

EDU 552: Sheltered English Immersion

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Class schedule: Thursdays 5-8pm
Office hours: By appointment before or after class

Course Description: (Prerequisite EDU 500 & EDU 511)

This course introduces and assesses the Sheltered English Immersion (SEI) Standards required for by the SEI Endorsement for teacher licensure in Massachusetts. The course provides prospective teachers with theoretical, cultural, political, linguistic, and instructional tools to promote the academic and language development of English language learners. Topics will include federal and state laws/regulations related to ELL students; cultural considerations in the classroom; student and family diversity; theories about second language acquisition; basic structures and functions of language, SEI program principles and typologies, oral and written academic language development; instructional practices for different levels of learners across the content areas; differentiating for learning needs, collaboration with other professionals, families, and communities. To help you see SEI strategies in practice, you will complete a prepracticum experience in an EL classroom. This will include field experience which is 30 hours for those students in the initial licensure program and 20 hours for those taking the class as an SEI stand-alone.

Course Background:

This SEI endorsement course seeks to satisfy the Commonwealth's Rethinking Equity and Teaching for English Language Learners (RETELL) initiative. Through the RETELL initiative, all core academic teachers responsible for the education of one or more ELLs are required to earn an SEI Teacher Endorsement. Through this course, teachers are expected to gain greater understanding of the diversity of the EL population as well as become acquainted with the WIDA ELD standards and the WIDA ACCESS (Assessing Comprehension and Communication in English State-to-State) assessment tools. More information about the RETELL initiative can be found at <http://www.doe.mass.edu/retell/>.

Course Objectives

Students will:

- develop an understanding of the basic structure and functions of language. (SEI SMK 1).
- develop an understanding of second language acquisition factors as they affect access to the Massachusetts standards. (SEI SMK 2)
- understand the sociocultural, affective, political and other salient factors in second language acquisition (SLA). (SEI SMK 3)
- develop an understanding of Sheltered English Immersion (SEI) principles and typologies: General academic and domain-specific discourse practices relevant to the grade level (k-5 or secondary), English proficiency level, and content area (English language arts and history; science and mathematics; other content areas). (SEI SMK 4)
- develop an understanding of the implementation of strategies for coordinating SEI and English language development instruction for English Language Learners. (SEI SMK 5)
- develop an understanding of the Federal and Massachusetts' laws and regulations pertaining to English language learners. (SEI SMK 6)
- develop an understanding of the diversity and backgrounds of English language learner populations, including family systems, and communities, and their impact on teaching and learning. (SEI SMK 7)
- become familiar with theory, research, and practices of reading and writing for English language learners. (SEI SMK 8)
- develop the role of oral language development in literacy development for English language learners. (SEI SMK 9)
- develop formative and summative assessments for English Language Learners. (SEI SMK 10)
- develop an understanding of literacy and academic language development; the role of vocabulary development in accessing academic language. (SEI SMK 11)

Required Materials:

Access to Google Classroom

Wright, W. E. (2010). *Foundations for teaching English language learners*. Philadelphia: Caslon.

Chapters from the following texts will be provided to students:

CAST (2011). *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA: Author. Available: <http://www.udlcenter.org/aboutudl/udlguidelines>

Egbert, J. L. & Ernst-Slavit, G. (2010). *Access to academics: Planning instruction for K-12 classrooms with ELLs*. Boston: Pearson.

Calderón, M. 2007. *Teaching reading to English language learners, grades 6–12*. Thousand Oaks, CA: Corwin Press.

Calderón, M. 2011. *Teaching reading and comprehension to English learners, K–5*. Bloomington, IN: Solution Tree Press.

WIDA Consortium (2012). *The English language development standards, 2012 edition. Kindergarten through grade twelve*. Available: <http://wida.us/standards/eld.aspx>

Additional Materials will be provided from:

Belin, C. and J. Blank. 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.

Brown, S., & Larson-Hall, J. (2012). *Second language acquisition myths: Applying second language research to classroom teaching*. Ann Arbor: University of Michigan Press.

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.

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

Derewianka, B. (1991). *Exploring how texts work*. Portsmouth NH: Heinnean.

Derewianka, B. (2011). *Grammar companion for teachers*. Sydney: Primary English Teaching Association.

Diaz-Rico, L. T. (2012). *A course for teaching English learners*. Boston: Pearson.

Gillespie, A. and S. Graham. 2011. Evidence-based practices for teaching writing. *Better Evidence-based Education*. Baltimore: Johns Hopkins University. 4-5.

Harris, B., Plucker, J. A., Rapp, K. E., & Martinez, R. S. (2000). Identifying gifted and talented English language learners: A case study. *Journal for the Education of the Gifted*, 32 (3), 368-393.

Lightbown, P.M, & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford: Oxford University Press.

Villa R. A., Thousand, J. S., & Nevin, A. I. (2008). *A guide to co-teaching: Practical tips for facilitating student learning*. Thousand Oaks CA: Corwin.

Zwiers, J.A. (November 2012). *Academic language and literacy in every subject*. Paper presented at the Academic Language Institute, Leominster, MA. Retrieved from www.matsol.org

Assignments

- **The field experience for this class is 30 hours for those students in the initial licensure program and 20 hours for those taking the class as an SEI stand-alone. This is in addition to the following assignments. Field experience assignments will be made and or approved by the professor.**
- **Field Experience Blog (SEI 1-11) – 10%:** Periodically, you will be asked to reflect on your prepracticum experiences in our course Blog via Google Classroom. A prompt for everyone to respond to will be posted. You will write a response that demonstrates that you are applying the ideas we are talking about in class to the observations you make in the field. You will also be asked to respond to at least 2 other people's blog entries.

- **Response to Readings (SEI 1-11) – 10%:** Each reading will include a prompt for your response either written or verbally during the next class. Your response should provide evidence that you read the assigned reading and are applying the reading to the question. *If a response is unacceptable, you will have 1 week to rewrite and resubmit it.*
- **Discourse Analysis of Classroom Interaction (SEI 1, 4, 5, 9, 11) – 10%:** You will be provided with a short transcript from a content-based ESL classroom. You will identify the participation structures illustrated in the transcript, describe the benefits and limitations of this kind of interactional pattern for L2 language development drawing on second language acquisition theory, and describe how you would redesign the instruction to support robust classroom interactions. Due date TBA.
- **Genre Analysis Assignment (SEI 1, 4, 5, 8, 9, 10, 11) – 10%:** You will analyze a text written by an emergent ELL writer. You will identify the genre the student is attempting to produce and identify the presence or absence of expected (and unexpected) genre stages, identify the presence or absence of expected (and unexpected) key linguistic features of this text type, describe how you would use the teaching and learning cycle to design an instructional activity that would support this student in further developing academic literacy. This will also include demonstrating your ability to model reading and writing practices focused on this genre and reflecting on that experience. Due date TBA.
- **Strategy Implementation Reports (20%):** In their own classrooms, students will implement strategies modeled and practiced in the endorsement class and complete given SIRs. SIRs will be shared in small group and modeled for other students. Due dates TBA
- **ELL Teaching Strategy Microteaching Demonstration & Lesson Plan (SEI 4, 5, 7, 8, 9, 10, 11) – 25%:** You will design a lesson using an SEI lesson plan template differentiating for English proficiency levels and learning needs. You will present a predetermined section of this plan in a microteaching mini-lesson in class. You will give and receive feedback on the micro-teaching presentations based on an SEI Peer Observation Protocol. Due date TBA
- **Community Outreach Project (SEI 2, 3, 7) – 15%:** In this project, you will work with a partner to design a plan for working with students' families. This plan should include clear ways to engage the parents and guardians of your students with the formal schooling their children are involved in. Some ideas for this outreach might include developing a Parents Night event, creating a FaceBook page or other social network for outreach, developing a workshop focused on a relevant topic (e.g., how to support their child at home). You will be assessed on the clarity, feasibility, and appropriateness of your proposed activity as well as your demonstration of knowledge of SEI standards 2 and 7. Due date TBA

Important University dates: The complete 2020-2021 academic calendar is available at <https://www.umassd.edu/academiccalendar/>, but please note the following important regular session* dates:

Second Semester - Spring 2021

Tuesday, January 19, 2021	First Day of Classes
Tuesday, January 26, 2021	Last day to Add, Drop, or Audit
Monday, February 15, 2021	Presidents' Day Holiday: no classes
Tuesday, February 16, 2021	Follow Monday's class schedule
Friday, March 5, 2021	Spring recess begins (after last class or lab)
Saturday, March 6, 2021	Spring recess begins after last class (Online & Continuing Education)
Monday, March 15, 2021	Classes resume
Monday, April 5, 2021	Registration for Fall 2021 begins

Friday, April 9, 2021

[Last day to Withdraw from a class](#)

Monday, April 19, 2021

[Patriots' Day Holiday: no classes](#)

Wednesday, April 21, 2021

[Follow Monday's class schedule](#)

Wednesday, April 28, 2021

[Last day of Spring classes](#)

Thursday, April 29, 2021

[Study Day](#)

Friday, April 30, 2021

[Final exams begin](#)

Thursday, May 6, 2021

[Final exams end](#)

Sunday, May 9, 2021

[Final grades due](#)

Wednesday, May 12, 2021

[Last Day to Select or Revoke Pass/No Credit](#)

Spring 2021 Course Calendar

01/21/2020 - 04/29/2021

Wk	Guiding Questions	SEI/ WIDA	Readings
1	<p>Introduction & Background What is Sheltered English Immersion? What is WIDA?</p> <p>Why do I need to take a course focused on ELLs?</p> <p>What are some of the critical issues in the field related to supporting ELLs?</p>	SEI 1-11 WIDA 1-5	
2	<p>Policies, Programs, Populations, & Politics What terms are used to describe ELLs and what are the political implications of the choices?</p> <p>What are Federal/state laws and regulations regarding the education of ELLs?</p> <p>What are federal and state regulations related to initial identification of ELLs?</p> <p>What language proficiency and content assessments are used to identify ELLs and track their progress?</p>	SEI 2, 3, 4, 5, 6, 7, 10 WIDA 1-5	Wright: Ch 1, 2 & Posted readings on Google classroom <ul style="list-style-type: none"> State Law MA.G.L. 71A https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71A 603 CMR 14.00 http://www.doe.mass.edu/lawsregs/603cmr14.html

	<p>What are the limitations of these assessments?</p> <p>What are examples of diverse ELL student profiles and what are the implications for instruction?</p>		
3	<p>Building from Culture</p> <p>What are the implications of culture for working with ELL students and their families?</p> <p>How can we build from students funds of knowledge (linguistic and cultural) in designing curriculum an instruction to promote active participation and multiculturalism?</p> <p>How do cultural biases in curriculum and assessments shape ELLs access to learning?</p>	SEI 2, 3, 6, 7, 9	Posted readings on Google classroom
4	<p>Language Development</p> <p>How do different theories (e.g., behavioral, psycholinguistic, and sociocultural) account for language development ?</p> <p>What are the different levels of language development?</p> <p>What factors shape the development of English proficiency across different language domains?</p> <p>How, when, and why should we provide corrective feedback?</p>	SEI 2, 3, 5, 7, 8, 9, 10	<p>Wright: Ch 3</p> <p>Lightbown & Spada: Ch 2, 6, 7</p> <p>Brown & Larson Hall: pp 151-164</p> <p>& Posted readings on Google classroom</p>
5	<p>Oral Language & Discourse</p> <p>What classroom discourse practices support ELLs? What participation structures influence language learning and the development of classroom identity? What practices promote language development and multicultural identities?</p> <p>How do cultural expectations shape discourse patterns and what are the implications for multilingual/multicultural ELLs?</p> <p>How do we assess oral language development? How do we use assessments to drive instruction?</p> <p>What are the WIDA L2 oral proficiency levels and what guidance do they provide?</p>	SEI 3, 4, 5, 9, 10 WIDA 1-5	<p>Wright: Ch 6</p> <p>Excerpts from MA ELA Frameworks for Speaking & Listening</p> <p>& Posted readings on Google classroom</p>
6	<p>Academic Language Development</p> <p>What is academic language? Why is explicitly teaching academic language to ELLs a key feature of SEI? What are WIDA’s functional components of academic language?</p> <p>How can we use our understanding of language systems to analyze student language development and to inform instruction?</p> <p>How do linguistic subsystems work together to enact functions in oral and written discourse in academic contexts? How can teachers support academic vocabulary development in the context</p>	SEI 1, 4, 5, 8, 9, 11	<p>Donnelly, W. S. and C. J. Roe. 2010. Using sentence frames to develop academic vocabulary for ELLs</p> <p>Calderón, M. 2011. Teaching reading and comprehension to English learners, K–5: Chapter Six, Teaching Vocabulary, 67-83</p> <p>Calderón, M. 2007. <i>Teaching reading to English language learners, grades 6–12.</i> Chapter 4</p> <p>Calderón, M. 2011. Teaching reading and comprehension to English learners, K–5: Chapter Six, Teaching Vocabulary, 67-</p>

	<p>of teaching literacy in specific disciplines?</p> <p>What is the grammar? What is the place of grammar instruction in K-12? How does grammar support ELL’s academic language development?</p> <p>How do we support development of academic vocabulary? How to effectively use sentence frames with ELLs at various English proficiency levels for building academic vocabulary? What is the process through which vocabulary from a target text is broken into tiers and how to select appropriate tier 2 words for direct instruction to ELLs? Reading and reciprocal teaching strategies, “think-alouds,” think/pair/share, reciprocal teaching, partner reading, text-dependent questions, etc.</p>		<p>83. Bloomington, IN: Solution Tree Press.</p> <p>& Posted readings on Google classroom</p>
7	<p>Academic Genres</p> <p>How can understanding genre functions, features, and related language assist in providing explicit instruction to ELLs in reading and writing?</p> <p>What types of texts or “genre” are typical in each discipline? How are these texts structured?</p> <p>How can we support specific text types and particular linguistic features to support disciplinary knowledge and literacy development?</p> <p>How can we use linguistic structures within disciplines to assess student writing?</p> <p>What are writing and speaking rubrics to analyze ELL’s speaking and writing? What are the purposes and structures of these tools?</p> <p>What are methods for engaging ELLs at various English proficiency levels in the writing process (e.g. pre-writing, drafting, revising, editing, publishing)?</p> <p>What are strategies for engaging ELLs at various English proficiency levels in the writing process (e.g. ratiocination, write-aloud, cut and grow)?</p>	<p>SEI 1, 4, 5, 8, 9, 10, 11</p> <p>WIDA 1-5</p>	<p>Excerpts from MA ELA Frameworks for Literacy in History/Social Studies, Science, and Technical Subjects and Writing Standards</p> <p>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> <p>& Posted readings on Google classroom</p>
8	<p>Emergent & Early Literacy Development for ELLs</p> <p>How do we teach emergent readers about concepts of print?</p> <p>What is the difference in providing literacy instruction to ELL students with and without L1 literacy?</p> <p>What is the difference in providing emergent</p>	<p>SEI 8, 9, 10, 11</p>	<p>Wright: Ch 7 & Ch 8</p> <p>Calderón, M. 2011. <i>Teaching reading and comprehension to English learners, K–5</i>. Teaching Reading Comprehension and Content, 85-103.</p> <p>Calderón, M. 2007. Teaching reading to English language learners, grades 6–12, p. 29-45.</p> <p>& Posted readings on Google classroom</p>

	<p>literacy instruction to young versus older ELLs?</p> <p>What considerations do we need to make for ELLs in relation to: phonemic awareness, word recognition, vocabulary, comprehension, and assessment?</p> <p>How can we scaffold instruction for ELLs during both process reading and process writing approaches?</p> <p>How are L/S/R/W reciprocally related? What are the implications for instruction?</p> <p>How can we assess emergent ELL readers and writers and use these assessments to inform instruction?</p>		
9	<p>SEI Lesson Planning, Implementation & Assessment</p> <p>How can we design lessons that make grade level content standards (Common Core, WIDA) accessible to ELLs of all proficiency levels?</p> <p>How do we select and write content and language objectives?</p> <p>How can we facilitate access to lessons?</p> <p>How can we make content comprehensible?</p> <p>How can we select and adapt materials that support grade level standards while differentiating for language and learning needs?</p> <p>How does UbD support SEI lesson planning?</p>	<p>SEI 1-11</p> <p>WIDA 1-5</p>	<p>Wright: Ch 9</p> <p>Egbert & Ernst Slavitt: Ch 5</p> <p>Revisit MA ELA Standards, Visit WIDA performance standards, can do descriptors, model performance indicators, and access test..</p> <p>Zwiers, J.A. (November 2012). <i>Academic language and literacy in every subject.</i></p> <p>& Posted readings on Google classroom</p>
10	<p>SEI Lesson Planning, Implementation & Assessment</p> <p>How do we design lessons to include opportunities for robust student interaction to support language development, thinking skills, and content understandings?</p> <p>What are SEI teaching strategies that promote language development of all four skills through content?</p> <p>How can we identify and support gifted/talented ELLs?</p>	<p>SEI 1-11</p> <p>WIDA 1-5</p>	<p>Belin, C. and J. Blank. International Center for Gifted Education and Talent Development. (2008).</p> <p>& Posted readings on Google classroom</p>
11	<p>SEI Lesson Planning, Implementation & Assessment</p> <p>What are SEI teaching strategies that promote development of all four language skills through content?</p> <p>How can we differentiate instruction using the Universal Design for Learning framework to meet the instructional needs of all students?</p> <p>What does teaching ELLs with limited or</p>	<p>SEI 1-11</p> <p>WIDA 1-5</p>	<p>Universal Design for Learning framework</p> <p>http://www.doe.mass.edu/ell/guidance_laws.html.</p> <p>DeCapua, A., & Marshall, H. W. (2011). Reaching ELLs at risk</p> <p>& Posted readings on Google classroom</p>

	<p><u>interrupted formal education entail?</u> What is the definition of SLIFE? What are SLIFE programming principles, and SLIFE programming considerations contained in the SLIFE guidance</p> <p>How can we assess ELLs' content and language use before, during and after instruction?</p> <p>How can technology enhance language teaching and learning?</p>		
12	<p>Micro-teaching Demonstrations How do we effectively implement lessons that are accessible for ELLs?</p>	<p>SEI 4, 5, 7, 8, 9, 10, 11</p> <p>WIDA 1-5</p>	Observation Rubric
13	<p>Micro-teaching Demonstrations How do we effectively implement lessons that are accessible for ELLs?</p>	<p>SEI 4, 5, 7, 8, 9, 10, 11</p> <p>WIDA 1-5</p>	<p>Observation Rubric</p> <p>WIDA performance standards, can do descriptors, model performance indicators, and access test..</p>
14	<p>Coordination & Communication What are collaborative teaching models that can be used for co-teaching with other professionals to provide high quality instruction for ELLs?</p> <p>How can we distinguish between language learning behaviors and behaviors associated with learning disabilities?</p> <p>How can we identify gifted ELLs?</p> <p>How can we differentiate instruction for ELLs on IEPs and gifted ELLs?</p> <p>How can we coordinate instruction for ELLs with SpEd and gifted programs?</p> <p>How can we effectively communicate with families including those with no/low English proficiency or literacy?</p>	<p>SEI 2, 3, 4, 5, 6, 7</p>	<p>Villa, Thousand, & Nevin: Ch 3</p> <p>Harris, Plucker, Rapp, & Martinez (2000)</p> <p>Colorín Colorado: How to Reach Out to Parents of ELLs http://www.colorincolorado.org/educators/reachingout/outreach/</p> <p>Toolkit for Teachers http://www.colorincolorado.org/guides/toolkit/</p> <p>& Posted readings on Google classroom</p>
TBD	FINAL EXAM DAY		

Guidelines & Policies

- **Assignment Format:** All written assignments should be completed using a file format that can be recognized by Microsoft Word. Your responses should be typed, double spaced, using a 12-point font and 1-inch margins unless otherwise instructed. All written assignments should be submitted electronically in TaskStream (electronic portfolio tool) except the blog, which will be completed in Blogger.
- **Plagiarism:** You are expected to abide by the Academic Integrity policy of UMass Dartmouth. It can be read in its entirety here: <http://www.umassd.edu/studenthandbook/academicregs/ethicalstandards.cfm>. It includes discussion of the university's policy on academic dishonesty, including plagiarism.
- **Late work:** Work is due by the beginning of the class period on the date for which it is assigned. If your work will be late for any reason, please consult with the course instructor in advance to negotiate a timeline and any grade adjustment that will be necessary due to the lateness.
- **Incompletes:** The Department of STEM Education and Teacher Development follows UMass Dartmouth guidelines which say that an Incomplete can only be given in exceptional circumstances. If you believe you have reason to receive an

Incomplete, you must make such a request no more than 48 hours after the conclusion of the last class meeting of the semester. You must be passing the course for your request to be considered. If you are granted an Incomplete and you do not complete the work of the course within one year, the grade will become an F(I).

- **Absences:** Because we all benefit from your participation in class, each time that you are absent, the class dynamic is affected. Class attendance will be taken. **You are allowed only up to TWO ABSENCES.** Additional absences will negatively affect your final grade. Whether the absences are “excused or not” is irrelevant, your grade will still be affected. Please plan accordingly.
- **Syllabus Changes:** This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. Such changes may be made to adjust the course for progress, needs, and experiences of the students. Changes to the syllabus will be made with advance notice.
- **Communication:** Consistent with UMass Dartmouth policies, you are responsible for all emails sent to your UMass Dartmouth email account. That address will be the primary means for communication throughout the course. In addition, certain course materials and instructions will be made available in TaskStream (electronic portfolio tool).
- **Electronic Devices:** Please silence your electronic devices during our class meetings. If you must answer your phone, please step out into the hallway so you do not disturb others in the class.
- **Academic Support:** Please see Center for Access and Success regarding information about available academic support services, including services for learning and physically disabled students.

Mission statement:

The Department of STEM Education and Teacher Development is committed to the preparation of educators who have a sensitivity toward multicultural issues, an awareness of the particular concerns of urban education, knowledge of the unique needs and styles of individual learners, and a conscious knowledge of the role of schools in promoting social justice in the 21st Century. Our mission is to deliver clearly defined teacher preparation programs at the post baccalaureate and graduate levels. In addition to a rigorous preparation in subject-matter fields, teacher candidates develop their ability to apply pedagogical theory to practice and reflect on the complexities inherent in their craft.

The Conceptual Framework of the Department of STEM Education & Teacher Development:

The conceptual framework of the Department is based on developing Reflective Practitioners, through the development of:

- Integrating & Applying Knowledge
- Bridging Theory to Practice
- Responding to Diversity
- Democratizing Access for All
- Practicing as a Professional

We view teaching as a profession and see teachers as scholars and lifelong learners.

DESE SEI Teacher Endorsement Subject Matter Knowledge Standards

1. The basic structure and functions of language.
2. Second language acquisition factors as they affect access to the Massachusetts standards
3. Social-cultural, affective, political, and other salient factors in second language acquisition.
4. Sheltered English Immersion (SEI) principles and typologies:
5. Implementation of strategies for coordinating SEI and English language development instruction for English language learners.
6. Federal and Massachusetts’ laws and regulations pertaining to English language learners.
7. Understanding of the diversity and backgrounds of English language learner populations, including family systems, and communities, and their impact on teaching and learning.
8. Theory, research, and practice of reading and writing for English language learners.
9. The role of oral language development in literacy development for English language learners.
10. Formative and summative assessments for English language learners.
11. Literacy and academic language development.

Please also refer to https://www.umassd.edu/media/umassdartmouth/provost/omnibus_language_for_syllabi_-jan_11_2019.pdf to review standard University policies and expectations.