Sheltered English Immersion Endorsement

SEI Stand-Alone Course Submission Requirements

The Department of Elementary and Secondary Education (DESE) 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 DESE that it meets course requirements:

a. Completed checklist;

b. A course syllabi that includes all the requirements outlined below and in the supplemental materials provided in a separate attachment;

c. 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).

d. 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: educatorpreparation@mass.gov (please include in the subject line: SEI Stand-Alone Course Submission). There is no deadline for submissions. The Office of Language Acquisition (OLA) 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 OLA 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:

SEI Course Requirements	Page(s) in Syllabi where this requirement has been addressed:
Course Duration: At least 45 hours of direct instruction not including the field-based component	
Course Content:	
1. SEI Strategies: The following core strategies must be taught during the course:	
1a. Tiering vocabulary	
1b. 7-steps vocabulary	
1c. Think-aloud	
1d. Partner reading	
1e. Reciprocal teaching	
1f. Text-dependent questions	
1g. Write Around	
1h. Ratiocination	
1j. Cut and grow	
2. WIDA ELD Standards and Frameworks: Explanation of how to use the WIDA standards and assessment framework for planning instruction, including Performance Definitions, Can-Do Descriptors, Model Performance Indicators, and ACCESS Test Results.	
3. SEI Instructional Framework: Explanation of the Sheltered English Immersion program model as defined in MA and Sheltered Content Instruction.	
4. Foundational Understandings	
4a. Basic second language acquisition	
4b. Asset-based approach to English Learner Education.	
4c. Culturally and linguistically sustaining practices	
4d. Federal and state laws and regulations regarding the education of ELs.	
5. English Learners and special populations	
5a. Definition of “English Learner” and related terms	
5b. EL Special populations, including Newcomers, SLIFE, Long-term ELs, and ELs with Disabilities.	
5c. EL Data in Massachusetts	
6. English Language Development in Content Classrooms	
6a. Aligned language and content objectives	
6b. Developing academic vocabulary	
6c. Developing reading comprehension	
6d. Developing writing in the content areas	
6e. Developing oral language	
6f. Scaffolding and supports for ELLs in content classes	
6g. Formative assessment techniques for ELLs	

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Practice: A field-based experience component where: • Strategies are modeled and practiced in course, then • Practiced with students in classroom (preferably ELLs), then • Reflect and share with course instructor for feedback (peer feedback good as well). • Candidate should have at least four separate experiences to practice with students in a real classroom.	
Required Readings: The following readings must be included in the course:	
Calderón, M. 2011. Teaching reading and comprehension to English learners, K–5Bloomington, IN: Solution Tree Press. • Chapter 6, Teaching Vocabulary, 67-83. • Chapter 7: Teaching Reading, 85-103.	
Calderón, M. and S. Slakk (2018) Teaching Reading to English Learners, Grades 6 - 12: A Framework for Improving Achievement in the Content Areas. Thousand Oaks, CA: Corwin Press. • Chapters 3, Vocabulary Development, 29-48. • Chapter 4, Bridging Vocabulary and Reading, 49-76. • Chapter 5, Content Reading, 77-92.	
Council of Great City Schools. (2023). *A Framework for Foundational Literacy Skills Instruction for English Learners: Instructional Practice and Materials Considerations*.	
Gibbons, P. (2014). Learning to Write in a Second Language and Culture. *Scaffolding Language, Scaffolding Learning. 2nd Ed*., Portsmouth, NH: Heineman, 96-133.	