

Under recertification regulations every public school educator in the Commonwealth must earn 15 PDPs addressing the needs of English language learners in each re-licensure cycle.

DESE has a list of approved courses that meet the ELL/ESL recertification requirements. Find the list at: <http://www.doe.mass.edu/retell/courses.html?>

To simplify your search, below is further information on each course, as of August 2019, along with any comments from the contact persons.

Contact information for course 104

Allison Plesz aplesz@ccebos.org
Office Manager
Center for Collaborative Education
W 617-421-0134 x230
33 Harrison Avenue, 6th fl. Boston, MA 02111
info@ccebos.org
(617) 421-0134

From Allison:

We are not currently offering these courses, but we can add you to the list to be contacted if we offer them again.

EEC104: Data-Driven Instruction for English Language Learners (ELLs)

This course will enable participants to apply a structured process of data inquiry to appropriately target instruction, analyze multiple sources of data of academic proficiency and language proficiency, including formative and summative assessments. Participants will plan and implement differentiated learning opportunities for ELLs based on the use of the formative assessments cycle and examine students work; they will identify culture bias in measures for ELLs, discern the difference between reliability and validity in assessment data for ELLs, adhere to high levels of cognitive rigor in the design of common linguistically and culturally appropriate assessments; build a community of practice using tools and protocols that are utilized in the cohort as well as in participants' school.

Contact information for courses 105, 106, 107,

[William \(Bill\) Diehl, Ed.D.](#)
[Deputy Executive Director](#)

Collaborative for Educational Services
97 Hawley Street
Northampton, MA 01060
WDiehl@collaborative.org
Tel: (413) 586-4900 x110
Fax: (413) 586-0180
Cell: (413) 588-8523

Erin Sullivan
Events Coordinator
Collaborative for Educational Services
97 Hawley Street
Northampton, MA 01060
p: (413) 588-5981
f: (413) 586-2878
esullivan@collaborative.org

From Erin: We are putting the finishing touches on our catalog for the fall 2019 and spring 2020 semesters. It's being released online in the next few weeks and there will be a number of courses that meet the 15 ELL PDP requirement. They range widely in format, length, and cost, but at a minimum, you can expect to spend 2-3 days and \$300-\$400. We'll be sending out the first message for the upcoming school year at the start of September. I would recommend signing up for our eCalendar/eNewsletter if you don't already get it: <https://www.collaborative.org/signup-email-calendar>.

EEC105: Teaching Academic Language to Improve Content Area Instruction for English Language Learners (ELLs) in the Elementary Grades

This course is designed to facilitate elementary teachers understanding of how academic language impacts learning. It will discuss academic language features at the three levels of academic language as described in WIDA (word/phrase level, sentence level, and discourse level), both in terms of general academic register as well as specific to content learning in listening, speaking, reading, and writing. Participants will investigate how academic language features affect student comprehension of content information, text, and instruction, ways to help students develop stronger academic language skills, and ways to adapt text based on academic language proficiency. Each class of the course is explicitly tied to standards and expectations embedded in the MA Curriculum Framework, the 2012 PARCC Model Content Frameworks for ELA/Literacy and Math, and the WIDA ELD standards.

EEC106: Teaching Academic Language to Improve Content Area Instruction for ELLs (For Middle/High School Math and Science Teachers)

This course is designed to facilitate teacher understanding of how academic language impacts learning. It will cover academic language features at the three levels of academic language as described in WIDA (word/phrase level, sentence level, and discourse level), both in terms of general academic register as well as specific to math and/or science, in listening, speaking, reading, and writing. Participants will investigate how academic language features affect comprehension of content area learning, text and instruction, ways to help students develop stronger academic language skills, and ways to adapt text based on academic language proficiency. Each class of the course is explicitly tied to standards and expectations embedded in the MA Curriculum Frameworks, the 2012 PARCC Model Content Frameworks for ELL/Literacy and Math, and the WIDA ELD standards.

EEC107: Teaching Academic Language to Improve Content Area Instruction for ELLs (for Middle/High School Humanities and Literacy/ELA Teachers)

This course is designed to facilitate teacher understanding of how academic language impacts learning. It will cover academic language features at the three levels of academic languages as described in WIDA(word/phrase level, sentence level, and discourse level), both in terms of general academic register as well as specific to humanities and ELA courses (including history, social studies, civics, literacy, different levels of ELA, etc.) in listening, speaking, reading, and writing. Participants will investigate how academic language features affect comprehension of content area learning, text and instruction, ways to help students develop stronger academic language skills, and ways to adapt text based on academic language proficiency. Each class of the course is explicitly tied to standards and expectations embedded in the MA Curriculum Frameworks, the 2012 PARC Model Content Frameworks foe ELA/Literacy and Math, and the WIDA ELD standards.

Contact information for course 111

Deborah Cunningham, D. Phil
Senior Program Director
Primary Source
101 Walnut Street
Watertown, MA 02472
deb@primarysource.org
Tel: (617) 923-9933 x129

Stephanie Depauw
Program CoOrdinator
(617) 804-2325
www.primarysource.org
PRIMARY SOURCE
Educating global citizens

From Stephanie: The next running of the course will be this fall. Exact course dates and registration information will be posted on our website in August. This course is eligible for 22.5 PDP's or for one

graduate credit and meets the DESE requirements for the SEI extension (15 PDP's required for recertification). This is a 4-week asynchronous online course (the course fee is \$400).

EEC111: Engaging Culturally and Linguistically Diverse Students & Families in Secondary Schools

This online course provides a theoretical and practical foundation for culturally responsive teaching of English language learners in the secondary school setting. Course topics include immigrant teenagers and their experience of schooling; the demographic and diversity profile of Massachusetts districts; cross-cultural communication and its implications for teaching and learning; and effective strategies for secondary schools to engage immigrant and refugee families. Course participants will have the opportunity to reflect on their own teaching practice, apply course skills and strategies, and receive feedback from peers and instructor.

Contact information for courses 108, 112, 113

Marsha Olsen
Program Coordinator
Center for Teacher Education and Research
Westfield State University
577 Western Avenue
Westfield, MA 01086
Tel: (413) 572-8459
Email: molsen@westfield.ma.edu

From Marsha re: Courses 108, 112, and 113.

All 15-hour self-paced online courses are offered each month beginning on the first of the month with access until the end of the month all year. Courses are updated annually.

Each course costs \$150.

All self-paced online courses including the SEI and SEI courses are DESE approved for professional educator licensure renewal.

EEC108: Understanding academic language to improve content area instruction for ELLs (differentiated by content area)

This course will provide in-service teachers with the subject matter knowledge, professional standards, skills, and dispositions essential to effectively shelter their content instruction to ensure English Language Learners (ELLs) in their classrooms will successfully access curriculum and achieve academic success in the area of academic vocabulary. Teachers will learn about theories and experience evidence-based instructional practices, protocols, methods, and strategies to develop academic vocabulary. Teachers will

have opportunities to practice specific modeled instructional strategies for teaching identified features of academic language in different disciplines (math, science, social studies, and ELA) while promoting language development in all language domains (reading, speaking, listening, writing) in ways appropriate for ELL students at different language proficiency levels. Teachers will take into account the English Language Development (ELD) World Class Instructional Design and Assessment (WIDA) standards and the Massachusetts Curriculum Framework, which incorporates the CCSS (Pre-K-12), when creating lesson plans. They will use the Teacher Endorsement Lesson Plan Template approved by the Massachusetts Department of Elementary and Secondary Education, to create mini-lessons focused on integrating academic vocabulary for the target grade-level/content area. Contact person information:

EEC112: Promoting Language Development and Content Area Learning for Specific ELL Subgroups

This category of courses serves as umbrella for three courses focused on promoting academic language development and content area learning for ELL students of diverse backgrounds. This category should include:

- A course about establishing effective programs for SIFE (Students with Interrupted Formal Education) students so that their specific needs are addressed. This course should focus on exploring SIFE students' specific needs; strategies and supports for addressing those needs; guidance for educators, administrators, and school/district support staff (e.g., guidance counselors, social workers, special education teachers); assessment considerations; and opportunities to practice strategies aimed at promoting content learning, literacy, and language development for SIFE students.
- A course about secondary (6 - 12) newcomers and ELLs with disabilities, focused on issues such as distinguishing between normal stages of language learning and learning disabilities; assessment considerations; appropriate supports; instructional strategies to address the specific needs of ELLs with disabilities; and how to establish programs that successfully promote language development, literacy, and content learning for this particular ELL population.

EEC113: Using Technology to Support ELLs in SEI and ESL/ELD Classrooms

This course will provide in-service teachers with the subject matter knowledge, professional standards, skills and dispositions essential to effectively shelter their content instruction through the effective use of technology to ensure English language learners (ELLs) in their classrooms will successfully access curriculum and achieve academic success. Teachers will learn about theories and experience evidence-based instructional practices, protocols, methods and strategies to support students in the application of the MA ELA standards using technology as a scaffold and as a means of demonstrating content area knowledge. Teachers will have opportunities to practice specific modeled instructional strategies and technology applications for teaching English Language Learners while promoting language development in all language domains (reading, speaking, listening, writing) in ways appropriate for ELL students at

different language proficiency levels. Teachers will take into account Universal Design for Learning (UDL), the English Language Development (ELD) World Class Instructional Design and Assessment (WIDA) standards and the Massachusetts Curriculum Framework, which incorporates the CCSS (PreK-12), when creating and/or revising lesson plans. They will use the Teacher Endorsement Lesson Plan Template, approved by the Massachusetts Department of Elementary and Secondary Education, to create mini-lessons focused on integrating technology for the target grade level/content area.

Contact information for courses 109, 110, 115, 122, 123

Massachusetts Association of Teachers of
Speakers of Other Languages (MATSOL)
2 Canton Street
Stoughton, MA 02072
Tel: (617) 820-5099
Email: matsol@matsol.org

From your website coordinator's search re: Courses 109, 110, 115, 122, 123: It appears that most of Matsol's courses are face-to-face in a variety of locations. Some are free. For up-to-date information go to their course catalog at <https://matsol.memberclicks.net/courses>

EEC109: Academic Conversations in Classrooms with English Language Learners

Academic conversations motivate students and foster engagement. In this course, teachers in diverse settings will build on students' strengths through paired academic conversations. English language learners especially benefit from this approach because they learn to use language as a tool to share ideas, defend opinions, and make connections with others. Participants will investigate five core communication skills in the elementary content classroom: paraphrase, elaborate, support ideas with examples, build on and/or challenge ideas, and synthesize conversation points. The course highlights recent examples of academic conversation practices, through recent classroom video footage. It also provides practical activities for working on each conversation skill and ideas for using conversations to teach and assess content.

EEC110: Academic English for English Learners in Math and Science

This course provides Math and Science teachers at the Middle/High School level with a deeper understanding of how to identify, analyze and develop academic language for ELLs using WIDA and other tools. Teachers will be able to apply practiced strategies to their teaching context taking into account the four language domains (listening, speaking, reading and writing) and their students' English proficiency

levels. Teachers will work collaboratively with model texts, state model curriculum units and their own lessons to gain expertise in the unique features of the language of Math/Science to increase content comprehension and develop academic language and literacy skills.

EEC 115: Collaborating through Coaching: Six Standards of Effective Pedagogy in SEI Literacy and Mathematics Instruction

This course is offered in tandem with the Massachusetts state-adopted Integrating SEI Into Literacy Coaching and Integrating SEI Into Mathematics Coaching courses. Teachers and instructional coaches collaborate in this course, focusing on sheltered instruction that maximizes opportunities for engagement, differentiation, and achievement for culturally, linguistically, economically, and learning diverse students. This course expands and deepens knowledge and practice with ELLs, and provides a process for professional learning grounded right in the teacher's own classroom. In addition, this course supports the coaching knowledge and skill of the coach and the teacher who participate in the instructional coaching relationship. Teachers strengthen existing practices, develop new practices, and engage in coaching cycles. They receive timely feedback, and most importantly, set ongoing targets customized to their own classroom, their students' needs and their goals. This course grounded in critical sociocultural practice, and designed for Literacy and Mathematics teachers serving ELLs in their content classrooms, focuses on "Fostering Collaboration", a Massachusetts SEI Extension course priority. Specifically it addresses the following SEI Extension Course parameters:

- Research based best practices for ELL instruction in SEI classrooms
- Concrete examples of collaborative models that have been successful in promoting ELL academic achievement
- Collaborating with school and district support staff to promote ELL achievement
- Opportunities to practice skills of the course and to receive feedback after implementation

For more information about in-district SEI coaching courses or coaching for teachers, please contact MATSOL.

EEC 122: Introduction to English Language Development Standards in Massachusetts

This course introduces classroom teachers to the Massachusetts English Language Development standards (WIDA) through a practical and hands-on approach, connecting to their classrooms. Teachers will learn how the standards are organized, foundational principles and practical applications and tools. Teachers practice how to use these standards in tandem with content standards in our Massachusetts Curriculum Frameworks, to better support ELLs. This course is designed for any classroom teacher, specialist, or coach who is responsible for educating English language learners and collaborating in a school. The course is therefore often offered to groups of collaborating teachers who plan together around the needs of ELLs in a school, in a PLC or in a department. The course modules may be tailored to specific content area

educator groups, upon request, or offered for a mixed audience. Course Format: This course meets face-to-face in four modules. Useful application components for teachers to try out in their classrooms are interspersed with face-to-face sessions and with 3 asynchronous online hours sharing resources and feedback with colleagues. The total number of course hours is 15. These 15 hours serve as SEI Extension course credits.

Note: MATSOL also offers an ELD Standards Overview for school leaders who wish to familiarize themselves more with ELD standards to support classroom practices with ELLs. Contact MATSOL for more information.

EEC 123: Early English Language Development (E-ELD) for PK-K Teachers

This course focuses on English Language Learners (ELLs) also known as Dual Language Learners (DLLs), ages 2.5-5.5 and their teachers in a public school setting. DLL students have unique paths of language development in relationship to monolingual language development in early learning contexts. Participants will explore the concept of developmentally appropriate academic language and reflect on school readiness for Pre-K and Kindergarten students. Teachers will create resources based on examination of how schools can be ready for linguistically diverse children and their families and perceptions some families may have regarding the concept of school readiness. By developing an understanding of the newly adopted WIDA E-ELD Performance Definitions, Standards, and their Matrices, teachers will experience how the standards support planning and instruction for dual language learners, practice approaches to implementing E-ELD standards in their classrooms, and share resources. This course is jointly approved by DESE and the Massachusetts Department of Early Education and Care.

Contact information for courses 116, 117, 118, 119, 120

Sarah Ottow, Director
Confianza LLC
P.O. Box 95
Ashland, MA 01721
(617) 419-0089
sarah@ELLconfianza.com
ELLstudents.com 

From Sarah re: Courses 116, 117, 118, 119, 120.
All of the courses listed in the attachment, except the Social Justice one, are SEI PDP courses approved by MA. They are all available online to take at your own pace, and to be completed within the school year. \$150. Click on each icon to learn more at: <https://ellstudents.com/collections/courses>

EEC 116: Differentiation & Academic Language

Educators need to understand academic language and targeted supports for a language-rich classroom in order to plan and deliver effective, meaningful instruction for ELLs. In this competency-based course developed by a WIDA Certified Trainer, participants will learn how to integrate academic language instruction and student-centered strategies in their content area so that ELLs can accelerate content and language development. Participants will receive WIDA Framework tools and content-specific texts and resources in this interactive and engaging course. Participants will generate content-specific fieldwork and a personalized "action cycle" implementation plan for new learning to immediately impact teaching practice and ELL learning outcomes. The instructor can customize the course format for district/school needs and deliver the course at the district site.

EEC 117: Analyzing ELL Data for Content and Language Development (for all Educators)

In order to equitably assess and address the needs of ELLs, educators must have a deep understanding of multiple data sources and how to use this data to improve instruction and assessment. In this competency-based course developed by a WIDA Certified Trainer, participants will analyze content and language development data and consider valid and reliable assessment design practices. Participants will receive WIDA Framework tools and content-specific texts and resources in this interactive and engaging course. Participants will generate content-specific fieldwork and a personalized "action cycle" implementation plan for new learning to immediately impact teaching practice and ELL learning outcomes. The instructor can customize the course format for district/school needs and deliver the course at the district site.

EEC 118: Evaluation and Leadership for ELL Equity (for Leaders/Administrators)

Leaders need to understand the competencies of effective teachers of ELLs in order to evaluate and support them. In this competency-based course developed by a WIDA Certified Trainer, participants will put the pieces together of evaluating the educators of ELLs, including reviewing educator plans, approving SMART goals, aligning with DDMs, and integrating the WIDA Framework. Participants will receive WIDA Framework tools and content-specific texts and resources in this interactive and engaging course. Participants will generate content-specific fieldwork and a personalized "action cycle" implementation plan for new learning to immediately impact teaching practice and ELL learning outcomes. The instructor can customize the course format for district/school needs and deliver the course at the district site.

EEC 119: Strong Home-School Connection for ELLs (for all Educators)

Educators can tap into ELL's rich and diverse assets to improve family engagement and classroom performance. In this competency-based course developed by a WIDA Certified Trainer, participants will learn and apply research-based strategies for uncovering ELL's "funds of knowledge" for culturally responsive schooling. Participants will receive WIDA Framework tools and content-specific texts and resources in this interactive and engaging course. Participants will generate content-specific fieldwork and a personalized "action cycle" implementation plan for new learning to immediately impact teaching practice and ELL learning outcomes. The instructor can customize the course format for district/school needs and deliver the course at the district site.

EEC 120 ELL Teacher Leadership and Collaboration Strategies (for ELL and Content Teacher Teams)

Partnership between ESL and content area educators is essential for both high quality SEI instruction and collaborative school cultures. In this competency-based course developed by a WIDA Certified Trainer, participants will enroll as teams to practice protocols for lesson planning, team teaching and professional learning communities (PLCs). Participants will receive WIDA Framework tools and content-specific texts and resources in this interactive and engaging course. Participants will generate content-specific fieldwork and "action cycle" implementation plan for new learning to immediately impact teaching practice and ELL learning outcomes. The instructor can customize the course format for district/school needs and deliver the course at the district site.

Contact information for course 121

Deborah Cunningham, D. Phil
Senior Program Director
Primary Source
101 Walnut Street
Watertown, MA 02472
deb@primarysource.org
Tel: (617) 923-9933 x129

Stephanie Depauw
Program CoOrdinator
(617) 804-2325
www.primarysource.org

PRIMARY SOURCE
Educating global citizens

Per Stephanie: The next running of the course will be this fall. Exact course dates and registration information will be posted on our website in August.

This course is eligible for 22.5 PDP's or for one graduate credit and meets the DESE requirements for the SEI extension (15 PDP's required for recertification). This is a 4-week asynchronous online course (the course fee is \$400).

EEC 121: Engaging Culturally and Linguistically Diverse Students and Families in Elementary Schools

This online course provides a theoretical and practical foundation for culturally responsive teaching of English language learners in the elementary school setting. Course topics include immigrant students and their experience of schooling; the demographic and diversity profile of Massachusetts districts; cross-cultural communication and its implications for teaching and learning; and effective strategies for elementary schools to engage immigrant and refugee families. Course participants will have the opportunity to reflect on their own teaching practice, apply course skills and strategies, and receive feedback from peers and instructor.

Contact information for course 124

Nathan Trites
CAST
ntrites@cast.org
(781) 245-2212 x244

EEC 124: Planning for Cultural and Linguistic Variability with Universal Design for Learning - A Facilitated Self-paced Course

The purpose of this course is to enhance educators' ability to design instruction to address the cultural and linguistic variability of learners through the application of Universal Design for Learning (UDL). This course will provide an overview of Sheltered Instruction Observational Protocol (SIOP) or Structured English Immersion (SEI) and the WIDA English Language Development (ELD) Standards as they align with UDL. **\$1000**