EASTERN ARIZONA COLLEGE
ESL/SEI Methods II
Course Design
2017-2018

Course Information
Division Social Sciences
Course Number EDU 234
Title ESL/SEI Methods II
Credits 3
Developed by Celinda Palmer
Lecture/Lab Ratio 3 Lecture/0 Lab
Transfer Status

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<tr>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<td>Elective Credit</td>
<td>BME Departmental Elective</td>
<td>TLS Departmental Elective</td>
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Activity Course No
CIP Code 13.0101
Assessment Mode Portfolio
Semester Taught Fall and Spring
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 lesson 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.azed.gov/english-language-learners/eld_pd/endorsement-training/ .

Description
The training provides the participant with methods of planning, developing, and analyzing lesson plans in all content areas using ELL Standards in order to teach children who are learning English as a second language. The emphasis is on ELL Proficiency Standards, assessment objectives, recent changes in SEI requirements, teaching strategies, development/evaluation/adaptation of teaching materials and the role of culture in learning. The course examines the alignment of ELL Proficiency Standards to the Arizona Language Arts Academic Standards. The course covers alternative methods of assessment, and analysis of the use of AZELLA assessment. This training prepares participants for ethnically diverse classrooms. This training covers 45 hours toward the ADE requirement for teaching certification renewal.
**Supplies**
Notebook  
Pen/Pencil  
Access to a computer and internet

**Competencies and Performance Standards**

1. **Know the legal, historical, and educational reasons for SEI.**
   
   **Learning objectives**
   
   What you will learn as you master the competency:
   
   a. Examine the format and alignment of ELL Proficiency Standards to the Arizona Language Art (Listening & Speaking, Reading, and Writing) Academic Standards.
   
   b. Demonstrate the integration of ELL Proficiency Standards in all content area.
   
   c. Examine the legal, historical, educational reasons for Structured English Immersion (SEI).
   
   d. Demonstrate basic knowledge of the SEI terminology.
   
   e. Examine language acquisition theoretical principals.
   
   f. Outline the role of culture in learning.
   
   g. Examine the language functions of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency Skills (CALPS).

   **Performance Standards**
   
   Competence will be demonstrated:
   
   o through active participation in online forums
   
   o by development of lesson plans using ELL Proficiency Standards
   
   o by outlining how to utilize the integration technique for ELL Proficiency Standards in all academic content areas
   
   o by examining the history and need for Structured English Immersion

   **Criteria - Performance will be satisfactory when:**
   
   o learner aligns, in written form, ELL Proficiency Standards to the Arizona Language Arts (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 ELL Proficiency Standards
   
   o learner writes a historical perspective relative to the need for Structured English Immersion (SEI)
   
   o learner incorporates accurate and concise SEI terminology in all writing assignments
   
   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. Design a lesson plan that incorporates all of the SIOP strategies.
   
   b. Utilize a graphic organizer to focus, motivate, and assess prior knowledge and language level.
c. Utilize comprehensible input.

**Performance Standards**

*Competence will be demonstrated:*
- through ability to adapt to text and related materials to meet the Arizona State Standards for Social Studies, Science, or Language Arts
- by using a variety of methods to focus, motivate, and assess the prior knowledge of the student

*Criteria - Performance will be satisfactory when:*
- learner develops a lesson plan to cover multiple learning opportunities whereby the Arizona State Standards for Social Studies, Science or Language Arts are evident
- learner demonstrates a variety of methods used to assess the prior knowledge of the student

3. **Examine the foundations of SEI objectives.**

**Learning objectives**

*What you will learn as you master the competency:*
- a. Examine how home language affects the student.

**Performance Standards**

*Competence will be demonstrated:*
- by explaining the different ways that home language affects the student
- by explaining the methods and strategies of soliciting the assistance of parent to support SEI based instruction

*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. **Determine the role of culture in learning.**

**Learning objectives**

*What you will learn as you master the competency:*
- a. Examine the effect of poverty and health on education.
- b. Examine the effects of prior school experience.
- c. Discuss how family culture plays in to education.

**Performance Standards**

*Competence will be demonstrated:*
- by summarizing, in writing, the impact poverty has on students’ education
- by summarizing, in writing, the effects of prior school experiences
- by summarizing, in writing the role of culture in education

*Criteria - Performance will be satisfactory when:*
- learner outlines, in writing, their understanding of these concepts
5. Examine multiple strategies to improve student achievement.

Learning objectives
What you will learn as you master the competency:

a. Examine how different strategies can improve student achievement.
b. Demonstrate how SEI Strategies in lessons are important.

Performance Standards
Competence will be demonstrated:

- by designing a lesson using multiple strategies

Criteria - Performance will be satisfactory when:

- learner creates a lesson demonstrating the variety of strategies used

6. Integrate ELL Proficiency standards in all content areas.

Learning objectives
What you will learn as you master the competency:

a. Examine ELL Proficiency Standards integrated into content areas.
b. Determine the importance of using ELL Proficiency Standards.
c. Use language and content objectives.

Performance Standards
Competence will be demonstrated:

- by writing language objectives using ELL Proficiency Standards
- by creating a lesson using the ELL Proficiency Standards

Criteria - Performance will be satisfactory when:

- learner creates a lesson using the ELL Proficiency and Content Standards

Types of Instruction
Interactive Instruction
Experiential Learning
Direct Instruction
Independent Study

Grading Information
Grading Rationale
Online Course
Class Assignments 35%
Forum Posts 30%
Final Project 35%
Grading Scale

A    90-100%
B    80-89%
C    70-79%
D    60-69%
F    59% and below