# CAP Integration

## SEI & Literacy Coursework

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# Agenda

- ★ Who's in the Zoom & Activator
- ★ Building the ship while sailing it…
- ★ "Thanks, old me!" & "Double Counting"
- ★ Refining Coursework:  SEI Indicators as an E.G.
- ★ Your Turn!
- ★ Next Up:  Early Literacy & an SEI Look For tool (for pre-service teachers)

# Activator

What is your understanding of the words:

★ Introduce
★ Practice
★ Demonstrate

**EQ: How should 'novice teachers' (of all levels, i.e. undergraduates, graduates, professionals) meet these levels of mastery?**

# Building the ship while sailing it...

★ While teaching I am:
   ○ Reviewing 'draft' standards (2023) & 'year 1 vs. year 3' discussions.
   ○ Attending PD with DESE (2024).
   ○ Calibrating coursework with colleagues (MATSOL SIG).
   ○ Curating/reviewing resources (edprep field/for students).
   ○ Crafting & posting syllabi at the beginning of semesters...assignments, too.

**EQ:  When to integrate DESE requirements into coursework when I need to have syllabi, assignments, and class activities ready each week?**

# MATSOL SIG & Conference '23-'24

"Day 1 vs. Year 3?"
Which SEI/ESL skills and knowledge should new educators know on *"day 1 vs. year 3"* of their teaching career?

And how should this affect teacher preparation and subsequent mentoring and professional development within the first 3 years of teaching?

MATSOL Conference - June 5th 2024

# "Thanks, old me!" & "Double Counting"

★ First pass through the new/revised Early Literacy standards, SEI Indicators, and 2024 RETELL standalone course revisions.
  ○ What are my students ALREADY doing well?
  ○ How are my **old** activities/assignments/texts a match to **new** DESE standards?
  ○ Where is the gradual release of responsibility (between/amongst my classes, pre to full prac)?

★ Differentiating for Pre-/Full-Practicum Students
  ○ Where in my courses with students get similar material 2x?  How does it build?
  ○ Differentiating assignments:
    ■ When to expect addressing language/sociocultural demands of lesson?
    ■ How do CLSPs evolve?  Practice in theory vs. demonstrate in real classrooms?
    ■ Pre-prac analyze/curate & full-prac apply/reflect. Both reflect: opportunities taken/missed.

# SEI Indicators - PST and CAP (pp. 32-36)

| SEI Indicator | Alignment to the PST | Alignment to the CAP |
|---|---|---|
| Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistics backgrounds, strengths, and challenges. | Subject Matter Knowledge<br>Knowledge of Students | Subject Matter Knowledge<br>Inclusive Instruction<br>Reflective Practice |
| Uses effective strategies and techniques for making content accessible to English Language Learners. | Inclusive Instruction | Inclusive Instruction |
| Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language. | Subject Matter Knowledge | Subject Matter Knowledge |
| Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort, and performance. | High Expectations<br>Positive Relationships<br>Safe Learning Environment<br>Collaborative Learning Environment | High Expectations<br>Safe Learning Environment |
| Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and develop both at home and school. | Communication with Families<br>Family Engagement<br>Collaboration on Student Learning and Well-Being | Collaboration on Student Learning and Well-Being<br>Reflective Practice |

# My Spreadsheet...one for you!

★ **T-chart my semester** week by week, activities, objectives, assignments, readings, & class plans.

★ Used this for **SPREADSHEET** for mapping 2024 PST/CAP SEI Indicators.

★ NOW using this for Early Literacy Standards.

★ TRY IT...TWEAK IT!

# A recent example from literacy...

## Two final ED 101b assignments:

★ Create a science writing lesson with a read aloud about climate change.
  ○ Practice via in class, whole group analysis.
  ○ Practice individual lessons.
  ○ Demonstrate, full pracs (some pre pracs) in student teaching.

★ Analyze & create SEI and other language scaffolds for Mystery Science Curriculum.
  ○ Practice in pairs for unit lesson analyses.

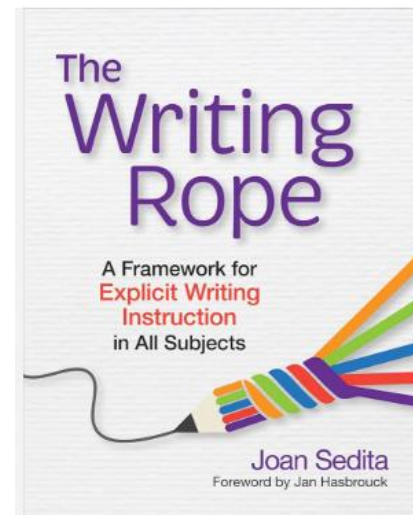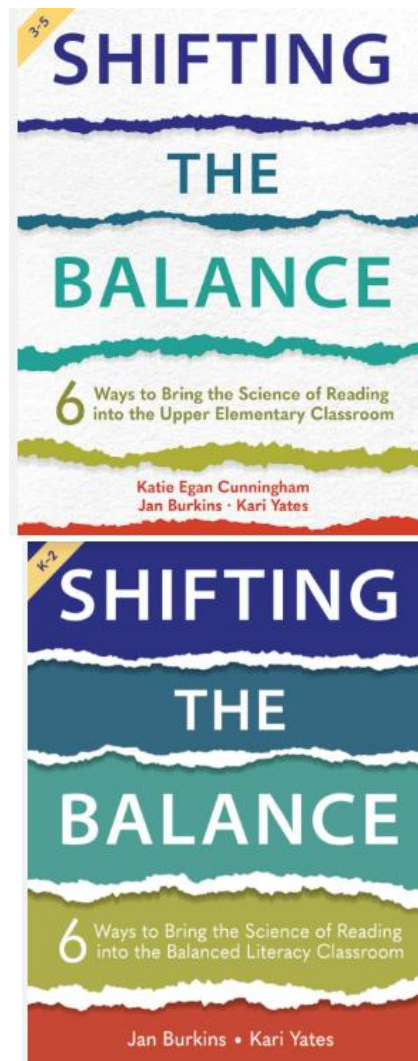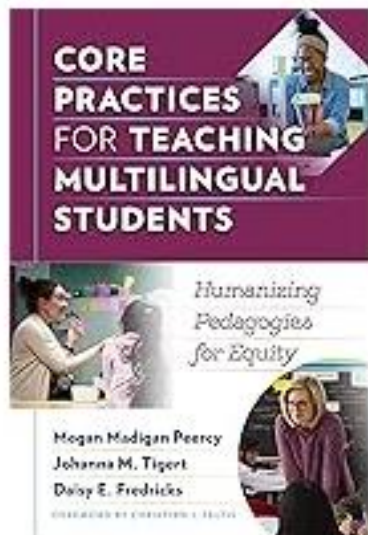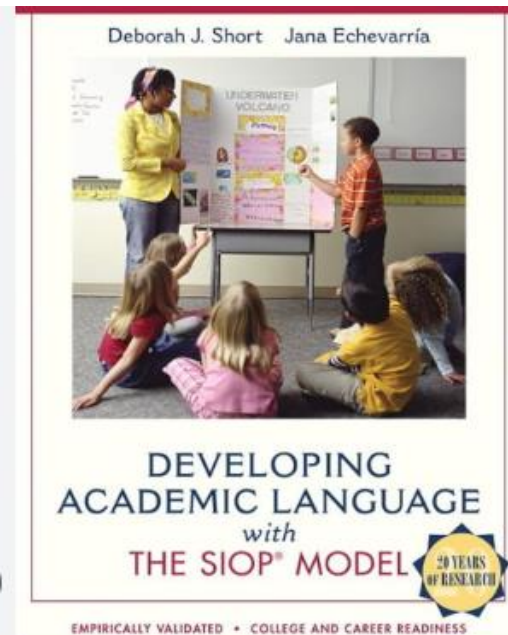## MA Early Literacy Indicators:

**E. Writing**
**4. Writing Craft**

a. Evidence-based, culturally and linguistically sustaining methods for teaching writing craft, as outlined in the Mass Literacy Guide, including the ability to implement:
 i. Explicit instruction in the differences between speaking and writing
 ii. Explicit instruction of genres relevant to grade-level content learning
iv. The use of a gradual release model that involves building the field or knowledge of the topic, deconstruction of mentor texts or model responses, teacher modeling through think-alouds and/or co-construction of a text, collaborative writing, and independent writing

v. Frequent and sustained writing practice embedded in authentic tasks tied to content and student interest

**E. Writing**
**5. Writing Process**
a. Evidence-based, culturally and linguistically sustaining instructional practices for each stage of the writing process as outlined in the Mass Literacy Guide, including:
i. The use of modeling to support a student's understanding of the purpose and application of a writing strategy (such as the use of a graphic organizer)
 iii. The gradual release of responsibility to students to independently use (and/or evaluate the efficacy of) the strategy in their own writing
iv. The ability to adapt writing strategies and processes to the linguistic and cultural needs of students, including knowing when to use evidence-based instructional supports for multilingual and bidialectal students, such as scaffolding through sentence frames or providing additional processing time

# Text Adoption

**Developing Academic Language with THE SIOP® Model**
Deborah J. Short • Jana Echevarría
EMPIRICALLY VALIDATED • COLLEGE AND CAREER READINESS
20 YEARS OF RESEARCH

**CORE PRACTICES FOR TEACHING MULTILINGUAL STUDENTS**
*Humanizing Pedagogies for Equity*
Megan Madigan Peercy
Johanna M. Tigert
Daisy E. Fredricks

3-5
**SHIFTING THE BALANCE**
6 Ways to Bring the Science of Reading into the Upper Elementary Classroom
Katie Egan Cunningham
Jan Burkins • Kari Yates

K-2
**SHIFTING THE BALANCE**
6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom
Jan Burkins • Kari Yates

**The Writing Rope**
A Framework for Explicit Writing Instruction in All Subjects
Joan Sedita
Foreword by Jan Hasbrouck

# Resources Mentioned in the Presentation

SEI Course Resources (curated by MATSOL Members)

SEI Prioritized Lesson Plan Template (crafted by the MATSOL SIG 2023-24)

SEI Analysis Tool (created by Rachel Theodorou, for SEI Endorsement course, used to practice/demonstrate SEI indicators)

Rachel Theodorou's SEI indicators/Early Literacy course crosswalk (still in process)

Brandeis Early Literacy *draft* crosswalk (still in process)

Join our MATSOL Teacher Education Special Interest Group - no membership needed!  We discuss/create/disseminate many useful items like the first 2 above!

# Thanks & Stay in touch:
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