



# The Commonwealth of Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-5023

Telephone: (781) 338-3000

## **Application for Review of Sheltered English Immersion Professional Development (SEI PD) Curriculum Training** *(updated 6/2/10)*

### **Provider Information:**

Name of District, College, Collaborative or Agency

Contact Name

Contact Title

Contact Email Address

Address

City, State & Zip Code

Phone Number

Fax Number

### **Course or Training Curriculum Information:**

Name of Course or Training Program

Name of Author/Designer of Training Curriculum

Course Number (if applicable)

Semester & Year Offered

Number of Credits (if applicable)

Category of Sheltered English Immersion Professional Development (SEI PD)

Check Target Educator Audience: K-12  (*Category One only*) Elementary  Secondary

### **Please send all submission materials with this cover page to:**

Office of English Language Acquisition and Academic Achievement

Department of Elementary and Secondary Education

75 Pleasant St.

Malden, MA 02148

(Please send electronic applications to: [dnieto@doe.mass.edu](mailto:dnieto@doe.mass.edu))

***Please allow a minimum of two months for written response. All responses will be sent electronically to the e-mail address listed in the Provider Information.***

## **Checklist for Evaluation of SEI PD Curriculum Review Requests**

Name of District, College, Collaborative or Agency Offering Training:

Name of Training or Course

SEI PD Category

If checked, the following required information has been provided and is attached:

- Cover Page with primary contact information.
- The category of SEI PD is specifically identified on all documents.
- Number of contact hours and online hours, if applicable.  
(Colleges and universities: specify number of graduate credits offered).
- A description of the application process for and required qualifications of potential trainers/course instructors. (Include any evaluation or evidence used to evaluate effectiveness of trainer/instructor).
- Specific delivery modes of training, including a list of materials and any online components.
- An annotated agenda that includes learning objective(s) for each item on the agenda, activities associated with each agenda item, and the approximate time to be spent for each session.
- Total number of hours of training is indicated and reflects time spent on category content, skills related to teaching adult learners, and assessment/follow up of new trainees.
- Description of assignments that result in products which evidence the learning of the participants (include method of evaluation and rubric, if applicable).
- The Declaration of Working Knowledge of the ELPBO (signed by the individual(s) providing course/training).

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Explanatory comments

Signed \_\_\_\_\_

Date \_\_\_\_\_

**Massachusetts Department of Elementary and Secondary Education  
Office of English Language Acquisition and Academic Achievement**

**Declaration of Working Knowledge of the ELPBO Document**

I, \_\_\_\_\_ (*please print name*), hereby declare that I have obtained a working knowledge of the *English Language Proficiency Benchmarks and Outcomes* document, and am able to explain to teachers of English Language Learners how it should be utilized in planning and delivering appropriate lessons for students who are at varying English proficiency levels.

Name

District

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

*(end of application updated 6/2/10)*

## **Types of Professional Development Providers**

In Massachusetts, many kinds of professional development providers have sponsored, organized, promoted, and coordinated professional development activities for educators, including public school districts, educational collaboratives, institutions of higher education, and various types of for-profit and not-for-profit organizations.

Agencies that wish to contract directly with ESE must follow the state RFR process. Districts, collaboratives, institutions of higher education and other agencies that wish to offer professional development that is intended to meet state requirements must follow the guidelines for offering SEI PD delineated in this document.

## **Procedures for Agencies Providing SEI PD Training** (since January 1, 2006)

1) Assure that the content of the training aligns directly with all of the skills and knowledge delineated in **one** of the categories of SEI PD outlined in the *Commissioner's Memorandum of June 15, 2004* and the updated Category 4 from the *April 2006 Guidelines for Agencies Providing Sheltered English Immersion Professional Development For Content Teachers of English Language Learners*. A training curriculum may include additional content for a given category of training, but may not eliminate any specified content. In most circumstances, content from more than one category of training at a time **should not** be included in a given training curriculum, in order to avoid repetition of material. In designing these training curricula, providers should keep in mind that teachers must complete at least a minimum number of required hours in each of all four categories of training. It is expected that this can be accomplished in 65 to 85 contact hours, depending upon the models of training completed by participants.

2) Plan to offer a given SEI category of training for at least the minimum number of contact hours specified in the *Commissioner's Memorandum of June 15, 2004* and the updated Category 4 from the *April 2006 Guidelines for Agencies Providing Sheltered English Immersion Professional Development For Content Teachers of English Language Learners*. Up to half of the minimum contact hours may be conducted using online media. Electronic/online delivery of content and practice of skills and knowledge must be clearly defined in the application.

3) Meet the standard requirements for high quality professional development, including requiring all teachers who finish an SEI Category of training to create a product(s) to evidence that they have acquired the necessary skills and knowledge to qualify them to work with ELLs in a given competency area (Category 1, 2 or 4)<sup>1</sup>. It is recommended that at least one product per category should be retained by teachers in their Individual Professional Development Plan Portfolios. The course syllabus should include a method and rubric for evaluating participant work.

4) Fulfill the requirements for high quality professional development by planning professional development sessions with clear objectives, of at least ten (10) hours on a single topic, and including relevant learning activities, and appropriate media and materials.

5) Employ a variety of teaching techniques, as well as many opportunities for educators to incorporate their new skills and knowledge into classroom practice. Include method of evaluation of participant work.

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<sup>1</sup> Participants should retain their Category 3 certificate in their Individual Professional Development Plan Portfolios.

### **Qualifications of SEI PD Trainers**

ESE strongly recommends that all individuals who provide SEI PD meet the following minimum qualifications. The entity (i.e., collaborative, university, college or school district) offering the training or course must keep on file evidence that any trainers or instructors meet these qualifications. All SEI PD trainers/course instructors should:

- 1) Possess a graduate degree in ESL, Bilingual Education, Applied Linguistics, or a related field (with at least 3 graduate courses in one of the fields listed here).
- 2) Have completed at least three years of experience teaching ELLs in K-12 settings.
- 3) Provide evidence of past experiences conducting high quality professional development on a professional resume.
- 4) Submit a signed and dated statement declaring a working knowledge of the *Massachusetts English Language Proficiency Benchmarks and Outcomes*.

### **Approval Process for ALL Agencies Providing SEI PD Training (updated 11/09)**

Colleges, universities, districts, collaboratives and other agencies<sup>2</sup> that wish to submit a course to ESE for review for alignment with one of the categories of SEI PD training described by the Commissioner's Memo of June 15, 2004, should submit an *Application for Review of SEI PD Training Curriculum* together with the *syllabus* and *annotated agenda* for the course and the *Checklist for Evaluation of SEI PD Curriculum Request*. This annotated agenda must include learning objective(s) for each item on the agenda, activities associated with each agenda item, and the approximate time to be spent on each activity. If the submitted curriculum is aligned, ESE will issue a letter so stating. Agencies should allow a minimum of two months for ESE to respond to their application.

If the course curriculum is not found to be in alignment with the category of SEI PD training for which it was submitted, the agency can re-submit the curriculum after making any necessary adjustments. No course should be represented as one "meeting ESE requirements" for a given category of SEI training until after the agency has received a letter indicating that the course is in alignment with the category.

Agencies may submit a curriculum for more than one category of SEI training, but the categories should be described and offered separately. It is anticipated that each category of SEI training would have a separate course title (and course number for colleges and universities), and would be submitted on a separate application form.

Once the curriculum has been reviewed and found to be in alignment and the training/course delivered, the agency should provide a PDP certificate to teachers/participants who attended all training sessions and met all basic training requirements. Educators should place this certificate in their Individual Professional Development Plan Portfolios and each school district should develop and maintain a record-keeping system to assure compliance with Coordinated Program Review criterion ELE 15. (See the *District Accountability Requirements* in the *April 2006 Guidelines for Agencies Providing Sheltered English Immersion Professional Development For Content Teachers of English Language Learners*.)

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<sup>2</sup> Approval for Baccalaureate programs, or Post-Baccalaureate programs, leading to ELL licensure must continue to be approved through the regular Educator Preparation Program approval process.

All agencies who conduct SEI PD are expected to seek curriculum review and alignment in the same manner, maintain records of the types of training/courses acquired by participating teachers, and be ready, upon request, to supply participating districts and ESE with the agendas, resumes, attendance records, and documentation of ESE review of training curriculum necessary for ELE compliance documentation.

**ESE does not recognize Training of Trainers modules outside of those offered directly by ESE.** In turn, teachers who participate in SEI PD not aligned with the June 2004 memorandum will not have satisfied the requirements of a “Category” course. ESE trainers of all SEI PD (Categories 1-4) are responsible for submitting an attendance list of participants who have completed all the requirements of an individual training/course. Staff in OELAAA will enter these names into the database of professional development maintained at ESE.

**Skills and Knowledge for Teachers of Limited English Proficient Students in  
Sheltered English Immersion Classrooms  
(On Which the SEI Trainings Are Based )**

*(DOE/ESE memo June 15, 2004 and 1/18/2006 draft revision for Category #4)*

**Category 1: Second Language Learning and Teaching** *(10-15 contact hours)*

**Knowledge**

- a. Key factors affecting second language acquisition.
- b. Implications of these factors on classroom organization and instruction.
- c. The implications of cultural difference for classroom organization and instruction.
- d. Organization, content, and performance levels in the *MA English Language Proficiency Benchmarks & Outcomes*.

**Skills/Observable Outcomes**

- Teacher can analyze his/her own classroom as a site for second language acquisition and make appropriate adjustments.
- Teacher can use knowledge of factors affecting second language acquisition to modify instruction for students who are having difficulty in learning English and/or subject matter content.

**Category 2: Sheltering Content Instruction** *(30-40 contact hours)*

**Knowledge**

- a. **Curriculum and Lesson Planning.** Teachers will be able to:
  1. Plan lessons appropriate for LEP students at the four levels of proficiency described in the Massachusetts English Language Proficiency Benchmarks and Outcomes.
  2. Plan lessons that are guided by both language and content objectives appropriate for LEP students who are at different grade levels and different English proficiency levels, and that are aligned with the Massachusetts Curriculum Frameworks and the Massachusetts English Language Proficiency Benchmarks and Outcomes.
  3. Plan lessons that are characterized by student interaction, students' questions, and appropriate group work.
- b. **Instructional Strategies.** While teaching, teachers will be able to:
  1. Make language objectives, content objectives, and academic tasks explicit.
  2. Use supplementary materials, including graphic organizers, visuals, and manipulatives to make content more comprehensible.
  3. Group students so that all LEP students can participate.
  4. Integrate language instruction and content instruction.
- c. **Student Tasks.** Teachers will be able to:
  1. Plan learning tasks that have a product and that enable all students, including LEP students, to work and ask questions in small groups.
  2. Provide opportunities for students to display their knowledge in various ways.
- d. **Lesson Delivery.** While teaching, teachers will be able to:
  1. Assess student comprehension and learning throughout the lesson.
  2. Pace and organize learning activities so that students are engaged 90-100% of the time.

**Skills/Observable Outcomes**

- Teacher can plan and conduct content classes that are based on standards contained in the

Massachusetts Curriculum Frameworks and that engage LEP students who are at different levels of English proficiency in learning throughout the duration of the class.

- Teacher can assess content learning of students who are at different levels of English proficiency.

*Teachers with ESL and TBE licenses may possess these skills, but this cannot be assumed solely from the possession of either license.*

### **Category 3: Assessment of Speaking and Listening (MELA-O) (10 contact hours)**

#### **Knowledge**

- a. Multiple dimensions of oral proficiency: comprehension, production, fluency, pronunciation, grammar, and vocabulary.
- b. Concept of communicative competence and its role in assessment.
- c. The six levels of oral proficiency assessed by the MELA-O and their relation to the four levels of English language proficiency as described in the *Massachusetts English Language Proficiency Benchmarks and Outcomes*.

#### **Skills/Observable Outcomes**

- Teacher can place students in the six-level continuum of oral proficiency as assessed by the MELA-O.
- Teacher is a Qualified MELA-O Administrator (QMA).

*Note: Teachers who have participated in 8-10 hours of MELA-O training and passed the calibration test have met all Category 3 components.*

### **Category 4: Reading & Writing in Sheltered Content Classrooms (15-20 contact hours)**

#### **Knowledge**

- a. Approaches and practices for developing reading skills and reading comprehension in English for English Language learners.
- b. Strategies for developing content vocabulary for English Language Learners.
- c. Approaches and practices for using writing in sheltered content classrooms.

#### **Skills/Observable Outcomes**

- Teacher plans and implements appropriate reading activities in sheltered content classrooms for Limited English Proficient students who are at different levels of English language proficiency.
- Teacher incorporates strategies for vocabulary development in lesson planning and delivery in sheltered content classes.
- Teacher can plan and deliver writing instruction and activities appropriate for limited English Proficient students who are at different levels of English language proficiency.