DRAFT: Proposed Revisions from the SEI Endorsement Working Group

SEI ENDORSEMENT COURSE FRAMEWORK

Secondary

The Office of English Language Acquisition Services

Revised ~~2020~~ 2026

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, SB1014 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 and home-language composition of the ~~PK~~ K -12 EL population in Arizona.
  [[5/8/26-EL assessment and services are not provided at PK level; unanimous decision to change "PK" to "K" due to inaccuracy]]
- ~~Discuss the current societal trends and issues in the education of ELs.~~
  [[5/8/26-relates to DEI; unanimous decision to remove objective]]

Arizona's Language Development Approach (10 hours)

Terminology Used in Arizona

- Define English Learner (EL).
- Define and explain SEI as it is used in Arizona, including the distinctions between Structured English Immersion and Sheltered English Instruction.

Four Principles of AZ LDA

- Define and Discuss Arizona's Language Development Approach.
- Discuss the synthesis of the research around Els.
- Define and Discuss Student Agency.
- Define and Discuss each principle of AZ LDA.
  - Principle One - Asset Based Behaviors and Expectations
  - Principle Two - Integrated Instruction in Disciplinary Language and Content
  - Principle Three - Targeted and Explicit Language Instruction
  - Principle Four - Assessment, Monitoring and Feedback

Arizona's SEI Models

- Discuss components of Arizona's approved Research-Based SEI Models:
  - Newcomer
  - Pull-Out
  - Two Hour
  - 50-50 Dual Language Immersion

Program Placement of ELs (2 hours)

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.

~~Diversity~~ Population of ELs

[[5/8/26-change "Diversity" to "Populations", wording does not change intent of section; unanimous decision to change]]

- 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~~ Define populations ~~(Refugee, Migrant, Immigrant, and Native American) of ELs as relevant to LTEL, RAEL,~~ and ~~SIFE~~ subgroups of ELs and various factors influencing their language acquisition.
  [[5/8/26-group proposed to change "Discuss" to "Define- the objective/idea is redundant; proposal to remove "special"- refers to DEI; remove listed populations- relates to DEI and is redundant to previous objectives; majority agreement in decision to make changes]]

Elements of Language Development (15 hours)

Language Acquisition Theories

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

English Language Proficiency (ELP) Standards

- 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
- Lesson planning for Integrated and Targeted ELD
- Language Domains (reading, writing, listening and speaking)

Foundations of Language Part 1

- 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.

Instructional Practices for Academic English Language and Literacy Development (Secondary only) (16 hours)

Foundations of Language Part 2

- 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.
  - Explicit Instruction
  - Systematic Instruction with Scaffolds
  - Multiple Opportunities for Student Practice
  - Assessment and Progress Monitoring
  - Feedback
- 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.
  - Tier I
  - Tier II
  - Tier III

Asset Based Behaviors and Expectations: Principle One Cont.

- ~~Define and discuss cultural influences on Teaching and Learning.~~
  [[5/8/26- proposal to remove objective, verbiage is connected to DEI and central goal of objective is met under a previous objective; unanimous decision to remove]]
- ~~Define cultural competence and explain its role in the instruction of ELs.~~
  [[5/8/26- proposal to remove objective, verbiage is connected to DEI; unanimous decision to remove]]

- ~~Describe the role of culture in student learning.~~
  [[5/8/26- proposal to remove objective, verbiage is connected to DEI; unanimous decision to remove]]
- ~~Explore strategies for supporting and celebrating cultural diversity within instruction.~~
  [[5/8/26- proposal to remove objective, verbiage is connected to DEI, repetitive of next objective; unanimous decision to remove]]
- Explore strategies for leveraging home language and ~~cultural~~ experiential assets within instruction
  [[5/8/26- proposal to change "cultural" to "experiential", still considering the EL's background knowledge; add "within instruction" for clarity to the objective; majority decision to revise]]
- ~~Explore strategies to build and foster strong family, community and school partnerships.~~ (moved to " Home and School Connections" section)
  [[5/8/26- proposal to move this objective to "Home and School Connections" section of this course, better fit for topics; unanimous decision to move]]
- ~~Study~~ Discuss strategies for responsiveness to the different strengths~~,~~ and academic needs ~~and identities~~ of all EL students~~, including special needs~~.
  [[5/8/26- proposal to clarify objective from "study" to "Discuss"; proposal to add "academic" needs to clarify the instructional component; remove "identities" and "including special needs" as this refers to elements of DEI, leave as all ELs; majority decision to edit accordingly]]
- ~~Define and discuss opportunities and approaches to meet the social-emotional needs of ELs~~
  [[5/8/26- proposal to remove objective, verbiage is connected to DEI; unanimous decision to remove]]
- Describe how school and classroom environment influences language acquisition and the steps necessary to ~~create an inclusive~~ develop a supportive learning environment.
  [[5/8/26- proposal to replace "create an inclusive" with "develop a supportive learning", original verbiage is connected to DEI; unanimous decision to remove]]
- Discuss the importance of understanding the strengths ~~social, emotional, and cultural~~ needs of students when establishing classroom routines and procedures.
  [[5/8/26- proposal to replace "social, emotional, and cultural" to "strengths", verbiage is connected to DEI; unanimous decision to remove]]

Home and School Connections

- Describe how family and community practices (funds of knowledge) may influence language learning.
- Describe effective family and community engagement practices that support and highlight the assets of home languages, including communication, family involvement, and providing intentional strategies for families of ELs.
  [[7/24/26- proposal to add "community" to keep consistent with laws; unanimous decision to revise]]
- ~~Describe inclusive community engagement practices.~~
  [[7/24/26- proposal to remove objective, redundant to objective above; unanimous decision to remove]]
- Describe parents' rights in regard to EL services (i.e. program placement, assessment, etc.)
- Explore strategies to build and foster strong family, community and school partnerships.
  [[5/8/26- moved from "Asset-based…" section; clearer fit to content; unanimous decision to move objective]]

Integrated and Targeted Instruction: Principle Two and Three Cont.

- **Instruction Aligned to Receptive ~~& Interactive~~ Communication: ELP and Content Area Standards**
  [[7/24/26- proposal to remove "& Interactive", error in title- redundant, addressed specifically in a section below; unanimous decision to remove]]
  - 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 differentiate instruction-based on English language proficiency levels and standards.
  - Explore ELP Standard 9: Vocabulary (content specific and general academic) development across content areas.
  - Explore ELP Standard 10: Grammatical Structures

- **Instruction Aligned to Productive Communication: ELP and Content Area Standards**
    - Define and discuss ELP Standards 3-5.
    - 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.
    - Explore strategies or oral language development as they apply to secondary ELs.
    - 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 differentiate instruction based on English language proficiency.
    - Explore ELP Standard 9: Vocabulary (content specific and general academic) development across content areas.
    - Explore ELP Standard 10: Grammatical Structures

- **Instruction Aligned to Interactive Communication: ELP and Content Area Standards**
    - Define and discuss ELP Standards 6-8.
    - 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 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 differentiate instruction based on English language proficiency.
    - Explore ELP Standard 9: Vocabulary (content specific and general academic) development across content areas.
    - Explore ELP Standard 10: Grammatical Structures

Assessment, Monitoring and Feedback: Principle Four Cont.

- 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.