

CURRICULAR FRAMEWORK FOR FULL STRUCTURED ENGLISH IMMERSION (SEI) ENDORSEMENT TRAINING (45 CLOCK HOURS)
SBE approved 1/24/2005

Trainer: _____ Contact: _____

E-mail: _____ Phone: _____

At the end of 45 clock hours* of instruction, participants will be able to:

ELL Proficiency Standards Objectives <i>Minimum: One Clock Hour</i>	Data Analysis & Application Objectives <i>Minimum: Three Clock Hours</i>	Formal & Informal Assessment Objectives <i>Minimum: Three Clock Hours</i>	SEI Foundations Objectives <i>Minimum: One Clock Hour</i>	Learning Experiences: SEI Strategies Objectives <i>Minimum: 25 Clock Hours</i>	Parent/Home/ School Scaffolding Objectives <i>Minimum: Three Clock Hours</i>
1. Examine the format and the alignment of ELL Proficiency Standards to the Arizona Language Arts (Listening & Speaking, Reading, and Writing) Academic Standards.	1. Analyze and apply disaggregated data to differentiate instruction.	1. Integrate diagnostic, formative, and summative assessments for ELLs.	1. Know the legal, historical, and educational reasons for Structured English Immersion (SEI).	1. Identify and use multiple strategies to improve student achievement. Integrate: <ul style="list-style-type: none"> • Comprehensible input; • On-going, specific, and immediate feedback; • Grouping structures and techniques; • Building background and vocabulary development; and, • Student engagement. 	1. Identify the socio-cultural influences on ELLs (language shift, Identity issues, role of culture in learning).
2. Use ELL Proficiency Standards to plan, deliver and evaluate instruction.	2. Interpret and use "snapshots" of longitudinal data.	2. Create and offer multiple assessments.	2. Know basic SEI terminology.	2. Extend SEI methods for beginning ELD (TPR Storytelling, contextual clues, Narrative Approach).	2. Discuss the impact of bilingualism and home language use.
3. Demonstrate the integration of ELL Proficiency Standards in all content areas.	3. Track student status and progress on the ELL proficiency standards using the Arizona English Language Learner Assessment (AZELLA) results.	3. Use assessment results for placement and accommodation for special education and gifted students.	3. List language acquisition theoretical principles.	3. Describe the Silent Period (ways of responding, developmental processes).	3. Examine parental and community sources for aiding English Acquisition.
		4. Use standardized testing and language proficiency as methods for monitoring student progress.	4. Outline the role of culture in learning.	4. Grasp meaning of pre- and early production strategies of students.	4. Cultivate home and school partnerships.
			5. Introduce Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).	5. Integrate current materials in ELD instruction (lesson & text modifications).	
				6. Extend SEI content methods (preview/ review, content area reading & writing strategies, experiential methods).	
				7. Analyze and apply vocabulary development approaches in the content areas.	
				8. Plan lessons based on prior knowledge.	
				9. Select, adapt, and sequence current curricular materials.	

*Training time must total 45 clock hours, which includes nine (9) flex clock hours to be used at the instructor's discretion to augment any combination of the six areas.