



Massachusetts Sheltered English Instruction

Teacher Endorsement Course

Participant's Manual

Version 2.0

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Syllabus

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 language learners (ELLs) 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 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.

Background

This SEI Endorsement course, the Administrators' SEI Endorsement course, and Bridge Endorsement courses for teachers who have taken two or more Category trainings,¹ together comprise three 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 ELD standards and WIDA tools in this course. More information about the RETELL initiative is available at <http://www.doe.mass.edu/retell/>.

All core academic teachers² responsible for the education of one or more ELLs are required to earn the SEI Teacher Endorsement between 2012 and 2016, typically through completion of this

¹The Department of Elementary and Secondary Education developed the Category training model, which was presented in four sections. Educators who participated in two of the trainings from Categories 1, 2, and 4 are eligible for the SEI endorsement upon completion of a Bridge Course. The SEI Teacher Endorsement course replaces Category Training.

² 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,

course. Upon successful completion of the course, 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 the following:

- Participation in statewide, online professional learning networks comprised of colleagues in similar roles (e.g., there may be one network group for kindergarten teachers and another for high school biology teachers), facilitated by language acquisition specialists, through which teachers can share resources and strategies for helping ELLs access content standards while developing English language competency.
- Existing instructional coaching infrastructure, as part of literacy and mathematics instructional coaching.
- Whole-school mechanisms for sustaining focus on ELL needs including collaborative, job-embedded professional learning, promoted in the SEI Administrators' Endorsement course;
- ESE-sponsored SEI conferences; and
- Local SEI affinity groups.

In many instances, it will also be important for teachers and their evaluators to extend the learning by making SEI the focus of professional practice goals as part of the new educator evaluation process. To support evaluators in this work, ESE is developing a tool, *Resource for Evaluating Teachers of ELLs: Support for Understanding the Teacher Rubrics*.

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, and these opportunities to extend and sustain learning over time in a developmental way, with increasing experience, will provide an excellent way to meet the licensure renewal requirement.

The RETELL initiative and the introduction of this SEI Teachers' Endorsement course come at a time when teachers of all students, and teachers of ELLs 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 2011 *Massachusetts Curriculum Frameworks for English Language Arts and Literacy and Mathematics*, WIDA's ELD standards, and the Commonwealth's new educator evaluation system requires 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.

The Nature of the Course

The SEI Teacher Endorsement course focuses on current theories and evidence-based instructional practices related to the teaching of ELLs. 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 ELLs. Throughout the course, effective research-

economics, history, and geography. The classification applies to teachers in all Massachusetts public schools, including charter schools and education collaboratives.

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. As participants proceed through the course, assignments will include a paper drawing on classroom data and information, classroom tryouts of modeled strategies which teachers will assess using a tool provided for the purpose; and the development, implementation, and presentation of instructional segments. Throughout, participants will be asked to reflect upon the impact of the course material and activities on their practice.

The SEI Endorsement course:

- Systematically strengthens participants' capacity to provide SEI through cycles of modeling, practice, and feedback undergirded with current research on effective practice.
- Is integrated with and supported by three other major initiatives underway in the Commonwealth: the implementation of the 2011 standards for ELA and math (incorporating the Common Core State Standards), the implementation of WIDA ELD standards for all educators, and the new Educator Evaluation system.
- Acknowledges that in addressing the needs of ELLs, individual and collective ownership, collaborative practice between educators, and a whole-school approach are critical. The new SEI endorsement for teachers is cohesively 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.
- Is delivered in cohorts across the state. The cohorts will provide opportunities for online and in-district collaboration, peer support, and sharing of ideas and materials.

Module Descriptions

This SEI Endorsement course is made up of two modules: A) ELLs: Their World and Second Language Acquisition Process in the SEI Classroom (10 hours), and B) Academic Language and Literacy Development in the SEI Classroom (35 hours). Module B will include portions of sessions, readings, and online groupings which are grade span and subject specific.

- A. ***ELLs: Their World and Second Language Acquisition Process in the SEI Classroom*** is the first module that will be taught as it develops the participants' knowledge of the context and academic landscape in which ELLs learn in K–12 settings. The module begins with an exploration of demographic and achievement data of ELLs across the Commonwealth. It builds participants' understanding of the need for all educators to be responsible for the education of ELLs and provides information about the laws and regulations that are applicable to the education of ELLs. The module also addresses the cultural and social aspects of ELL 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 ELLs — 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 SEI Classroom*** is the second module. Participants will learn about sheltering content in the SEI classroom to make content comprehensible and have the opportunity to develop their SEI instructional skills. This module will build off WIDA language 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 ELLs 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 ELLs and all students to participate in the rigors of curriculum specified in the Common Core State Standards. Particular focus will be given to reading of complex informational and literary 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 ELLs at various levels of English language proficiency in their specific content areas.

SEI Teacher Course Overview

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

MODULE A: ELLs: Their World and Second Language Acquisition Process in the SEI Classroom				
Introduction to Course, Policy, and Data (Face-to-Face; 3 hours)	WIDA Review (Online; 1 hour)	Diversity, Cultural & Social Aspects of Teaching ELLs (Face-to-Face; 3 hours)	Second Language Acquisition (Online; 1 hour)	Overview of SEI (Face-to-Face; 2 hours)
MODULE B: Academic Language and Literacy Development in the SEI Classroom				
VOCABULARY FOR ELLS				
Vocabulary Part 1 (Online; 1.5 hours)	Vocabulary Part 2 (Face-to-Face; 3 hours)	Vocabulary Part 3 (Online; 1 hour)	Vocabulary Part 4 (Face-to-Face; 3 hours)	
READING FOR ELLS				
Reading Part 1 (Online; 1.5 hours)	Reading Part 2 (Face-to-Face; 3.5 hours)	Reading Part 3 (Online; 1 hour)	Reading Part 4 (Face-to-Face; 3 hours)	
WRITING FOR ELLS				
Writing Part 1 (Online; 1 hour)	Writing Part 2 (Face-to-Face; 3.5 hours)	Writing Part 3 (Online; 1 hour)	Writing Part 4 (Face-to-Face; 3 hours)	
Instructional Integration (Face-to-Face; 3 hours)				
ASSESSMENT AND CAPSTONE				
Capstone Presentations (Face-to-Face; 3.5 hours)			Capstone Presentations (Face-to-Face; 3 hours)	

Within this structure, the topics of vocabulary and discourse, reading comprehension, and writing instruction are each addressed in four dedicated sessions that build upon one another and culminate in a final instructional integration session. The online sessions provide critical knowledge, research, and theory to help explain why particular strategies have proven effective with ELLs. Beginning with Module B, the first face-to-face session of each component; Vocabulary, Reading and Writing for ELLs, provides models of instructional practice and the opportunity for participants to develop their instructional skills by practicing these modeled strategies, receiving feedback from colleagues and the instructor, and reflecting on the activity. The second face-to-face session provides the same combination of modeling, practice, and feedback, but introduces additional considerations: differentiation of strategies to meet the needs of varied ELLs on the basis of assessment data and differentiation to provide access to content standards in varied subject areas and grade levels. Throughout each of the topics, the lessons explicitly connect strategies across vocabulary and discourse, reading, and writing. By developing these strategies across topics it enables participants to better apply strategies appropriately and recognize the interconnected nature of these different elements. During the instructional integration session, participants will bring together the strategies learned in vocabulary, reading, and writing and apply this knowledge to the development of an integrated lesson that prepares them for the final capstone presentation project.

Course Requirements and Grading

Pass/Fail or Letter Grade Option: This course can be taken as either pass/fail or for a grade. If taken pass/fail, participants must obtain the equivalent of an overall course grade of 70% or better to pass. At the graduate school level, any grade below a C is automatically considered a failing grade. Participants must successfully complete the course to be eligible for the SEI Teacher Endorsement.

Graduate Credit: This course may be taken for three graduate credits. Participants are responsible for the cost of the graduate credit and for requesting reimbursement from their district where possible. Various institutions will be offering course credit. On the first day of this class, participants will be directed to an ESE website where they can review course credit options and find the various institutions' particular procedures for applying for credit.

General Description of In-class/Online and Homework Assignments: SEI Endorsement course participants will be expected to attend all classes and actively participate in both face-to-face and online contexts. Participants will complete various preparation assignments including implementation exercises in their classrooms, short papers, 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.

Attendance and 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, come prepared to discuss assigned course readings, having completed all preparation assignments due.

Any time participants miss a face-to-face session, it is their responsibility to review all material presented in class and to complete all assignments prior to the next session.

Hardship: If an educator has been assigned to the course and is unable to participate or complete the course due to serious illness or injury, or other circumstances beyond the educator's control, he or she may ask the Department of Elementary and Secondary Education to grant a hardship exception to allow additional time to meet the requirements for the SEI endorsement. See 603 CMR 14.07(2) (b). For further information, contact retell@doe.mass.edu.

Online Participation: As part of their class participation grade, when online, 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 onto 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 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 ESE Endorsement Course page. It will be the participants' responsibility to check their e-mail or the webpage. Any canceled class will be made up using one of the two extra course dates reserved for such purposes.

Categories of Homework Assignments & Grading Weight: Participants will be responsible for different types of assignments during their enrollment in this SEI Endorsement course, in addition to participating in the course in class and online. 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.

Categories of Graded Assignments in the Course

- **Papers and Reflective Writing (1 assignment)**
Participants will engage in reflective writing as a way to synthesize and summarize learning throughout the course. Assignments will be seen as a way to capture participants' attitudes and thinking as they respond to coursework, readings, class discussions and new instructional practices they will try in the SEI classroom. **Weight: 10% of final grade.**
- **Strategy Implementation Assignments (6 assignments)**
In their own classrooms, participants will implement strategies modeled and practiced in the Endorsement course. Using a Strategy Implementation Report after each implementation, 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 Project (1 assignment)**
The Capstone project will be assigned in the first course session and will be due during the last two sessions of the course. As the course gets underway, the participants will be guided through the elements of the Capstone project and supported in preparation. The Capstone involves creating a Sheltered English Instruction lesson that integrates participants' knowledge and understandings of the instructional strategies to support English language 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 two final sessions. The instructor will assign presentation times for each participant. **Weight: 30 % of final grade (25% presentation; 75% written of the 30%).**
- **Participation and Collaboration**
A grade will be given for participation and engagement with colleagues 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 Blackboard 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 may impact the final grade. **Weight: 20 % of final grade (10% in-class 10% online).**

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

Overview of Major Assignments and Due Dates (By Type)

	Component of Course Grade	Due at the Beginning of the Following Session:
1 Paper	<p>Paper 1 <i>(10% Grading Rubric)</i></p> <p>With two or three participants from your school, gather information to answer specific questions by interviewing relevant members of your school and district community (e.g., ESL/ELD specialists, ELL Coordinator, Principal, ELL students or their parents) or conducting research online (e.g., your school, district, or state website, DART Detail: ELLs, etc.). Then, summarize the answers in a two-page paper. Each team member must submit his or her own paper.</p>	Overview of SEI

	Component of Course Grade	Due at the Beginning of the Following Session:
6 Strategy Implementation Assignments	<p>Strategy Implementation Report (40% Grading Rubric)</p> <p>To your classroom instruction, apply practices and strategies that were introduced in the session. Each participant within a group will choose a different vocabulary, reading, or writing strategy and be responsible for implementing it and writing up a Strategy Implementation Report using the tool provided in your Participant Manual. You will have an opportunity to practice this strategy multiple times and practice writing a Language Objective for each tryout. The report must be completed after trying out your strategy in the classroom, and you should be ready to discuss your experience with your colleagues and provide feedback to them on the due dates established. You must also post your report online at the course Blackboard site prior to the start time of the course session when it is due.</p>	<p>Post <u>before</u> these class sessions in Blackboard. Bring to class also:</p> <p>2 Strategy Implementation Vocabulary Reports Due at Vocabulary Session- Part 4</p> <p>1st Strategy Implementation Reading Report Due at Reading Session-Part 4</p> <p>2nd Strategy Implementation Reading Report Due at Writing Session- Part 2</p> <p>1st Strategy Implementation Writing Report Due at Writing Session-Part 4</p> <p>2nd Strategy Implementation Writing Report Due at <i>Instructional Integration</i> session.</p>
Participation	<p>Participation (10 & 10% Grading Rubric)</p> <p>Participation consists of attendance and active contributions to 2 Professional Learning Network Meetings; completion of online posts and assignments given during sessions; incorporation of knowledge and information from assigned readings into class discussion; collaborative discussion and effective, consistent feedback to colleagues during strategy sessions and lesson presentations.</p> <p>7 grades for participation: Module A: 1 in-class, 1 online, 1 PLN. Module B: 1 in-class, 1 online, 1 PLN. Session 10 participation</p>	<p>Professional Learning Networks take place and post reports before Overview of SEI, and before the <i>Instructional Integration</i> session.</p>

	Component of Course Grade	Due at the Beginning of the Following Session:
1 Capstone Project	<p>Final Capstone Project <i>(30% Grading Rubric)</i></p> <p>The Capstone Project is designed as an opportunity to integrate your knowledge and understandings of Sheltered Instruction principles and strategies to support your students' content learning and language development. It involves designing, teaching, and reflecting on an integrated SEI lesson that does all of the following:</p> <ol style="list-style-type: none"> 1) Addresses all four language domains – speaking, listening, reading, and writing 2) Utilizes strategies introduced in the Sheltered English Instruction course 3) Is consistent with the Massachusetts curriculum and WIDA frameworks <p>Please note that depending on your context of teaching, the length of your Capstone Lesson may vary.</p> <p>Participants will need to select one specific class as a focus for this assignment, design a lesson plan utilizing the SEI Lesson Tool, teach this lesson to students in their classroom, and write a reflection on its planning and implementation. Finally, each participant will teach a component of his or her Capstone Lesson to course colleagues during one of the two final sessions. Participant might choose to focus either on the most challenging or the most successful aspect of the lesson implementation. Time allocated for each individual presentation will include a few minutes for peer feedback</p>	<p>You will teach a component of your individual Capstone Lesson to your course colleagues during one of the two final sessions. Post your Capstone Lesson at the course Blackboard site, prior to the start time of the course session when it is due. Post your reflection on Blackboard no more than a week after your Capstone presentation.</p>

Module A- English Language Learners (ELLs): Their World and the Second Language Acquisition Process in the Sheltered Content Classroom (10 hours)

Introduction to Course, Policy, and Data

Face-to-Face: 3 hours

This session serves as an introduction to the course and focuses on the shared responsibility of all educators for the success of English learners as determined by reviewing federal and state statutes, analyzing local demographic and assessment data, and conducting research about ELLs in participants' schools.

Assignments and Readings

Assignments Due Before this Session	Readings Due this Session	New Assignments Given this Session
Log on to Blackboard Course Management System	None	<ol style="list-style-type: none"> 1. With two or three participants from your school, gather information to answer specific questions by interviewing relevant members of your school and district community (e.g., ESL/ELD specialists, ELL Coordinator, Principal, ELL students or their parents) or conducting research online (e.g., your school, district, or state website, DART Detail: ELLs, etc.). Then, summarize the answers in a two-page paper. Each team member must submit his or her own paper. 2. Schedule two 45-minute PLNs to take place before <i>Overview of SEI</i> and again before <i>Instructional Integration</i>. At the meeting each person will: <ol style="list-style-type: none"> a) Describe successes you have had in implementing SEI strategies introduced in the Endorsement course. b) Discuss either on how you would refine or what was the most successful aspect or aspects of your Capstone Lesson implementation. c) Discuss variations of the strategy for different populations of ELLs or for different grade or content classrooms. d) Receive friendly, helpful feedback and suggestions from your colleagues.

Content Objectives:

At the end of this session, participants will be able to:

- define how the SEI endorsement course fits into the RETELL initiative as well as the responsibility for completing the course and obtaining the SEI endorsement.
- demonstrate a working knowledge of the demographics and academic achievement of ELLs in Massachusetts and implications for instruction.
- research and evaluate school policies and demographic data from one's district.

WIDA Plus

Online: 1 hour

This session introduces participants to the WIDA English proficiency levels, the Can Do charts, and provides the opportunity to see school through the eyes of an English language learner.

Assignments and Readings

Assignments Due Before This Session	Readings Due	New Assignments Given This Session
None	None	Bring completed Can Do Name Charts and WIDA Focus on Language & Culture Bulletin

Content Objectives:

At the end of this session, participants will be able to:

- navigate the WIDA website to access Can Do Descriptors and Focus Bulletin.
- describe the features of academic language within the WIDA framework.
- interpret proficiency levels and performance definitions to inform instruction.
- reflect on challenges presented when a new English learner arrives at an American school.

Diversity, Cultural & Social Aspects of Teaching ELLs

Face-to-Face: 3 hours

In this session, participants reflect on their assignments about their ELLs, learn about various subpopulations of English learners, and how knowing their context can inform their teaching decisions.

Assignments and Readings

Assignments Due Before This Session	Readings Due	New Assignments Given This Session
Bring completed Can Do Name Charts and WIDA Focus on Language & Culture Bulletin	Belin, Connie and Blank, Jacqueline N. 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. DeCapua, A., & 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.	Finish the Student Literacy & Education Profile Chart

Assignments Due Before This Session	Readings Due	New Assignments Given This Session
	Menken, K., & Kleyn, T. (2009). The difficult road for long-term English learners. <i>Supporting English Language Learners</i> , 66(7). Association for Supervision and Curriculum Development, 1-8.	

Content Objectives:

At the end of this session, participants will be able to:

- identify various facets of culture.
- examine cultural misconceptions and biases.
- identify heterogeneity among ELLs.
- identify needs of different subpopulations of ELLs.

Second Language Acquisition

Online: 1 hour

This session is a brief overview of second language acquisition theory to ground instructors in their decision-making processes.

Assignments and Readings

Assignments Due Before This Session	Readings Due	New Assignments Given This Session
None	None	<ol style="list-style-type: none"> 1. Bring completed Modified T/F 2. Students will bring three content objectives from current lesson plans. In class, they will develop relevant, language objectives. 3. Reminder – Complete PLN Assignment

Content Objectives:

At the end of this session, participants will

- understand some of the challenges of second language acquisition.

Overview of SEI

Face-to-Face: 2 hours

The session connects the instructional implications of second language acquisition theory to Sheltered English instructional practices. The reasons for language objectives are explored, and participants practice creating their own lesson objectives connected to their content and students.

Assignments and Readings

Assignments Due Before This Session	Readings Due	New Assignments Given This Session
<ol style="list-style-type: none">1. In a two-page paper, summarize the information gathered by interviewing relevant members of your school and district community. Each team member must submit his or her own paper.2. Completed Modified T/F3. Students will bring from current lesson plans, three content objectives for which they will develop three language objectives in class.4. Professional Learning Network Professional Learning Network - Each person should post an online reflection at the conclusion of the meeting	None	

Content Objectives:

At the end of this session, participants will be able to:

- know and recognize the differences between SEI and ESL as academic programs for ELLs.
- align language objectives with content objectives and assessment.
- discover the rationale behind language objectives.

Module B: Academic Language and Literacy Development in the SEI Classroom (35 hours)

Vocabulary and Discourse: Assignments and Readings

In Vocabulary and Discourse, participants are introduced to a relevant foundational knowledge base for vocabulary and discourse instruction for English language learners. Teachers observe core strategies for vocabulary instruction, practice them, and provide and receive feedback on their instructional practice. Then they apply these strategies in their own classrooms and reflect on their practice and their impact on the English learners in their classrooms. Teachers also learn to differentiate strategies to meet the needs of varied ELLs on the basis of assessment data and differentiate to provide access to content standards in subject areas and grade levels.

Vocab and Discourse Sessions	Assignments Due This Session	Readings Due	New Assignments Given This Session
Part 1		de Jong, E. J. and C. A. Harper. 2005. Preparing mainstream teachers for English language learners: Is being a good teacher good enough? <i>Teacher Education Quarterly</i> 32 (2): 101–105. Graves, M., D. August, and M. Carlo. 2011. Teaching 5,000 words. <i>Better Evidence-based Education</i> : 6-7, Baltimore: Johns Hopkins University. Retrieved from http://cms.press.jhu.edu/journals/better_evidence_based_education/online_article_access/archive/BetterUSwinter2011.pdf	1. Complete an online summative assessment. 2. Confirm date for second PLN session.

Vocab and Discourse Sessions	Assignments Due This Session	Readings Due	New Assignments Given This Session
Part 2	Online summative assessment	<p>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.</p> <p>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.</p>	1. Complete one fill-in-the-blank Strategy Implementation report for the seven step strategy and implement the strategies as least twice (Max time, 10 min each).
Part 3	None	None	None
Part 4	1. Bring a draft of one Vocabulary Strategy Implementation Report to class.	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.	Complete a Strategy Implementation report with differentiation and assessment. Implement the plan, report back on and post the Strategy Implementation Report on Blackboard discussion board to reflect on the vocabulary session.

Vocabulary and Discourse Part 1

Online: 1 hour 30 min

Content Objectives:

At the end of this session, participants will be able to:

- recognize language subsystems, the four language domains, functional components of academic language, and the interwoven relationships.
- recognize considerations and implications of vocabulary instruction and the connections to reading.

Vocabulary and Discourse Part 2

Face to Face: 3 hours

Content Objectives:

At the end of this session, participants will be able to:

- demonstrate understanding of current research related to vocabulary development.
- identify and prioritize vocabulary to teach.
- implement 7-step strategy for pre-teaching vocabulary and integrate it into ongoing instructional practice.

Vocabulary and Discourse Part 3

Online: 1 Hour

Content Objectives:

At the end of this session, participants will be able to:

- Describe how vocabulary development connects to reading and literacy for ELLs.
- Understand how the use of sentence frames can support ELLs with vocabulary and discourse.

Vocabulary and Discourse Part 4

Face-to-Face: 3.0 Hours

Content Objectives:

At the end of this session, participants will be able to:

- distinguish between WIDA tools as they pertain to vocabulary and oral language development, to support ELLs at different proficiency levels to meet Common Core State Standards (CCSS).
- rank student needs for differentiation

Reading Comprehension: Assignments and Readings

The Reading Comprehension sessions make several explicit connections back to the *Vocabulary and Discourse* sessions. In the two live sessions, the Tiers are revisited and participants are reminded that pre-teaching vocabulary is essential when considering reading comprehension strategies. Numerous references to vocabulary gaps in ELLs are presented in the required readings and videos as well. It is also explained that reading skills build upon oral language development.

Reading Sessions	Assignments Due This Session	Readings Due	New Assignments Given This Session
Part 1	None	None	<ol style="list-style-type: none"> 1. Summary learning statement for mini-lecture to bring to Part 2 2. Completion of online poll and summary learning statement to bring to Part 2 3. Bring in sample student text and teacher manual.
Part 2	<ol style="list-style-type: none"> 1. Bring student text and teacher manual. 2. Bring summary learning statement from mini-lecture (Participant manual). 3. Bring summary learning statement about poll (Participant manual). 	<p>Elementary: 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>Secondary: 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>Implement <i>Identifying Text Features</i> to discuss live during Part 4.</p> <p>Implement additional strategy to be shared in Part 4 and Strategy Implementation report posted by Part 4.</p>

Reading Sessions	Assignments Due This Session	Readings Due	New Assignments Given This Session
Part 3	None	None	<ol style="list-style-type: none"> 1. Write response to self-rating on formative assessment in participant manual and summary statement to share in Part 4. 2. Bring sample student text to Part 4. 3. Bring Thinking Notes related to this reading to Part 4.
Part 4	<ol style="list-style-type: none"> 1. Implement a reading strategy, and post the Strategy Implementation Report. 2. Bring summary statement to Part 4 from Formative Assessment. 3. Bring sample student text. 4. Bring any notes related to this reading to Part 4. 	<p>August, D. and T. Shanahan, eds. 2006. Executive summary from Developing literacy in second- language learners: report of the national literacy panel on language-minority children and youth, 3–8. Mahwah, NJ: Lawrence Erlbaum Associates. Retrieved from http://www.cal.org/projects/archive/nlpreports/Executive_Summary.pdf.</p>	<p>Reading Strategy Implementation Assignment and Report due Writing Session Part 1</p>

Reading Comprehension for ELLs Part 1

Online: 1.5 hours

Content Objectives:

At the end of this session, participants will be able to:

- explain the relationship of reading to:
 - Language subsystems
 - The four language domains and oracy
 - Essential shifts relating to literacy and the Common Core standards
 - WIDA’s Functional Components of Academic Language
 - Oracy
- explain the importance of reading comprehension as a predictor of success and challenges for ELLs.

Reading Comprehension for ELLs Part 2

Face to Face: 3.5 hours

Content Objectives:

At the end of this session, participants will be able to

- explain the relationships among discrete reading skills, background knowledge, reading comprehension and articulate areas of potential challenge for English learners.
- synthesize and integrate session concepts and required reading concepts related to reading comprehension into instructional planning and practice

Reading Comprehension for ELLs Part 3

Online: 1 hour

Content Objectives:

At the end of this session, participants will be able to:

- connect readings, online discussions, videos, and instructional planning to reading comprehension instruction for English learners.
- understand differentiated formative classroom reading assessments for ELLs at various proficiency levels and with specific learning needs (SIFE/ELLS with disabilities/gifted/socio-cultural considerations).

Reading Comprehension for ELLs Part 4

Face to Face: 3 hours

Content Objectives:

At the end of this session, participants will be able to:

- compare & contrast modeled and practiced effective reading strategies in the sheltered classroom.
- research WIDA instructional planning tools to support reading at varying proficiency levels.
- analyze text for linguistic demand, identify potential areas of explicit English language development.

Writing Sessions: Assignments and Readings

In the Writing Sessions, participants will have opportunities to make connections between the content learned in both the Vocabulary and Discourse and Reading Comprehension sessions in several ways. First, participants will learn the importance of connecting oracy and written discourse as they navigate the complexities of writing, including the strategic planning necessary to include discipline specific vocabulary words and text structure. Additionally, participants will make connections between the importance of understanding text structure in reading

comprehension of a text and the critical need for putting that structure into place when writing specific genres in the content areas.

Writing Session	Assignments Due before This Session	Readings	New Assignments Given at This Session
Part 1	None	None	Complete the Quick-Writes for Complexities of Writing and Writing with ELLs: Process & Product mini-lectures
Part 2	Complete the Quick-Writes for Complexities of Writing and Writing with ELLs: Process & Product mini-lectures	<p>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</p> <p>Secondary: Brisk, M., Horan D., & MacDonald, E. (2007) A Scaffolded Approach to Learning to Write. <i>Inclusive pedagogy of English language learners: a handbook of informed practices</i>. 15-31.</p> <p>Both Elementary & Secondary: 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>	<ol style="list-style-type: none"> 1. Implement a writing strategy, report back on, and post the Strategy Implementation Report on Blackboard. 2. Bring Student Writing samples to Writing Part 4. 3. Bring Content area texts to Writing Part 4.

Writing Session	Assignments Due before This Session	Readings	New Assignments Given at This Session
Part 3	None	None	Outline a formative assessment aligned to the Writing Strategy Implementation Report. Post your ideas for formative assessment design (from Formative Assessment PPT) under the discussion forum, <i>Formative Assessments: Writing Strategy Implementation report.</i>
Part 4	<ol style="list-style-type: none"> 1. Implement a writing strategy. Report back on and post the Strategy Implementation Report on Blackboard. 2. Outline a formative assessment aligned to the Writing Strategy Implementation Report. 3. Post your ideas for formative assessment design (from Formative Assessment PPT) under the discussion forum, <i>Formative Assessments: Writing Strategy Implementation report.</i> 		<ol style="list-style-type: none"> 1. Implement another writing strategy; report back on and post the Strategy Implementation Report on Blackboard. 2. Participants should bring at least one text from their content area to session 10, which will serve as foundation for Mock Capstone lesson development. 3. Participants should come to session 10 prepared to discuss their tentative ideas for their individual Capstone projects and bring relevant materials (mentor text, etc.).

Writing for ELLs Part 1

Online: 1 hour

Content Objectives:

At the end of this session, participants will be able to:

- identify challenges and implications for writing with ELLs
- recognize the importance of background knowledge and the difference between oral and written discourse as it relates to their students.

Writing for ELLs Part 2

Face-to-Face: 3.5 hours

Content Objectives:

At the end of this session, participants will be able to:

- access WIDA tools to plan and differentiate lessons and analyze students' writing samples.
- analyze SEI writing strategies that help develop control of English language components, structures, conventions, and written discourse based upon their content or curriculum.
- apply session concepts and strategies in instructional planning and practice

Writing for ELLs Part 3

Online: 1 hour

Content Objectives:

At the end of this session, participants will be able to:

- discover the four sets of Formative Assessment, how those steps are helpful and why they are necessary

Writing for ELLs Part 4

Face-to-Face: 3 hours

Content Objectives:

At the end of this session, participants will be able to:

- analyze differentiated classroom writing assessments for ELLs at various proficiency levels.
- explore appropriate selection of targeted aspects of the writing process for ELLs.
- familiarize themselves with appropriate writing strategies based on mentor texts and connections to reading and vocabulary learning.

Instructional Integration

Face-to-Face: 3 hours

Participants form groups of four to design and teach a Mock Capstone lesson – an integrated SEI lesson where four language modes (reading, writing, speaking, and listening) are tied together and relevant strategies are used to teach them. As a group, participants choose a mentor text and a teaching context for their Mock Capstone Project. Participants are expected to bring at least one text from their content area to this session.

Each group decides on a focus for their Mock Capstone assignment and designs a lesson plan, using the SEI Lesson Tool. Within a group of four, each participant teaches a component of the Mock Capstone Lesson to his or her group-mates and receives feedback on its implementation.

Content Objectives:

At the end of this session, participants will be able to:

- analyze classrooms and texts in order to integrate literacy and academic language instructional strategies and practices into a lesson with the support of a group.
- integrate considerations related to classroom, text and student into a lesson with the support of a group.
- provide effective feedback to peers on a practice lesson, in preparation for individual work on the Capstone project.

Assignments and Readings

Assignments Due This Session	Readings	New Assignments Given at This Session
<ol style="list-style-type: none">1. Professional Learning Network - Professional Learning Network - Each person should post an online reflection at the conclusion of the meeting2. Implement a writing strategy; report back on and post the Strategy Implementation Report on Blackboard.	None	<ol style="list-style-type: none">1. Review course materials as necessary to prepare for individual Capstone presentations.2. Finalize your Capstone Project and prepare to teach a component of your Capstone Lesson to your course colleagues.3. Post your Capstone Lesson at the course Blackboard site, prior to the start time of the course session when it is due.

Assessment and Final Capstone Presentations I

Face-to-Face: 3.5 hours

Each participant teaches a component of his or her integrated Capstone Lesson to course colleagues. Participants may choose to focus either on the most challenging or the most successful aspect of their Capstone Lesson implementation. Participants will gain an understanding of the nature and some particularities related to formal large-scale testing for ELLs in the Commonwealth of Massachusetts, including WIDA's ACCESS (Assessing Comprehension and Communications in English State-to-State).

Content Objectives:

At the end of this session, participants will be able to:

- deepen their understanding of WIDA assessment tool – ACCESS (Assessing Comprehension and Communications in English State to State)
- get familiarized with linguistic accommodations in assessments for English Learners (e.g., bilingual dictionaries, linguistic modifications) and identify those allowed in Massachusetts state-wide tests
- be able to analyze, differentiate and select appropriate strategies for vocabulary, reading, and writing acquisition as they relate to the four domains: speaking, writing, reading, and listening

Assignments and Readings

Assignments Due Before This Session	Readings	New Assignments Given at This Session
<ol style="list-style-type: none">1. Review course materials as necessary to prepare for individual Capstone presentations.2. Finalize your Capstone Project and prepare to teach a component of your Capstone Lesson to your course colleagues.3. Post your Capstone Lesson plan on Blackboard.	None	<ol style="list-style-type: none">1. Review course materials as necessary to prepare for individual Capstone presentations.2. Finalize your Capstone Project and prepare to teach a component of your Capstone Lesson to your course colleagues.3. Post your Capstone Lesson at the course Blackboard site, prior to the start time of the course session when it is due.4. Post your reflection on Blackboard no more than a week after your Capstone presentation.

Assessment and Final Capstone Presentations II

Face-to-Face: 3.5 hours

Each participant teaches a component of his or her integrated Capstone Lesson to course colleagues and might choose to focus either on how they would refine or what was the most successful aspect or aspects of their Capstone Lesson implementation.

Assignments and Readings

Assignments Due Before This Session	Readings	New Assignments Given at This Session
<ol style="list-style-type: none">1. Review course materials as necessary to prepare for individual Capstone presentations.2. Finalize your Capstone Project and prepare to teach a component of your Capstone Lesson to your course colleagues.3. Post your Capstone Lesson plan on Blackboard.	None	Post your reflection on Blackboard no more than a week after your Capstone presentation.

Course Grading Rubrics

Paper 1

(10% of final grade; 24/240 points)

	Deficient	Developing	Proficient	Distinguished
Planning	(0 points) Submitted late. Missing or incomplete components. Demonstrates lack of effort to implement targeted strategies or apply central course concepts. Plagiarism.	(4 points) Submitted on time. Each component, or work as a whole, partially meets expectations. Demonstrates superficial understanding and minimal reflection or planning of targeted strategies as related to the course.	(6 points) Submitted on time. Work is complete. Each component or work, as a whole, meets expectations. Demonstrates solid understanding and reflective planning and analysis for implementation of targeted strategies and course issues.	(8 points) Proficient PLUS work is original and insightful. Demonstrates comprehensive understanding, reflection, analysis and implementation of targeted strategies and course concepts. Leadership level abilities evident.
Mechanics	(0 points) Substantial errors in grammar and formatting that impede understanding of product. Plagiarism.	(4 points) Some errors in grammar and formatting. Lacks coherence.	(6 points) Well edited.	(8 points) Proficient PLUS reaches professional or publishable level.
Implementation	(0 points) Submitted late. Missing or incomplete components. Demonstrates lack of effort to implement targeted strategies or apply central course concepts. Plagiarism.	(4 points) Submitted on time. Each component, or work as a whole, partially meets expectations. Superficial understanding, analysis and implementation of targeted strategies and limited understanding of course concepts. Reflection and revision not evident.	(6 points) Submitted on time. Work is complete. Each component, or work as a whole, meets expectations. Demonstrates solid understanding, analysis and implementation of targeted strategies and course concepts. Shows reflection and thoughtful revision.	(8 points) Proficient PLUS work is original and insightful. Demonstrates comprehensive understanding, analysis and implementation of targeted strategies and course concepts with advanced reflection and revision based upon research and self-reflection.

Strategy Implementation Reports

This rubric will be used for all Strategy Implementation Reports and will include feedback from instructors.

2 reports per triplet for a total of 6
(40% of final grade; 16 points each; 96/240 points total).

	Deficient	Developing	Proficient	Distinguished
Implementation	(0 points) Submitted late. Missing or incomplete components. Demonstrates lack of effort to implement targeted strategies or apply central course concepts. Plagiarism.	(6 points) Submitted on time. Component or work partially meets expectations. Superficial understanding, analysis and implementation of targeted strategies and limited understanding of course issues. Reflection and revision not evident.	(8 points) Submitted on time. Work is complete. Each component, or work as a whole meets expectations. Demonstrates solid understanding, analysis and implementation of targeted strategies and course issues. Shows reflection and thoughtful revision.	(10 points) Proficient PLUS work is original and insightful. Demonstrates comprehensive understanding, analysis and implementation of targeted strategies and course concepts with advanced reflection and revision based upon research and self-reflection. Leadership level abilities evident.
Mechanics	(0 points) Substantial errors in grammar and formatting that significantly impede understanding of product. Plagiarism.	(2 point) Some errors in grammar and formatting. Lacks coherence.	(4 points) Well edited.	(6 points) Proficient PLUS reaches professional or publishable level.

Capstone Project

Capstone Presentation – 25% of Final Capstone Grade (18 points)

Written Capstone – 75% of Final Capstone Grade (54 points)

Capstone is worth 30% of final grade, 72/240 points)

Capstone Presentation (18 points)				
	Deficient	Developing	Proficient	Distinguished
Final Presentation	(0 points) Participant was absent and therefore unable to participate with the group.	(10 points) Minimally or superficially participates. Tangentially or insufficiently participates in group practice and feedback.	(14 points) Actively participates in mock, practice & feedback session. Relevantly or thoughtfully contributes to the group. Prepared.	(18 points) Proficient PLUS shows leadership. Fully prepared for all contingencies.
Written Capstone (54 points)				
	Deficient	Developing	Proficient	Distinguished
Planning	(0 points) Submitted late. Missing or incomplete components. Demonstrates lack of effort to implement targeted strategies or apply central course concepts. Plagiarism.	(10 points) Submitted on time. Each component, or work as a whole, partially meets expectations. Demonstrates superficial understanding and minimal reflection or planning of targeted strategies as related to the course.	(14 points) Submitted on time. Work is complete. Each component/work as a whole meets expectations. Demonstrates solid understanding and reflective planning or analysis for implementation of targeted strategies and course issues.	(18 points) Proficient PLUS work is original and insightful. Demonstrates comprehensive understanding, reflection, analysis and implementation of targeted strategies and course concepts. Leadership level abilities evident.
Mechanics	(0 points) Substantial errors in grammar and formatting that impede understanding of product. Plagiarism.	(10 points) Some errors in grammar and formatting. Lacks coherence.	(14 points) Well edited.	(18 points) Proficient PLUS reaches professional or publishable level.

Implementation	<p>(0 points) Submitted late. Missing or incomplete components. Demonstrates lack of effort to implement targeted strategies or apply central course concepts. Plagiarism.</p>	<p>(10 points) Submitted on time. Each component, or work as a whole, partially meets expectations. Superficial understanding, analysis and implementation of targeted strategies and limited understanding of course concepts. Reflection and revision not evident.</p>	<p>(14 points) Submitted on time. Work is complete. Each component, or work as a whole, meets expectations. Demonstrates solid understanding, analysis and implementation of targeted strategies and course concepts. Shows reflection and thoughtful revision.</p>	<p>(18 points) Proficient PLUS work is original and insightful. Demonstrates comprehensive understanding, analysis and implementation of targeted strategies and course concepts with advanced reflection and revision based upon research and self-reflection.</p>
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Participation and Collaboration

Total Participation is 20% of final grade, 48/120 points

Online Participation (8 points each, assessed two times = 16 points total)				
	Deficient	Developing	Proficient	Distinguished
Initial Posting	(0 points) Post or participation does not relate to the topic. No knowledge or understanding is demonstrated regarding concepts and ideas pertaining to the discussion topic. The posting does not support its claims with either evidence or argument. The posting contains largely unsupported opinion.	(2 point) Post or participation minimally relates to topic. Minor knowledge or depth of understanding regarding topics or concepts. Attempts to support claims.	(4 points) Post or participation addresses key issues, questions, or problems related to the text and the discussion activity, offers some insight, analysis, or observation. The posting applies course concepts. Generally supports claims and opinions with evidence or argument.	(5 points) Proficient PLUS original insight, analysis, or observation that demonstrates a comprehensive grasp of concepts and ideas pertaining to the discussion topic activity. Takes discussion to the next level of understanding. Supports all claims and opinions with either rational argument or evidence.
Online Responses	(0 points) Responses or replies are arbitrary and do not relate to topic. Or, only one post was made and thus not part of the discussion.	(1 point) Responses or replies minimally relate to topic. Minor knowledge or depth of understanding regarding topics or concepts. Attempts to support claims.	(1.5 points) Responses or replies offer insight by either extending the point of the original post or offering an alternative point of view.	(2 points) Proficient PLUS regularly extends discussion to the next level or elaboration on the original posting or an alternative point of view that fosters further thinking, reflection, or response on the discussion topic.

Online Participation (8 points each, assessed two times = 16 points total)				
Posts/Participation Timeliness	(0 points) Participant did not participate.		(.5) Participant posted to the discussion, but not in enough time for others to respond. That is, posts were more than 48 hours after the discussion.	(1 points) Posts were made in time for others to read and respond, that is, the initial posting was made within 48 hours of the beginning of the discussion.

Professional Learning Network (PLN) Submission

(4 points each, assessed two times = 8 points total)

Deficient	Developing	Proficient	Distinguished
(0 points) Post or participation does not relate to the topic. Participant did not participate in PLN.	(2 points) Post or participation minimally relates to topic. Minor knowledge or depth of understanding regarding topics or concepts.	(3 points) Post or participation addresses key issues and questions related to the discussion activity, offers some insight, analysis, or observation. The posting applies course concepts.	(4 points) Proficient PLUS original insight, analysis, or observation that demonstrates a comprehensive grasp of concepts and ideas pertaining to the discussion topic activity. Takes discussion to the next level of understanding.

Classroom Participation, Discussion & Attendance

(8 points each, assessed two times = 16 points total)

	Deficient	Developing	Proficient	Distinguished
Classroom Participation	<p>(0 points) Participation does not relate to the topic. No knowledge or understanding is demonstrated regarding concepts and ideas pertaining to the discussion topic. Comments do not support claims with either evidence or argument. Comments contain unsupported opinion. Does not participate.</p>	<p>(2 points) Participation minimally relates to topic. Minor knowledge or depth of understanding regarding topics or concepts. Attempts to support claims.</p>	<p>(4 points) Participation addresses key issues, questions, or problems related to the discussion or activity, offers some insight, analysis, or observation. Statements apply course concepts. Generally supports claims and opinions with evidence or argument.</p>	<p>(5 points) Proficient PLUS original insight, analysis, or observation that demonstrates a comprehensive grasp of concepts and ideas pertaining to the discussion topic or activity. Takes discussion to the next level of understanding. Supports all claims and opinions with either rational argument or evidence.</p>
Classroom Discussions	<p>(0 points) Replies are arbitrary and do not relate to topic. Or, no replies to others were made in class.</p>	<p>(.5 points) Replies minimally relate to topic. Minor knowledge or depth of understanding regarding topics/concepts. Attempts to support claims.</p>	<p>(1.5 points) Replies offer insight by either extending points made by others or offering an alternative point of view.</p>	<p>(2 points) Proficient PLUS regularly extends discussion to the next level, or elaborates on others' ideas, or offers an alternative point of view that fosters further thinking, reflection, or response on the discussion topic.</p>

	Deficient	Developing	Proficient	Distinguished
Participation Timeliness	(0 points) Participant was chronically absent and thus not able to participate.	(0 points) Participant was frequently absent and thus not able to participate.	(.5) Participant rarely absent but able to participate	(1 point) Participant attended all sessions.

Mock Capstone: Session 10

(8 points)

	Deficient	Developing	Proficient	Distinguished
Group Participation	(0 points) Participation does not relate to the topic. No knowledge or understanding is demonstrated regarding concepts and ideas pertaining to the discussion topic. Comments do not support claims with either evidence or argument. Comments contain unsupported opinion. Does not participate.	(3 point) Participation minimally relates to topic. Minor knowledge or depth of understanding regarding topics or concepts. Attempts to support claims.	(6 points) Participation addresses key issues, questions, or problems related to the discussion or activity, offers some insight, analysis, or observation. Statements apply course concepts. Generally supports claims and opinions with evidence or argument.	(8 points) Proficient PLUS original insight, analysis, or observation that demonstrates a comprehensive grasp of concepts and ideas pertaining to the discussion topic or activity. Takes discussion to the next level of understanding. Supports all claims and opinions with either rational argument or evidence.

Course Readings

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.

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.

Both Elementary & Secondary

- August, D. and T. Shanahan, eds. 2006. Executive summary from developing literacy in second-language learners: report of the national literacy panel on language-minority children and

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

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.

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

Course Information and How To's

Blackboard Login

When your Blackboard account was created, or will be created if you registered late, the email address you used to register for your course(s) became your Username. You were also assigned a temporary password. In order to re-set your password, you need to follow the “Lost password” process that is described below.

Follow the steps below to log into Blackboard for the first time:

1. Go to the address below to navigate to the Blackboard login page:

<https://dese.umassonline.net/>

2. Click on the link labeled “First time logging in? Click here to set your password.” This link, and the login page, is illustrated in Figure 1 below.

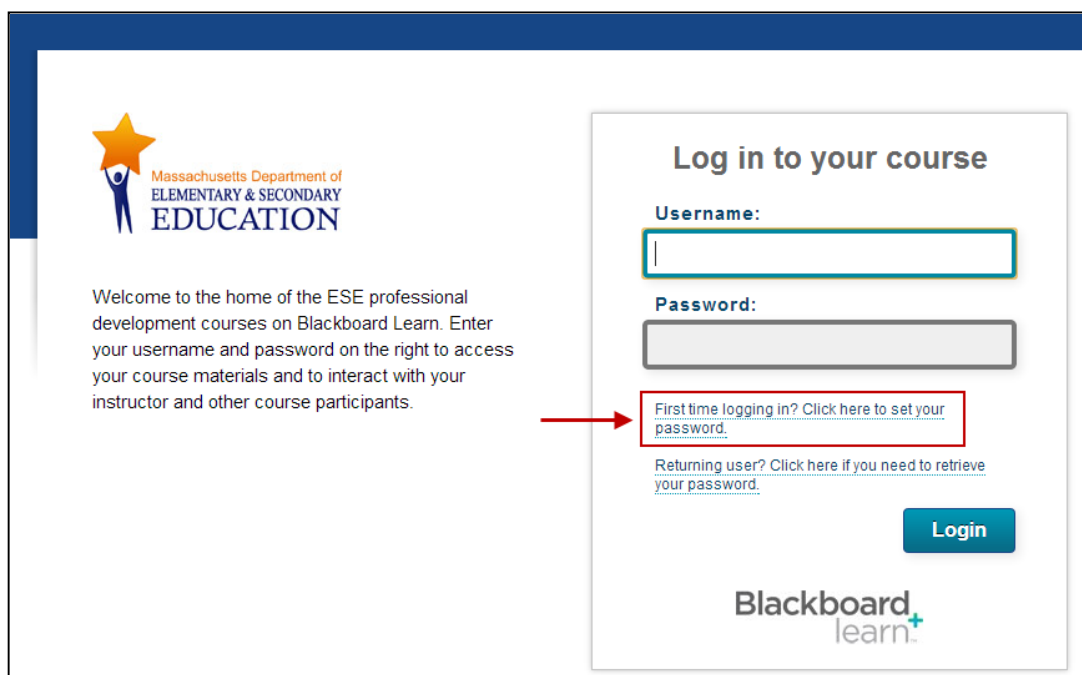


Figure 1: Blackboard login page

3. A page titled “Lost Password,” will pop up. Here, you will find two sections. You can either enter your first and last name and your username. Or, you can enter your first and last name and your email address. Since the email address you used to register for your course IS your username, Figure 2 below shows the steps for filling out this form. Note, you can fill in EITHER section. You do not need to fill in BOTH sections. If you choose to fill in the second section where you enter your first name, last name, and email address, you MUST use the same email address you used to register for your course(s). After filling in either section 1 or 2, click the button labeled “Submit.”

Lost Password
Choose an option to retrieve your password. Enter your information for one option only: Username Option or Email Address Option.

Cancel Submit

1. Username Option
Enter your **First Name, Last Name, and Username** to change the password. An active email address must be associated with the account to change the password. An email will be sent with instructions to change the password. The current password will remain active until it is changed by following the instructions.

First Name

Last Name

Username

Enter email address you used to register for your course. This is your Username.

2. Email Address Option
Enter your **First Name, Last Name, and Email Address** to change the password. An active email address must be associated with the account to change the password. An email will be sent with instructions to change the password. The current password will remain active until it is changed by following the instructions.

First Name

Last Name

Email

Figure 2: The Lost Password page

4. After clicking the Submit button, you will be taken back to the login page and you will have a confirmation message stating that an email message has been sent to you with a link in which you can re-set your password. This screen is shown in Figure 3 below.
5. Check your email account for a message with “Blackboard Administrator” in the “From:”

Confirmation Message

An email with instructions for changing a password has been sent to the email address registered for this user: bbateman.

**Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION**

Welcome to the home of the ESE professional development courses on Blackboard Learn. Enter

Log in to your course

Username:

Password:

Figure 3: Confirmation Message

field (note: this is an automated message). In this message, you will find a link where you can re-set your password. Figure 5 shows an example of this message with personal information blocked out.

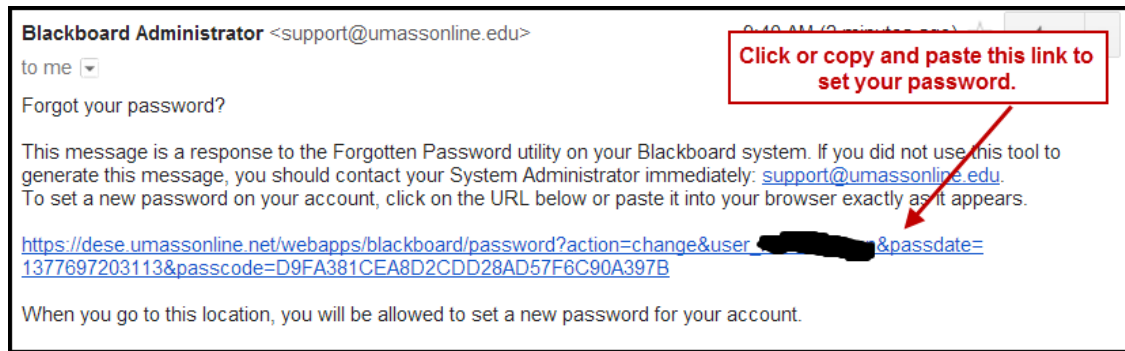


Figure 4 Automated email message

6. After clicking or copying and pasting the link in the email message, you will be taken to a page labeled “Change Password.” Figure 5 below shows the steps for filling in this form. You will enter, then re-enter a password, and click the button labeled “Submit.”

Change Password

Cancel Submit

1. Change Password

Complete this form to change the password.

Password 1

Verify Password 2

2. Submit

Click Submit to proceed. Click Cancel to quit.

Cancel Submit 3

Figure 5: Change Password page

7. After click the Submit button, you should receive a confirmation message as shown in Figure 6 below. You will then be able to log in with your username (again, the email address you used to register for your course) and the new password you created.

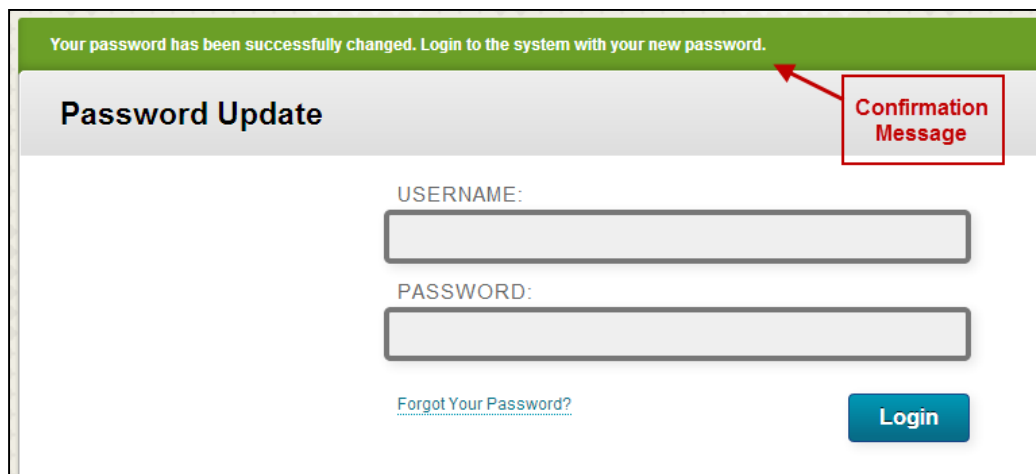


Figure 6: Password Update page

8. After logging into Blackboard, you will be able to find your course in the area labeled “My courses.” This area is shown in Figure 7 below. To enter the area for your course, click on the course title. On this page, you will also find an area for system-wide announcements and a link to a help center.

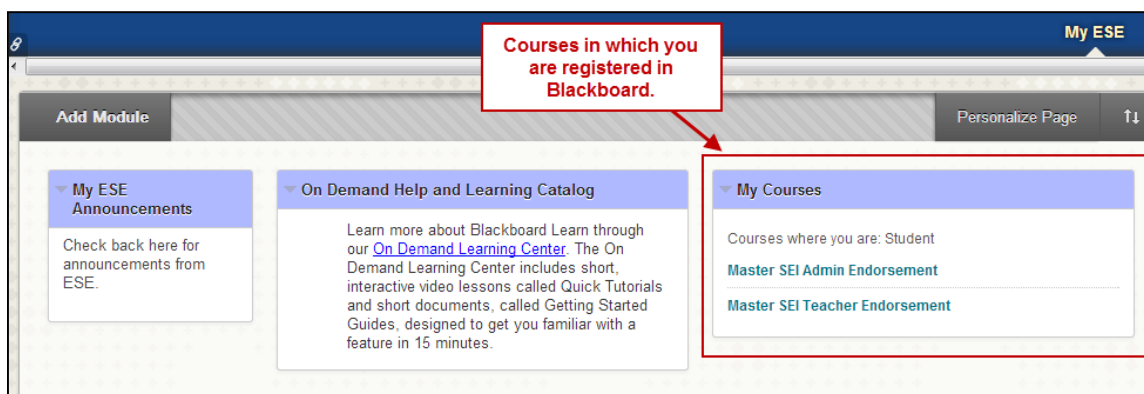


Figure 7: My Courses area

Instructions for retrieving your User Name and/or resetting your Password

1. At the Security Portal click on Forgot User Name/Password.
2. Click on Retrieve User Name/Reset Password.
3. Enter personal information on the User Registration page and click “submit”.
4. The system will retrieve your User Name.
5. Click on Forgot Your Password? and answer your security question. Please remember that the security answer is case, space, and punctuation sensitive.
6. Reset your Password by creating a brand new Password and confirm the Password. Please write down or remember your User name and Password for future use.
7. Click “submit”.
8. Click “close”.
9. Click “yes”.

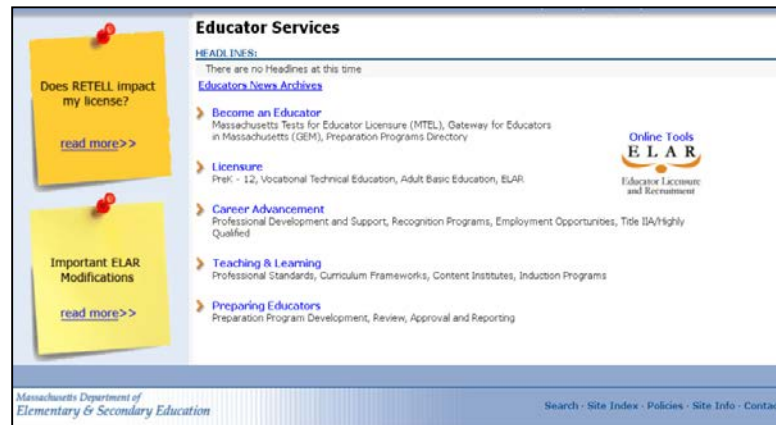
Blackboard Support

A support function has been established to help with the online portion of the course and any questions with Blackboard. Please go to the following site for support documents and to access customer support.

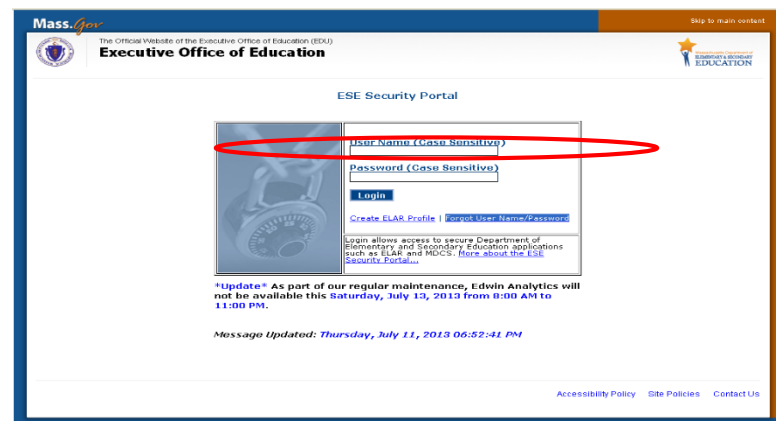
<http://ese.echelp.org/>

How to Apply for the SEI Endorsement

Step 1) Visit www.doe.mass.edu/educators and click on the ELAR logo on the right-hand side of the screen.



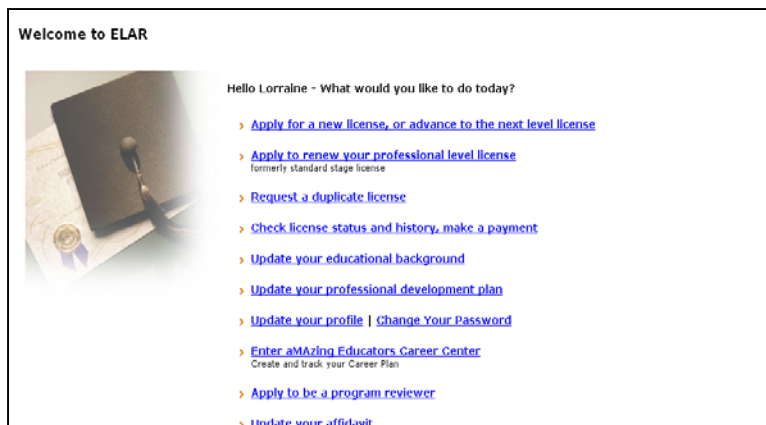
Step 2) Enter your User Name and Password. If you are not sure of your User Name and Password, click on [Forgot User name/Password](#) (for instructions, see below).



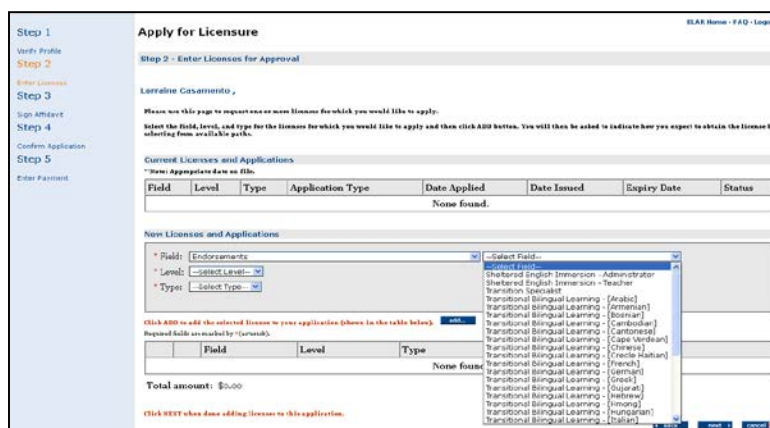
1. Close your browser window follow steps 1-7, above.

If additional assistance is required, please contact the Licensure Call Center (Monday-Friday, 2:00-5:00 p.m.) at (781) 338-6600.

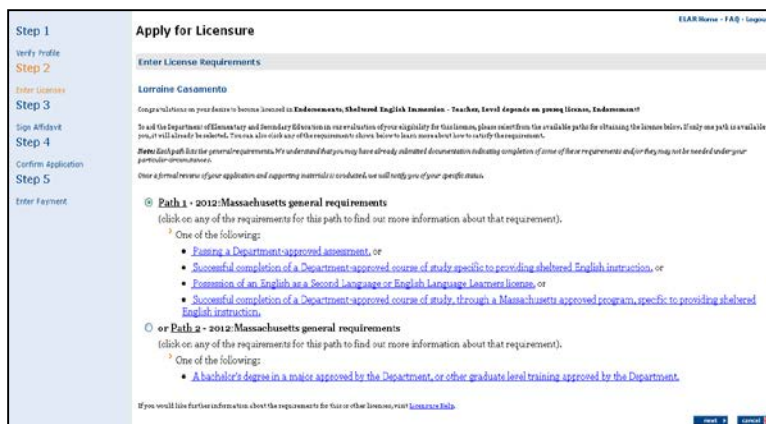
Step 3) After logging into ELAR, you may be asked to update some information or you may be directed right to the welcome screen. Please select “apply for a new license, or advance to the next level license”.



Step 4) Review the steps to apply for a license and click “next”. Verify your profile information and click “next”. On the following page, select “Endorsements” from the drop down list and then select the appropriate SEI Endorsement (teacher or administrator), select the “Level” and “Type: and then and click “add”.



Step 5) Select the path to earn the endorsement and click “next”. For Administrators there is one path and for teachers there is either path 1 (for those taking the ESE course, that have an ESL/ELL license, will pass the SEI MTEL, etc.) or path 2, which will be a transcript review based on a related degree or graduate level training.



Step 6) Click “next” to continue to the next page of the application. On the following page, update or enter your affidavit information and click “sign”.

Step 7) Click “okay” to continue to the next page of the application. Complete the application by clicking “sign” and then “okay”. On the Payment screen, click “done”. Please note that no fee is required for the SEI Teacher or Administrator Endorsement.

Applying for Graduate Credit

Applying for graduate credit is up to the individual course participant. To facilitate the acquisition of graduate credit, the Department of Elementary and Secondary Education has gotten pre-approval for credit with a number of colleges and universities. Information on these schools can be found at <http://www.doe.mass.edu/retell/credit.html>.

Anyone seeking graduate credit must complete the registration requirements and payment for the college or university. Additionally, to ensure that your grade is transferred to the institution, you must complete the Graduate Credit poll in Blackboard to inform ESE of your decision to seek credit.