EASTERN ARIZONA COLLEGE
ESL/SEI Methods I
Course Design
2015-2016

**Course Information**

**Division**  
Social Sciences

**Course Number**  
EDU 233

**Title**  
ESL/SEI Methods I

**Credits**  
3

**Developed by**  
Celinda Palmer

**Lecture/Lab Ratio**  
3 Lecture/0 Lab

**Transfer Status**

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**Activity Course**  
No

**CIP Code**  
13.0101

**Assessment Mode**  
Portfolio

**Semester Taught**  
Upon Request

**GE Category**  
None

**Separate Lab**  
No

**Awareness Course**  
No

**Intensive Writing Course**  
No

**Prerequisites**  
None

**Educational Value**

This course is designed for the working professional in the education field and provides a review of the legal and historical reasons for Structured English Immersion (SEI), Arizona State English Language Learners (ELL) Professional Standards, Assessment Objectives, Foundations of SEI and SEI strategies. This course provides the student with methods of planning, developing and analyzing lessons plans in all content areas using ELL Standards. This course will meet the three credit requirement portion for the full Structured English Immersion Endorsement SEI (45 hours) for teaching certification renewal. (For specific SEI Endorsement, please refer to [http://www.ade.state.az.us/asd/lep/](http://www.ade.state.az.us/asd/lep/).

**Description**

This course provides the student with methods of planning, developing, and analyzing lesson plans in all content areas using English Language Learners (ELL) Standards. Emphasis is on components of curriculum content, teaching strategies, development/evaluation/adaptation of teaching materials, and the role of culture in learning. Student will examine the alignment of ELL Proficiency Standards to the state and national academic standards. This course also covers multiple assessment techniques, tracking of student progress using the AZELLA assessment, and use of assessment results for placement and accommodation.
Competencies and Performance Standards

1. Review of SEI Foundations and Proficiency Standards

   Learning objectives
   What you will learn as you master the competency:
   a. Examine the format and alignment of ELL Proficiency Standards to the state and national
      (Listening & Speaking, Reading and Writing) Academic Standards
   b. Use the ELL Proficiency Standards to plan, deliver and evaluate instruction
   c. Demonstrate the integration of ELL Proficiency Standards in one content area
   d. Understand the legal, historical, educational reasons for Structured English Immersion (SEI)
   e. Know basic SEI terminology
   f. List language acquisition theoretical principles
   g. Outline the role of culture in learning
   h. Discuss language functions Basic Interpersonal Communication Skills (BICS) and Cognitive
      Academic Language Proficiency Skills (CALPS)

   Performance Standards
   Competence will be demonstrated:
   o by working to develop lesson plans using ELL Proficiency Standards
   o by outlining how to utilize the integration technique for ELL Proficiency Standards in one
      academic content area
   o by understanding the history and need for Structured English Immersion

   Criteria - Performance will be satisfactory when:
   o learner aligns, in written form, ELL Proficiency Standards to state and national (Listening &
      Speaking, Reading, and Writing) Academic Standards; this will be illustrated in lesson plan
      format
   o learner writes a lesson plan in one academic content area using the ELL Proficiency
      Standards
   o learner writes a historical perspective relative to the need for Structured English Immersion
      (SEI)
   o learner writes accurate and concise SEI terminology in lesson plans
   o learner outlines, in writing, the role of culture in learning
   o learner compares and contrasts, in writing, the difference between Basic Interpersonal
      Communication Skills (BICS) and Cognitive Academic Language Proficiency Skills (CALPS)

2. Integrate current materials in ELL instruction (Lesson and text modification)

   Learning objectives
   What you will learn as you master the competency:
   a. Plan a SIOP lesson using the Arizona State Standards
   b. Utilize an inquiry chart method to focus, motivate, access, and assess prior knowledge and
      language level
   c. Utilize the method of a comprehensible input; pictorials, poems and/or songs related to
content area, graphic organizers such as a map and/ or timeline

**Performance Standards**

*Competence will be demonstrated:*

- by completing a SIOP lesson plan which includes an inquiry chart and a method of comprehensible input

**Criteria - Performance will be satisfactory when:**

- learner submits the SIOP lesson plan to the instructor, including an inquiry chart and a method of comprehensible input

3. **Discuss the impact of bilingualism and home language use.**

**Learning objectives**

*What you will learn as you master the competency:*

- Understands how home language affects the student

**Performance Standards**

*Competence will be demonstrated:*

- by understanding the different ways that home language affects the student

*Criteria - Performance will be satisfactory when:*

- learner outlines, in writing, the ways that home language affects the student and the academic progress of the student

- learner outlines, in writing, the strategies that a teacher can use in order to solicit the assistance and support of the instructional effort

4. **Analyze and apply vocabulary development approaches in content areas**

**Learning objectives**

*What you will learn as you master the competency:*

- Identify the use of differentiated instruction in improving student achievement in the area of language development

- Understand the components of an effective lesson plan

**Performance Standards**

*Competence will be demonstrated:*

- by identifying multiple teaching strategies to improve student achievement

*Criteria - Performance will be satisfactory when:*

- learner writes a standard based lesson plan that includes online lecture information, and electronic research

5. **Discuss the issue of homework and parent/home school scaffolding**

**Learning objectives**

*What you will learn as you master the competency:*

- Identify the socio-cultural influences of ELL

- Discuss language shift, identify issues, role of culture in learning include cross-cultural sensitivity and "Stages of Culture Shock"
c. Examine parental and community resources of aiding English acquisition

d. Cultivate home and school partnerships

**Performance Standards**

*Competence will be demonstrated:*

- by listing the socio-cultural influences of ELL
- by discussing, groups setting, language shifts and “Stages of Culture Shock”
- by outlining strategies for cultivating home and school partnership

**Criteria - Performance will be satisfactory when:**

- learner lists in writing and submits to the instructor the socio-cultural influences of ELL
- learner uses electronic research to list in writing and submit to the instructor, the definition of language shift and list the various “Stages of Culture Shock”
- learner lists in writing the strategies that can be used to cultivate support from parents and create partnerships with the community

6. **Interpret and use data to track student progress on the proficiency standards using the Standard English Proficiency results and other longitudinal data**

**Learning objectives**

*What you will learn as you master the competency:*

a. Understand the origins of the AZELLA Test
b. Understand how to track student status and progress using the results of the AZELLA Test
c. Examine the results in a longitudinally perspective
d. Explain how longitudinal data can assist teacher in recognizing the meeting the needs of a group and/or individual student
e. Analyze and apply disaggregated data into differentiate instruction using the results of the AIMS Test
f. Techniques for focusing instruction on academic areas needing improvement by implementing ELL methods that differentiate instruction in order to meet the needs of all students.

**Performance Standards**

*Competence will be demonstrated:*

- by examining the origins and purpose of the AZELLA Test
- by learning how to examine data longitudinally
- by identifying ways to analyze and apply disaggregated data relative to the Arizona's Instrument to Measures Standards (AIMS) Test

**Criteria - Performance will be satisfactory when:**

- learner outlines, in writing, the origins and purpose of the AZELLA Test
- learner lists in writing how longitudinal data can assist teacher in recognizing the needs of the groups of students or an individual student
- learner lists how to analyze and apply disaggregated data to differentiate instruction using the results of the AIMS Test
**Types of Instruction**
Forum discussions  
Multi-media presentations  
Class readings  
Written lectures  
Electronic research

**Grading Information**

**Grading Rationale**
Weekly Discussion Postings 20%  
Paper One 20%  
Paper Two 20%  
Midterm Exam 20%  
Final 20%

**Grading Scale**
A 90% - 100%  
B 80% - 89%  
C 70% - 79%  
D 60% - 69%  
F Below 60 %