

Alternate Model Application

Phoenix Union High School Alternate Model A modification to the Reading Time Block of English Language Development

Instructions

Use of this Alternate Model requires prior approval from the Arizona Department of Education (ADE). ADE approval is based upon confirmation that the specific criteria stated below have been met.

The application for the use of an Alternate Model is available on the website of the Arizona English Language Learner's Task Force at <http://www.ade.az.gov/oelas/> or by contacting the Arizona Department of Education (ADE), Office of English Language Acquisition Services (OELAS) at (602) 542-0753.

School districts and charter schools must apply for, and receive approval, prior to implementing this Alternate Model. Applications shall include a completed cover page, all required attachments, the signature of the School District Superintendent or Charter School Holder, and the date of submission.

The application shall be submitted to the Arizona Department of Education, Office of English Language Acquisition Services, either by mail or as a Word document attachment to an e-mail. Mail submissions shall be sent to:

Alternate Model Application
c/o Arizona Department of Education
Office of English Language Acquisition Services
1535 W. Jefferson Street, Bin #31
Phoenix, Arizona 85007

E-mail with Word attachment to: Alternate.Models@azed.gov

Upon receipt and evaluation of a completed alternate model application, including ALL required attachments, notification shall be sent to the contact person stating whether the requirements for approval have been met.

Per A.R.S. §15-756.08, the program may be monitored by ADE or per §15-756.12, by the Office of the Auditor General.

ALTERNATE PROPOSED PROGRAM FOR ENGLISH LANGUAGE LEARNERS

Required cover page- complete and submit with program narrative

School District or Charter Holder Name	
District CTDS	
Contact Name	
Contact Title	
Contact phone #	
Contact E-mail	
Contact Address	
Schools that program will be applied to (list of schools may be attached):	

Requirements for the use of this alternate model:

- This cover sheet
- Course description
- Curriculum guide and lesson plans for a sample 3-6 week unit that shows how the English Language Proficiency standards and the Discrete Skills Inventory items will be used to drive the lessons that use contextual materials in Social Studies or Science, for the Reading hour of English Language Development.
- Grade and proficiency appropriate textual material list
- Teacher names and certificate # demonstrating Highly Qualified (HQ) status in English. If teacher is not currently HQ in English, include the plan for attainment of HQ status by the end of school year 2009.
- Student participation list.
- Signature/date

Legal requirements for all SEI programs:

- Children shall be placed in English language classrooms. (15-752)
- All children taught in English using English materials. (15-751, 15-752)
- ELL students shall be educated through Structured English Immersion (SEI).(15-752)
- The period of SEI instruction is temporary - not normally intended to exceed one year. (15-752)
- Students with a similar degree of fluency shall be grouped together. (15-752)
- Once ELL students have achieved English language fluency they shall be transferred to an English language mainstream classroom. (15-752)
- Students in their first year classified as an ELL shall receive four hours of ELD daily. (15-756.01)
- Entry and exit from the program is based on AZELLA score. (15-756)
- Models shall be cost effective. (15-756.01)

School District Superintendent/Charter School Principal (signature)

Date

Phoenix Union Model Criteria and Provisions

This alternate model addresses the use of content materials for the 60 minute Reading portion of the 4-hour ELD requirement. All provisions of the Structured English Immersion ELD Models, apply with the exception limited to the sections entitled, *“Elementary School Scheduling and Time Allocations,”* and *“Middle Grades and High School Scheduling and Time Allocations.”*

ELL students who have a composite score of Intermediate on AZELLA may receive the Reading portion of their ELD program in an ELD class that utilizes social studies or science textual materials provided that the curriculum specifies a specifically identified ELP language objective, utilizing a DSI skill, and uses content-based texts that are at grade and proficiency-appropriate levels.

All teachers in such classrooms will be Highly Qualified in English/Language Arts by the end of school year 2008-2009.

Phoenix Union Alternate Model Worksheet 3-6 Week Unit Plan

Modification to the Reading Hour of English Language Development

Course Title: _____

Teacher(s) Name(s): _____

Week #	English Language Proficiency (ELP) Objective/DSI Skills	Content to be used	Description of how the ELPs will be integrated with content