EDUCATOR LICENSURE PROGRAM

SEI Endorsement Course for Career & Vocational Technical Educators

Spring 2019

collaborative.org
Collaborative for Educational Services

Fitchburg State University
EDUCATOR Programs
Comprehensive Syllabus

Spring 2019
EDUC 8045H
SEI Endorsement for CVTE

3 Graduate Credit Hours or 67.5 PDPs
Hybrid Online (12 Face-to-face sessions on Wednesdays 3:00 PM - 6:00 PM)
39 Contact Hours

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Contact your Instructor

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A.   COURSE DESCRIPTION

Introduction

The purpose of this course is to prepare the Commonwealth's teachers with the knowledge and skills to effectively shelter their content instruction so that our growing population of English learners (ELs) can access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy.

The course has three overarching goals:

1. To help teachers effectively carry out their responsibility for the teaching and learning of ELs as well as to understand the social and cultural issues that contribute to and impact the schooling of ELs.

2. To expand teachers' knowledge of how language functions within academic content teaching and learning, and how children and adolescents acquire a second language.

3. To provide teachers with practical, research-based protocols, methods, and strategies to integrate subject-area content, language, and literacy development—per the expectations of the World Class Instructional Design and Assessment (WIDA) English Language Development (ELD) standards—and thus to support EL students' success with all state academic standards.

Background

The Sheltered English Instruction (SEI) Endorsement Teacher course and its Career Vocational Technical Education (CVTE) version, and the SEI Endorsement Administrator courses, together comprise key elements of the Commonwealth's *Rethinking Equity and Teaching for English Language Learners* (RETELL) initiative. RETELL also includes statewide implementation of the WIDA ELD standards, and the WIDA-ACCESS (Assessing Comprehension and Communication in English State-to-State) assessment tools. Teachers will be introduced to WIDA standards and WIDA tools in this course. More information about the RETELL initiative relative to CVTE educators is available at http://www.doe.mass.edu/retell/.

MA State regulations state that, "Starting on July 1, 2016, any core academic teacher who is assigned to provide sheltered English instruction to an English learner shall either hold an SEI Teacher Endorsement, or is required to

earn such endorsement within one year from the date of the assignment." All core academic teachers[1] responsible for the education of one or more ELs, are required to earn the SEI Teacher Endorsement, typically through completion of an SEI Endorsement course. Additionally, amended regulations also state that, the amended regulations also state that, "[s]tarting on July 1, 2021, any career vocational technical teacher who is assigned to provide sheltered English instruction to an English learner shall either hold the SEI Teacher Endorsement, or is required to earn such endorsement within one year from the date of the assignment." 603 CMR 14.08(3). Similarly, "[s]tarting on July 1, 2021, no principal, assistant principal, or supervisor/director shall supervise or evaluate a career vocational technical teacher who provides sheltered English instruction to an English learner unless such principal, assistant principal, or supervisor/director holds the SEI Teacher Endorsement or the SEI Administrator Endorsement, or will earn either endorsement within one year of the commencement of such supervision or evaluation." 603 CMR 14.08(4).[2] Upon successful completion of the SEI Teacher Endorsement course-CVTE version, **and then applying for the SEI Endorsement in ELAR**, participating teachers will receive an SEI endorsement. During the course, these teachers are expected to practice instructional strategies grounded in SEI research both in the endorsement course and in their classrooms. Teachers will also be encouraged to sustain and develop their SEI practices over time through a variety of professional growth opportunities, including participating in the following:

- Existing instructional coaching infrastructure, as part of literacy and mathematics instructional coaching.

- Whole-school mechanisms for sustaining focus on EL needs including collaborative, job-embedded professional learning promoted in the SEI Administrator Endorsement course;

- ESE, district or collaborative-sponsored SEI professional development; and

- Local SEI groups.

All educators are also expected to earn at least 15 additional hours of professional development points (PDPs) in SEI or ESL in each licensure renewal cycle beginning July 2016. These opportunities to extend and sustain learning over time in a developmental way, with increasing experience, will provide an effective way to meet the licensure renewal requirement.

The RETELL initiative and this SEI Teacher Endorsement course – CVTE version come at a time when teachers of all students and teachers of ELs in particular, must be equipped to address the needs and build on the multilingual and multicultural assets of a diverse and ever-changing student population in Massachusetts. The introduction of various educational reforms such as the *Massachusetts Curriculum Frameworks for English Language Arts and Literacy and Mathematics*, WIDA ELD standards, and the Commonwealth's new educator evaluation system require teachers to assume new roles and responsibilities in their classrooms. This course will support the professional growth of educators and the teaching and learning of all students in this time of change.

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[1] The following teachers are classified as "core academic teachers" under the regulations: early childhood and elementary teachers; teachers of students with moderate disabilities; teachers of students with severe disabilities; subject-area teachers in English, reading or language arts, mathematics, science, civics and government, economics, history, and geography. The classification applies to teachers in all Massachusetts public schools, including charter schools and education collaboratives.

[2] MA Commissioner of Education memo, July 20, 2018. http://www.doe.mass.edu/retell/2018-0720cvte.pdf

The Nature of the Course

The SEI Teacher Endorsement course focuses on current theories and evidence-based instructional practices related to the teaching of ELs. This course is designed to promote continuous improvement in educator practice and to build teachers' confidence and familiarity with research-proven practices for working with ELs. Throughout the course, effective research-based strategies will be modeled. Teachers will have opportunities to practice the modeled strategies, to analyze their practice, to provide and receive feedback, and to reflect on their experiences. Through this cycle of reflective practice, teachers will gain new skills, knowledge, and dispositions for the education of English learners.

Assignments are designed to reinforce key concepts and practices and will include a reflection drawing on classroom data and information, classroom tryouts of modeled strategies that teachers will assess using a tool provided for that purpose as well as the development, implementation, and presentation of a culminating lesson. Throughout, participants will be asked to reflect upon the impact of the course material and activities on their practice.

This version of the SEI Teacher Endorsement course:

- Systematically strengthens participants' capacity to provide Sheltered Content Instruction (SCI) through cycles of modeling, practice, and feedback built upon current research on effective practice.

- Is integrated with and supported by three other major initiatives in the Commonwealth: the implementation of the 2017 MA ELA and math-standards, the implementation of WIDA ELD standards, and the new Educator Evaluation system. This version of the SEI Endorsement course is intended to be integrated with the Massachusetts Vocational Technical Education Frameworks.

- Is built upon the concept that addressing the needs of ELs, individual and collective ownership, collaborative practice between educators, and a whole-school approach are critical. The new SEI endorsement for teachers is connected to the SEI Administrator Endorsement, and supported by policies that require continuous educator growth over time.

- Is facilitated by approved instructors who have been vetted through a comprehensive application and interview process, have participated in a rigorous training program, and will be subject to ongoing performance evaluation.

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

B.   TEXTS

Diversity, Cultural & Social Aspects of Teaching ELLs

Belin, Connie and Blank, Jacqueline N. International Center for Gifted Education and Talent Development. (2008). Identifying gifted and talented English language learners, grades K–12. Des Moines, IA: Iowa Department of Education. 9-13, 19-27.

DeCapua, A., &. Marshall, H. W. (2011). Reaching ELLs at risk: Instruction for students with limited or interrupted formal education. Preventing School Failure 55(1), 35–40.

Menken, K., & Kleyn, T. (2009). The difficult road for long-term English learners. Supporting English Language Learners, 66(7). Association for Supervision and Curriculum Development, 1-8.

Vocabulary and Discourse

de Jong, E. J. and C. A. Harper. 2005. Preparing mainstream teachers for English language learners: Is being a good teacher good enough? Teacher Education Quarterly 32 (2): 101–105.

Donnelly, W. S. and C. J. Roe. 2010. Using sentence frames to develop academic vocabulary for ELLs. Reading Teacher, 64 (2): 131–136.

Graves, M., D. August, and M. Carlo. 2011. Teaching 5,000 words. Better Evidence-based Education: 6-7, Baltimore: Johns Hopkins University. Retrieved from http://cms.press.jhu.edu/journals/better_evidence_based_education/online_article_access/archive/ BetterUSwinter2011.pdf

Elementary

Calderón, M. 2011. Teaching reading and comprehension to English learners, K–5: Teaching Reading Comprehension and Content, 67-83. Bloomington, IN: Solution Tree Press.

Secondary:

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.

Reading Comprehension- Elementary

Calderón, M. 2011. Teaching reading and comprehension to English learners, K–5.Teaching Reading Comprehension and Content, 85-103. Bloomington, IN: Solution Tree Press.

Reading Comprehension – Secondary

Calderón, M. 2007. Teaching reading to English language learners, grades 6–12. Chapter 4: Teaching Reading Comprehension and Content, 47-67. Thousand Oaks, CA: Corwin Press.

Reading Comprehension - Both Elementary & Secondary

August, D. and T. Shanahan, eds. 2006. Executive summary from developing literacy in secondlanguage learners: report of the national literacy panel on language-minority children andSEI Teacher Endorsement Course - 2013-14 41 youth, 3–8. Mahwah, NJ: Lawrence Erlbaum Associates. Retrieved from http://www.cal.org/projects/archive/nlpreports/Executive_Summary.pdf.

Writing - Elementary

Gebhard, M., Harman, R., & Seger, W. (2007). Reclaiming recess in urban schools: The potential of systemic functional linguistics for ELLs and their teachers. 419-429

Writing – Secondary

Brisk, M., Horan D., & MacDonald, E. (2007) A Scaffolded Approach to Learning to Write. Inclusive
    pedagogy of English language learners: a handbook of informed practices. 15-31.

Writing - Both Elementary & Secondary

Gillespie, A. and S. Graham. 2011. Evidence-based practices for teaching writing. Better Evidence-based
    Education. Baltimore:Johns Hopkins University. 4-5

The following required texts are available for online for viewing or downloading:

Fitchburg State University Teacher Preparation Programs (2012). Conceptual Framework.
Fitchburg, MA: Author. [Online] Available:
http://www.fitchburgstate.edu/offices/academic-offices/education-unit/conceptual-framework/

Massachusetts Department of Elementary and Secondary Education. (1999-2011). Curriculum
Frameworks. Malden, Ma: Author. [Online] Available:
http://www.doe.mass.edu/frameworks/current.html

Fitchburg State University Teacher Education Conceptual Framework

C.   The course has three overarching goals:

1. To help teachers effectively carry out their responsibility for the teaching and learning of ELLs as well as to understand the social and cultural issues that contribute to, and, impact the schooling of ELLs.

2. To expand teachers' knowledge of how language functions within academic content teaching and learning, and how children and adolescents acquire a second language.

3. To provide teachers with practical research-based protocols, methods, and strategies to integrate subject-area content, language, and literacy development—per the expectations of the Massachusetts English Language Development (ELD) World Class Instructional Design and Assessment (WIDA) standards—and thus to support ELL students' success with the 2011 Massachusetts Curriculum Frameworks for English Language Arts and Literacy and Mathematics and other Massachusetts content standards.

D.   INSTRUCTIONAL STRATEGIES

X	Lecture	X	Data Collection and Analysis
X	Discussion/Questioning		Pre-Practicum
	Laboratory (Pre-Practicum)		Role Playing/Simulation
	Problem Finding/Solving	X	Independent Learning
	Discovery		Field Trips
	Interviewing (Pre-Practicum)		Computer Applications
X	Collaborative Learning Groups		Viewing/Listening to Followed by
X	Reflective Responses		Discussing
	Creating Visual Illustrations of Concepts		Other_____

Technology Initiatives
Users of the Fitchburg State University technology systems are subject to all applicable federal, state, and international technology laws. Questions regarding regulations may be directed to the Office of Information Technology.

Candidates will utilize technology as:

a research tool
a communication method (email)
an enhancement tool for the design of lessons and curriculum units

E.   COURSE REQUIREMENTS

Requirements for passing the course and grading: The participant will not receive the endorsement if he/she does not successfully complete ALL course requirements including earning 70% or greater and demonstrating an instructional integration (capstone observation) where participants bring together the strategies learned in vocabulary, reading, and writing and apply their knowledge to the development of an integrated capstone lesson project. Participants may check their grades throughout the course using the online learning system used by the vendor sponsoring this SEI Teacher Endorsement course. Please be advised: due to the rigor, pace, and intensity of the course, which leads to an Endorsement from the State for teachers, you may NOT miss more than two sessions. Missing MORE than two class sessions will result in a withdrawal grade. The participant will then need to retake the class. The academic integrity of this course depends on participants attending all scheduled class meetings. Participants should discuss with instructors, in advance, any portion of a class meeting they cannot attend. Absence from class may be reflected in the student's grade at the instructor's discretion. Students who have successfully completed a **majority** of course requirements, as determined by instructor, but are unable to complete all class requirements due to extenuating circumstances may request a temporary grade of "I" (incomplete). **Only the course instructor, in consultation with the provider, may determine whether a student is eligible for an Incomplete and give the student extended time to complete the missing work. Please do not contact the Department regarding requests for an incomplete grade**.

Class Participation: Because the course format depends heavily on class participation and student interaction, it is crucial that participants arrive on time for face-to-face classes and come prepared to discuss assigned course readings, having completed all preparation assignments due.

Disability Services for Students: Providers of the SEI Endorsement course are committed to ensure that all participants with disabilities are offered an equal opportunity to participate in and to benefit from this course. To receive accommodations, a participant must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendment Act of 2008, and must provide documentation of the disability. **Eligibility** for reasonable accommodations will be based on the documentation provided by the participant and **will be made SOLELY by the vendor liaison after consulting with the instructor.** If a decision is made to provide reasonable accommodations, it is the vendor's responsibility to provide those reasonable accommodations. If you are a participant with a document disability, or feel that you may have a disability, please let your instructor know.

PDPs: The vendor will issue PDPs to participants who pass the course with a 70% or greater. The Department will not issue PDPs to participants.

Graduate and Undergraduate credit: *This course may be offered and taken for both three graduate/undergraduate credits.* If a vendor offers this course for graduate and undergraduate credits, it is up to that vendor to connect with institutions of higher education that offer those credits. Instructors should provide directions on what participants need to do if college/university credit is to be offered. If the vendor collaborates with an institution of higher education to offer graduate and undergraduate credits, that institution should provide directions on how to apply for these credits along with relevant attendance and grading policies. Different institutions have different grading and attendance policies in place*. **Please do not contact the Department regarding graduate or undergraduate credit.***

General description of in-class/online and homework assignments: SEI Teacher Endorsement course -CVTE version participants are expected to actively participate in both Face-to-Face and online sessions. Participants will complete various assignments including implementation exercises in their classrooms, short papers, online discussions, lesson reflections, and the capstone project. Each course assignment will be turned in online per directions provided by the instructor. Participants may also be asked to bring assignments into class for discussion. In addition, there are two professional learning network assignments that are counted toward the course participation grade, which will involve two 45-minute meetings with colleagues in the home school or district. **All requests for additional time on individual assignments are at the SOLE discretion of the instructor.**

Online participation: As part of their class participation grade, participants will be expected to participate in online discussion forums and respond thoughtfully to others' posts. Additionally, homework readings, assignments, and activities for the SEI Endorsement course will be loaded into designated online course locations. At times, participants will be expected to post their homework online to share with other class members. Instructors will let participants know when posting will be required.

Inclement weather days and/or instructor absences: In the event that class must be canceled, the instructor will e-mail participants and post an announcement canceling the day's class on the online learning management system used for the course. Please connect with the vendor to determine class cancellations. Do not contact the Department regarding class cancelations. It will be the participants' responsibility to check their e-mail or the learning management system. Any canceled class will be made up using one of the extra course dates reserved for such purposes.

Homework assignments & grading weight: Participants will be responsible for various types of assignments, in addition to participating in the class. The different types of assignments are designed to provide participants with opportunities to prepare for classroom practice, engage in classroom practice, reflect upon these experiences, participate in critical analysis, and articulate their own learning.

F. EVALUATION OR GRADING POLICY

Categories of Graded Assignments in the Course

- My English Learners Reflection (1 written assignment)

This one-page written assignment will capture participants' attitudes, thinking, and knowledge about the ELs in their school or district. **Weight: 10% of final grade.**

- Strategy Implementation Reports (6 written assignments)

In their own classrooms, participants will implement strategies modeled and practiced in the Endorsement course. Using a Strategy Implementation Report, participants will be expected to reflect and report on how their implementation went, both from a practice and from a student-outcome perspective. Throughout the course, participants will have opportunities to discuss these implementation experiences collaboratively with their peers, to share ideas on variations, and to receive feedback from colleagues. **Weight: 40% of final grade.**

- Capstone Sheltered Content Lesson Tool (1 written assignment)

The Capstone project will be assigned in the third course session and will be due during the last two sessions of the course. The participant will not receive the endorsement if he/she does not successfully complete ALL course requirements including earning 70% or greater and demonstrating an instructional integration (capstone observation) where participants bring together the strategies learned in vocabulary, reading, and writing and apply their knowledge to the development of an integrated capstone lesson project.

Throughout the course the participants will be guided through the elements of the Capstone project. The Capstone involves:

- Creating a Sheltered Content Instruction lesson that integrates participants' knowledge and understanding of the instructional strategies to support English learners' content learning and language development,

- Delivering it to students in their classroom,

- Writing a reflection on its planning and implementation, and

- Teaching a component of their Capstone Lesson to course colleagues during one of the final capstone sessions.

Weight: 25% of final grade

- Capstone Presentation and Reflection (1 oral presentation and written assignment)

The instructor and participants will arrange presentation times in small groups of 6-8 participants. **Weight: 5% of the final grade.**

- Participation and Collaboration

A grade will be given for participation in online sessions, face-to-face sessions, and Professional Learning Network meetings. The participation grade includes in-class collaborative discussions of readings, posting feedback in Learning Management System as directed in assignments or course activities, provision of feedback to colleagues during strategy practice in class, and active participation and documentation of participation in

the Professional Learning Network. Missed classes and/or frequent tardiness will impact the final grade. **Weight: 10% of final grade (5% in-class, 5% online).**

- Professional Learning Networks

Professional Learning Networks take place before *Vocabulary and Discourse: 7 Steps (F2F-4)* and before the *Instructional Integration (F2F-12)* session and participants post reports. **Weight: 10% of final grade (5% each, 2 PLNs).**

All assignments will be graded using rubrics. Final course grades will be determined through a combination of grades on assignments and active participation.

Final grades will be based on a 4.0-point scale. If *individual* assignments are graded on a 100-point scale or on a letter-grade scale, those grades will be converted to the 4.0-point scale for the final grade for the course.

All assignments must be typed, double-spaced; follow the Department Writing Guide; and use APA format when appropriate. You are expected to use word processing for all assignments (unless otherwise instructed). Work must be proofread and prepared with a sense of professionalism. Papers that do not meet this standard may be returned to the participant for resubmission. Papers submitted late without prior approval will receive a reduced or failing grade.

FITCHBURG STATE UNIVERSITY

GRADUATE GRADING SYSTEM

4.0	95 - 100	A
3.7	92 - 94	A-
3.5	89 - 91	A-/B+
3.3	86 - 88	B+
3.0	83 - 85	B
2.7	80 - 82	B-
2.5	77 - 79	B-/C+
2.3	74 - 76	C+
2.0	71 - 73	C
0.0	0 - 70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

G. RUBRICS

All assignments <u>submitted on time</u> may be redone on a time schedule determined with the instructor. Late assignments will not be accepted except with express permission from the instructor. All assignments must be professionally prepared and presented (e.g., word-processed with no spelling or mechanical errors, with proper citations for all sources).

Criteria for final grades follows:

4.0 - The participant demonstrates all required competencies at an exemplary level and participant work is completed at assigned times. Details of assignments are highly developed. Knowledge, application and synthesis of readings, concepts and strategies are demonstrated at an exemplary level. Products and performances are worthy of dissemination beyond the class. Class attendance and participation are at an exemplary level.

3.7 - The participant demonstrates all required competencies at better than expected graduate level standards, and products and performances are submitted or demonstrated on time. Details of assignments are highly developed. Knowledge, application and synthesis of readings, concepts, and strategies are demonstrated at an exemplary level. Products and performances are demonstrated at better than proficient levels. Class attendance and participation meet highly acceptable levels.

3.5 - The participant demonstrates all required competencies at expected graduate level standards, and products and performances are submitted or demonstrated on time. Details of assignments are highly developed. Knowledge, application and synthesis of readings, concepts and strategies are demonstrated at a proficient level. Class attendance and participation are at an acceptable level.

3.3 - The participant demonstrates all required competencies at a more than satisfactory level. Products and performances are submitted or demonstrated on time and demonstrate a more than satisfactory attention to detail and application of ideas and concepts. Class attendance and participation are at an acceptable level.

3.0 - The participant demonstrates required competencies at a satisfactory level. Most products and performances are submitted or documented on time and demonstrate attention to detail, and application of ideas and concepts are at a satisfactory level. Class attendance and participation are at an acceptable level.

2.7 - The participant demonstrates required competencies, but at a not entirely satisfactory level. Most products and performances are submitted or documented on time, but may demonstrate insufficient attention to detail, and application of ideas and concepts. Class attendance and participation are at an acceptable level.

2.5 - The participant demonstrates all required competencies at a marginally adequate level. The participant is sometimes late in submitting products or demonstrating performances. Some understanding, application and synthesis of readings, concepts and strategies are evidenced. Class attendance and participation are at an acceptable level.

2.3 - The participant demonstrates all required competencies at a level that is below that of standard graduate work. The participant is often late in submitting products or demonstrating performances. Some understanding, application and synthesis of readings, concepts and strategies are evidenced. Class attendance and participation are at a minimally acceptable level.

2.0 - The participant demonstrates all required competencies at below standard graduate work. The participant is often late in submitting products or demonstrating performances. Understanding, application and synthesis of readings, concepts and strategies are at a superficial level. Class attendance and participation are at a minimally acceptable level.

0.0 (Failure) - The participant does not demonstrate required competencies.

W (Withdrew)

IN (Incomplete) - An incomplete (IN) may be awarded with the recommendation of the instructor when the participant has completed 80% of the coursework but cannot complete the rest due to illness or some other serious reason. The participant must file a petition for an incomplete with the instructor prior to the last day of class. A participant who has received an Incomplete in lieu of a course grade must make up the missing part of their coursework by no later than four weeks into the following semester. Failure to do so will result in an automatic 0.0 for the course.

Access to FSU Grades (for Participants Who Registered for Graduate Credit)

After the course ends, participants who registered for graduate credit can view and print their FSU grades through FSU's upgraded Web4 Student Self-Service system. Participants will not receive a paper grade mailer, but can access their grades 24/7 as soon as the instructor has posted them. Information on accessing grades can be found at http://www.fitchburgstate.edu/offices-services-directory/registrar/student-records/accessing-grades-in-web4/.

COURSE CONTENT/TOPICAL OUTLINE

This SEI Endorsement course is made up of two modules: A) *English Learners, Language Acquisition, and Sheltered English Instruction* (11 hours), and B) *Academic Language and Literacy Development in the SCI Classroom* (35 hours). Module B will include portions of sessions, readings, and online groupings that are grade span and subject specific.

A. ***English Language Learners, Language Acquisition, and Sheltered English Instruction*** is the first module. It develops the participants' knowledge of the context and academic landscape in which ELs learn in K–12 settings. The module begins with an exploration of demographic and achievement data of ELs across the Commonwealth. It builds participants' understanding of the need for all educators to be responsible for the education of ELs and provides information about the laws and regulations that are applicable to the education of ELs. The module also addresses the cultural and social aspects of EL language acquisition and achievement. It also introduces aspects of WIDA and characteristics of SEI. Throughout the module there will be a focus on identifying and building on the backgrounds of ELs—particularly prior schooling, literacy experiences, and their familiarity with American school culture. Participants will be introduced to the structural levels of language, principles, theories, processes of language acquisition, and will begin to explore various pedagogical implications.

B. ***Academic Language and Literacy Development in the SCI Classroom*** is the second module. Participants will learn about sheltering content in the SCI classroom to make content comprehensible and have the opportunity to develop their SEI instructional skills. This module will build off WIDA English Language Development Standards by demonstrating the relationship between oral language and students' learning and development of academic language and literacy skills. Participants will focus on the words and structure of academic language with special emphasis on the academic language in their specific content area. To further support the Massachusetts frameworks, this portion of the SEI Endorsement course will introduce key shifts in the frameworks and illustrate how curriculum and lesson planning can be scaffolded for ELs at different levels of English language proficiency and literacy skill development. Educators will learn how to teach reading, writing, speaking, and listening skills in the content area to enable ELs and all students to participate in the rigors of curriculum specified in the Common Core State Standards and other academic and Career Vocational Technical education frameworks. Particular focus will be given to reading of complex informational texts, text-based questions, writing from sources, using evidence to back up ideas, and building academic vocabulary and background knowledge through discussion, reading, and writing.

Components and features of lesson plans for sheltered English instruction will be presented and modeled. Teachers will develop and implement appropriate lesson plans for ELs at various levels of English language proficiency in their specific content areas.

SEI Teacher Endorsement Course Overview

Course Map

The following course map provides a graphics view of the course structure.

English Learners, Language Acquisition, and Sheltered English Instruction				
Introduction: Policy, Rationale, & Data (F2F-1; 3 hours)	Online A: Second Language Acquisition (Approx. 1 hour)	Overview of SEI (F2F-2; 3 hours)	Online B: WIDA Connections (Approx. 1 hour)	Culture (F2F-3; 3 hours)

Academic Language and Literacy Development				
Vocabulary and Discourse Strategies and Connections				
	Online C: Intro to Vocabulary (Approx. 1 hour)	Vocabulary and Discourse: 7 Steps (F2F-4; 3 hours)	Vocabulary and Discourse: Mentor Text Connections (F2F-5; 3 hours)	
Reading Comprehension Strategies and Connections				
Online D: Intro to Reading (Approx. 1 hour)	Bridging Language, Content, & Literacy: Vocabulary to Reading (F2F-6; 2 hours)	Online E: Reading Strategies for ELs (Approx. 1 hour)	Reading Comprehension: Think-Aloud and Partner Reading (F2F-7; 3 hours)	Reading Comprehension: Reciprocal Teaching and Text Dependent Questions (F2F-8; 3 hours)
Writing Strategies and Connections				
Online F: Introduction to Writing (Approx. 1 hour)	Bridging Language, Content, & Literacy: Reading to Writing Connections (F2F-9; 3 hours)	Online G: Writing with ELs: Process and Product (Approx. 1 hour)	The Writing Process: Pre-writing and Drafting (F2F-10; 3 hours)	The Writing Process: Revision, Editing and Publishing (F2F-11; 3 hours)

Integration				
Online H: WIDA & Formative Assessment (Approx. 1 hour)	Integration and Differentiation (F2F-12; 3 hours)			
Capstone Presentations There are four two-hour Capstone Presentation times to choose from. Capstones will be presented in small groups of similar content or grade levels and will be no more than 8 participants in a group. Your facilitator will help arrange these times and dates. Participants are required to attend only one two-hour session.				
Makeup Dates				

Makeup sessions for F2F content occur before any Capstone Presentations. Please note that all sessions must take place—facilitators are not at liberty to skip or exempt a participant or class from a session. Makeup sessions have been scheduled as possible session dates. Participants will need to be aware of makeup sessions and plan accordingly. **Makeup dates are not for individuals who have been absent from a session, but rather for whole class makeup due to a class cancellation.**

FITCHBURG STATE UNIVERSITY DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard's Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to the Linda LeBlanc, Access Services Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at http://fitchburgstate.libguides.com/dlservices outlining the wide range of services available to you and how to access them.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at http://www.fitchburgstate.edu/academics/library and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university's Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest Falcon Key to use while the Technology Department is setting up your account: contact us at 978-665-3062 or dlibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account. Activate your library account online at http://www.fitchburgstate.edu/librarycf/cardrequest.cfm or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may also use any Massachusetts State College/University Library as well as participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm or present a course registration confirmation at the OneCard Office in the Anthony Building, main campus. Please call 978-665-3039 for available times or if you have any questions about your OneCard.

UNIVERSITY AND EDUCATION UNIT POLICIES

Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me.

Attendance and Participation

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.

2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of <u>assigned reading</u> is imperative to your individual development as a professional.

3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

Education Unit Computer Literacy Requirement

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., 'You are expected to use e-mail for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.']

Cellular Telephones and Other Devices

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook located at http://www.fitchburgstate.edu/uploads/files/EducationUnit_NCATE/Standard2/narrative/Student_Handbook_Web_1213.pdf

Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

Copyright Policy

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Electronic Use of Copyrighted Materials on the Fitchburg State University website for more details.