

Pinal County Education Service Agency SEI Curricular Framework

Curricular Framework for Provisional Structured English Immersion (SEI) Endorsement Training (15hours)

At the end of 15 clock hours\* of instruction, participants will be able to:

Foundations of SEI Objectives Min (1 clock hr)	Assessment Objectives Min (1 clock hr)	ELL Proficiency Standards Objectives Min (1 clock hr)	SEI Strategies Objectives Min (8 clock hr)
1. Know the legal, historical and educational reasons for SEI.	1. Analyze the content and use of the Stanford English Language Proficiency SELP Assessment in guiding ELL instruction.	1. Examine the format and alignment of ELL Proficiency Standards to the Arizona Language Arts Academic Standards.	1. Identify and use multiple strategies to improve student achievement. <ul style="list-style-type: none"> <li>a. Comprehensible input</li> <li>b. Ongoing, specific and immediate feedback</li> <li>c. Grouping structures and techniques</li> <li>d. Building background and vocabulary development</li> <li>e. Student Engagement</li> </ul>
2. Know basic SEI terminology.	2. Discuss the relevance of state-mandated achievement for ELLs.	2. Use ELL Proficiency Standards to plan, deliverer and evaluate instruction.	
3. List language acquisition theoretical principles.	3. Identify and use alternative methods of assessment.	3. Demonstrate the integration of ELL Proficiency Standards in all content Areas	
4. Define the role of culture in learning..			

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Curricular Framework for Provisional Structured English Immersion (SEI) Endorsement Training (45hours)

At the end of 45 clock hours\* of instruction, participants will be able to:

<b>ELL Proficiency Standards</b>  <i>Minimum 3 clock hours*</i>	<b>Data Analysis &amp; Application</b>  <i>Minimum 3 clock hours*</i>	<b>Formal &amp; Informal Assessment</b>  <i>Minimum 3 clock hours*</i>	<b>SEI Foundations</b>  <i>Minimum 1 clock hour*</i>	<b>Learning Experiences: SEI Strategies</b>  <i>Minimum 25 clock hours*</i>	<b>Parent/Home/School Scaffolding</b>  <i>Minimum 3 clock hours*</i>
1. Examine the format and alignment of ELL Proficiency Standards to the Arizona Language Arts Academic Standards.	1. Examine the format and availability of student	1. Analyze the content and use of the Stanford English Language Proficiency SELP Assessment in guiding ELL instruction.	1. Know the legal, historical and educational reasons for SEI.	1. Identify and use multiple strategies to improve student achievement.  a. Comprehensible input b. Ongoing, specific and immediate feedback c. Grouping structures and techniques d. Building background and vocabulary development e. Student Engagement	1. Examine and implement parental involvement and home school scaffolding strategies that enhance communication between home and school.
2. Use ELL Proficiency Standards to plan, deliverer and evaluate instruction.	2. Use county ELL data to identify trends.	2. Discuss the relevance of state-mandated achievement for ELLs.	2. Know basic SEI terminology.	2. Examine SDAIE research and strategies to identify instructional delivery methods to meet individual student needs.	
3. Demonstrate the integration of ELL Proficiency Standards in all content Areas		3. Identify and use alternative methods of assessment.	3. List language acquisition theoretical principles.	3. Examine SIOP research and observation strategies to determine if effective strategies are being implemented.	
		1. Analyze the content and use of the Stanford English Language Proficiency SELP Assessment in guiding ELL instruction.	4. Define the role of culture in learning.		