

# Sheltered English Immersion Endorsement



## SEI stand-alone course submission requirements

The Department of Elementary and Secondary Education (ESE) is interested in awarding the SEI endorsement to any educators who take and pass a SEI course offered by providers who have heretofore only been approved to provide the course as part of an initial licensure program. In support of this new SEI Endorsement option, ESE must ensure that the SEI stand-alone course meets a set of minimum requirements and includes specific content. The **outline** that follows describes the requirements that a course must meet to qualify an educator for the SEI endorsement outside of an approved initial licensure program.

Sponsoring Organizations (SOs) with approved initial teacher preparation programs that have an existing SEI course and wish to gain approval for a stand-alone SEI course to qualify educators for the SEI endorsement outside of an approved initial licensure program must submit the following to demonstrate to ESE that it meets course requirements:

1. Completed checklist;
2. A course syllabi that includes all the requirements outlined below and in the supplemental materials provided in a separate attachment;
3. Assurance that any changes to the course submitted for this purpose (stand-alone SEI Endorsement course), has also been updated and included for initial licensure program(s).
4. One course syllabi per SO, understanding the some SO's may have variations based on licensure area and level. Please note: the expectation is that any variations based on licensure area and level do not remove or modify any of the course requirements outlined below and in the attached supplemental information.

Submissions should be sent to: [edprep@doe.mass.edu](mailto:edprep@doe.mass.edu) (please include in the subject line: SEI Stand-Alone Course Submission). There is no deadline for submissions. The Office of English Language Acquisition and Academic Achievement (OELAAA) will conduct a thorough review of the information provided to ensure that it meets the requirements. We expect reviews to take no more than 90 days. Review decision process will be as follows:

- If the course does not meet the requirements, the OELAAA will communicate any issues with the submission directly to the organization.
- Once approved, the organization will be notified by the Educator Preparation office and be provided with the procedures that will be used to endorse course-completers.

Ongoing monitoring of the course will be done through the formal review process.

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## SEI stand-alone course requirement checklist:

<u>SEI Course Requirements</u>	<u>Page(s) in Syllabi where this requirement has been addressed:</u>
At least 45 hours of direct instruction not including the field-based component	
The following core strategies must be taught during the course:	
a. 7-steps vocabulary	
b. Think-aloud	
c. Partner reading	
d. Rationcination	
e. Think-pair-share	
f. Write around	
g. Reciprocal teaching	
h. Text dependent questions	
i. Tiering vocabulary	
j. Cut and grow	
Explanation of how to use the WIDA standards and assessment framework for planning instruction. This must include using:	
a. Performance Definitions	
b. Can-Do descriptors	
c. Model Performance Indicators	
d. ACCESS test results	
Explanation of the Sheltered English Immersion program model as defined in MA and Sheltered Content Instruction	
Basic second language acquisition	
Culturally responsive education	
Identifying gifted/talented ELLs	
Teaching ELLs with limited or interrupted formal education	
Developing academic vocabulary	
Developing reading comprehension	
Developing writing and speaking in the content areas	
Scaffolding and supports for ELLs in content classes	
Federal/state laws and regulations regarding the education of ELLs	
ELL data in Massachusetts (demographics, trends, totals)	
Developing aligned language and content objectives	
Formative assessment techniques for ELLs	

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<p>A field-based experience component where:</p> <ul style="list-style-type: none"> <li>• Strategies are modeled and practiced in course, then</li> <li>• Practiced with students in classroom (preferably ELLs), then</li> <li>• Reflect and share with course instructor for feedback (peer feedback good as well).</li> <li>• Candidate should have at least four separate experiences to practice with students in a real classroom.</li> </ul>	
<p>The following readings must be included in the course:</p>	
<p>a. Belin, C. and J. Blank. International Center for Gifted Education and Talent Development. (2008). <i>Identifying gifted and talented English language learners, grades K–12</i>. Des Moines, IA: Iowa Department of Education. 9-13, 19-27.</p>	
<p>b. Calderón, M. 2011. Teaching reading and comprehension to English learners, K–5: Chapter Six, Teaching Vocabulary, 67-83. Bloomington, IN: Solution Tree Press.</p>	
<p>c. Calderón, M. 2007. Teaching reading to English language learners, grades 6–12: Vocabulary Development, the foundation for reading in the content areas, 29–45. Thousand Oaks, CA: Corwin Press.</p>	
<p>d. Calderón, M. 2011. <i>Teaching reading and comprehension to English learners, K–5</i>. Teaching Reading Comprehension and Content, 85-103. Bloomington, IN: Solution Tree Press.</p>	
<p>e. Calderón, M. 2007. <i>Teaching reading to English language learners, grades 6–12</i>. Chapter 4: Teaching Reading Comprehension and Content, 47-67. Thousand Oaks, CA: Corwin Press.</p>	
<p>f. Calderon, M. 2007. <i>Teaching reading to English language learners, grades 6-12</i>. Chapter 5: Reading, Writing &amp; Speaking in Mathematics, 69-82. Thousand Oaks, CA: Corwin Press.</p>	
<p>g. Calderon, M. 2007. <i>Teaching reading to English language learners, grades 6-12</i>. Chapter 6: Reading, Writing &amp; Speaking in Science, 83-92. Thousand Oaks, CA: Corwin Press.</p>	
<p>h. Calderon, M. 2007. <i>Teaching reading to English language learners, grades 6-12</i>. Chapter 7: Teaching the Art in Language Arts, 93-104. Thousand Oaks, CA: Corwin Press.</p>	
<p>i. Calderon, M. 2007. <i>Teaching reading to English language learners, grades 6-12</i>. Chapter 8: A Vignette of Social Studies Teachers Developing and Implementing a Lesson, 105-110. Thousand Oaks, CA: Corwin Press.</p>	

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<p>j. DeCapua, A., &amp; Marshall, H. W. (2011). Reaching ELLs at risk: Instruction for students with limited or interrupted formal education. <i>Preventing School Failure</i> 55(1), 35–40.</p>	
<p>k. Donnelly, W. S. and C. J. Roe. 2010. Using sentence frames to develop academic vocabulary for ELLs. <i>Reading Teacher</i>, 64 (2): 131–136.</p>	
<p>l. Gillespie, A. and S. Graham. 2011. Evidence-based practices for teaching writing. <i>Better Evidence-based Education</i>. Baltimore: Johns Hopkins University. 4-5.</p>	
<p>m. Zwiers, J.A. (November 2012). <i>Academic language and literacy in every subject</i>. Paper presented at the Academic Language Institute, Leominster, MA. Retrieved from <a href="http://www.matsol.org">www.matsol.org</a></p>	