

SEI Course Frame Works Revision

SEI Foundations

Legal and Historical Foundations (2 hours)

- 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 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 Move On When Reading (for elementary only) impact language acquisition methodology, student grouping, and the time frame to achieve language proficiency.
- Explain the demographic composition of the PK -12 EL population in Arizona.
- Discuss the current societal trends and issues in the education of ELs.

Structured English Immersion (3 hours)

Terminology Used in Arizona

- Define English Learner (EL).
- Define SEI as it is used in Arizona, including the distinctions between Structured English Immersion and Sheltered English Instruction.
- Define English Language Development (ELD) and its relevance to the instruction of ELs in Arizona.

Identification and Assessment

- Explain the process used to determine EL program eligibility including the use of the Home Language Survey and 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.

Models/Structure

- Discuss the differences between Structured English Immersion classrooms, Bilingual classrooms, and Individual Language Learner Plans.
- Discuss components of EL program models in Arizona including time allocations, grouping, use of native language, integration of content, and SEI Model refinements.

English Language Proficiency (ELP) Standards

- Explain the development of the ELP Standards, the alignment of the ELP Standards to English Language Arts Standards, and connections to other academic content.
- Explore the format of the ELP Standards with respect to Stages, Proficiency Level Descriptors, Standards, Concepts, Sub-Concepts, Proficiency Levels, Performance Indicators, and the Glossary.

Language Development

Language Acquisition Theories (3 hours)

- Explain current and historical theories of language acquisition as they apply to English learners (Behaviorist Theory, Nativist Theory, Social Interactionist Theory, Cognitive Theory, etc.).

Elements of Language (6 hours)

- 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.

Language Domains (6 hours)

- Examine a Stage of the ELP Standards to determine connections between the elements of language and Reading, Writing, Vocabulary, Standard English Conventions (Grammar), and Listening and Speaking
- Discuss how the skills found in ELP Standards apply to other content areas.

Instructional Elements (Elementary Only)

Instructional Strategies for Academic English Development (13 hours)

Universal Design for Learning

- Define elements of engagement (why), representation (what), and action and expression (how), and describe how they allow teachers to consider the learning needs of all students when planning lessons.

Reading Instruction Aligned with the ELP Standards

- Explore foundational reading skills as they apply to elementary ELs.
- Explore reading comprehension skills as they apply to elementary ELs.
- Explore reading strategies that help elementary ELs access grade level content area text.
- Explore the development of a lesson aligned to the Reading Domain of the ELP Standards that includes the use of grade level appropriate materials.

Writing Instruction Aligned with the ELP Standards

- Explore foundational writing skills as they apply to elementary ELs.
- Explore writing application skills as they apply to elementary ELs.
- Explore writing strategies that help elementary ELs to develop written language complexity.
- Explore the development of a lesson aligned to the Writing Domain of the ELP Standards that includes the use of grade level appropriate materials.

Listening and Speaking Instruction Aligned with the ELP Standards

- Explore receptive oral language skills as they apply to elementary ELs.
- Explore productive oral language skills as they apply to elementary ELs.
- Explore receptive and productive strategies that help elementary ELs to engage in academic discourse.
- Explore the development of a lesson aligned to the Listening and Speaking Domain of the ELP Standards that includes the use of grade level appropriate materials.

Grammar Instruction Aligned with the ELP Standards

- Explore grammatical skills as a foundation of language for elementary ELs.
- Explore strategies that allow elementary ELs to apply their knowledge of syntax to create and understand communication in various contexts.
- Explore the development of a lesson aligned to the Language Strand of the ELP Standards that includes the use of grade level appropriate materials.

Vocabulary Instruction Aligned with the ELP standards

- Explore word study skills as they apply to elementary ELs.
- Explore strategies that help elementary ELs to utilize academic vocabulary in multiple contexts.
- Explore the development of a lesson aligned to the Language Strand of the ELP Standards that includes the use of grade level appropriate materials.

Differentiation (3 hours)

- Consider the needs (language level, skill, etc.) of learners that would require differentiation of instruction.

- Explore appropriate strategies to differentiate instruction based on the needs of learners.

Assessment (3 hours)

- Differentiate between types of assessments (e.g., diagnostic, formative, and summative).
- Review models of data collection used to document progress in language development.
- Analyze various forms of assessment data to make instructional decisions for ELs.

Diversity of ELs (2 hours)

- Explain who long term ELs (LTEL) are and various factors influencing their English language acquisition.
- Explain who Recent Arrivals (RAEL) are and various factors influencing their language acquisition.
- Explain who Students with Interrupted Formal Education (SIFE) are and various factors influencing their language acquisition.
- Discuss special populations (Refugee, Migrant, Immigrant, and Native American) of ELs as relevant to LTEL, RAEL, and SIFE subgroups.

Culturally Relevant Instruction (4 hours)

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 cultural diversity within instruction.
- Describe the appropriate selection of curriculum, materials, and assessments for all language learners, accounting for proficiency, age, and heritage.

Inclusive Environment

- 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.

Home and School Connections

- Describe how family and community practices (funds of knowledge) may influence language learning.
- Describe effective family engagement practices including communication, family involvement, and providing intentional strategies for families of ELs.
- Describe inclusive community engagement practices.

Instructional Elements (Secondary Only)

Instructional Strategies for Academic English Development (13 hours)

Universal Design for Learning

- Define elements of engagement (why), representation (what), and action and expression (how), and describe how they allow teachers to consider the learning needs of all students when planning lessons.

Reading Instruction Aligned with the ELP Standards

- Explore foundational reading skills as they apply to secondary ELs.
- 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 a lesson aligned to the Reading Domain of the ELP Standards that includes the use of grade level appropriate materials.

Writing Instruction Aligned with the ELP Standards

- Explore foundational writing skills as they apply to secondary ELs.

- Explore writing application skills as they apply to secondary ELs.
- Explore writing strategies that help secondary ELs to develop written language complexity.
- Explore the development of a lesson aligned to the Writing Domain of the ELP Standards that includes the use of grade level appropriate materials.

Listening and Speaking Instruction Aligned with the ELP Standards

- Explore receptive oral language skills 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.
- Explore the development of a lesson aligned to the Listening and Speaking Domain of the ELP Standards that includes the use of grade level appropriate materials.

Grammar Instruction Aligned with the ELP Standards

- Explore grammatical skills as a foundation of language for secondary ELs.
- Explore strategies that allow secondary ELs to apply their knowledge of syntax to create and understand communication in various contexts.
- Explore the development of a lesson aligned to the Language Strand of the ELP Standards that includes the use of grade level appropriate materials.

Vocabulary Instruction Aligned with the ELP standards

- Explore word study skills as they apply to secondary ELs.
- Explore strategies that help secondary ELs to utilize academic vocabulary in multiple contexts.
- Explore the development of a lesson aligned to the Language Strand of the ELP Standards that includes the use of grade level appropriate materials.

Differentiation (3 hours)

- Consider the needs (language level, skill, etc.) of learners that would require differentiation of instruction.
- Explore appropriate strategies to differentiate instruction based on the needs of learners.
- Explore balancing language and content needs with age-appropriate instruction.

Assessment (3 hours)

- Differentiate between types of assessments (e.g., diagnostic, formative, and summative).
- Review models of data collection used to document progress in language development.
- Analyze various forms of assessment data to make instructional decisions for ELs.

Diversity of ELs (2 hours)

- Explain who long term ELs (LTEL) are and various factors influencing their English language acquisition.
- Explain who Recent Arrivals (RAEL) are and various factors influencing their language acquisition.
- Explain who Students with Interrupted Formal Education (SIFE) are and various factors influencing their language acquisition.
- Discuss special populations (Refugee, Migrant, Immigrant, and Native American) of EL as relevant to LTEL, RAEL, and SIFE subgroups.
- Discuss additional considerations needed for secondary ELs as relevant to LTEL, RAEL, and SIFE subgroups.

Culturally Relevant Instruction (4 hours)

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 cultural diversity within instruction.
- Describe the appropriate selection of curriculum, materials, and assessments for secondary language learners, accounting for proficiency, age, and heritage.

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- Describe how school and classroom environments influence language acquisition and the steps necessary to create an inclusive environment.
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