Massachusetts Sheltered English Instruction

Administrator Endorsement Course

Syllabus
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Introduction

The purpose of this course is to prepare Massachusetts school administrators with the knowledge and skills necessary to be effective reviewers and instructional leaders of educators who teach English language learners so that our growing population of English Language Learners (ELLs) can access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy.

This course is aligned with the Massachusetts Administrator Endorsement Subject Matter Knowledge Standards:

1. Understanding of diversity and background of English language learner populations, including family systems, neighborhoods, and communities, and their impact on teaching and learning
2. Building a culture of equity and inclusiveness for linguistically and culturally diverse populations
3. Implementation of strategies for coordinating instruction for English Language Learners (SEI and English language development)
4. Demonstrates an understanding of the use of best practices for sheltering content for, and teaching academic language to, English Language Learners in the classroom
5. Understands and appreciates the challenges that English Language Learners face in the mastery of academic language and assures that educators are equipped to shelter content and scaffold instruction to promote the academic achievement of English Language Learners

The course has four overarching goals:

1. To enhance administrators’ leadership capacity so that they may effectively carry out their responsibility for:
   a. Building school cultures of equity and inclusiveness
   b. Developing and enhancing appropriate programs and services for all English Language Learners
   c. Ensuring a collaborative vision in which all members of the school community share the responsibility for the achievement of English Language Learners
2. To expand administrators’ understanding of how language affects English language and content learning, and how children and adolescents learn language in academic settings
3. To build administrators’ knowledge about:
   a. The English language learner student body within their schools; the heterogeneity of their English Language Learners
   b. Laws and regulations affecting the education of English Language Learners
   c. Effective program models that engage English Language Learners in acquiring English while they learn academic content, and
   d. Research-based instructional practice that teachers employ to integrate subject area content, language, and literacy development—per the expectations of the Massachusetts English Language Development (ELD) World Class Instructional Design and Assessment (WIDA) standards—and thus to support ELL students’ success with the 2011 Massachusetts Curriculum Frameworks for English Language Arts and Literacy and Mathematics and other Massachusetts content standards
4. To equip administrators to integrate the various initiatives throughout the Commonwealth as they relate to English language learners, including the new Educator Evaluation system

Several Massachusetts documents were used in the preparation of this course. These include:

- SEI Administrator Endorsement Subject Matter Knowledge Standards (SMK)
- SEI Teacher Endorsement Subject Matter Knowledge Standards Course (SEIT)
• Guidelines for the Preparation of Administrative Leaders (PSAL)
• Massachusetts Model System for Educator Evaluation, Part III: Guide to Rubrics for Superintendent, Administrator, and Teacher (MTRTE)

Background
The SEI Administrator Endorsement course, the SEI Teacher Endorsement course, and the Bridge Endorsement courses for teachers who have taken two or more Category trainings¹, together comprise three key elements of the Commonwealth’s Rethinking Equity and Teaching for English Language Learners (RETELL) initiative. RETELL also includes statewide implementation of the WIDA English Language Development (ELD) standards, and the WIDA-ACCESS (Assessing Comprehension and Communication in English State-to-State) assessment tools. Administrators will be introduced to ELD standards and WIDA tools in this course. More information about the RETELL initiative is available at http://www.doe.mass.edu/retell/.

All school administrators (principals, assistant principals, and supervisors or directors) who supervise or evaluate academic teachers of English Language Learners are required to earn the SEI Administrator Endorsement by July 2016. Upon successful completion of this course, participating administrators will receive an SEI Administrator Endorsement. During the course, administrators will explore federal and state laws that pertain to the education of English Language Learners. They will analyze demographics, program models, and instructional practices in use in the classrooms in their schools that enroll English Language Learners and will develop professional and school plans to improve both programming and instruction for English Language Learners in their schools.

All core academic teachers² responsible for the education of one or more ELLs are required to earn the SEI Teacher Endorsement between 2012 and 2016, typically through completion of the SEI Teacher Endorsement course. Upon successful completion of the course, participating teachers will receive an SEI endorsement. During the course, teachers are expected to practice instructional strategies grounded in SEI research both in the Endorsement course and in their classrooms. Teachers will also be encouraged to sustain and develop their SEI practices over time through one or more professional growth opportunities, including the following:

- In many districts, support with the implementation of SEI strategies provided via the existing instructional coaching infrastructure, as part of literacy and mathematics instructional coaching;
- Professional development courses as approved by the ESE and local SEI affinity groups.

ESE-sponsored SEI conferences:
- Whole-school mechanisms for sustaining focus on ELL needs including collaborative, job-embedded professional learning, promoted in the SEI Administrators’ Endorsement course;
- Participation in online professional learning networks through which teachers can share resources and strategies for helping ELLs access content standards while developing English language competency.

¹ The Department of Elementary and Secondary Education developed the Category training model, which was presented in four sections. Educators who participated in two of the trainings from Categories 1, 2, and 4 are eligible for the SEI endorsement upon completion of a Bridge Course. The SEI Teacher Endorsement course replaces Category Training.

² The following teachers are classified as “core academic teachers” under the regulations: early childhood and elementary teachers; teachers of students with moderate disabilities; teachers of students with severe disabilities; subject-area teachers in English, reading or language arts, mathematics, science, civics and government, economics, history, and geography. The classification applies to teachers in all Massachusetts public schools, including charter schools and education collaboratives.
In many instances, it will also be important for teachers and their evaluators to extend the learning by making SEI the focus of professional practice goals as part of the new Educator Evaluation process. All educators are also expected to earn at least 15 additional hours of professional development points (PDPs) in SEI or ESL in each licensure renewal cycle beginning July 2016. These opportunities to extend and sustain learning over time in a developmental way, with increasing experience, will provide an excellent way to meet the licensure renewal requirement. In addition, educators are expected to earn at least 15 hours of PDPs in Special Education during the same time frame.

The RETELL initiative comes at a time when all administrators and teachers must be equipped to address the needs and build on the multilingual and multicultural assets of a diverse and ever-changing student population in Massachusetts. The introduction of various educational reforms such as the 2011 Massachusetts Curriculum Frameworks for English Language Arts and Literacy and Mathematics, WIDA’s ELD standards, and the Commonwealth’s new Educator Evaluation system require teachers to assume new roles and responsibilities in their classrooms. This course will support the professional growth of administrators who supervise the teaching and learning of all students.

**The Nature of the Course**

The SEI Administrator Endorsement course is designed to promote continuous improvement in educator practice and to build administrators’ confidence and familiarity with procedures and strategies for supporting teachers in developing research-proven practices for working with ELLs. Throughout the course, effective methods of examining data, observing teaching practice, and providing support to teachers will be explored.

Assignments are designed to engage administrators in conducting research within their school buildings. Assignments include careful analysis of school, district, and state data pertaining to English Language Learners, as well as data collection on the classroom practice of SEI teachers. Administrators will learn about the elements to look for in teachers’ lesson plans, as well as the SEI strategies to look for during classroom observations. Throughout, administrators will be asked to reflect upon the implications of the course material and their findings on their responsibilities as school leaders.

**The SEI Administrator Endorsement course:**

- Systematically strengthens administrators’ capacity to ensure that their schools provide SEI effectively to all English Language Learners
- Is integrated with and supported by three other major initiatives underway in the Commonwealth: the implementation of the 2011 standards for ELA and math (incorporating the Common Core State Standards), the implementation of WIDA ELD standards for all educators, and the new Educator Evaluation system
- Acknowledges that to address the needs of ELLs, individual and collective ownership, collaborative practice between educators, and a whole-school approach are critical. The new SEI Administrator Endorsement course is cohesively connected to the SEI Teacher Endorsement course and supported by policies that require continuous educator growth over time
- Is facilitated by approved instructors who have been vetted through a comprehensive application and interview process, have participated in a rigorous training program, and will be subject to ongoing performance evaluation
- Is delivered in cohorts across the state. The cohorts will provide opportunities for online and in-district collaboration, peer support, and sharing of ideas and materials
SEI Administrator Course Session Overview
This SEI Administrator Endorsement course is made up of five three-hour sessions:
  Session 1: Introduction, Law, & SEI Considerations for ELLs
  Session 2: Vocabulary & Discourse
  Session 3: Reading
  Session 4: Writing & More
  Session 5: Integration & Capstone
In each session, topics are explored within an overarching framework of guiding messages and guiding questions. Guiding messages stress the intersection of multiple laws, policies, standards, practices, tools, and resources that frame the responsibility for the academic success of English Language Learners shared by all stakeholders within a school and lead by school administrators. Guiding questions engage administrators in personal, school-based reflection on the implications of the course content they are learning: How does this affect my role and my responsibilities? How does this look in my school? How does this look in my teachers’ classrooms?
Most sessions assign participants a small observation project. Each assignment is debriefed at the beginning of the following session.
Course Requirements and Grading

Course Expectations
SEI Administrator Endorsement course participants are expected to attend all classes, actively participate in sessions, and complete all homework assignments. Assignments are turned in online per directions provided by the instructor.

Hardship
If an educator has been assigned to the course and is unable to participate or complete the course due to serious illness or injury, or other circumstances beyond the educator’s control, he or she may ask the Department of Elementary and Secondary Education to grant a hardship exception to allow additional time to meet the requirements for the SEI endorsement. See 603 CMR 14.07(2) (b). For further information, contact retell@doe.mass.edu.

Pass/Fail
Course participants who complete the Administrator Endorsement course receive a grade of pass or fail. To pass the course, participants must obtain the equivalent of an overall course grade of 70% or better. Participants must successfully complete the course to be eligible for the SEI Administrator Endorsement.

Inclement Weather Days and Instructor Absences
In the event that class must be canceled, the instructor will e-mail participants and post an announcement canceling the day’s class on the ESE Endorsement course page. It will be the participants’ responsibility to check their e-mail or the webpage. Any canceled class will be made up using one of the two extra course dates reserved for such purposes.

Categories of Homework Assignments & Grading Weight
Participants will complete various preparation assignments, including classroom observations, readings, and a final Observation Capstone activity that integrates principles covered in the course.

Strategy Classroom Observations and Debriefings (3 submissions)
Administrators observe a teacher/s in their own classroom, noting elements of practice and SEI strategies modeled and explored in the Administrator Endorsement course and using the Educator Observation Tool/Educator Evaluation rubrics and the SEI Strategy Observation Tool. After the observation, Administrators reflect on strengths observed and supports the observed teacher may need to enhance practice, or strategies that can be used as models for the school’s staff and peer coaching. Administrators reflect on these observations and discuss evidence and conclusions with their peers in a debriefing session in class. These 3 tools are posted to Blackboard in Sessions 3, 4, & 5. **Weight: 10% of final grade. (100 pts each submitted tool)**

Capstone Strategy Observation Tool: Complete Observation & Reflection (1 assignment - 2 components)
The Capstone Observation Assignment will begin during Session 5, the last day of the course, and posted to the course site within two weeks of the last session. The assignment involves two parts:
1) Viewing a video clip and determining feedback to the featured teacher. Participants are expected to incorporate their understandings of SEI principles and strategies as well as their knowledge of the Massachusetts Educator Evaluation rubrics into their integrated post-observation notes and summary.
2) Participants will turn in a final Strategy Observation Tool based on the video. **Weight: 30% of final grade. (300 pts for observational notes and written summative)**

**Participation (5 Grades - 1 per session)**
A grade will be given for participation. **Weight: 40% of final grade. (10 Points per session)**
Each assignment will be graded individually using a rubric. Participants will receive Participation grades scored five times throughout the course on a rubric.
Final course grades will be determined through a combination of grades on assignments and participation.

**Attendance (5 grades – 1 per session)**
Attendance at each session is crucial to proper understanding of the strategies and expectations of the course. **Weight: 30% of final grade. (6% of the grade per session)**
Each assignment will be graded individually using a rubric. Participants will receive Participation grades scored five times throughout the course on a rubric.
Final course grades will be determined through a combination of grades on assignments and participation.

**SEI School-Wide Implementation Plan (1 Submission)**
Participants will develop a school-wide implementation plan in a one-page paper. This school-wide plan should include a description/discussion of a communication or messaging component, a rollout plan, implementation partners and expectations. **Weight: 10% of final grade, 100 pts.**

**Course Assignments Due Dates**

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<tr>
<th>Assignment</th>
<th>Due</th>
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<tbody>
<tr>
<td>Classroom Observation 1: Vocabulary</td>
<td>Session 3</td>
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<tr>
<td>Classroom Observation 2: Reading</td>
<td>Session 4</td>
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<tr>
<td>Classroom Observation 3: Writing</td>
<td>Session 5</td>
</tr>
<tr>
<td>Capstone Strategy Observation Tool &amp; Reflection</td>
<td>Within two weeks after the final session</td>
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<tr>
<td>Implementation Plan</td>
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Required Readings

Umbrella Resources

Educator Evaluation
Available at: http://www.doe.mass.edu/edeval/resources/rubrics/. Highlighted portions available in this manual.

During Session 1

For Session 2

For Session 3

For Session 4

For Session 5
**Recommended Readings**
Course participants are strongly encouraged to familiarize themselves with the recommended readings to expand and deepen their understanding of the SEI content and strategies introduced in the SEI Endorsement course.

**Vocabulary and Discourse**

**Elementary**

**Secondary:**

**Reading Comprehension**

**Elementary**

**Secondary**

**Writing**