Overview of the SEI Models and Inclusion of Targeted and Integrated Instruction

Slide 1
Hello and welcome to our PELL breakout session module. My name is Cristina Brownfield and I am an EL Program specialist for the Office of English Language Acquisition Services. Presenting with me today are two of my fellow EL Program specialists, Tina Abaie and Andrea Grabow.

Slide 2
This recorded module will provide you with a high-level overview of Arizona's Language Development Approach and the new Research-Based SEI Models Approved by the State Board of Education. This module will also include an overview of both Integrated and Targeted ELD instruction which are two key principles found within each of the four approved SEI Models. We will also briefly discuss how the standards will be utilized within these principles.

Slide 3
Before discussing Arizona's Language Development Approach and the new SEI Models it is important to note which standards schools are expected to use. Please note that the 2020-2021 school year is a transition year for the implementation of our new 2019 ELP standards. During the 20-21 school year, schools will continue using the 2010 English language proficiency standards. This is also the year that teachers are expected to START including the Revised 2019 ELP standards in lesson plans and other EL documentation. The 20-21 school year is the final year that AZELLA will be based on the 2010 ELP standards. School year 21-22 will be the first year of FULL implementation of the revised 2019 English language proficiency standards. These new standards will be the ONLY standards to use for planning, instruction, and EL documentation from that point forward. 2020-21 will also be the first year that the AZELLA will be aligned with and based on the 2019 English language proficiency standards.

Slide 4
Arizona's Language Development Approach is the foundation upon which the new SEI Models were constructed.

Slide 5
What is a "Language Development Approach?" It is a set of underlying assumptions about how we intend to develop language, literacy, and learning in ALL subject areas for our English learners.

Slide 6
How language development is conceptualized influences how learning experiences are designed and enacted. Arizona's language development approach therefore requires intentional planning for explicit and meaningful learning experiences for our English learners throughout the day. The expectation is that language, literacy, and learning practices are connected in all subjects and instructional models. Our Language Development Approach also communicates what is expected of educators with respects to language, literacy, and learning practices.

Slide 7
When considering the best approach to meet the language and literacy needs of our English learners, it is important to note that ALL educators share this responsibility and that the overarching goal is for Arizona's English learners is to develop a sense of agency, confidence, and determination.

Slide 8
Principle one emphasizes the linguistic resources and cultural knowledge our English learners bring with them to the school environment. The expectation is that all educators will build on the background knowledge and prior experiences of EL students. ALL educators must therefore: Recognize that multilingualism and bilingualism are assets and Ensure students' cultural and linguistic assets are acknowledged and respected in a safe, affirming, and inclusive environment. Every English learner can and will learn!.

Slide 9
Principle two addresses the need for all educators to share the responsibility of designing instruction that integrates language and literacy development with content learning. Educators must work together to promote the academic success for our English learners. ALL Educators therefore: differentiate disciplinary language instruction using the English language proficiency standards, immerse students in a language-rich environment and interactive, discussion-based learning tasks, and support English learners' deep learning and ability to engage in grade-level learning through abundant academic reading, writing, and discussion.

Slide 10
Principle three addresses the need for explicit language instruction that is designed to provide students with an understanding of how language FUNCTIONS within different content areas. Educators responsible for targeted ELD instruction: create opportunities for students to use receptive and expressive language skills and support English learners to develop the discourse practices they need to engage with rigorous, grade-level disciplinary content.

Slide 11
Principle four is the final component of Arizona's Language Development Approach. Districts and schools use the English Language Proficiency Standards, diagnostic

tools, formative assessment practices, and summative assessments to measure the progress of English learners' language and content knowledge. ALL educators should use the data collected from these assessments to inform next instructional steps for English learners.

Slide 12
Let's take a closer look at principles two and three.

Slide 13
Each approved SEI model includes both integrated and targeted ELD instruction. Integrated instruction is provided to English Learners throughout the day in core content areas. This instruction is provided to English Learners alongside their native English-speaking peers through shared strategies and supports. Targeted or explicit instruction is protected time, specifically for English Learners. This specialized instruction utilizes the ELP standards to provide focused language instruction.

Slide 14
In this section, we will look closer at integrated ELD Instruction.

Slide 15
The following slide shows the key components of integrated ELD instruction. You will notice during integrated ELD instruction, English learners are grouped with their mainstream peers. Integrated ELD instruction takes place within core content areas and is driven by K-12 content standards. ELP standards are used in conjunction with these standards to provide differentiation.   English Learners development of disciplinary literacy and content knowledge is increased through the use of scaffolded language supports.

Slide 16
This slide shows an example of a classroom in which integrated ELD instruction could take place. It is a fourth-grade classroom with students of mixed abilities including English Learners and Fluent English Proficient students. The class is currently in the middle of a unit on ecosystems.

Slide 17
The eco-system unit is driven by K-12 English Language Arts and Science standards. Using both sets of standards, will allow teachers to develop disciplinary literacy and content knowledge throughout the unit. On the screen, is one lesson's focus standards. These standards were used to develop the learning target that will the drive the instruction for that days' lesson on eco-systems. You can see the learning goal on the bottom of your screen: The students will collaboratively reconstruct a complex text about ecosystems. They will apply their content knowledge and knowledge of the text type.

Slide 18

When preparing a lesson, teachers consider the abilities and learning needs of their students. Considerations on how to best support English Learners with the language demands of a lesson is the goal of integrated ELD instruction. The ELPS contain performance indicators for English language development across proficiency levels. When planning integrated ELD instruction, performance indicators from the ELPS are selected that align to the disciplinary literacy and content goals contained in the learning target. These ELPS along with teacher observation and a variety of formative and summative assessments aide the teacher in developing scaffolds that will support English Learners in meeting the language demands within the lesson. This slide shows the ELPS and PIs and the scaffolds that were developed to support the learning goal for the eco-system lesson. We will discuss these scaffolds further on the next slide.

Slide 19

Three scaffolds were developed by the teacher: read aloud text, a vocabulary word wall, and note taking guides developed to support the different proficiency levels of the English learners. This slide shows where in the lesson the scaffolds could provide additional support for the English Learners within the classroom. Read aloud text is used to ensure the readability of the text does not detract from comprehension. The vocabulary word wall contains key academic and content vocabulary from the text. This supports English learners with text comprehension and will also provide support in the inclusion of key vocabulary in their speaking and writing about the text. The note-taking guides will allow students to capture and organize key information from the text. The completed guides will be available as a reference and support for students to use as they apply the information from the text to complete the remainder of the tasks throughout the lesson.

Slide 20

We hope you have found the examples in this section helpful. In conclusion, integrated ELD instruction takes place within core content areas and mixed ability classrooms that include both mainstream and EL students. It is instruction that is driven by K-12 content standards and utilizes ELP standards to provide differentiation that supports language through shared strategies and support.

Slide 21

Let us now take a closer look at Principle three of Arizona's Language Development Approach: Targeted and explicit language instruction

Slide 22

Just as literacy and language should be integrated into content instruction, so should content and disciplinary practices be integrated into language instruction.

Targeted and explicit language instruction should therefore support and build into the current course work in other content areas. Teachers responsible for targeted English

language development should intentionally plan for the development of students' particular language learning needs. Targeted instruction is a protected time for English learners in that this explicit language instruction is designated for groups of EL students only. English learners are grouped by grade level and English proficiency levels to the extent possible and the instruction during this time is driven by the English language proficiency standards.

Slide 23
Continuing with our fourth-grade classroom scenario, this chart provides an example of how the students in this grade level were divided into groups for language instruction that targets the needs of all fourth-grade students in the school. You will notice the English learners in this example receive their targeted English language instruction in groups based on their proficiency levels.

Slide 24
Here is an example of what the instructional focus might be within the targeted ELD time. Based on the fourth grade team's observations and formative assessments it has been determined that the English learners are experiencing challenges reading more complex science texts. The data has also shown that the ELs in this group need extra support building sentences that are more cohesive. In this example, the ELD teacher has decided the learning target for this particular lesson will be "The students will discuss ways of using language that creates cohesion, with a focus on connecting words, transition words, and words used to refer to ideas elsewhere in the text." The ELD teacher has purposefully planned for and designed a lesson that will allow the students to understand and USE the desired language. This explicit instruction will help provide students with a better understanding of how language functions within the mainstream science classroom.

Slide 25
As stated earlier in this module, we will continue to use the 2010 English language proficiency standards for the 20-21 school year. Here are the 2010 ELP standards that are driving the instruction for this targeted ELD lesson.

Slide 26
The 20-21 school year is also the transition year during which teachers will begin using the new 2019 ELP standards. Here is the new ELP standard that would be guiding this targeted lesson.

Slide 27
It is essential to remember that targeted ELD time in ALL FOUR approved SEI Models is for EL students only. All instruction within this protected time is therefore based on the English language proficiency standards. It is important to note that targeted ELD instruction equips our English learners with the strategies they need to comprehend and to use the English language. Through participation in targeted and explicit

language instruction, English learners will develop a sense of voice, confidence, and self-efficacy around their language use both in and out of school.

Slide 28
Research shows a comprehensive approach that contains both integrated and targeted ELD instruction is the most effective for providing language instruction and support to English Learners. Please use the link on the screen to view an example of a classroom that utilizes both targeted and integrated ELD instruction. The goal of this video is for you to see instruction modeled that is aligned with the principles and expectations of Arizona's Language Development Approach. Please note that because this classroom is in another state, there is reference to standards and requirements that do not apply to Arizona. As required by Arizona Proposition 203, all books and instructional materials are in English and all instruction is delivered in English during scheduled targeted and integrated ELD instruction. As was modeled in the video, the native language of English learners should be valued and seen as an asset to learning English.

Slide 29
Up to this point we have reviewed the language development approach and discussed, in detail, integrated and targeted instruction. We are not going to discuss each of the four research-based SEI models approved by the state of board of education.

Slide 30
The four approved models include the pull-out model, two-hour model, newcomer model, and the 50-50 dual language model.

Slide 31
On the following four slides you will read through some of the biggest take-aways of each model. The first model we are going discuss the characteristics of each principal with the given model.

Principal 1 articulates a clear vision for student success that includes high expectations for EL student achievement and social-emotional development.

Principal 2 includes 60 minutes per day at an elementary level and 50 minutes per day and at secondary level of language instruction within the integrated setting.

Principal 3 includes 60 minutes per day at an elementary level and 50 minutes per day at a secondary level of targeted ELD time for all EL students that is provided by an ELD Specialist

Principal 4 Ensures that all teachers have access to a variety of different types of data about their EL students' progress and performance

Slide 32

The next model we are going to discuss is the two-hour model.

Principal 1 articulates a clear vision for student success that includes high expectations for EL student achievement and social-emotional development.

Principal 2 requires grade level/content area teachers provide support that is connected to content instruction within the integrated setting throughout the day

Principal 3 includes 120 minutes per day at an elementary level and 100 minutes per day at a secondary level of targeted ELD time in an SEI classroom

Principal 4 Ensures that all teachers have access to a variety of different types of data about their EL students' progress and performance.

Slide 33

The newcomer model is designed for students who are new to the United States.

Principal 1 articulates a clear vision for student success that includes high expectations for EL student achievement and social-emotional development.

Principal 2 requires grade-level/content area teachers provide at least 120 minutes per day at an elementary level and 100 minutes per day at secondary level of language instruction within the integrated setting

Principal 3 Requiring that ELD Specialists provide at least 120 minutes per day at an elementary level or 100 minutes per day at a secondary level of language instruction within the targeted setting

Principal 4 Ensures that all teachers have access to a variety of different types of data about their EL students' progress and performance.

Slide 34

Lastly, we will discuss the 50-50 Dual Language immersion.

Principal 1 articulates a clear vision for student success that includes high expectations for EL student achievement and social-emotional development.

Principal 2 requires grade-level/content area teachers provide at least 90 minutes per day at an elementary level or 75 minutes per day at a secondary level of English language instruction within the integrated setting. 50% of content instruction in English

Principal 3 include 30 minutes per day at an elementary level or 25 minutes per day at a secondary level of targeted ELD time for all EL students that is provided by a certified ELD Specialist

Principal 4 Ensures that all teachers have access to a variety of different types of data about their EL students' progress and performance.

Slide 35
It's important to discuss the similarities and differences between these models in order to better understand which model will best serve your Els on your sites. Principals 1 and 4 are very similar for all 4 models.

Slide 36
The biggest differences within each model occurs in Principal 2 and 3. Please take a moment to review these differences.

Slide 37
There are a number of implied non negotiables which include Targeted and explicit English language development at the appropriate level of language proficiency is for ELs only. Grouping exceptions are no longer an option for targeted ELD. ELs have access and opportunity everyday to grade-level content alongside native English-speaking peers and are not segregated for the majority of their day. (ILLPS) are no longer an option. And lastly, the 4-hour model is only an option as part of a Newcomer Program.

Slide 38
Now you are ready to begin planning your next steps. Please review the slide for suggestions about what you might consider as you work through this process.

Slide 39
This training module provided a high-level overview of Arizona's Language Development Approach and Research-Based SEI models. For more information, please review the SEI Model Implementation Guide now on our website.

Slide 40
OELAS is collecting questions to be used in the OELAS FAQ and to be prepared to address during the PELL scheduled regional office hours. Please click on the link to access the form to submit any questions you have regarding this module.

Slide 41
Thank you for viewing this training module.   If you have further questions, please reach out to your regional specialist. If you are unsure who your regional specialist is, please contact us using the email on your screen.