Arizona Structured English Immersion

Secondary Teacher Endorsement Course

Syllabus

Introduction

The purpose of this course is to prepare Arizona secondary teachers with the knowledge and skills to effectively provide Integrated Structured English Immersion instruction as designated in any of the four approved SEI models in the state of Arizona.

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 methods, and strategies to integrate subject-area content, language, and literacy development, thereby preparing students to meet the expectations of the AZELLA assessment, the Arizona English Language Proficiency Standards (ELPs) and the Arizona State Standards.

Module Descriptions

This SEI Endorsement course is made up of three modules: A) *English Learners in Arizona: Historical, Legal, and Policy Context* (14 hours), B) *Understanding Language Development* (15 hours) and C) *Instructional Practices for English Learner Success* (16 hours). This course will be self-paced (asynchronous) It is expected that participants will complete all course modules in the order presented in the syllabus.

Module 1: English Language Learners in Arizona: Historical, Legal, and Policy Context consists of the following 7 lessons (all lessons should take 2 hours to complete):

Lesson # and Title	Format	Objectives	Assessment
1.1 Course overview and Legal and Historical Found	Asynchronous	Explain how the following legal cases impacted the policies and laws governing language instruction in Arizona: Lau v. Nichols, Castaneda v. Pickard, Flores v. Arizona, and Plyler v. Doe. Explain how federal laws and requirements, including the Every	Exit Ticket

		Student Succeeds Acts (ESSA), Title III, Title VI, and Office for Civil Rights/Department of Justice resolutions, impact accountability, assessment, funding, and identification in EL education in Arizona. Explain how state laws and policies, including Proposition 203, House Bill 2010, House Bill 2064 and SB1014 impact language acquisition methodology, student grouping, and the time frame to achieve language proficiency. Discuss the current societal trends and issues in the education of ELs.	
1.2 English Learners in my community, school, district, city and state	Asynchronous	Explain the demographic and home-language composition of the PK -12 EL population in Arizona.	Discussion Post
1.3 Synthesis of the Research on English Learners	Asynchronous	Discuss the synthesis of research around ELs	Exit Ticket
1.4 Introduction to the Four Principles of Arizona's Language Development Approach	Asynchronous	Define and Discuss Arizona's Language Development Approach. Discuss the synthesis of the research around Els. Define and Discuss Student Agency.	Exit Ticket
1.5 Principles 1 and 4: Asset Based Behaviors and Expectations and Assessment, Feedback and Monitoring	Asynchronous	Define and discuss principle one - Asset Based Behaviors and Expectations Define and discuss Principal 4: Monitoring and Feedback	Discussion Post
1.6 Principles 2 and 3 of Arizona's LDA: Targeted and Integrated Instruction	Asynchronous	Define and discuss Principle 2 Integrated Instruction in Disciplinary Language and Content Define and discuss Principal 3: Targeted and Explicit Language Instruction	Discussion Post
Lesson 1.7 Arizona's SEI Models and Placement of ELs	Asynchronous	Discuss components of Arizona's approved Research-Based SEI Models Explain the process used to determine EL program eligibility including the use of the Home Language Survey and	Exit Ticket

| | | Arizona's English language proficiency assessment. Differentiate the uses of Arizona's English language proficiency assessment for placement and reassessment. Identify the standard accommodations available to ELs for assessment. Recognize that students may qualify for other services (ESS, Gifted) in addition to being identified as an EL. Explain who long term ELs (LTEL), Recent Arrivals (RAEL), Students with Interrupted Formal Education (SIFE) are and various factors influencing their English language acquisition. Discuss special populations (Refugee, Migrant, Immigrant, and Native American) of ELs as relevant to LTEL, RAEL, and SIFE subgroups. | |

Module 2: Understanding Language Development is the second module. It consists of 7 lessons (lessons 1-7 will take approximately 2 hours to complete; lesson 7 will take approximately 3 hours)

Lesson # and Title	Format	Objectives	Assessment
2.1 Language Acquisition Theories	Asynchronous	Explain current and historical theories of language acquisition as they apply to English learners (Behaviorist Theory, Nativist Theory, Social Interactionist Theory, Cognitive Theory, etc.).	Exit Ticket
2.2 Foundations of Language Part 1	Asynchronous	Define each element of language: phonetics, phonology, morphology, lexicon, semantics, syntax, and pragmatics. Describe relationships between the elements of language within verbal and written expressions. Define form and function of language.	Discussion Post

2.3 An Overview of the English Language Proficiency Standards	Asynchronous	Explain the design of the ELP Standards, the alignment of the ELP Standards to English Language Arts Standards, and connections to other academic content. Study the format of the ELP Standards with respect to Stages, Proficiency Level Descriptors, Standards, Concepts, Sub-Concepts, Proficiency Levels, Performance Indicators, and the Glossary. Identify and discuss the functions and possible forms of language in the ELP standards. Alignment to ELA Standards	Guided Notes and Discussion Post
2.4 ELPS Deep Dive	Asynchronous	Study the format of the ELP Standards with respect to Stages, Proficiency Level Descriptors, Standards, Concepts, Sub-Concepts, Proficiency Levels, Performance Indicators, and the Glossary. Identify and discuss the functions and possible forms of language in the ELP standards.	ELPS quiz
2.5 Lesson Planning Targeted ELD	Asynchronous	Lesson planning for Targeted ELD Language Domains (reading, writing, listening and speaking)	Exit Ticket
2.6 Lesson Planning for Targeted and Integrated ELD	Asynchronous	Lesson planning for Integrated and Targeted ELD Language Domains (reading, writing, listening and speaking)	Exit Ticket
2.7 Collaboration for alignment of targeted and integrated ELD	Asynchronous	Lesson planning for Integrated and Targeted ELD	Targeted and Integrated Lesson Plan: Draft 1

Module 3: Instructional Practices for English Learner Success is the third module. It consists of 8 lessons. Each lesson will take approximately 2 hours to complete.

Lesson # and Title	Format	Objectives	Assessment
3.1 Foundations of Language Part 2	Asynchronous	Explore reading foundational skills as they apply to secondary ELs (concepts of print, phonological awareness, phonics and fluency). Define and discuss the five features of effective reading instruction, and language and literacy instruction. Define and discuss stages of second language acquisition Define and discuss strategies for vocabulary development and student practice Define and discuss stages of writing development. Define and discuss Response to Intervention (RTI) or Multitiered Systems of Support (MTSS) for Els.	Exit Ticket
3.2 Asset Based Behaviors and Expectations	Asynchronous	Define and discuss cultural influences on Teaching and Learning. Define cultural competence and explain its role in the instruction of ELs. Describe the role of culture in student learning. Explore strategies for supporting and celebrating cultural diversity within instruction. Explore strategies for leveraging home language and cultural assets Explore strategies to build and foster strong family, community and school partnerships. Study strategies for responsiveness to the different strengths, needs and identities of all EL students, including special needs. Define and discuss opportunities and approaches to meet the social-emotional needs of ELs	Discussion Post

		Describe how school and classroom environment influences language acquisition and the steps necessary to create an inclusive environment Discuss the importance of understanding the social, emotional, and cultural needs of students when establishing classroom routines and procedures	
3.3 Home School Connection	Asynchronous	Describe effective family engagement practices that support and highlight the assets of home languages, including communication, family involvement, and providing intentional strategies for families of ELs. Describe inclusive community engagement practices. Describe parents' rights in regard to EL services (i.e. program placement, assessment, etc.)	Discussion Post
Lesson 3.4 Instruction Aligned to Receptive and Interactive Communication	Asynchronous	Define and discuss ELP Standards 1-2. Explore reading comprehension skills as they apply to secondary ELs. Explore reading strategies that help secondary ELs access grade level content area text. Explore the development of Integrated ELD lessons aligned to grade level/age appropriate content area standards, and expectations and includes differentiated instruction for students with different levels of proficiency. Explore the development of Targeted ELD lessons aligned to ELP Standards and language proficiency level and connects to content area standards. ○ Explore appropriate strategies to	Exit Ticket

		differentiate instruction-based on English language proficiency levels and standards. o Explore ELP Standard 9: Vocabulary (content specific and general academic) development across content areas. o Explore ELP Standard 10: Grammatical Structures	
Lesson 3.5 Instruction Aligned to Productive and Interactive Communication	Asynchronous	Define and discuss ELP Standards 3-5. Define and discuss stages of writing development. Explore strategies for embedding foundational writing skills as they apply to secondary ELs. Explore writing strategies that help secondary ELs develop proficiency in writing across the curriculum. Define and discuss ELP Standards 6-8. Explore strategies for oral language development as they apply to secondary ELs. Explore productive oral language skills as they apply to secondary ELs. Explore receptive and productive strategies that help secondary ELs to engage in academic discourse.	Exit Ticket
Lesson 3.6 Assessment, Monitoring, and Feedback	Asynchronous	Differentiate between types of assessments (e.g., diagnostic, formative, and summative). Explore how and when to use types of assessments (e.g., diagnostic, formative, and summative). Explore how to design teacher assessments aligned to English Language Proficiency and Content Standards.	

		Discuss how to use types of assessment to drive instructional decisions (i.e. teacher language use and modeling) and planning, including enrichment and interventions. Explore strategies to provide timely and meaningful feedback (teacher and student). Discuss how to use Arizona state assessment data to determine student progress in both language and content. Explore methods to help students develop strategies for self-reflection. Identify appropriate testing accommodations for Arizona ELs.	
Lesson 3.7 Collaboration for Integration of Strong SEI and ELD Practices: Lesson and Unit Development	Asynchronous	Explore the development of Targeted and Integrated ELD lessons aligned to ELP Standards and language proficiency level and connects to content area standards.	Final Project: Targeted and Integrated Lesson Plan
Lesson 3.8 Final Project Video Presentation	Asynchronous	Explore the development of Targeted and Integrated ELD lessons aligned to ELP Standards and language proficiency level and connects to content area standards.	Final Project Presentation and Implementation Reflection

Course Requirements

Requirements for passing the course and grading: This is a PASS/FAIL course. In order to receive credit for the course and eligibility for the SEI endorsement, participants must complete all course assignments and earn an average score of 3 (on a four-point rubric). Students will have 6 months from the date of enrollment to successfully complete all course requirements. 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.**

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 documented 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 an average of 3 or greater.
General description of in-class/online and homework assignments: SEI Teacher Endorsement course participants are expected to complete all course activities and assignments. Participants will complete various assignments including implementation exercises in their classrooms, short papers, online discussions, lesson reflections, and the final collaborative lesson planning presentation. 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.
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.
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.

Course Assignments

- **Exit Tickets:** 40% of total course grade - Participants will submit a brief exit assignment (consisting of multiple choice and short answer questions) following the completion of lessons. In addition, participants complete several quizzes and brief assignments as part of course completion.
- **Discussion Posts:** 30% of total course grade – Participants post a response to a reflection question and respond to the post of at least one classmate.
- **Targeted and Integrated Lesson Plan: Draft 1** – 10% of total grade – Submitted at the end of Module 2. This is a collaborative assignment. Participants will submit an aligned targeted and integrated lesson plan demonstrating effective application of the four language domains, ELP standards and content standards.

- **Final Project: Targeted and Integrated Lesson Plan**: **Revision, Implementation and Reflection** – 20% of total grade – Submitted at the end of the course. This is a collaborative assignment. Participants will submit an aligned targeted and integrated lesson plan demonstrating effective application of the four principles of Arizona's Language Development Approach. Participants will teach the lesson plan in their classrooms and reflect on student learning. Participants will upload a 10 minute video presentation. Participants will be expected to provide feedback to colleagues using the assignment rubric.

Course Readings and Materials

All course readings are available online.

Lesson 1.1
Zacarian, Debbie., Serving English Learners: Laws, Policies, and Regulations (2012). Colorin Colorado.
https://www.colorincolorado.org/sites/default/files/Policy_Guide_Final.pdf

Lesson 1.4
Arias, M. Beatriz, PhD., "Turning Toward Asset-Based Pedagogies for Multilingual Learners"(2022). Center for Applied Linguistics.
https://www.cal.org/wp-content/uploads/2022/10/Turning-Toward-Asset-Based-Pedagogies-1.pdf
Said, Sarah. Your Students Have Assets, Not Deficiencies: Differentiating Instruction for English Learners Based on Strengths and Interests.
https://ellstudents.com/blogs/the-confianza-way/your-students-have-assets#main
Scanlan, Martin, "An Asset-Based Approach to Linguistic Diversity" (2007). College of Education Faculty Research and Publications. 123.
https://epublications.marquette.edu/edu_fac/123
Zacarian, Debbie, et. al. "Using a Strengths-Based Approach with ELs: Supporting Students Living with Trauma, Violence and Chronic Stress" (2017).
https://www.colorincolorado.org/article/using-strengths-based-approach-els-supporting-students-living-trauma-violence-and-chronic

Alvarez, L., Ananda, S., Walqui, A., Sato, E., & Rabinowitz, S. (2014). *Focusing formative assessment on the needs of English language learners.* San Francisco: WestEd.
https://www.wested.org/wp-content/uploads/2016/11/1391626953FormativeAssessment_report5-3.pdf
Instruction Partners, **Implementing Affirming Feedback During Foundational Skills Instruction**,
ADE AZELLA Resources
https://www.azed.gov/assessment/azella

Lesson 1.5
Bunch, G., Kibler, A., and Pimentel, S. Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards. Understanding Language. *Retrieved from:* *https://achievethecore.org/content/upload/understanding_language_realizing_opportunities_for_english_learners_research_ela.pdf*

Two Hour Model: Grade 8 Science With Integrated ELD – Video produced by West-Ed

Grade 8 ELA Designated ELD: High Use Words - Video produced by the California Department of Education

The Relationship Between Integrated and Targeted Instruction

Lesson 1.7

Alvarez, L., Ananda, S., Walqui, A., Sato, E., & Rabinowitz, S. (2014). *Focusing formative assessment on the needs of English language learners.* San Francisco: WestEd. https://www.wested.org/wp-content/uploads/2016/11/1391626953FormativeAssessment_report5-3.pdf

ADE AZELLA Resources
https://www.azed.gov/assessment/azella

Lesson 2.2

Freeman, D. E., & Freeman, Y. S. (2014). *Essential linguistics: What teachers need to know to teach.* Heinemann.
Lesson 2.4
Overview of Arizona's English Language Proficiency Standards
Arizona's English Language Proficiency Standards

Lesson 3.1

https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf

Lesson 3.2

Blaha, Karen. Foundations of Culturally and Linguistically Responsive Education. (2022). Edutopia. https://www.edutopia.org/article/foundations-culturally-and-linguistically-responsive-teaching/

You Are Welcome Here: Supporting the Social and Emotional Health of Newcomer Immigrant Students Video produced by Colorín Colorado.

Johnson, E., & Johnson, A. (2016). / Enhancing Academic Investment through Home-School Connections; Journal of Language and Literacy Education
http://jolle.coe.uga.edu/wp-content/uploads/2016/04/EJohnson3.8.16.pdf

Lesson 3.3

https://maec.org/wp-content/uploads/2016/04/Engaging-Families-of-English-Learners.pdf
Panferov, S. Increasing ELL Parental Involvement in Our Schools: Learning from the Parents Theory Into Practice, 49:106–112, 2010 Copyright © The College of Education and Human Ecology, The Ohio State University
https://suzannepanferov.faculty.arizona.edu/sites/suzannepanferov.faculty.arizona.edu/files/Increasing%20ELL_0.pdf

Lesson 3.4

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

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.

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.

Lesson 3.5
Brisk, M., Horan D., & MacDonald, E (2007) A Scaffolded Approach to Learning to Write, In Inclusive pedagogy of English Language Learners: A Handbook of Informed Practices.

Student Achievement Partners, Scaffolds to Support English Language Learners with Writing and Discussion.
https://achievethecore.org/content/upload/ELL%20Supports%20for%20Writing%20and%20Discussion.pdf

Lesson 3.6

Alvarez, L., Ananda, S., Walqui, A., Sato, E., & Rabinowitz, S. (2014). *Focusing formative assessment on the needs of English language learners*. San Francisco: WestEd.
https://www.wested.org/wp-content/uploads/2016/11/1391626953FormativeAssessment_report5-3.pdf

ADE AZELLA Resources
https://www.azed.gov/assessment/azella