

# Pell Virtual Meeting

**General Session**

**May 4, 2020**

**Presented by Melissa Castillo**  
Deputy Associate Superintendent, OELAS



Kathy Hoffman  
Superintendent of Public Instruction

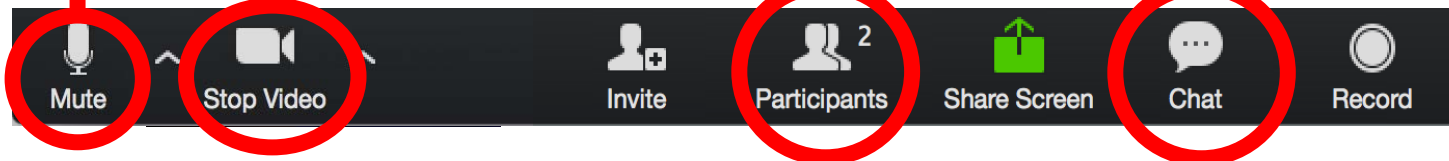
# zoom Housekeeping

Please keep your microphone on **MUTE**.

Click the **video camera** to stop your video.

This provides a **list of participants** on the right side of the screen.

This provides a **chat window** on the right side of the screen. Questions will be noted for use during office hours/addition to the FAQ resource.



# Welcome Arizona Educators

*Please share using the chat box:*

- ✓ *Your role*
- ✓ *One word with a “positive” connotation that **describes** how you feel going into week 9 of school closures.*

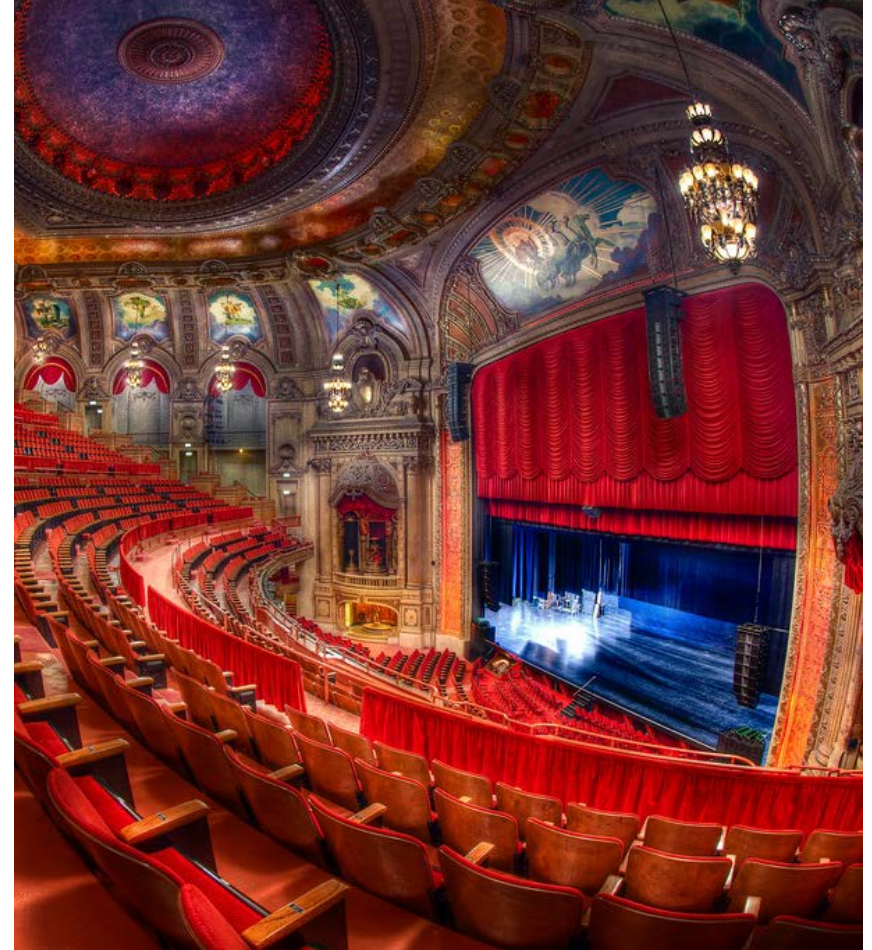


# Today's Focus

- Process and Approach for PELL
- Introductions
- SEI Model Implementation
  - School Year 2020-2021
- ELP Standards Timeline
  - School Year 2020-2021
- Pre-recorded Modules
- Office Hours

# The Goal for PELL

- ✓ To provide a high-level overview of important timelines and considerations
- ✓ To share updates and details critical to ELs and the School Year 2020-2021
- ✓ To share relevant data and assessment status
- ✓ To connect with the field and provide support





# Breakout Session Modules

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

SEI Budget & Title III

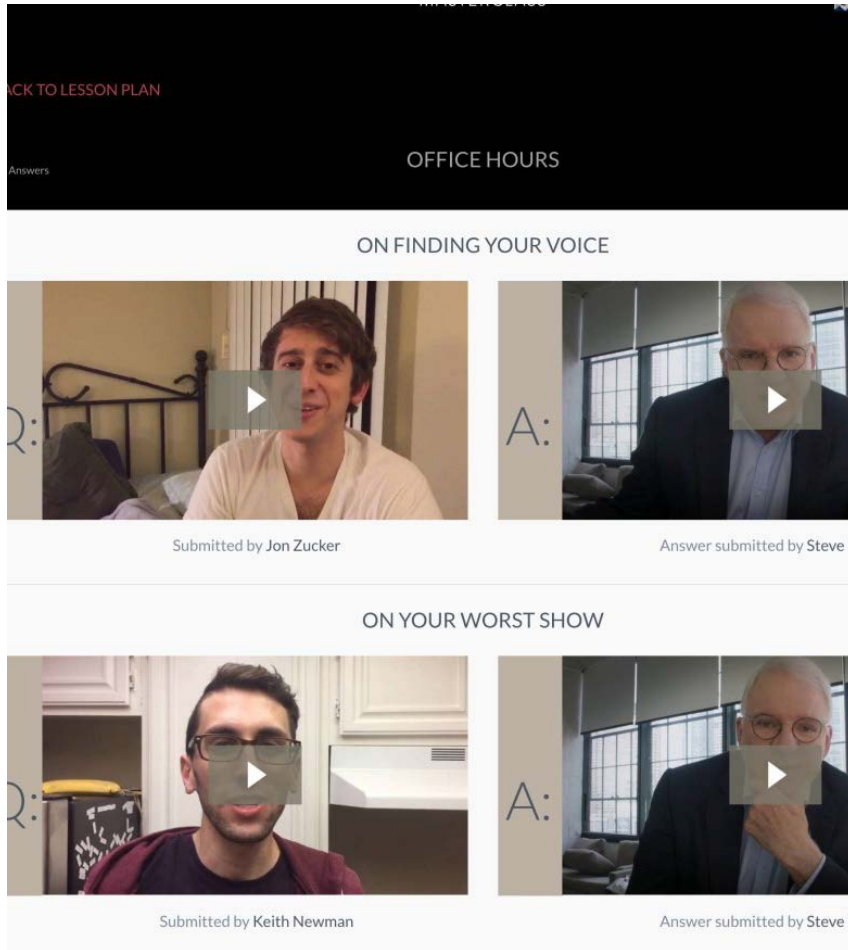
AZELLA Updates

Accountability & Research:

- ***Longitudinal View of ELs***
- ***Program Overview***

Updated Forms and SEI Classroom Protocols

# Virtual Office Hours



- ✓ Office Hours with Regional Specialist on Friday, May 8
- ✓ Times and Zoom Links will be sent out after all of today's General Session
- ✓ Opportunity to ask any questions or share any comments



# The OELAS Team!



Melissa Castillo  
Deputy Associate Superintendent



June Sinclair  
Program Specialist



Micky Gutier  
EL Data Specialist



Mary Ricci-Marriott  
Title III Fiscal Specialist & OELAS Conference Coordinator



Vince Alvarez  
Program Project Specialist

# The OELAS TEAM!



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# The OELAS TEAM!



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Patrick Bohanan  
State Data Specialist  
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Joey Taylor  
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Lea Bryant  
Migrant Program  
Specialist

# Important Timelines for 2020-2021

# Implementation of New SEI Models

- EL legislation passed and signed into law on 2/14/19 changed the minimum required daily minutes of ELD to:
  - 120 minutes K-5
  - 100 minutes 6-12
- SB1014 required the State Board of Education to approve research-based SEI models for districts and charter schools for 2020.
  - ✓ Pull-Out Model
  - ✓ Two-Hour Model
  - ✓ Newcomer Model
  - ✓ 50-50 Dual Language Immersion
- LEAs are expected to choose from the approved SEI models for implementation beginning School Year 2020-2021.

# OELAS Website

## Structured English Immersion (SEI) Models



In 2013, the Arizona ELL Task Force was dissolved and the State Board of Education assumed its statutory responsibilities.

▼ Approved Research-Based SEI Models (for implementation beginning in School Year 2020-2021)

[Pull-Out Model](#)

[Two-Hour Model](#)

[Newcomer Model](#)

[50-50 Dual Language Immersion Model](#)

## SEI Models Overview – February 27, 2020

[SEI Models Overview Presentation](#)

[SEI Models Overview Note Catcher](#)

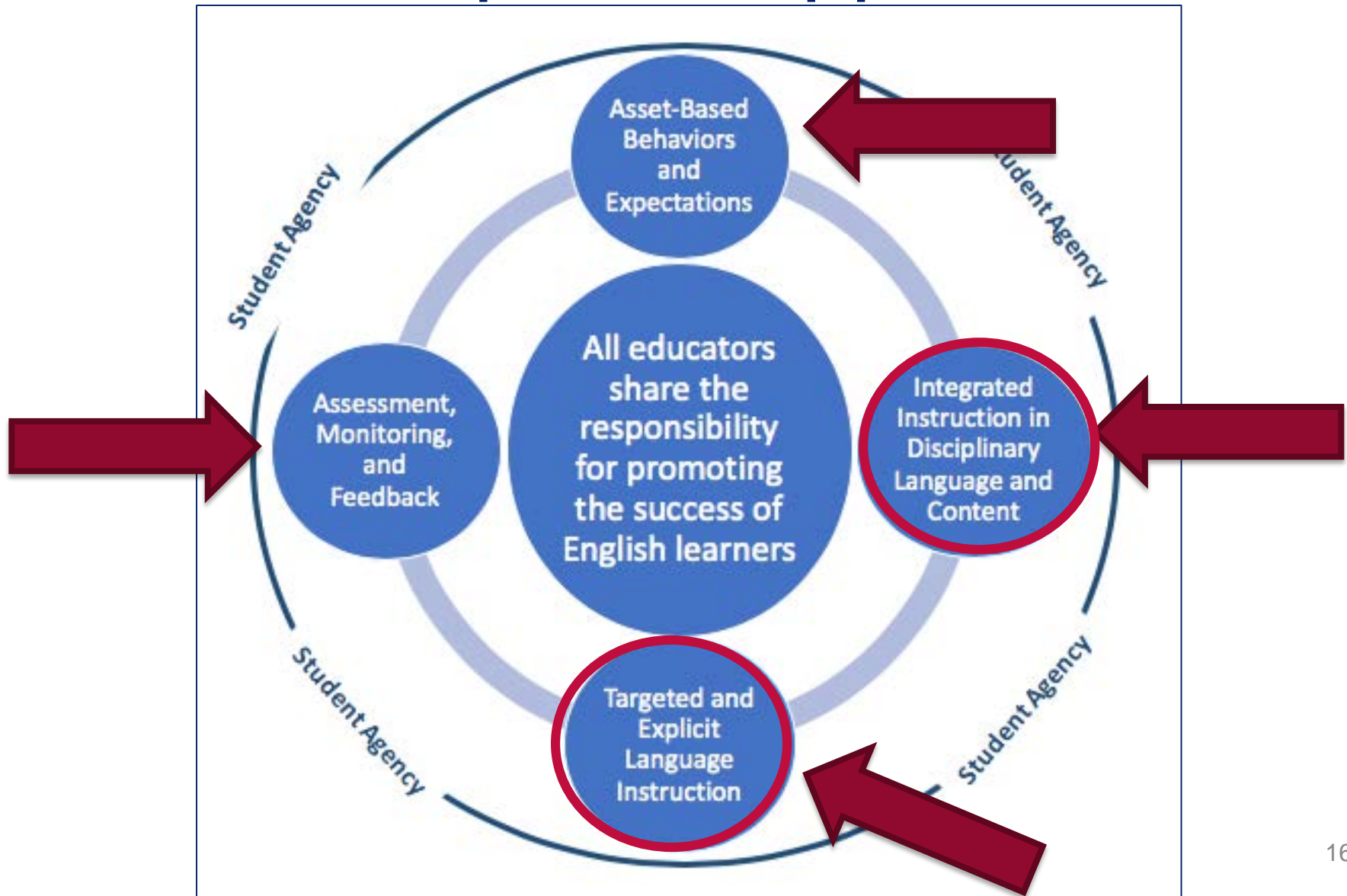
[SEI Models Overview – Questions and Responses](#)





# Goal for All English Learners

# Arizona's Language Development Approach



# Important Considerations

- 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.
- English learners should not be segregated for the majority of their day.
- Individual Language Learner Plans (ILLPS) are no longer an option.
- The 4-hour model is only an option as part of a Newcomer Program.

# Professional Learning Opportunities

- **SEI Models Overview Webinar**
  - Focused on Arizona's Language Development Approach and descriptions of the key characteristics of each of the four research-based SEI models that were adopted by the State Board of Education
  - May 13 and May 19

# Consider...



- Based on what was shared, what is something you will do immediately?
- Using your chat please respond.

# Implementation of Revised ELP Standards

- The Arizona State Board of Education approved the ELP Standards in December of 2018.
- During School Year 2019-2020, ADE has been working with the ELP Standards committee to create resources and training to support implementation of the new standards.
- LEAs are expected to start including the revised standards in lesson plans during School Year 2020-2021.
- AZELLA will continue to be based on the 2010 ELPS; therefore, a map aligning the 2010 ELPS and the Revised ELPS will be provided to LEAs for use in planning.



# Important Considerations

- The English Language Proficiency Standards, grade-bands are divided into Reading Foundational Standards (K-5 only) and 10 ELP Standards.
- The ELP Standards are organized according to a schema that represents the following types of communication: ***Productive Communication, Receptive Communication, Interactive Communication, and Language.***
- The ELP standards are written to align with Arizona's ELA standards, intended to build language in a way that provides access and opportunity to grade level content.

# ELP Standards in Relation to Communication Types

Standard #:	Standard:
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2	Determine the meaning of words and phrases in oral presentations and literary and informational text
3	Speak and write about grade-appropriate complex literary and informational texts and topics
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence
5	Adapt language choices to purpose, task, and audience when speaking and writing
6	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reading comments and questions
7	Conduct research and evaluate and communicate findings to answer questions or solve problems
8	Analyze and critique the arguments of others orally and in writing
9	Create clear and coherent grade-appropriate speech and text
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing

Standards 1 and 2 represent **Receptive Communication** (Listening and Reading).

Standards 3-5 represent **Productive Communication** (Speaking and Writing).

Standards 6-8 represent **Interactive Communication** (Listening, Speaking, Reading and Writing).

Standards 9-10 focus on the **Language** (Vocabulary/Grammar) required to support Standards 1-8.

# Resources and Support

- Standards implementation guidance document will be coming soon.
- Professional learning opportunities focused on the revised ELP standards are being planned and will be communicated to the field by the end of the month.
- Remember... AZELLA will be based on the revised ELPS in School year 2021-2022.

# OELAS Website

## **Revised 2019 English Language Proficiency Standards**

[Overview of the Revised 2019 English Language Proficiency Standards \(Recorded Module\) |](#)

### **Kindergarten – Fifth Grades:**

[Arizona English Language Proficiency Standards Kindergarten](#)

[Arizona English Language Proficiency Standards Grade 1](#)

[Arizona English Language Proficiency Standards Grades 2-3](#)

[Arizona English Language Proficiency Standards Grades 4-5](#)

### **Sixth – Twelfth Grades:**

[Arizona English Language Proficiency Standards Grades 6-8](#)

[Arizona English Language Proficiency Standards Grades 9-12](#)

# Consider...



- Based on your context (educators, schools, students). What will be important for you to consider as you begin planning for implementation of the revised ELP standards?
- Using your chat box to please respond.

# COVID 19 Resources

Arizona Department of Education:

Guidance to the Field – OELAS

Guidance to the Field – Migrant Education Program & McKinney Vento

Supporting Multilingual Learners (MLLs) and English Language Learners (ELLs)

Educational Resources for English Language Learners



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