**Preface to the Sheltered English Immersion (SEI) Teacher Endorsement**

The template on the following page is intended for college/university officials who can verify that a student has satisfied requirements for the Massachusetts SEI Teacher Endorsement through the successful completion of graduate coursework. Please keep in mind that the SEI SMK requirements 2 and 6 are specific to Massachusetts and coursework completed outside of Massachusetts would not typically address these requirements. Authorized officials may be in a position to provide such a letter, but it is not a requirement or expectation of ESE. Please also note that individuals seeking the SEI Teacher Endorsement are also required to provide an official transcript verifying the successful completion of coursework noted within such letters and the Department may contact signees for clarification.

- Required Letter Components -

* Must be printed on official college/university letterhead;
* Must include student’s Name and MEPID;
* Must list applicable coursework; and
* Must be signed by the course instructor, licensure officer, appropriate department chair, registrar, or dean.

Documents may be uploaded into an applicant’s ELAR account or mailed to the Office of Educator Licensure. Information regarding the uploading and mailing of documents may be found at <http://www.doe.mass.edu/licensure/elar/upload-documents.html>.

**SEI Teacher Endorsement Graduate Training Template Letter for College/University**

| [Insert the student’s name and MEPID] has successfully demonstrated knowledge of the subject matter knowledge, skill and practice requirement(s) listed in this letter through the successful completion of the following graduate coursework. |
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| Insert Course Number(s) and Title(s): |  |
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| **The student has demonstrated knowledge of the following SEI Teacher Endorsement Subject Matter Knowledge requirements through the successful completion of the graduate coursework listed above.** *[The following are all the applicable Subject Matter Knowledge requirements, the college/university should delete any that have not been satisfied through the identified coursework.]*1. The basic structure and functions of language
2. Second language acquisition factors as they affect access to the Massachusetts standards
3. Social-cultural, affective, political, and other salient factors in second language acquisition
4. Sheltered English Immersion (SEI) principles and typologies: General academic and domain-specific discourse practices relevant to the grade level (k-5 or secondary), English proficiency level, and content area (English language arts and history; science and mathematics; other content areas
5. Implementation of strategies for coordinating SEI and English language development instruction for English learners
6. Federal and Massachusetts' laws and regulations pertaining to English learners
7. Understanding of diversity and background of English learner populations, including family systems, and communities, and their impact on teaching and learning
8. Theory, research, and practice of reading and writing for English learners. Practices and approaches for developing reading and writing skills and comprehension in English for English learners who are at different levels of English language proficiency
9. The role of oral language development in literacy development for English learners
10. Formative and summative assessments for English learners
11. Literacy and academic language development. The role of vocabulary development in accessing academic language.
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| **The student has demonstrated knowledge of the following SEI Teacher Endorsement skill requirements through the successful completion of the graduate coursework listed above.** *[The following are all the applicable skill requirements, the college/university should delete any that have not been satisfied through the identified coursework.]** Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.
* Uses effective strategies and techniques for making content accessible to English learners.
* 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 proficiency and literacy.
* Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.
* Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.
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| **Letter should include this statement only if the student had the opportunity to practice strategies and skills taught in a course listed above:*** The student practiced the strategies and skills taught in a course listed above and reflected on and shared with the course instructor for feedback.

The student has demonstrated knowledge of the requirements listed above. **I attest that the statements above are true and accurate:** |
| Title:  |  | Signature: |  |
|  *(course instructor, licensure officer, appropriate department chair, registrar, or dean)* |
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| **Please note:** The Department may contact signees if any clarification is needed. Documents may be uploaded into your ELAR account or mailed to the Office of Educator Licensure. Information regarding submitting documents may be found [here](http://www.doe.mass.edu/licensure/elar/). |