

1 “English Language Learners” mean K-12 PHLOTE students who do not obtain a composite “proficient”
2 score on the AZELLA regardless of their tenure as English Language Learners.

3 “PHLOTE” means primary home language other than English and is determined by a home language
4 survey and on the enrollment form completed by parents at the beginning of the school year. PHLOTE
5 students are administered the AZELLA to determine the level of their English proficiency and their
6 correct placement in classes. (A.R.S. §15-756.A)

7 “Proficiency Level” means the level of English language proficiency of a PHLOTE student), as
8 determined by the AZELLA. The AZELLA proficiency levels are: (1) Pre-emergent; (2) Emergent; (3)
9 Basic; (4) Intermediate; and, (5) Proficient. A PHLOTE student whose composite AZELLA score is
10 Proficient is not placed in an SEI Classroom.

11 “Structured English Immersion Models” means the models described herein. (A.R.S. § 15-756.01)

12 “Structured English Immersion Classroom” means a classroom in which all of the students are limited
13 English proficient as determined by composite AZELLA scores of Pre-emergent, Emergent, Basic, or
14 Intermediate. The purpose of the classroom is to provide four hours of daily ELD instruction, as
15 described in the definition of “ELD” in this section, in the manner prescribed herein.

16 “Structured English Immersion Program” means an intensive English-language teaching program for
17 non- proficient English speakers, as designated by the AZELLA, designed to accelerate the learning of
18 the English language intended to comply with provisions of Title 15, Chapter 7, Article 3.1, A.R.S. This
19 program provides only ELD, as described in the definition of “ELD” in this section.

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21 **Structured English Immersion Model Components**

22 All SEI models are research-based and include three major components: policy, structure, and classroom
23 practices. These components are uniform in all SEI models because they reflect legal requirements
24 established in state law. However, application of the structure and classroom practices components
25 results in various SEI classroom configurations because of “the size of the school, the location of the
26 school, the grade levels at the school, the number of English language learners and the percentage of
27 English language learners.” (A.R.S. §15-756.01.C.)

28

29 **1. Policy**

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

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

32 Arizona law requires English language learners to be grouped together in a structured English immersion
33 setting. (A.R.S. §15-751. Definitions, 5)

34 The goal set forth in Arizona law is for ELLs to become fluent English proficient in a year. (A.R.S. §15-
35 752. English language education)

1 Arizona law requires a minimum of four hours per day of English language development during the first
2 year a pupil is classified as an ELL. (A.R.S. §15.756.01 Arizona English language learners task force;
3 research based models of structured English immersion for English language learners; budget requests;
4 definitions)

5 Arizona state law requires cost efficient, research based models that meet all state and federal laws.
6 (A.R.S. §15-756.01 Arizona English language learners task force; research based models of structured
7 English immersion for English language learners; budget requests; definitions, D)

8

9 **2. Structure**

10 The structure of the SEI models consists of multiple elements: SEI Classroom content; SEI Classroom
11 program entry and exit; student grouping for SEI Classrooms, including grouping process and class size
12 standards; scheduling and time allocations; and teacher qualification requirements. This structure is
13 uniform for all SEI models. The application of the grouping process will yield different classroom
14 configurations based on the individual school's number of ELLs, their proficiency levels, and their grade
15 levels.

16 ***Structured English Immersion Classroom Content***

17 The Structured English Immersion (SEI) Classroom content is a minimum of four hours daily of English
18 language development (ELD). ELD is a type of instruction that has as its orientation the teaching of
19 English language skills to students who are in the process of learning English. It is distinguished from
20 other types of instruction, e.g., math, science, or social science, in that the content of ELD emphasizes the
21 English language itself. ELD instruction focuses on phonology (pronunciation - the sound system of a
22 language), morphology (the internal structure and forms of words), syntax (English word order rules),
23 lexicon (vocabulary), and semantics (how to use English in different situations and contexts). While there
24 are some obvious connections to English language arts instruction, ELD is foundational for English
25 language acquisition (ELA) work, since listening, speaking, reading, and writing tasks conducted in
26 English are considerably more difficult in the absence of knowledge about how English operates.
27 Reading and writing, aligned to the Arizona K-12 English Language Learner Proficiency Standards, are
28 also considered content in SEI Classrooms.

29 ***SEI Classroom Entry and Exit***

30 SEI Classroom entry and exit is determined solely by AZELLA score. Students whose AZELLA
31 composite performance level scores are Pre-emergent, Emergent, Basic, or Intermediate shall be grouped
32 in SEI Classrooms. New ELLs, in the first year of education in an Arizona school, shall take the
33 AZELLA at least twice during the first school year, once at the beginning of the year, or upon initial entry
34 to school, and once at the end of the school year for purposes of measuring progress. Continuing ELLs
35 shall be reassessed with the AZELLA once per year, at the end of each school year. English language
36 learners shall be given the opportunity to take the AZELLA at a mid-point of the academic year for the
37 purpose of measuring progress toward English language proficiency. No student shall take the AZELLA
38 more than three times in a school year. On-going alternative performance-based assessments related to
39 the Arizona K-12 English Language Learner Proficiency Standards and the Discrete Skills Inventory
40 should be utilized to guide instruction and to determine the opportunity to administer the AZELLA for
41 purposes of exiting the SEI Classroom. (A.R.S. §§ 15-756.B, 15-756.05.A)

1 **Student Grouping for SEI Classrooms**

2 The primary determinant of the appropriate student grouping for SEI Classrooms is the English
3 proficiency level of the students. The proficiency levels and grade levels of the ELLs must be used in
4 order to determine appropriate student placement. The configurations are similar, but not identical, for all
5 grade levels.

6 **Elementary Schools**

7 In elementary schools, generally those grades in which students receive most of their academic instruction
8 in a single class as a single group, if there are enough ELLs by proficiency level within a specific grade,
9 overall proficiency level within grade is used as the method for student grouping. The AZELLA
10 composite performance level score determines the overall proficiency level. If there are not enough ELLs
11 by proficiency level within a grade, then proficiency levels may be banded together within a grade. If
12 there are not enough ELLs by proficiency level band within a grade, then ELLs from different grade
13 levels may be combined into an SEI Classroom. Note that, regardless of SEI Classroom configuration,
14 Pre-emergent and Emergent ELLs shall be grouped together rather than separately. Also note that
15 regardless of SEI Classroom configuration, kindergarten students shall be grouped separately from
16 students in other grades.

17 **Elementary School Student Grouping Prioritization**

- 18 A. Overall Proficiency Level within Grade
19 B. Overall Proficiency Level Band within Grade
20 C. Overall Proficiency Level Band within Grade Band
21

22 **Middle Grades and High Schools**

23 In middle grades and high schools, generally those grades in which students receive academic instruction
24 in different classrooms in different groups throughout the day, if there are enough ELLs by proficiency
25 sub-level scores (i.e., reading score, total writing score, and oral language score), within a specific grade,
26 the sub-level proficiency level within grade is used as the method for student grouping. If there are not
27 enough ELLs by proficiency sub-level within a grade, then grades may be banded together within a
28 proficiency sub-level. If there are not enough ELLs by proficiency sub-level within a grade, then overall
29 proficiency level may be used within a grade. If there are not enough ELLs within an overall proficiency
30 level, then multiple grades may be combined into an SEI Classroom. If there are not enough ELLs within
31 an overall proficiency level and within a grade band, then multiple proficiencies and multiple grade levels
32 can be combined into an SEI Classroom. Note that, regardless of SEI Classroom configuration, Pre-
33 emergent and Emergent ELLs shall be grouped together rather than discretely.

34 **Middle Grades and High School Student Grouping Prioritization**

- 35 A. Proficiency Sub-level within Grade
36 B. Proficiency Sub-level within Grade Band
37 C. Overall Proficiency Level within Grade
38 D. Overall Proficiency Level within Grade Band
39 E. Overall Proficiency Level Band within Grade Band
40

1 **Class Size Standards**

2 Target and maximum class sizes are based on the proficiency level of the ELL student provided that the
3 class size shall not exceed the class size for non-ELLs in the school district. The target class size for Pre-
4 emergent and Emergent is 20; the maximum is 23. The target class size for Basic and Intermediate is 25;
5 the maximum is 28.

6 **Grouping Process**

7 Students are grouped into classes based on Class Size Standards using the Elementary or the Middle
8 Grades and High School Student Grouping Prioritization method. In the event there are insufficient
9 students to assemble a class at the first given student grouping priority, the next student grouping priority
10 shall be used. In the event that there are insufficient ELLs based on the class size standards in the school
11 for any of the student groupings to work, then several other options are available. The students may be
12 grouped into a single classroom for ELD instruction by an SEI-funded district-level ELD teacher for three
13 hours a day with a fourth hour of ELD Reading or the students may be transported and grouped with other
14 ELL students at another elementary, middle grade, or high school in the district for ELD instruction.
15 Students at a charter school or single school district may be grouped into a single classroom for ELD
16 instruction by an SEI-funded ELD teacher for four hours a day.

17 **Scheduling and Time Allocations**

18 The scheduling and time allocations are somewhat different for Elementary School than for Middle
19 Grades and High School. However, at all grade levels, the SEI Classroom must have a minimum of four
20 hours of English language development daily which is time-allocated consistent with the Arizona K-12
21 English Language Learner Proficiency Standards and the related Discrete Skills Inventory (DSI).

22 **Elementary School Scheduling and Time Allocations**

23 Each student who qualifies for SEI program placement receives four hours of daily English language
24 development instruction that is governed by certain time allocations and skill teaching and learning
25 objectives. Each of these discrete sections of ELD is based on specific categories of language instruction
26 based on the skills identified by the ELL Proficiency Standards and further delineated in detail by the
27 Discrete Skills Inventory (DSI). The discrete time blocks do not have to be sequential during the day, but
28 they must sum to four hours of ELD instruction.

29 The English language skills categories are the same for all students in SEI Classrooms, but the time
30 allocations vary by the composite AZELLA proficiency level of the student. Time allocations for each
31 ELD instructional time block may vary by up to ten percent (10%) as long as the total daily English
32 language development instruction equals four hours.

33 Students at composite AZELLA levels Pre-emergent and Emergent receive four hours of instruction of
34 ELD that are divided into the following specific areas: oral English and conversation instruction,
35 45minutes; grammar instruction, 60 minutes; reading instruction, 60 minutes; vocabulary instruction, 60
36 minutes; and, pre-writing instruction, 15 minutes (Total: four hours).

37 Students at composite AZELLA level Basic receive four hours of instruction of ELD that are divided into
38 the following specific areas: oral English and conversation instruction, 30 minutes; grammar instruction,
39 60 minutes; reading instruction, 60 minutes; vocabulary instruction, 60 minutes; and, writing instruction,
40 30 minutes (Total: four hours).

1 Students at composite AZELLA level Intermediate receive four hours of instruction of ELD that are
2 divided into the following specific areas: oral English and conversation instruction, 15 minutes; grammar
3 instruction, 60 minutes; reading instruction, 60 minutes; vocabulary instruction, 60 minutes; and, writing
4 instruction, 45 minutes (Total: four hours).

5 **Middle Grades and High School Scheduling and Time Allocations**

6 Each student who qualifies for SEI program placement receives four hours of daily English language
7 development instruction. This instruction is divided into four discrete courses, each bearing a specific
8 title and focus. The subject designation and subject matter of each of the four courses is based on specific
9 English language skills categories that derive from the ELL Proficiency Standards and that are further
10 delineated by the Discrete Skills Inventory (DSI). The four ELD courses do not have to be sequential
11 during the school day. For schools with class periods other than one hour in duration, discrete ELD
12 classes totaling at least four hours daily shall be established based on the course subject matter categories
13 specified below. ELLs are to receive four hours of ELD daily or 20 hours a week of ELD. Schools must
14 ensure that ELLs receive 20 hours of ELD a week, 5 hours in each of the ELD subject areas.

15 Students at AZELLA level Pre-emergent and Emergent shall be grouped together and receive daily a one
16 hour class of ELD titled “Conversational English and Academic Vocabulary,” a one hour class of ELD
17 titled “English Reading,” a one hour class of ELD titled “English Writing” and a one hour class of ELD
18 titled “English Grammar.”

19 Students at AZELLA level Basic shall receive daily a one hour class of ELD titled “Conversational
20 English and Academic Vocabulary,” a one hour class of ELD titled “English Reading,” a one hour class
21 of ELD titled “English Writing” and a one hour class of ELD titled “English Grammar.”

22 Students at AZELLA level Intermediate shall receive daily two hours of English Language Arts, as
23 aligned to the Arizona Language Arts Academic Standards (this class is within the SEI Program), a one-
24 hour class of ELD titled “Academic English Reading,” and a one hour class of ELD titled “Academic
25 English Writing and Grammar.”

26

27 ***Teacher Qualification Requirements***

28 **Elementary School Teacher Qualifications**

29 All teachers in SEI Classrooms must have their Standard Elementary Teaching Certificates as defined in
30 Arizona State Board of Education Rules, R7-2-608. Elementary Teaching Certificates. They must be
31 Highly Qualified as defined by the federal No Child Left Behind Act of 2001. Additionally, they must
32 have a Structured English Immersion endorsement (Provisional endorsement or endorsement) (SBE
33 Rules, R7-2-613.J), an English as a Second Language endorsement (Provisional endorsement or
34 endorsement) (SBE Rules, R7-2-613.I), or a Bilingual endorsement (Provisional endorsement or
35 endorsement) (SBE Rules, R7-2-613.H).

36 **Middle Grades and High School Teacher Qualifications**

37 All teachers in SEI Classrooms must have their Standard Secondary Teaching Certificates as defined in
38 Arizona State Board of Education Rules, R7-2-609. Secondary Teaching Certificates. They must be
39 Highly Qualified in English as defined by the federal No Child Left Behind Act of 2001, which means

1 that they must not only have a bachelor's degree and full state certification or licensure, but they also must
2 demonstrate that they know each subject they teach as provided in SBE Rules R7-2-609. Additionally,
3 they must have a Structured English Immersion endorsement (Provisional endorsement or endorsement)
4 (SBE Rules, R7-2-613.J), an English as a Second Language endorsement (Provisional endorsement or
5 endorsement) (SBE Rules, R7-2-613.I), or a Bilingual endorsement (Provisional endorsement or
6 endorsement) (SBE Rules, R7-2-613.H).

7 8 **3. Classroom Practices**

9 Classroom practices include sections on SEI Classroom Language Use policies, SEI Classroom
10 Objective, SEI Classroom Materials and Testing, SEI Classroom Instructional Methods, Assessment, and
11 SEI Teacher Training required to ensure teachers have the skills and knowledge needed to teach in an SEI
12 Classroom.

13 ***SEI Classroom Language Use***

14 All SEI classes shall be taught in English, as provided in A.R.S. §15-751. Definitions, 5.

15 ***SEI Classroom Objective***

16 The objective of the SEI Classroom is to teach one or more specific identified skills within the Discrete
17 Skills Inventory appropriate for the English proficiency level(s) of students in the class.

18 ***SEI Classroom Materials and Testing***

19 Class textbooks, materials, and assessments used in an SEI Classroom must be aligned to the Arizona K-
20 12 English Language Learner Proficiency Standards and the Discrete Skills Inventory. Each district
21 superintendent or charter operator shall sign an attestation that these materials are properly aligned, which
22 will be verified by the Arizona Department of Education when conducting monitoring visits.

23 24 ***SEI Classroom Instructional Methods***

25 All instructional methods in SEI Classrooms will conform to teaching objectives outlined by the Arizona
26 K-12 English Language Learner Proficiency Standards and specified in the Discrete Skills Inventory.

27 ***Assessment***

28 All assessments in SEI Classrooms will conform to teaching objectives outlined by the Arizona K-12
29 English Language Learner Proficiency Standards and specified in the Discrete Skills Inventory.

30 ***SEI Teacher Training***

31 Three sets of training are essential for successful implementation of the SEI Models: Implementation
32 Training, Discrete Skills Inventory Training, and Discrete Skills Inventory Teaching Methods Training.
33 All SEI Classroom teachers shall receive all three trainings. Principals, District Superintendents,
34 Counselors, and school and district personnel responsible for ELL programs also shall receive the
35 Implementation Training.

36 **Implementation Training**

1 SEI Classroom teachers, Principals, District Superintendents, Counselors, and any school and district
2 personnel responsible for English Language Learner Programs shall receive Implementation Training.
3 This training provides background information on the policy, principles, structures, and classroom
4 practices within the SEI Models. School personnel who prepare student schedules shall receive additional
5 implementation training on scheduling.

6 **Discrete Skills Inventory Training**

7 All SEI Classroom teachers and instructional personnel responsible for instructional supervision shall
8 receive training on the content of the Discrete Skills Inventory.

9 **Discrete Skills Inventory Teaching Methods Training**

10 SEI Classroom teachers and instructional personnel responsible for instructional supervision shall receive
11 training on the methods and strategies to be used in teaching the content of the Discrete Skills Inventory.

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