indicators.*

Attachment B (may be altered by LEA, but must have all components)

- *Formative assessment information to document progress of the English learner.*
- *Updated quarterly (or in accordance with reporting period).*

Arizona law requires materials and instruction to be in English. (A.R.S. §15-751. Definitions 2 and 5).

Arizona law requires schools to teach English. (A.R.S. §15-752. English language education).

The goal set forth in Arizona law is that ELs should become English proficient in a period not normally intended to exceed one year. (A.R.S. §15-752. English language education).

Teacher, 8/15/19	*Parent, 8/15/19*
Classroom English/Language Arts teacher Date	Parent/Guardian Date
EL Coordinator 8/15/19	*Admin., 8/15/19*
EL Coordinator Date	Site Administrator Date

ILLP Attachment A

Look Fors

- ☐ Attachment A for each EL
- ☐ Signed and dated within the required timeline
- ☐ ELPS/PIs in correct language domain
- ☐ 1 teacher/domain

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

Student Name:		SSID ID #:		AZELLA Overall Proficiency Result:	
				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
Listening/Speaking	**Listening & Speaking ELPS/PIs**	
Reading	**Reading ELPS/PIs**	

ILLP Attachment B

Look Fors

☐ Completed, signed, and dated within the required timeline

ILLP Progress Report - Attachment B

*Name_____

*SSID #_____

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:	*Teacher Signature:
		(Classroom/Language Arts/English teacher)

*Formative/Summative Assessments Used and Results:

*Recommendations:

Parent Request for Withdrawal

Look Fors

☐ Signed and dated by a parent/guardian and principal

☐ Annual AZELLA reassessment

State of Arizona
Department of Education
Office of English Language Acquisition Services

Parent Request for Student Withdrawal from an English Language Learner Program

Student Name_____ SAIS ID_____
　　　　　　　Last Name　　　　　First Name　　　M.I.

Student ID_____ Current School_____ Grade_____

As the parent or legal guardian of the above named student, I am exercising my right to request that my student be removed from his/her designated English Language Learner program (Structured English Immersion or Bilingual Education). I have discussed any alternative educational options with my student's teacher and/or principal and I am requesting that the student be placed in a mainstream, non-English Language Learner classroom. It is my belief that this course of instruction is better suited for my student's needs and therefore, I consent to a mainstream classroom placement. While I have withdrawn my child from English language services, I understand that his/her progress in English language acquisition will continue to be monitored and assessed with the language assessment (AZELLA) until he/she scores proficient.

Signature of parent or legal guardian_____ Date_____

_____

FOR OFFICE USE ONLY

Current *Arizona English Language Learner Assessment* Proficiency Levels:

Reading_____　　Writing_____　　Total Combined_____

By signing, I acknowledge that I have discussed the alternative educational options with the parent/legal guardian and I agree to place the student according to the parent/legal guardian's wishes.

Principal's Signature_____Date_____

As provided by the No Child Left Behind Act [P.L. 107-110, Title III, Sec. 3302, (8) (A) (i and ii)].

(Revised: May 2013)

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Notice of Reclassification

Look Fors

❑ Completed, signed, and dated by EL Coordinator following reclassification

State of Arizona
Department of Education
Office of English Language Acquisition Services

Notification of Reclassification

Dear Parent/Guardian:

(Student Name) _____
was reassessed with the Arizona English Language Learner Assessment (AZELLA) on_____ (Date).

He/She has obtained an "Overall Proficient Level" on the AZELLA. This means that he/she no longer needs ELL program services. While your child has attained fluent English proficient status, his/her academic progress will be monitored for the next two years.

If you have any questions or concerns, please contact:

_____@_____
District/School Representative   Phone

_____
ELL Coordinator/Assessment Administrator Signature

_____
Date

Copy: Student's cumulative file

Two-Year Monitoring Form for Fluent English Proficient Students

Look Fors

☐ Completed for with data from the 2 years following reclassification

☐ Signed and dated by teacher

State of Arizona
Department of Education
Office of English Language Acquisition Services

Two-Year Monitoring Form for Fluent English Proficient Students

Student Name _____

SAIS ID Number _____

Date Reclassified _____

Assessment data used to monitor progress of Fluent English Proficient (FEP) students

	Test Name	Year 1 Test Date	Year 1 Test Score	Year 2 Test Date	Year 2 Test Score
State-wide					
District-wide, School-wide					

	Year 1	Year 2
Other criteria used for monitoring the FEP student. Classroom teacher comments.		

Student is eligible for Compensatory Instruction _____ Year 1 _____ Year 2

Monitor's Signature-Year One_____

Monitor's Signature-Year Two_____

1535 West Jefferson, Phoenix, Arizona 85007   Voice: (602) 542-0753   Fax: (602) 542-3050

Teacher Referral

Look Fors

☐ Appropriately signed and dated **prior to testing**

State of Arizona
Department of Education

AZELLA Placement Test Referral Form
Moving from Mainstream to EL Services

This form should be used for a student whose current academic placement is in a mainstream classroom and Not Eligi...

Signatures are required prior to administering the AZELLA Placement Test.

The AZELLA Placement Test must be administered and the parent(s) notified of the results within 2 calendar weeks from the date parent(s) signed this form.

Signature of Parent(s)/Guardian(s)	Date
Signature of Referring Teacher	Date
Signature of District EL Coordinator	Date
Signature of AZELLA District Test Coordinator	Date
(If applicable) Signature of Special Education Director or IEP Team Representative	Date

Completed Re-administration AZELLA Placement Test Results

Test Date _____

Stage of AZELLA Placement Test:

☐ Stage II (Grades 1 – 2)
☐ Stage III (Grades 3 – 5)
☐ Stage IV (Grades 6 – 8)
☐ Stage V (Grades 9 – 12)

Overall Proficiency Level:

☐ Pre-Emergent/Emergent
☐ Basic
☐ Intermediate
☐ Proficient

If the student attained an Overall Proficiency Level of **less than Proficient** on the AZELLA Placement Test, the student shall be enrolled in EL Services at the first appropriate opportunity.

Classroom Placement: ☐ Mainstream ☐ SEI ☐ ILLP ☐ Bilingual/Dual Language

For questions regarding this form, please contact the AZELLA Team at the Arizona Department of Education.

Bilingual Waiver

Look Fors

☐ Waiver type indicated

☐ Signed and dated by parent/guardian and principal

☐ Waiver 3 also signed by superintendent

Parental Waiver Application

This form is used by parents to request an alternative to English Language Education, as specified in A.R.S. §15-753. Parents or legal guardians of an English learner must complete this application annually per A.R.S. §15-752.

District Name _____ School Name _____ Student ID# _____

Parent/Guardian Last Name		First Name	
Child's Last Name		First Name	Middle Initial
Address			
City	State **AZ**	Zip Code	
Native Language of Student	School year for which the waiver is requested		Grade

- I have personally visited my child's school.
- I have been provided with a full description of the educational materials to be used in the different educational program choices and all the educational opportunities available to my child.
- I am applying for a waiver to remove my child from an English language or Sheltered English Immersion classroom placement.

Reason for waiver request (to be verified by school district): The student has met at least one (1) of the three (3) circumstances for which a parental exception waiver may be applied (A.R.S. §15-753). At least one of the following circumstances must be checked:

☐ **Waiver 1 (A.R.S. §15-753B.1) My child already knows English:** the child already possesses good English language skills, as measured by oral evaluation or standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores approximately at or above the state average for his/her grade level or at or above the 5th grade average, whichever is lower; or,

☐ **Waiver 2 (A.R.S. §15-753B.2) My child is 10 years or older:** it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's overall educational progress and rapid acquisition of basic English language skills as documented by the analysis of individual student needs; or,

☐ **Waiver 3 (A.R.S. §15-753B.3) My child has special individual needs:** the child already has been placed for a period of not less than thirty calendar days during this school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special and individual physical or psychological needs, above and beyond the student's lack of English proficiency, that an alternate course of educational study would be better suited to the student's overall educational development and rapid acquisition of English. A written description of no less than 250 words documenting these special individual needs for the specific child must be provided and permanently added to the child's official school records and the waiver application must contain the original authorizing signatures of both the school principal and the local superintendent of schools.

I understand that I must apply for this waiver on an annual basis. **I was fully informed of my right to refuse to agree to this waiver.**

_____ Signature of Parent/ Legal Guardian   Date _____

_____ Signature of School Principal   Date _____

_____ Signature of Superintendent   (Required Only for Waiver #3)   Date _____

☐ Application Granted

☐ Application Rejected

▶ **LEA:** The signed and completed form with test results or basis for determination shall be kept on file by the LEA.

WICP

(Written Individualized Compensatory Plan)

Look Fors

☐ Completed in its entirety

☐ Signed and dated by teacher and parent/guardian

ELL Compensatory Instruction for English Language Development
Written Individualized Compensatory Plan (WICP)

Student Name (Last, First): _____ Date: _____

School: _____ School Year: _____

Grade: _____ SAIS Number: _____ Primary Home Language: _____

Student's overall AZELLA proficiency level upon entry into compensatory instruction program: (circle one)

Pre-Emergent   Emergent   Basic   Intermediate   Proficient

Teacher(s) providing compensatory instruction: _____

Types of Compensatory Instruction to be provided to this ELL or recent FEP student and related dates:

Extended day classes	____	Date started: _____	Date ended: _____
Summer school	____	Date started: _____	Date ended: _____
Intersession	____	Date started: _____	Date ended: _____
Individual instruction	____	Date started: _____	Date ended: _____
Small group instruction	____	Date started: _____	Date ended: _____
Other programs	____	Date started: _____	Date ended: _____

Measurable annual goal(s):
_____

Instructional objectives targeted to improve English proficiency:

1._____
2._____
3._____

Assessments used in Compensatory Instruction program to measure progress:

1._____
2._____
3.

_____   _____
Teacher providing Compensatory Instruction   Date

_____   _____
Parent   Date   Principal   Date
==

Note: A WICP form is required for each student participating in a Compensatory Instruction Program. This form must be kept in the student's cumulative file. (R7-2-306(F)(4)

Y/N	EL Document	Required For
	Initial Home Language Survey (PHLOTE)	All students (EL & Non-EL)
	Initial Student Enrollment Form	All students (EL & Non-EL)
	Initial AELLA assessment data and/or EL70 report	All PHLOTE students
	Current AZELLA assessment data	All EL students, including parent withdrawn ELs
	Parent Notification and Consent Form	All EL students
	Individual Language Learner Plan (ILLP) Required Signature Document	When applicable
	ILLP Attachment A	When applicable
	ILLP Attachment B	When applicable
	Parent Request for Withdrawal from an English Learner Program	When applicable
	Parent Notification of Reclassification	When applicable
	Two-Year Monitoring Form for Fluent English Proficient Students	When applicable
	AZELLA Placement Test Referral Form (aka Teacher Referral form)	When applicable
	Bilingual Waiver	When applicable
	Written Individualized Compensatory Plan (WICP)	When applicable

OELAS website
on
FORMS PAGE

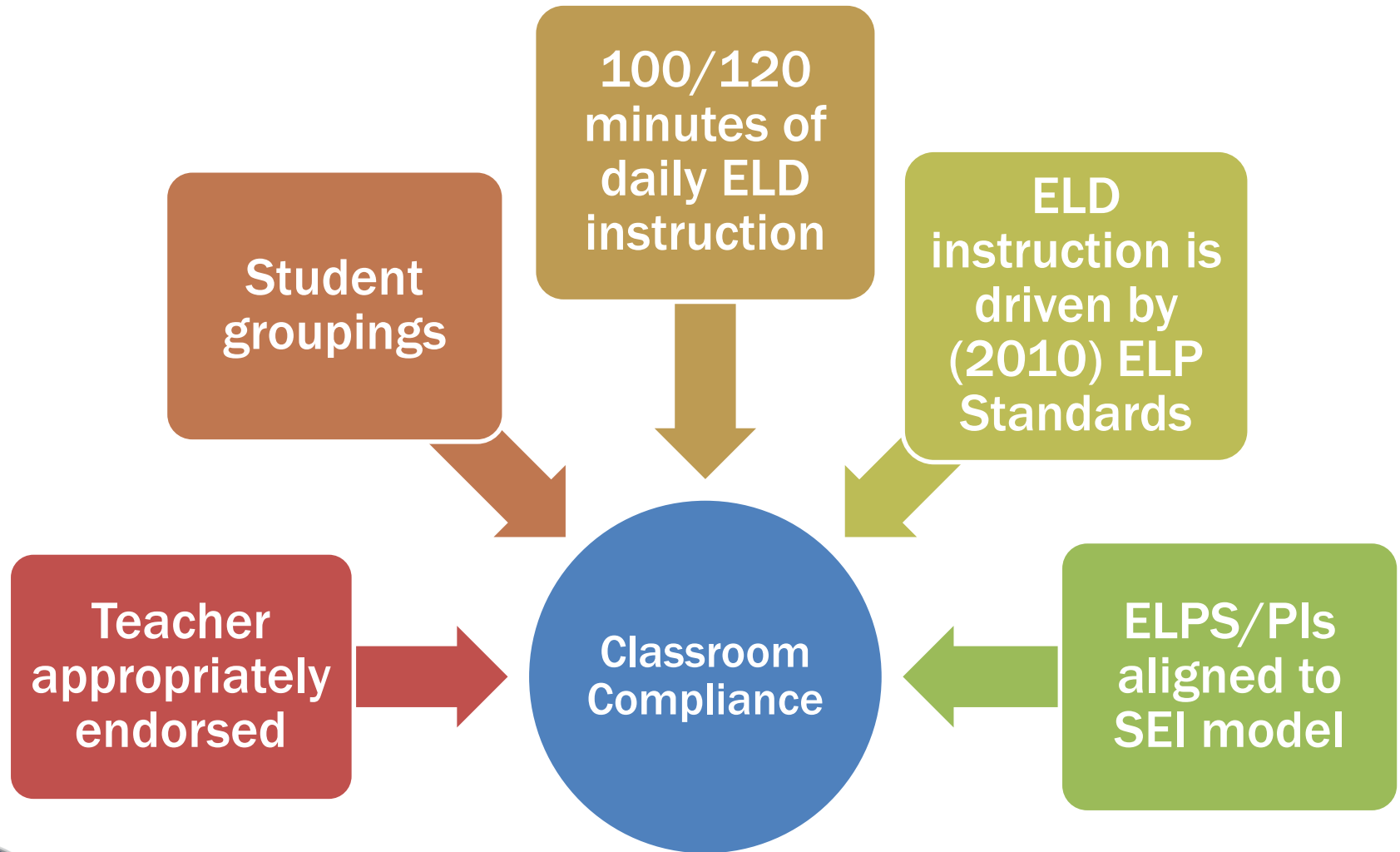# Here's What the Monitoring Team Looks For During Classroom Observations

SEI Class Look Fors

Overview of Look Fors in SEI Classes

100/120 minutes of daily ELD instruction

Student groupings

ELD instruction is driven by (2010) ELP Standards

Teacher appropriately endorsed

Classroom Compliance

ELPS/PIs aligned to SEI model

SEI Class Look For #1

Which 2019-2020 SEI Model Option is being implemented?

Elementary Options for ELD Instruction - Grades K-5

Elementary schools may select <u>one</u> of the following SEI Models of instruction for School Year 2019-2020.

Option 1: ELD instruction using the English Language Proficiency (E
"blocks", totaling 120 minutes.

>   **Block 1:** 60 minutes of *integrated* reading, listening and sp
>   **Block 2:** 60 minutes of *integrated* writing and grammar

Option 2: ELD instruction using the English Language Proficiency (E
"blocks", totaling 120 minutes.

>   **Block 1:** 60 minutes of *integrated* reading, writing, listenin
>   **Block 2:** 60 minutes of *focused* instruction in grammar, and

Option 3: ELD instruction using the En
"blocks", totaling 120 min

>   **Block 1:** 60
>   **Block 2:** 60
>   vocabulary

*Schools qual
Document.

4 hour SEI blocks are also ok this year!

Secondary Options for ELD Instruction - Grades 6-12

Schools may select one of the following two SEI Models of instruction for <u>Pre-Emergent, Emergent, and Basic</u> students in School Year 2019-2020.

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 and speaking, and vocabulary
>   **Block 2:** 50 minutes of *integrated* writing and grammar

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 and speaking
>   **Block 2:** 50 minutes of *focused language instruction* in grammar and vocabulary

Intermediate students shall receive:

>   two blocks, totaling 100 minutes, of ELD instruction with a balanced focus on reading, writing, listening and speaking, grammar, and vocabulary, utilizing the ELP Standards. Instruction must meet the students' language needs as evident by AZELLA scores and other relevant data points to include the state assessment, local formative assessment, student work or course grades.

*Schools qualifying for ILLPs must implement them according to the ILLP Guidance Document.

SEI Class Look For #2

Are required number of minutes appropriately allocated based on selected model option?

Monday-Friday Daily Schedule	
8:00-9:00	SEI Block-1 *integrated* reading, listening and speaking, and vocabulary
9:00-10:00	Math
10:00-11:00	Social Studies
11:00-12:00	SEI Block-2 *integrated* writing and grammar
12:00-12:30	Lunch
12:30-1:30	Recess/Specials
1:30-2:30	Science
2:30-3:15	Enrichment Lab

Example of Elementary Schedule

SEI Class Look For #2

Example for Secondary schedule

Are required number of minutes appropriately allocated based on selected model option?

	1st Period 55 Minutes	2nd Period 55 Minutes	3rd Period 55 Minutes	4th Period 55 Minutes	5th Period 55 Minutes	6th Period 55 Minutes
Intermediate Students	SEI Block 1-R, L&S, V	Math	Social Studies	SEI Block-2 W&G	Science	PE
P-E/E/B Students	Math	SEI Block-1 R, L&S, V	PE	Social Studies	SEI Block-2 W&G	Science

Proficiency Levels Separately Grouped

SEI Class Look For #2

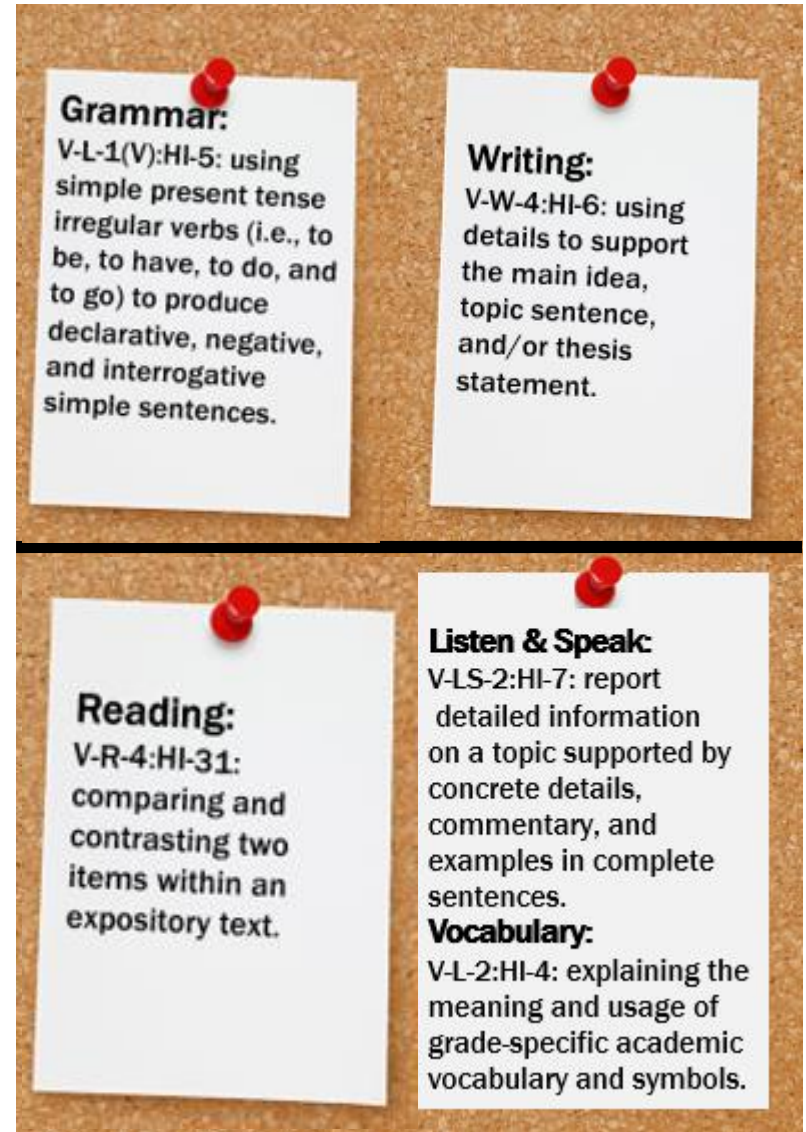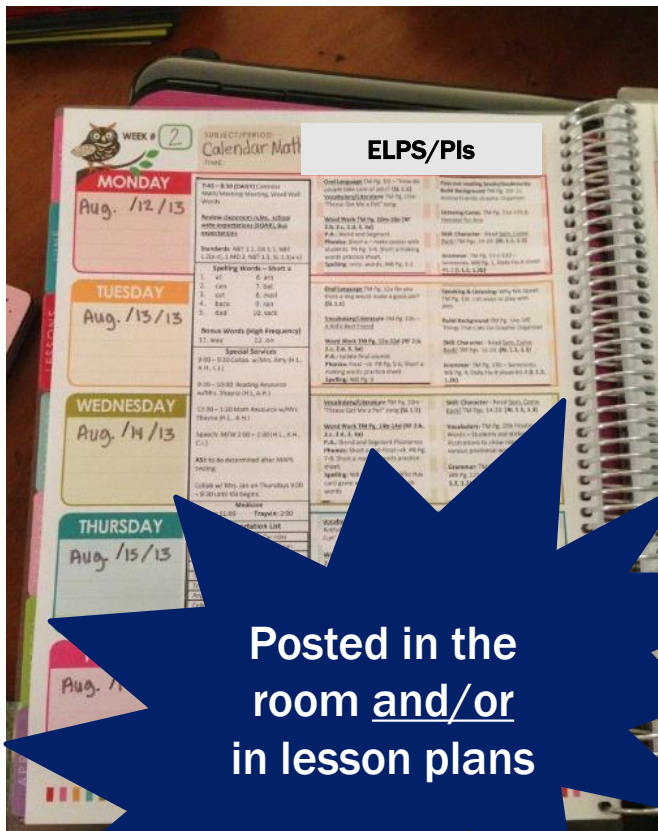**Are required number of minutes appropriately allocated based on selected model option?**

Example for Secondary schedule

1st Period 55 Minutes	2nd Period 55 Minutes	3rd Period 55 Minutes	4th Period 55 Minutes	5th Period 55 Minutes	6th Period 55 Minutes
SEI Block 1- R, L&S, V	Math	Social Studies	SEI Block-2 W&G	Science	PE

All proficiency levels

SEI Class Look For #3

Are the lessons based on the ELPS/PIs?

ELPS/PIs

Posted in the room **and/or** in lesson plans

Grammar:
V-L-1(V):HI-5: using simple present tense irregular verbs (i.e., to be, to have, to do, and to go) to produce declarative, negative, and interrogative simple sentences.

Writing:
V-W-4:HI-6: using details to support the main idea, topic sentence, and/or thesis statement.

Reading:
V-R-4:HI-31: comparing and contrasting two items within an expository text.

Listen & Speak:
V-LS-2:HI-7: report detailed information on a topic supported by concrete details, commentary, and examples in complete sentences.

Vocabulary:
V-L-2:HI-4: explaining the meaning and usage of grade-specific academic vocabulary and symbols.

SEI Class Look For #4

4. Do the documented ELPS/PIs align with the selected SEI Model Option?

	SEI Block-1	ELPS/PI
Monday 8/12/19	8:15 - 9:15 Reading, Listening & Speaking and Vocabulary	III-R-4: HI-16: identifying and describing the plot (specific events, problems and solutions) from a fictional text. III-LS-1: HI-9: asking questions to clarify ideas and concepts. III-L-2: HI-4: explaining the meaning and usage of grade-specific academic vocabulary and symbols.

Elementary example

SEI Class Look For #4

4. Do the documented ELPS/PIs align with the selected SEI Model Option?

	SEI Block-2	ELPS/PI
Monday 8/12/19	10:30 - 11:30 Writing and Grammar	III-W-1:HI-5: writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text and of varying length. III L-1 (SC): HI-14: producing sentences using adverbs to modify verbs.

Elementary example, cont'd

SEI Class Look For #4

4. Do the documented ELPS/PIs align with the selected SEI Model Option?

Secondary Example

Monday 8/12/2019	**Period 2**

Time: 9:00 – 9:55 am

ELD Reading, Listening & Speaking and Vocabulary

ELP Standards/Performance Indicators:
V-R-4:HI-31: comparing and contrasting two items within an expository text.
V-LS-2:HI-7: report detailed information on a topic supported by concrete details, commentary, and examples in complete sentences.
V-L-2:HI-4: explaining the meaning and usage of grade-specific academic vocabulary and symbols.

SEI Class Look For #4

4. Do the documented ELPS/PIs align with the selected SEI Model Option?

Secondary Example

Monday 8/12/2019	Period 3
Time: 10:00 – 10:55 am	
ELD Writing and Grammar	

ELP Standards/Performance Indicators:
V-W-4:HI-6: using details to support the main idea, topic sentence, and/or thesis statement.
V-L-1(V):HI-5: using simple present tense irregular verbs (i.e., to be, to have, to do, and to go) to produce declarative, negative, and interrogative simple sentences.

SEI Class Look Fors # 5 & #6

❑ **#5 - ELD Instruction with EL students only.**

No mixing of ELs & non-ELs without __prior approval__ from OELAS.

Approved = ☺

Not approved = ☹

❑**#6 - Teachers responsible for SEI instructional minutes are appropriately endorsed**

SEI Class Look Fors:
#7, #8, #9

7. Books and instructional materials in English

8. Instruction in English

9. Minimal use of home language

State Compliance

SEI Observation Protocol

SEI Observation

All questions must be answered

Short description of class

- ✓ Date: _____ Teacher: _____ Grade: _____
- ✓ Description of class: _____

Model Compliance

1. Which SEI Model option is being implemented?	O1	O2	O3	S. Inter.

- ✓ Evidence would be from lesson plans and/or master schedule. **Document explicitly.**
- ✓ Collaborate **before** observations as a team to determine if correct ELD time at middle/high school is allocated so all "program" questions are consistent.

2. Have they allocated the required daily minutes for the selected SEI model?	Y	N	

- ✓ Evidence would be from lesson plans and/or master schedule. **Document explicitly.**
- ✓ If no, how many minutes have they allocated? _____ minutes

3. Are the lessons based on ELPS/PIs?	Y	N

- ✓ Evidence would be from lesson plans and/or posted in classroom and master schedule.
- ✓ Evidence observed that teacher is teaching to objective based on the ELPS/PI(s).

4. Do the documented ELPS/PIs align with the selected SEI model?	Y	N

- ✓ Evidence would be from teacher's lesson plans and/or posted in classroom and master schedule.

5. Does ELD instruction take place with EL students only, no mixing (unless approved by ADE)?	Y	N

- ✓ Evidence would be from classroom roster.
- ✓ Answer yes if approved exception by OELAS.

6. Is the teacher appropriately endorsed?	Y	N	N/A (charters only)

- ✓ This should have been determined prior to classroom observation.

State Compliance

7. Instruction in English during SEI instructional minutes?	Y	N	

- ✓ All instruction is required to be in English during the SEI instructional minutes.

8. Books and materials in English during SEI instructional minutes?	Y	N	

- ✓ All books and materials are required to be in English during the SEI instructional minutes.

9. Used minimal native language during SEI instructional minutes?	Y	N	EO	

- ✓ **Yes** = uses minimal native language; **No** = used more native language; **EO** = **E**nglish **O**nly
- ✓ Minimal use of native language for clarification is permitted.
- ✓ Clarification should be a word or phrase rather than translation of all instructions or translating written materials.
- ✓ Use of native language for providing guidance in an emergency situation is acceptable.

Acronyms:

- **EL:** English Learner
- **ELD:** English language development
- **ELPS:** English Language Proficiency Standards
- **O1:** SEI Model Option #1
- **O2:** SEI Model Option #2
- **O3:** SEI Model Option #3
- **S. Inter:** Secondary Intermediate
- **PIs:** Performance Indicators
- **SEI:** Structured English Immersion

Available on the OELAS website at
http://www.azed.gov/oelas/monitoring/

ILLP Classroom Observations

ILLP Document Look For #1 & #2

Individual Language Learner Plan (ILLP) Required Signature Document

1. Necessary signatures within required timeframe
2. Teacher has Attachments A & B in classroom

Attachment A

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:	SEI/ESL/BLE Endorsed	Language Domains Addressed:	ILLP Teacher Signature/Date:
Mr. Wizard	Yes / No	(L/S) (R) (V) W G	Mr. Wizard 8/12/19
Ms. Priss	Yes / No	L/S R V (W) (G)	Polly Priss 8/12/19
	Yes / No	L/S R V W G	
Language Domain	ELP Standards and Performance Indicators to be Covered		**Target Date**

Attachment B

ILLP Progress Report– Attachment B

*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.

*Date:	*Teacher Signature:
*Quarter: 1 10/06/2019	Ms. Priss
	(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:
OCV- 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 Look for #3

❑ **Specific ELPS/PIs on Attachment A**

Language Domain	Writing	Grammar	Reading	Listening & Speaking	Vocabulary
Standards to Use	Writing Domain	Language Strand Standard 1: Standard English Conventions	Reading Domain	Listening & Speaking Domain	Language Strand Standard 2: Vocabulary

ILLP Look For #4

☐ **4-5 Performance Indicators per domain**
☐ **Performance Indicators appropriately placed in domains**

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

ILLP Look For #4

❑ **4-5 Performance Indicators per domain**
❑ **Performance Indicators appropriately placed in domains**

Writing	IV-W-L:B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes. IV-W-L:B-9: writing a summary that identifies the main idea, characters, and setting of varied texts. IV-W-2:LI-6: using verb tenses (i.e., simple, progressive, perfect) in a variety of writing applications. IV-W-3:LI-1: generating, organizing, and maintaining a record of ideas for pre-writing. 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.	Quarter 1 10/06/2019
Grammar	IV-L-1(V):LI-9: producing declarative, negative, and interrogative simple sentences using simple past tense regular verbs with subject-verb agreement, with instructional support. IV-L-1(PREP):LI-3: using prepositions of time. IV-L-1(PH/CL):LI-5: using a prepositional phrase in a complete sentence. IV-L-1(SC):LI-9: producing sentences with a subject, verb and prepositional phrase with subject-verb agreement.	Quarter 1 10/06/2019

ILLP Look for #5:
Differentiation is adequately documented in the classroom using ELPS/PIs from
Current Attachment A

The ELP Standards/PIs used to <u>differentiate instruction daily</u> for ELs must be:

- ✓ from the current Attachment A.

- ✓ documented daily in the lesson plans or elsewhere in the classroom

- ✓ include the Standard and the PI (written out).

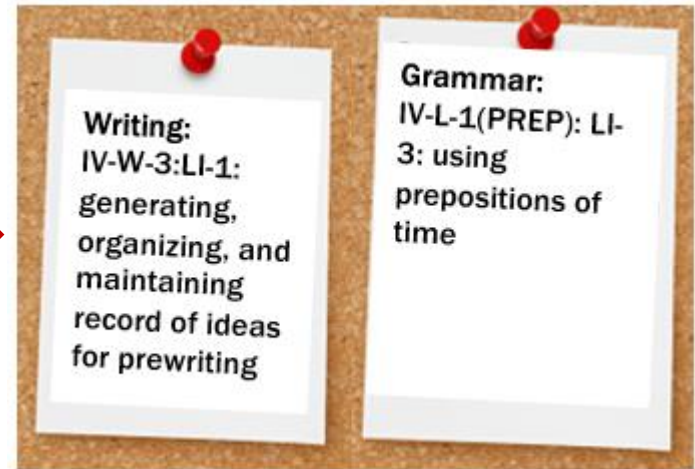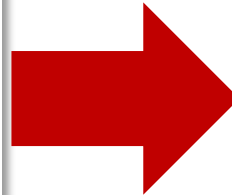- ✓ documented for each language domain(s) the teacher is responsible for

ILLP Look for #5:

Differentiation is adequately documenting in the classroom using ELPS/PIs from Current Attachment A

Current Attachment A

Writing	**IV-W-1:B-3:** taking notes using a teacher selected and student created graphic organizer or cloze notes. **IV-W-1:B-9:** writing a summary that identifies the main idea, characters, and setting of varied texts. **IV-W-2:LI-6:** using verb tenses (i.e., simple, progressive, perfect) in a variety of writing applications. **IV-W-3:LI-1:** generating, organizing, and maintaining a record of ideas for pre-writing. **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.	Quarter 1 10/06/2019
Grammar	**IV-L-1(V):LI-9:** producing declarative, negative, and interrogative simple sentences using simple past tense regular verbs with subject-verb agreement, with instructional support. **IV-L-1(PREP):LI-3:** using prepositions of time. **IV-L-1(PH/CL):LI-5:** using a prepositional phrase in a complete sentence. **IV-L-1(SC):LI-9:** producing sentences with a subject, verb and prepositional phrase with subject-verb agreement.	Quarter 1 10/06/2019

Writing: IV-W-3:LI-1: generating, organizing, and maintaining record of ideas for prewriting

Grammar: IV-L-1(PREP): LI-3: using prepositions of time

<u>Note</u>: If a teacher is responsible for more than one language domain, there must be documentation for each area of instruction.
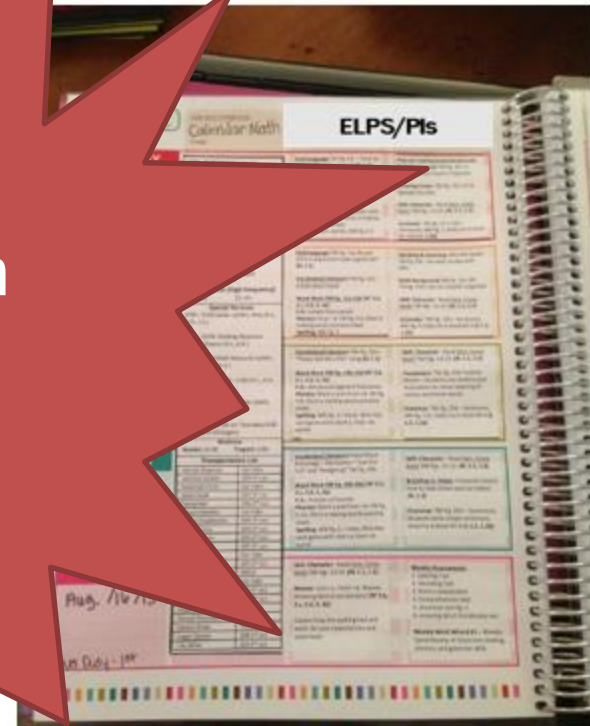
ILLP Look for #5:

Differentiation is adequately documenting in the classroom using ELPS/PIs from Current Attachment A

Current Attachment A

Writing	IV-W-1:B-3: taking notes using a teacher selected and studen... organizer or cloze notes.
	IV-W-1:B-9: writing a summary that identifies the main idea, c... setting of varied texts.
	IV-W-2:LI-6: using verb tenses ... writing applications.
	IV-W-3:LI-1: generating, organizing, and ... writing.
	IV-W-4:B-2: writing a paragraph, focused on a ... sequencing, and transitional words and phrases to ...
Grammar	IV-L-1(V):LI-9: producing declarative, negati... using simple past tense regula... instructional support.
	IV-L-1(PREP):LI-3: using prep...
	IV-L-1(PH/CL):LI-5: using a preposi...
	IV-L-1(SC):LI-9: producing sentences with... with subject-verb agreement.

PRINT lesson plans during monitoring visit!

Note: If a teacher responsible for more than one language domain, there must be documentation for each area of instruction.

ILLP Look for #6 & #7

6. **Attachment A reviewed/revised at beginning of grading period**
7. **Attachment B completed at the end of each grading period**

Q1   Q2   Q3   Q4

Within 30 days/2weeks: ILLP Document complete and Q1 Attachment A written/signed

Q1 Attachment B and Q2 Attachment A reviewed/revised

Q2 Attachment B and Q3 Attachment A reviewed/revised

Q3 Attachment B and Q4 Attachment A reviewed/revised

Q4 Attachment B and no Attachment A required

ILLP Class Look Fors:
#8, #9, #10

7. Books and instructional materials in English

8. Instruction in English

9. Minimal use of home language

State Compliance

ILLP Observation Protocol

ILLP Observation

All questions <u>must</u> be answered

Short description of class

- ✓ Date: _____ Teacher: _____ Grade: _____
- ✓ Description of class: _____

Please note: ILLP class is not intended to be an ELD class

Language Domain(s) Teacher is responsible for: L/S   G   R   V   W

If class is self-contained: Mainstream Class Size: _____   Number of English learners: _____

If teacher is departmentalized: Number of ELs responsible for: _____

Proficiency level of EL(s):   PE   E   B   I

Model Implementation

1. Do all three ILLP documents have the necessary signatures within the required timeframe?	Y	N	

✓ The *Required Signature Document* is not required to be in the classroom; however, it must be in the EL student's cumulative folder/EL file.

2. Does the teacher have a completed ILLP Attachment A for each EL in the classroom?	Y	N	

✓ Evidence of a completed ILLP Attachment A is in the classroom for each EL according to the required timelines.

3. Are specific ELPS/PIs included on each Attachment A?	Y	N	

✓ ELPS/PIs can be the same for all students in the specific proficiency level.

4. Does each Attachment A accurately document ELPS/PIs for the teacher's assigned language domain(s)?	Y	N	

✓ Evidence that ELPS/PIs are included in the required language domains (Reading, Writing, Grammar, Listening, Speaking, and Vocabulary) on each Attachment A.

5. Is differentiation adequately documented in the classroom using ELPS/Performance Indicators from current Attachment As?	Y	N	

✓ Evidence that ELPS/PI(s) are posted in the classroom and/or in lesson plans.
✓ Evidence that what is reflected on the current Attachment A is being used to differentiate instruction for ELs
  - Example - If reading was noted on the Attachment A, the teacher works with EL(s) using the ELP Reading Standards.

6. Is there evidence of periodic review and/or revisions of Attachment A?	Y	N	
7. Has documentation been completed for each Attachment B?	Y	N	

State Compliance

8. Instruction in English when differentiating for ELs?	Y	N

✓ All instruction is required to be in English.

9. Books and materials in English when differentiating for ELs?	Y	N

✓ All books and materials are required to be in English when differentiating for ELs.

10. Used minimal native language when differentiating for ELs?	Y	N	EO

✓ **Yes** = uses minimal native language; **No** = used more native language; **EO** = English Only
✓ Minimal use of native language for clarification is permitted.
✓ Clarification should be a word or phrase rather than translation of all instructions or translating written materials.
✓ Use of native language for providing guidance in an emergency situation is acceptable.

Acronyms:

- **EL**: English Learner
- **ELD**: English language development
- **ELPS**: English Language Proficiency Standards
- **ILLP**: Individual Language Learner Plan
- **PIs**: Performance Indicators
- **SEI**: Structured English Immersion

Available on the OELAS website at
### http://www.azed.gov/oelas/monitoring/

3. Exit Meeting

❑ **Required Attendees**: OELAS monitoring team, EL Coordinator, Superintendent and/or other appropriate LEA Administrator(s)

❑ **Timeframe**: 45 minutes

❑ **Purpose**:

   ✓ Review data trends from files and classroom visits across the LEA

   ✓ Inform LEA of any corrective action findings, when applicable

After the Monitoring Visit

Before the Monitoring Visit	→	During the Monitoring Visit	→	After the Monitoring Visit
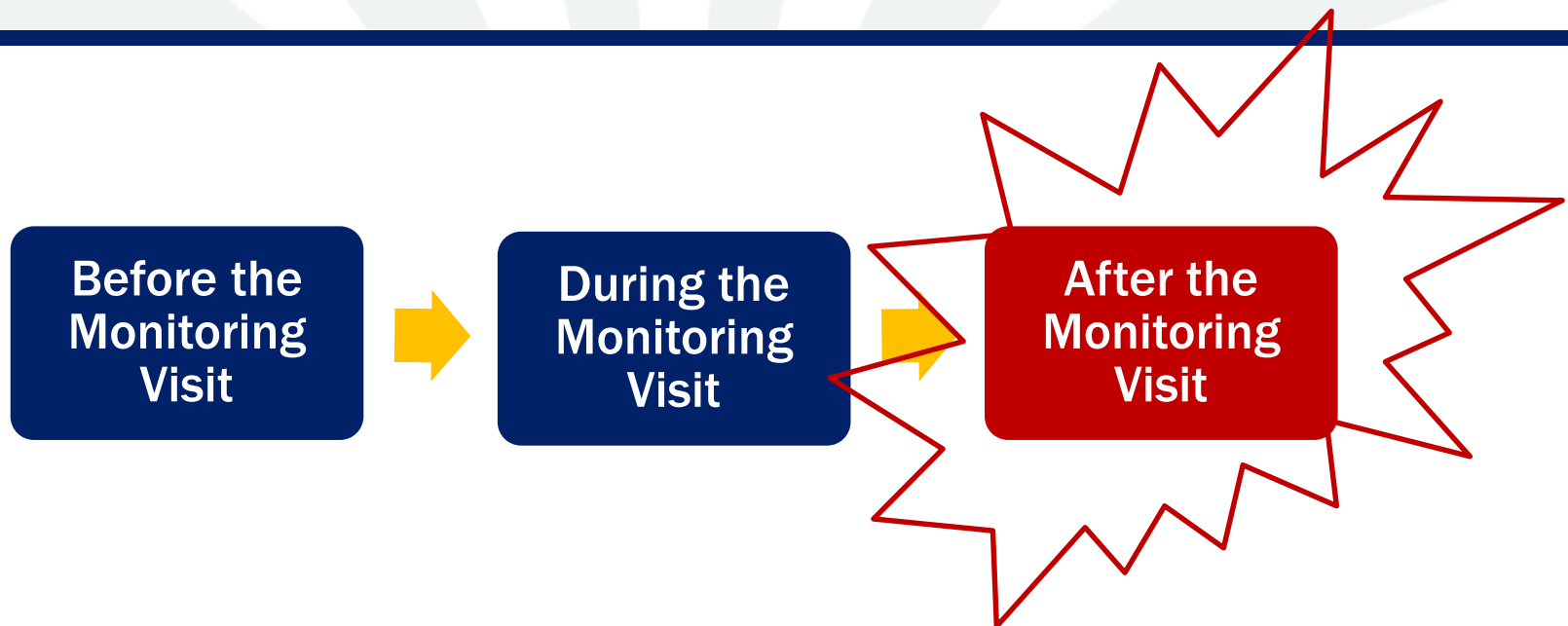
Monitoring Report Letter

❑ **The OELAS monitoring team lead will send the LEA a monitoring report within 45 days of the monitoring visit.**

- **This concludes the monitoring for LEAs without findings.**

- **LEAs with findings begin the Corrective Action process.**

Pro-Tips & Resources
for Your Monitoring Visit

Pro-Tips for a Successful Monitoring Visit

Ask questions as you prepare - your Regional Specialist is here to help!

Let front office staff, registrars, teachers, etc. know that **OELAS** will be on campus.
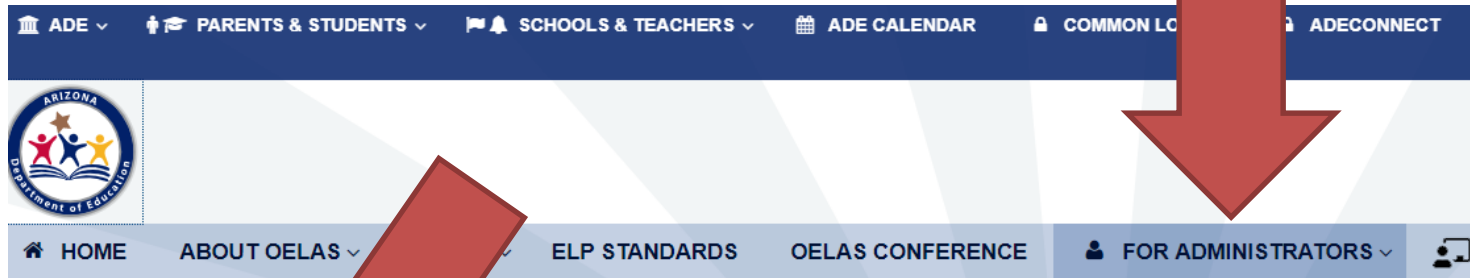
Ask teachers to PRINT lesson plans, ILLPs!

Registrars/records clerks appreciate knowing that we'll be pulling files.

Visit Our Website

www.azed.gov/oelas

Recommended Next Steps

1. Review today's information with those involved in preparing for your monitoring.

2. Look for an email from your Regional Specialist scheduling the initial and exit meetings.

3. Submit all *Advance Monitoring Info* by the date on your monitoring notification letter.

4. Prepare your *Monitoring Binder* & complete *Title III Documentation.*

Revisiting Today's Goal

The goal of today's session is to go over what LEAs can expect before, during, and after an on-site EL monitoring visit.

You've got this!

Arizona Department of Education

Office of English Language Acquisition Services

602-542-0753

[**OELASInbox@azed.gov**](mailto:OELASInbox@azed.gov)