

# Forms and SEI Classroom Protocol: Guidance on revised forms and *SEI Classroom Protocol* aligned to the new SEI Models

## **Slide 1**

Hi! Welcome to the OELAS on-demand module which will provide your LEA with guidance on the revised EL forms and the new SEI Classroom Protocol. My name is Cindi Wingfield and I am the Regional Specialist who be your presenter for this module.

## **Slide 2** The goals of today's training are to

- go over \*updated\* EL forms that have been revised for the 2020-2021 school year.
- introduce the \*new\* SEI Classroom Protocol aligned to the new SEI Models.
- provide opportunities for Q & A through office hours with your EL Regional Specialist.

## **Slide 3**

We know that you will likely have questions specific to your LEA as you go through this module and we recommend jotting down those questions. Your EL Regional Specialist will be hosting office hours on Zoom later this week and will be happy to answer your questions during this time. Please be on the lookout for an email OELAS that will provide you with the time your Regional Specialist has scheduled her office hours. In addition to office hours, you may also reach your Specialist via email at any time. At the end of this module, we'll provide information on how to contact your Regional Specialist

## **Slide 4**

We'll now begin our module by seeing some changes with EL forms that all LEAs need to be aware of. Some forms have been revised while others have become obsolete due to the new SEI Models that will be implemented for the 2020-2021 school year. First, we'll show you where the EL forms may be found, and then we'll look at the changes.

## **Slide 5**

In this screenshot, you'll see the OELAS website. All EL documents are located here under the tab labeled "For Administrators". Please note that any forms listed under the heading of "State-Approved EL Forms for Student Files (not to be modified)" must be used exactly as they are on the OELAS website. Adding logos, headings, or any other information specific to your district, charter, or school is not permitted on any form in this section of our website. Forms found under the heading "Sample EL Forms" may be modified or recreated by the LEA provided the content of the form is preserved.

## **Slide 6**

Here you'll see a list of the EL forms that are used to document EL program services. For those of you who are familiar with the old EL Forms checklist, you'll noticed that the updated EL Forms list is quite a bit shorter. Two of the EL forms have been revised, the Home Language Survey and the Parental Notification and Consent form, and three forms have been eliminated: The ILLP Required Document, the ILLP Attachment A, & the ILLP Attachment B. A change should have also been made to your LEA's Student Enrollment Form, and we will discuss that shortly. The other forms on this list have not undergone any changes and remain the same as last year.

## Side 7

First, we'll review the two forms that have been revised for the 2020-2021 school year: The Home Language Survey and the Parental Notification and Consent Form.

## Slide 8

You are likely aware that the purpose of the Home Language Survey is to identify students who have a Primary Home Language Other Than English, also called PHLOTE students. These are the students who may be eligible for EL services. The Home Language Survey is completed at the time of initial enrollment for all students, both EL and Non-EL. Once completed, this form does not need to be filled out again provided the student remains continuously enrolled within the LEA.

Let's take a closer look at how this form has changed for the 2020-2021 school year.

## Slide 9

One change you'll notice on the Home Language Survey is that the purpose of this form is now clearly explained to parents and guardians. This includes the addition of a statement about making changes to one or more of the three responses. This new statement reads:

"If you need to correct any of your responses, this must be done **BEFORE** the student takes the AZELLA Placement Test."

Per Federal guidelines, once a student has taken the AZELLA placement test and is identified as an English learner, no changes to the student's EL status may be made until the student demonstrates English proficiency on the AZELLA.

## Slide 10

Another change you'll see on the Home Language Survey is that the three language questions have been reworded to elicit more accurate responses from parents and guardians through clear, concise user-friendly language.

The three questions are now worded as:

1. What language do people speak in the home **most** of the time?
2. What language does the student speak **most** of the time?
3. What language did the student first speak or understand?

Please note that, the while the wording of the Home Language Survey has been revised, the process for its use remains the same as in previous years.

## Slide 11

Now, let's look at Parental Notification and Consent Form which is used to notify parents when a student is placed in an EL program. As with the Home Language Survey, the process for using this form has not changed. Parents and guardians must be notified each year of their student's EL program placement within 30 days of the first day of school or 2 weeks for EL students who enroll after the start of school year. We'll go over the changes in the content of the Parental Notification and Consent Form in our next two slides.

## Slide 12

As you heard Monday in the general PELL session, the State Board of Education approved 4 new SEI Models that are to be implemented starting in the 2020-2021 school year; therefore, the Parental Notification and Consent form was revised to match the new SEI Models. When a Parental Notification and Consent Form is being filled out, the model in which a student has been placed will be checked. The 4 SEI Model options are:

- SEI Pull-Out Model
- SEI Two-Hour Model
- SEI Newcomer Model
- 50/50 Dual Language Immersion Model

You'll notice that **The Bilingual with waiver 1, 2, or 3** remains as an option on the Parental Notification and Consent form. This is NOT required for the 50/50 DLI model, and will **only** be used when an LEA has is implementing an alternate model that includes a bilingual program.

## Slide 13

The final changes made to the Parental Notification and Consent Form provide clarity on how a student was identified as an EL, the requirements for exiting an EL program, and a parent or guardian's right to decline their student's placement in an EL program. While there were no substantive changes with this content, it is important for you to note the revised verbiage.

## Slide 14

Moving on from the revised forms, you'll now see which forms have had EL requirements removed or have been eliminated altogether.

## Slide 15

When the State Board of Education approved revisions to the Home Language Survey, they also removed the requirement that the 3 language questions must also be present on a school's Student Enrollment Form. Please work with your LEAs to ensure these three language questions are no longer on your Student Enrollment Forms as the Home Language Survey is the only form now used to identify PHLOTE students.

## Slide 16

By now, you've probably heard that ILLPs are no longer in use. Yes! This is true and bares repeating: ILLPs will not be used in Arizona schools starting this school year (2020-2021). Regardless of the SEI Model or models your LEA decides to use for the 2020-2021 school year, Principles 2 & 3 of the models describes the type of evidence that an LEA may use to show model implementation and effectiveness. So, goodbye ILLPs!

## Slide 17

Those are all the changes made to EL forms for the 2020-2021 school year. You'll now receive and introduction and overview to the new SEI Classroom Protocol.

## Slide 18

Here is a quick glance at the new SEI Classroom Protocol. Over the next several slides, you'll learn where to find this form on our website, the purpose of this form, and how this form aligns to Principles 2 & 3 of the new SEI Models. You may wish to note that OELAS used to have 1 form for visiting an SEI Classroom, and another form for the ILLP Classroom, and yet *another* form for Bilingual Classrooms. (click) The new SEI Classroom Protocol will replace the three

previous classroom observation forms, and, the SAME form will now be used during classroom visits for all 4 of the new SEI Models.

### **Slide 19**

The SEI Classroom Protocol is be found on the OELAS website under SEI Models below the Resources tab.

### **Slide 20**

The purpose of the SEI Classroom Protocol is to gather evidence & provide feedback on requirements for both the Principle two's Integrated ELD Instruction and Principle three's Targeted ELD Instruction as described in all 4 of the new SEI Models. This form will help EL Coordinators, teachers, administrators, instructional coaches, and other stake holders know and understand what to Look For when they visit a classroom that is providing either targeted or integrated ELD instruction for ELs as part of the required number of SEI minutes. The things to look for in these classrooms includes:

- student groupings
- students' English language proficiency levels
- the number of ELD minutes that has been allotted for the selected SEI model
- the use of content area standards for integrated ELD minutes
- the use of English Language Proficiency Standards/Performance Indicators in both the integrated and targeted settings
- that the teacher holds and SEI, ESL, or BLE endorsement, and
- that the instruction, books, and materials are in English during ELD

### **Slide 21**

- **The SEI Classroom Protocol is aligned to the Principles of the new SEI Models:**
  1. Pull-Out SEI Model
  2. Two-Hour SEI Model
  3. Newcomer Model
  4. 50-50 Dual Language Immersion Model
- Each item on the SEI Classroom Protocol for has been included to gather evidence specified under Principle 2 or Principle 3 for each of the new SEI Models.

### **Slide 22**

Given the purpose of the SEI Classroom Protocol and its alignment to Principles 2 & 3 of the new SEI Models, you can see how critical it is for instructional coaches, teachers, and administrators to have a strong working knowledge of the SEI Models being implemented at your LEA.

If you have not yet familiarized yourself with the new SEI Models, and worked to make sure with your leadership team, EL Coordinators, instructional coaches, and EL teachers understand the new SEI Models, it is important that you download these documents and thoroughly read and study the SEI Model or Models you will be using at your campus or LEA. You'll find detailed information on each of the new SEI M models on the OELAS website in the SEI Models section and under the *Approved Research-Based SEI Models* tab. Now, let's see what to look for in classrooms that are providing either targeted or integrated ELD instruction, or both, according to the new SEI Models.

### Slide 23

The first thing the SEI Classroom Protocol asks for demographic information. This Evidence shows:

- the grouping configuration of the class (ELs only or ELs and Non-ELs) and that
- student groups are comprised of students in only one grade level and English proficiency level *to the extent possible*

Remember, we should see **only** students who are ELs in the targeted ELD setting, and a mix of both ELs and Non-ELs in the integrated ELD setting; therefore, this grouping information helps us know if we are seeing targeted or integrated ELD instruction.

### Slide 24

We also need to identify which of the State Board of Education approved SEI Models is being implemented in the classroom. Knowing which model is being implemented is key to what you'll be looking for in terms of student groupings, time allocations, and instruction as these vary by model.

Evidence to show which SEI Model is being implemented includes:

- Written district policies/requirements
- Professional development plans, materials or artifacts
- Assessment data and tools
- Master schedules and daily schedules which note the minutes of targeted ELD and integrated ELD or
- Student rosters grouped by grade level and English language proficiency level for the selected SEI model

### Slide 25

Another important look for is that the correct number of minutes have been allocated for **targeted** ELD instruction as required by the selected SEI Model.

Evidence for this includes:

- Written district policies/requirements
- Lesson plans
- Master schedules and daily schedules note the minutes of targeted ELD instruction and
- Student rosters with grade level and proficiency levels

*You'll see that there is an option to note "N/O" or Not Observed. This would be used anytime you are visiting a classroom that is solely responsible for the integrated ELD minutes required by the SEI Model being implemented.*

If you are unsure as to how many minutes should be allocated for **targeted** ELD in the model being implemented, please refer to **Principle 3** of the selected model.

### Slide 26

Next, we'll look to see that the correct number of minutes have been allocated for **integrated ELD** instruction as required by the selected SEI Model. As with the targeted ELD, evidence for integrated ELD includes:

- Written district policies/requirements
- Lesson plans
- Master schedules and daily schedules note the minutes of targeted ELD instruction
- Student rosters with grade level and proficiency levels

*You'll note that there is an option to note "N/O" or Not Observed. This would be used anytime you are visiting a classroom that is solely responsible for the **targeted ELD** minutes required by the SEI Model being implemented.*

If you are unsure as to how many minutes should be allocated for **integrated ELD** in the model being implemented, please refer to **Principle 2** of the selected model.

### Slide 27

Now that we've gathered evidence on which SEI Model is being implemented and how many minutes of targeted and integrated ELD have been scheduled, we take a look at the instruction itself. Item #4 on the SEI Look Fors form has us look to see if the targeted ELD lesson is based on the English Language Proficiency Standards/Performance Indicators and is aligned to the students' English proficiency levels. The evidence that will show us this includes:

- The lesson being focused on language objectives aligned to the ELP standard(s) and performance indicator(s)
- The Lesson is differentiated based on English language proficiency level of students
- Student rosters with proficiency levels; Pre-emergent/Emergent, Basic or Intermediate and
- Instructional artifacts and student work

*You'll note that there is an option of "N/O" or Not Observed. This would only be used when you are visiting a classroom that is solely responsible for the integrated ELD minutes required by the SEI Model being implemented.*

### Slide 28

Our next Item #5 prompts us to look and see if the **integrated ELD lesson** is based on BOTH the AZ Content area standards AND the English Language Proficiency Standards/Performance Indicators and is aligned to the students' English proficiency levels.

The evidence that will show us this includes:

- The lesson observed focuses on content and language objectives that are aligned to both content area standards and ELP standards/PIs
- The lesson observed differentiates instruction based on English language proficiency levels
- Student rosters with proficiency levels
- Grouping Configurations , and
- Instructional artifacts and student work

*Again, you'll note that there is an option of "N/O" or Not Observed. This would **only** be used when you are visiting a classroom that is solely responsible for the targeted ELD minutes required by the SEI Model being implemented.*

### Slide 29

The Looks Fors now shift our focus to who is in the classroom during targeted ELD time. We should see that only ELs are participating in the targeted ELD lesson – whether that takes place in a separate setting or in a small group that is pulled within the mainstream classroom.

Evidence to show that targeted ELD instruction takes place with only ELs includes:

- Master Schedule
- Classroom rosters
- Student schedules

*If you are visiting a classroom that only provides integrated ELD as part of the SEI Model requirements, then you will mark "N/O" or Not Observed for this classroom.*

**It is important for you to take note that OELAS is no longer approving mixed grouping exceptions. Targeted ELD, as defined by the new SEI Models, is exclusively for EL students.**

### Slide 30

Student groupings are different during an integrated ELD lesson than during a targeted ELD lesson. During an integrated ELD lesson, we should see that **both** ELs and Non-ELs are participating together in the integrated lesson.

Evidence to show that integrated ELD instruction takes place with both ELs and Non-ELs includes:

- Master Schedule
- Classroom rosters
- Student schedules

*If you are visiting a classroom that only provides targeted ELD as part of the SEI Model requirements, then you will mark “N/O” or Not Observed for this classroom.*

### Slide 31

The last two things to look-for apply to both a classroom that is providing targeted and a classroom that is providing integrated ELD as part of the SEI Model required minutes.

Item #6 asks for evidence that a teacher of record for targeted or integrated ELD minutes is appropriately endorsed and states that this “\* *should have been determined prior to classroom observation*”. This is because the teacher’s certificate would need to be reviewed ahead of time to ensure she/he holds an SEI or ESL/BLE endorsement.

### Slide 32

Items numbers 7, 8, and 9 look to ensure that all instruction, books, and materials used during targeted or integrated ELD time are in English, and that native language is used minimally (ex. to clarify something for a student or provide instructions in an emergency).

### Slide 33

As we conclude our module, it’s likely that you have questions about the new forms and how they apply to your unique classroom, school, district, or charter. Please know that your Regional Specialist is here to help you navigate this new information!

There are three ways you can have your questions answered:

1. Join your EL Regional Specialist during her office hours being held at the end of the week on zoom. If you have registered for the May 4<sup>th</sup> PELL meeting, our office will be sending you an email with the date, time, and zoom link for the office hours being hosted by your Regional Specialist.
2. You can also submit your questions to OELAS using the Google Form link that is now showing on your screen. We will make every attempt to answer these during the scheduled Regional Office hours or add them to the F.A.Q. document on the OELAS website.
3. And, finally, we encourage you to email your Regional Specialist with questions at any time!

### Slide 34

And, finally....If you are not sure who which Regional Specialist supports your LEA, please email OELAS at the email address on your screen for assistance. Thank you for watching today’s recorded module providing guidance on revised EL forms and SEI Classroom Look-Fors. Have a wonderful rest of your day.