

**Massachusetts Department of Education  
Office of Language Acquisition and Academic Achievement**

**Guidelines for Agencies Providing  
Sheltered English Immersion Professional Development  
For Content Teachers of English Language Learners**

**April 2006**

## **Guidelines for Agencies Providing Sheltered English Immersion Professional Development For Content Teachers of English Language Learners**

### **Background**

In November of 2002, the voters in the Commonwealth of Massachusetts passed a ballot initiative commonly known as Question 2. This legislation changed the way in which English Language Learners (ELLs) were educated in Massachusetts' public schools, making Sheltered English Immersion the program model for most ELLs in the state.

Sheltered English Immersion (SEI) has two components. The first component is English language development instruction (ELD), often called English as a Second Language (ESL). A teacher holding an ESL or ELL license is qualified to teach ESL.

The second component is sheltered content instruction. This should be taught by a teacher, or teachers, holding an appropriate teaching license, e.g., early childhood, elementary, or secondary subject area license, and possessing the additional skills and knowledge required to teach content to ELLs effectively. The Department has described and outlined these critical skills and knowledge in Attachment 1 of the Commissioner's Memorandum of June 15, 2004, entitled *Updated Guidance on Qualifications for Teachers in Sheltered English Immersion Classrooms*. A copy of this document can be downloaded at <http://www.doe.mass.edu/ell/news04/0615qualifications.pdf>.

In this Memorandum the required skills and knowledge to effectively shelter content instruction for ELLs are organized into four categories: Category 1: Introduction to Second Language Learning and Teaching; Category 2: Sheltering Content Instruction; Category 3: Assessing Speaking and Listening; and Category 4: Teaching Reading and Writing to Limited English Proficient Students.

Please note that since that time the content and contact hours of Category 4 have been altered. This category of training should now be taken by all content area teachers of ELLs, is only 15-20 contact hours, and has been renamed "Reading and Writing in Sheltered Content Classrooms." A copy of the revised version of Category 4 skills and knowledge can be found in Attachment 7 of this document.

In the June 2004 Memorandum the Commissioner also asked districts to review the licenses, skills and knowledge of each teacher assigned to a classroom that served an LEP (Limited English Proficient) student(s), and to develop a multi-year comprehensive district professional development plan for these teachers, so that each LEP student would receive content instruction from teachers "qualified" to deliver it in a "sheltered" manner.

For the last two years, the Office of Language Acquisition and Academic Achievement has offered sheltered content professional development intended to prepare elementary and secondary content teachers to deliver sheltered instruction. We have hired providers, set up training models, prepared trainers, and sponsored statewide courses to assist

teachers in gaining the requisite skills and knowledge for sheltering content for LEPs. At this time, close to 3,000 teachers have participated in these various professional development activities. Because there are now more than 50,000 English Language Learners in K-12 classrooms across the state, however, and because this population of students continues to increase, not only is the supply of qualified teachers inadequate to meet the demand, but at the current rate at which teachers are being trained, it is not projected to do so in the near future.

### **Goals**

In order to increase the rate at which teachers will become qualified to provide sheltered content instruction for ELLs, the Department is providing these guidelines to other entities that wish to join us in the effort to provide high quality SEI professional development. In addition to this important overall objective, the goals of this document are:

- 1) to ensure that SEI PD meets the standard of “high quality” as defined in NCLB.
- 2) to assure that the content and requirements of SEI PD is aligned with one of the four categories of skills and knowledge, as defined by the Massachusetts Department of Education, regardless of provider.
- 3) to establish a framework for district record-keeping regarding SEI PD.

### **Recent History of PDP Granting Procedures for Non-SEI Teacher Training**

In February 2000, the Department issued a document entitled *Guidelines for Professional Development Providers*, which established a Professional Development Provider System for agencies that wished to provide ongoing educational offerings for teachers after the new recertification regulations became effective on December 1, 1999. It also established a registry of Professional Development (PD) providers, pre-approving them both to offer training and to issue Professional Development Points (PDP) certificates. Profile Submission Forms (now known as the “Application Form”) became the vehicle for gaining this pre-approval status effective June 1, 2000. For more information on this process for non-SEI types of training, please contact Susan Adler at [sadler@doe.mass.edu](mailto:sadler@doe.mass.edu).

The purpose of the present document is not to change or replace the Professional Development Provider System set up in the past, but to establish a curriculum review process specifically for those seeking to provide SEI professional development based on the guidelines of the June 15, 2004 Memorandum, entitled *Updated Guidance on Qualifications for Teachers in Sheltered English Immersion Classrooms*.

### **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 profit and not-for-profit organizations. While agencies wanting to contract directly with the DOE will need to continue to follow the State RFR process, districts, collaboratives, and institutions of higher education should follow the new guidelines for offering SEI professional development delineated in this document.

### **Procedure for Agencies Providing SEI PD Training**

**Beginning January 1, 2006**, any agency seeking to design and deliver SEI PD for Massachusetts K-12 teachers should follow the steps outlined below:

- 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. 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) 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. (Note: See draft changes in Category 4: Attachment 7.)
- 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, 3, or 4). It is recommended that at least one product per category should be retained by teachers in their Individual Professional Development Plan Portfolios.
- 4) Fulfill the requirements for high quality professional development by planning professional development sessions with clear objectives, of at least 10 hours on a single topic, and including relevant learning activities, and appropriate media.
- 5) Employ a variety of teaching techniques, as well as many opportunities for educators to incorporate their new skills and knowledge into classroom practice, since that is the ultimate goal of all high quality professional development.

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

The DOE strongly recommends that individuals contracted to provide SEI PD meet the following minimum qualifications. Evidence that these qualifications are met should be kept on file by the entity contracting the training (i.e., collaborative or school district). An SEI trainer 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 (Attachment 6) declaring a working knowledge of the *Massachusetts English Language Proficiency Benchmarks and Outcomes*.

### **Approval Process for Agencies Providing SEI PD Training<sup>1</sup>**

**Colleges or Universities** – Colleges or universities wishing to submit a course for review for one of the categories of SEI training described by the Commissioner’s Memo of June 15, 2004, should submit an *Application for Review of SEI PD Training Curriculum* (Attachment 1), together with the syllabus for the course and the *Checklist for Evaluation of SEI PD Curriculum Request* (Attachment 2). This should be done at least TWO months before the course is to be offered. If the curriculum submitted is aligned with the intended Category, the DOE will respond by issuing a letter so stating. If the course curriculum is not approved, the college can re-apply after making any necessary adjustments. Note: The course should not be publicly represented as one “meeting the DOE requirements” for a given category of SEI training until an approval letter has been received by the institution.

Colleges 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, and would be submitted on a separate *Application* form.

**Districts or Collaboratives** – Districts can seek a review of SEI PD training curricula by submitting an *Application for Review of SEI PD Training Curriculum* (Attachment 1), with an annotated agenda and the *Checklist for Evaluation of SEI PD Curriculum Request* (Attachment 2). 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, the DOE will issue a letter so stating. Districts should allow two months for the DOE to respond to their *Application*.

Once the curriculum has been reviewed and approved and the training delivered, the district should provide a PDP Certificate to participants who attend all training sessions and meet all basic training requirements, to be placed in their Individual Professional

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<sup>1</sup> Approval for Baccalaureate programs, or Post-Baccalaureate programs, leading to ELL licensure should continue to be approved through the regular Educator Preparation Program approval process. Contact Margaret Regan, EPP Program Approval Coordinator, at 781-338-3269, for more information on specific requirements for ELL licensure program approval, or approval for any other type of teacher licensure program.

Development Plan Portfolios. Each district should develop and maintain a record-keeping system to assure compliance with ELE Item #15 in the 2005-06 Coordinated Program Review Procedures Manual. (See the *District Accountability Requirements* section below.)

Collaboratives who conduct SEI PD should seek curriculum review and approval in the same way as districts, should maintain records of the types of training acquired by participating teachers, and should be ready, upon request, to supply participating districts with the agendas, resumes, attendance records, and documentation of DOE review of training curriculum necessary for ELE compliance documentation.

### **Developing and Maintaining an SEI PD Plan and Documentation**

Because districts are required to have *qualified* teachers in classrooms with LEP students, they should maintain documentation to evidence the fact that all K-12 teachers assigned to LEP students are part of a *Strategic Plan for SEI Professional Development* (Attachment 3).

To assist districts in developing their Strategic Plan for SEI PD, the DOE has developed a *Needs Assessment Instrument* that can be found in Attachment 8.

Districts will be reviewed for compliance on the Title VI requirement that these students are taught by qualified teachers on the normal six-year cycle, and through mid-cycle reviews, conducted by the Program Quality Assurance Unit. The schedule for the six-year review cycle can be accessed at <http://www.doe.mass.edu/pqa/review/cpr>.

Besides keeping track of which teachers have completed which SEI PD sessions each year, districts should maintain SEI PD attendance records for any district-sponsored and conducted training sessions, as well as documentation of the qualifications of the trainers for each PD offering. (Refer to the previous section on required qualifications of trainers.) Record keeping is important for more than compliance reasons, including the fact that if an educator is audited, the DOE may consult with the district regarding any questions about types and number of hours of training that educator has taken.

Note: Beginning with the 2006-07 school year, districts receiving NCLB Title III funds will be required to submit a *Strategic Plan for SEI PD* as part of their application to receive Title III funding.

### **One-Time Alternative SEI PD Plan for Districts**

Some districts have already offered professional development that addresses parts of the required skills and knowledge outlined in the Commissioner's Memo of June 15, 2004. If the district now chooses to cover any missing skills and knowledge for a given category in order to be able to "count" past training as acceptable, it should:

- 1) Compare the previously-offered training with the June 15, 2004 Memo to identify the missing pieces of content and write a proposal for how those gaps will be addressed for teachers who took this past training, addressing each category separately. Note: If a district offered Category 2 training in the past that did not include information on how to understand and utilize the ELPBO document, it should follow the *Guidelines for Conducting ELPBO Training* found in Attachment 5.
- 2) Develop and submit a *One-Time Alternative SEI PD Plan* (Attachment 4) for those teachers who have already taken parts of training for categories 1, 2, or 4. (Category 3, MELA-O training, is a self-contained 10-hour unit.)
- 3) Include agendas for what has been covered in the past (content and hours). Note: Any training component less than 10 hours per category will not be considered, since it does not meet the requirements for “high quality” professional development, as defined by NCLB, which requires that PD be “of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom...”
- 4) Provide a written rationale for why an individual was selected to conduct a given training in the past, in the event that he/she does not meet the SEI PD trainer qualifications specified in this document.
- 5) Count only those training sessions that have been offered since NCLB was passed in January 2002. Note: Only professional development offered after the passage of NCLB will be considered.
- 6) Submit this one-time plan to the Office of Language Acquisition and Academic Achievement prior to **September 1, 2006**. (Ideally, Title III districts should submit this one-time alternative plan together with their Title III Application and overall Strategic Plan for SEI PD). Districts will then have one year, until September 1, 2007, to complete any SEI training listed in their approved *Alternative Plan*.

### **Individual Educator Accountability Requirements for SEI PD**

Educators who have taken SEI training should maintain their own record of such activities in their Individual Professional Development Plan Portfolios. College course syllabi, agendas of applicable training sessions, and any PDP Certificates awarded should be retained for future reference. It is anticipated that many educators, in collaboration with their supervisors, will choose to utilize most of these professional development points for re-certification purposes. Currently the DOE conducts random audits of applicants when they apply for re-licensure.

### **Questions and Answers Regarding SEI PD**

Q1: What if training conducted in the past included the skills and knowledge from more than one Category of SEI training?

A1: See “*One Time Alternative SEI PD Plan for Districts*” section above.

Q2: What if training conducted in the past included only parts of one Category of SEI training?

A2: *See “One Time Alternative SEI PD Plan for Districts” section above.*

Q3: What if a training offered in the past was less than 10 hours of training?

A3: *See “One Time Alternative SEI PD Plan for Districts” section above. It is important to note that in order for a Provider to be eligible to issue PDPs acceptable for re-licensure, the DOE requires a minimum of 10 contact hours on one topic.*

Q4: Will on-line courses be considered acceptable in meeting the requirements of one or more Categories of SEI PD?

A4: *On-line courses will not be acceptable without at least half of the course being delivered through face-to-face contact hours due to accountability concerns.*

Q5: What if the individuals who offered past training sessions on this topic did not meet the trainer qualifications requirements of the DOE?

A5: *As we move forward, all trainers will need to meet the qualifications outlined in this document. Past trainings will be judged on their individual merit based on the criteria in the “One Time Alternative SEI PD Plan for Districts” section above.*

Q6: Who will award PDP certificates for district-sponsored training sessions?

A6: *The sponsoring agency (i.e., district, collaborative, or college) will award PDP Certificates for teachers who attend all training sessions and complete all minimum requirements. It will also keep a record of who has completed which training sessions, as well as when they were taken.*

Q7: How does a training entity decide how many PDPs to grant?

A7: *For SEI PD offered by the Massachusetts Department of Education, the training entity should grant the same number of PDPs that the DOE has granted in the past. For Continuing Education models of training, participants should be given 1 PDP for each 50-minute contact hour of training, and 1 PDP for each approximated hour of homework assigned. Graduate courses, which require more rigorous assignments, should be given 1.5 PDPs per credit hour.*

Q8: Can participants receive both PDPs and course credit?

A8: *Yes. Participants take SEI PD offerings with a variety of goals in mind. They may request to receive both PDPs and optional course credit, if they are willing to complete*

*the requirements for obtaining both. Upon applying for re-licensure, however, the DOE will accept only one document per SEI PD activity.*

Q9: If a teacher has taken a college course in the past that he/she thinks fulfills the requirements of one of the categories of SEI PD, how does he/she determine if that course meets current requirements?

*A9: First, in conjunction with the Individual Professional Development Plan Supervisor, the teacher should compare the content of the course with the skills and knowledge delineated in a given category of SEI PD as outlined in the Commissioner's Memo of June 15, 2004. Together they must determine if it matches one of the SEI PD categories, if it contained at least the minimum number of required face-to-face hours, if the teacher received at least a grade of "B" in the course, and if it was taken within five years from when the individual last applied for re-licensure, but before January 2006. If so, the course syllabus and transcript should be kept in the teacher's IPDP Portfolio for reference at the time that the teacher next applies for re-licensure, and for documentation during future district compliance reviews. Note: Anything taken more than five years before the date on which a teacher applies for re-licensure cannot be counted as PD for re-certification purposes.*

Q10: If a district, trainer, and college or university are all working together to offer an SEI PD course, who should send in the syllabus and Application form?

*A10: If the course is credit-bearing, the college offering the credit should submit the Application to the DOE. If it is not, the sponsoring district should submit the Application form.*

Q11: Does a teacher have to complete all of the SEI PDPs (i.e., all four categories) before he or she applies for re-licensure in five years?

*A11: Not necessarily. Teachers are on different five year re-licensure schedules, depending on when they got their initial license, or when they last applied for re-licensure. They also have different requirements, depending on their subject area and IPDP as developed with their Plan Supervisor, and in conjunction with their district's Strategic Plan for SEI PD. Most districts will expect teachers who teach core subjects and have ELLs assigned to their classroom to complete a minimum of one SEI PD Category a year.*

Q12: What kind of PDPs can each of the categories of SEI PD count for when a teacher applies for re-licensure?

*A12: Category 1: Could count as content-related, pedagogy or elective PDPs for elementary teachers. It could count as pedagogy or elective PDPs for secondary teachers.*

*Category 2: Could count as content-related, pedagogy or elective PDPs for both elementary and secondary teachers.*

*Category 3: Could count as pedagogy or elective PDPs for both elementary and secondary teachers.*

*Category 4: Elementary, early childhood, and moderate special needs teachers (and any others who take the Foundations of Reading test as part of their licensure requirements), can count category 4 as content-related PDPs. Secondary teachers can count these as either pedagogy or elective PDPs.*

Q13: What can providers of SEI PD expect in the way of support from the Massachusetts Department of Education?

A13: *The Department of Education will:*

- \* *Maintain a database of providers for models of SEI PD that the DOE has sponsored.*
- \* *Maintain a database of all teachers who have participated in a DOE-sponsored training and have completed all requirements.*
- \* *Maintain a database of DOE-trained individuals who have successfully completed a Department-sponsored Training of Trainers course for each Category of SEI Professional Development.*
- \* *Continue to Provide PDP Certificates to teachers who complete all requirements of a given Category of SEI PD in a DOE-sponsored training.*
- \* *Provide technical assistance to districts and other providers on how to design, conduct, and document appropriate SEI PD activities.*



# The Commonwealth of Massachusetts Department of Education

350 Main Street, Malden, Massachusetts 02148-5023  
Telephone: (781) 338-3557

## Application for Review of Sheltered English Immersion Professional Development Training Curriculum

**I. Provider Information:**

Name of District or College \_\_\_\_\_

Contact Name \_\_\_\_\_

Contact Title \_\_\_\_\_

Email Address \_\_\_\_\_

Address \_\_\_\_\_

City, State & Zip Code \_\_\_\_\_

Phone Number \_\_\_\_\_ Fax Number \_\_\_\_\_

**II. 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 SEI PD \_\_\_\_\_ Check Target Educator Audience: Elementary  Secondary

*Note: Send submission materials, along with this completed form and Attachment 2, to Dr. Judy Barcelo, Office of Language Acquisition and Academic Achievement, Department of Education, 350 Main St., Malden, MA 01248, or electronically to [jbarcelo@doe.mass.edu](mailto:jbarcelo@doe.mass.edu). Allow a minimum of two months for written response from the DOE.*

**Checklist for Evaluation of SEI Professional Development Curriculum Review Requests**

Name of District/Collaborative/College Offering Training:

\_\_\_\_\_

Name of Training or Course

\_\_\_\_\_

SEI PD Category

\_\_\_\_\_

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

- Attachment 1 (Application for review of training curriculum)
- For colleges and universities: A course syllabus that clearly delineates the content of the course, the number of contact hours and the number of graduate credits offered.
- For districts and other entities: An annotated agenda that includes learning objectives and activities for each agenda item, approximate time to be spent on each item, and a complete description of the required product.
- The category of SEI PD is specifically identified on all documents.
- The number of hours of training is indicated and meets at least the minimum requirements.
- Training or course assignments result in products which evidence the learning of the participants.

\*\*\*\*\*

Explanatory comments

\_\_\_\_\_

Signed \_\_\_\_\_

Date \_\_\_\_\_

**Massachusetts Department of Education**  
*Office of Language Acquisition and Academic Achievement*  
**Strategic Plan for Sheltered English Immersion Professional Development**

District\* \_\_\_\_\_

**Strategic Plan for SEI PD**

Academic Year \_\_\_\_\_

*(Complete one page per academic year until all SEI teachers are included in training plan.)*

Name of Model of SEI Professional Development & Category of Training	Target Audience (which teachers will be trained?)	Offered by which provider? (i. e., SIT, CAL, Brown University; or if district trainer, supply trainer's name)	<b>Timeline</b> <i>Check the months that these SEI PD activities will take place.</i>											<b>Training Completed and PDP Certificates Granted?</b>		
			S	O	N	D	J	F	M	A	M	J	J	A	Done?	PDPs Given?
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
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*\*Non Title III Districts should use this Strategic Plan template, while Title III Districts should submit their strategic plan on Form D of the Title III grant application package for 2006-2007.*

**Massachusetts Department of Education  
Office of Language Acquisition and Academic Achievement**

**One-Time Alternative SEI PD Plan for Districts**

District Name \_\_\_\_\_

Name of Previously Offered SEI PD & Year Offered	Training Category (Choose one, i.e., 1, 2, or 4.)	Number of Hours of Past Training	Name of Training Planned	Number of Hours of Planned Training	Dates on which training will be offered

**Explanatory Comments:**

*Note: This “One-Time Alternative SEI PD Plan” should be attached to your district’s Strategic Plan for SEI PD, and should be sent to [jbarcelo@doe.mass.edu](mailto:jbarcelo@doe.mass.edu) prior to September 1, 2006. After that time, content teachers of ELLs will need to take only that SEI PD training which has been directly aligned with the Commissioner’s June 15, 2004 Guidance Memo on this topic.*

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*This “One-Time Alternative SEI PD Plan” for \_\_\_\_\_ District  
has been APPROVED on \_\_\_\_\_ (date).*

\_\_\_\_\_  
*Signature of DOE Representative*

\_\_\_\_\_  
*Title*

**Massachusetts Department of Education  
Office of Language Acquisition and Academic Achievement**

**Guidelines for Conducting  
ELPBO Training**

If your district has offered Category 2 training in the past that did not include information on how to understand and utilize the ELPBO document, please follow these guidelines.

- 1) Submit a plan to the DOE by September 1, 2006, identifying the need to provide ELPBO training for your teachers who took models of SEI training that were not aligned with the guidance in the June 15, 2004 Commissioner's Memo on qualifications for teachers of English Language Learners.
- 2) It is recommended that this ELPBO training should take place on a single day, for not fewer than two (2) hours.
- 3) This training should be offered by a trainer who meets the other trainer requirements delineated in the DOE's *Guidelines for Agencies Providing Sheltered English Immersion Professional Development for Content Teachers of English Language Learners*.
- 4) The district offering this training should be responsible for providing a PDP Certificate, which specifies the number of hours, and that this was ELPBO training on the face of the Certificate.

**Massachusetts Department of Education  
Office of 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 proficiency levels.

\_\_\_\_\_  
Name

\_\_\_\_\_  
District

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

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

**Massachusetts Department of Education  
Office of Language Acquisition and Academic Achievement**

**DRAFT: Revision to the June 15, 2004 Memo on Qualifications  
of Teachers of English Language Learners in SEI Classrooms  
on Category 4 Content and Contact Hours**

**Category 4: Reading and 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 English 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 plans and delivers writing instruction and activities appropriate for Limited English Proficient students who are at different levels of English language proficiency.**

Note: Required of all teachers of LEP students.

*(Drafted January 18, 2006)*

**Massachusetts Department of Education  
Office of Language Acquisition and Academic Achievement**

**SEI Professional Development Needs Assessment Instrument**

In Commissioner Driscoll's Memorandum entitled "Guidance on Qualifications of Teachers of Limited English Proficient Students", dated June 15, 2004, districts are asked to use the information provided to review the licenses, skills and knowledge of each teacher who is assigned to a classroom in which a LEP student is enrolled.

This information should then be used by a district to develop a multi-year, comprehensive *Strategic Plan for SEI Professional Development*, which assures that each teacher of an English Language Learner completes at least one category of SEI training per year.

In order to assist you in this effort, the Office of Language Acquisition and Academic Achievement at the Department of Education has designed the attached *SEI PD Needs Assessment Instrument*. Large districts may choose to do this analysis school by school first, and then combine the information onto one chart for their district-wide *Strategic Plan for SEI PD*. Although the school-by-school data does not need to be submitted to the DOE, it is anticipated that any school-by-school data collected will help a district make internal decisions regarding which schools may have the greatest need for priority SEI training.

After completing the *SEI PD Needs Assessment Instrument*, the next step is to determine teacher cohort training priorities, considering such additional factors as enrollment figures, local demographics, student outcome data, and funding allocations. Once the district has decided who should be trained in which model of training, and when, this information can be inserted into the *Strategic Plan for SEI PD* template, utilizing one page for each year, until all general elementary teachers and core subject secondary content area teachers (e.g. mathematics, ELA, science and social studies), who are likely to have English language learners assigned to their classrooms, are accounted for. This must then be submitted as the district's *Strategic Plan for SEI PD*, by districts applying for Title III funding in 2006-07. It can also serve as documentation during future Program Quality Reviews that the district does have a plan for how it will provide qualified teachers for all of its English Language Learners in a timely fashion.

Districts that do not receive Title III funds are not required to submit this information to the DOE, but are encouraged to complete a *Strategic Plan for SEI PD* in order to determine local training needs and priorities, as well as to provide documentation during Program Quality Reviews that it is making a good faith effort to provide qualified teachers to its English language learners.

**SEI PD Needs Assessment Instrument**  
**Massachusetts Department of Education**

District Name \_\_\_\_\_

Elementary Level (includes grades \_\_\_\_\_)

1) Grade level	2) No. of LEPs	3) Total number of licensed general elementary teachers with LEP students at this grade level (who don't hold ESL or ELL license).	4) Number of licensed elementary teachers with LEP students, who will have completed some SEI training by June 2006 for each category of training listed below				5) Number of licensed elementary teachers with LEP students, who will not have completed SEI training, in each category of training listed below. (Column 3 - Column 4= Column 5). <b>These teachers should be included in your district's Strategic Plan for SEI PD.</b>				6) Number of licensed elementary teachers with LEP students, who have completed all SEI training (as defined in Categories 1-4 of DOE Guidelines)
			C1	C2	C3	C4	C1	C2	C3	C4	
K											
1											
2											
3											
4											
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8											

Comments:

Note: This information is accurate as of \_\_\_\_\_ (date).

Signature \_\_\_\_\_

Title \_\_\_\_\_

**SEI PD Needs Assessment Instrument**  
**Massachusetts Department of Education**

District Name \_\_\_\_\_

Secondary Level (includes grades \_\_\_\_\_ )

1) Grade level	2) No. of LEPs	3) Total number of licensed core subject teachers (ELA, math, science, social studies) with LEP students assigned to their classes.	4) Number of licensed core subject teachers with LEP students, who will have completed some SEI training by June 2006 for each category of training listed below.				5) Number of licensed core subject teachers with LEP students, who have not taken one or more categories of SEI training. Column3 – Column 4 =Column 5 <b>These teachers should be included in your district's Strategic Plan for SEI PD.</b>				8) Number of licensed core subject teachers with LEP students, who have completed all SEI training (as defined in Categories 1-4 of DOE Guidelines)
			C1	C2	C3	C4	C1	C2	C3	C4	
											All Categories of SEI PD
7											
8											
9											
10											
11											
12											

Comments:

Note: This information is accurate as of \_\_\_\_\_ (date).

Signature \_\_\_\_\_

Title \_\_\_\_\_