

Following are frequently asked questions related to RETELL. The responses provided by the Department reflect the best and most up-to-date information available by the date posted above. There are two ways to view the questions and answers contained in the chart below. By selecting "Sort by Category" in the green-shaded cell, you can see them organized by topic and in the order they were incorporated into the FAQ. By selecting "Sort by Date Posted" in the green-shaded cell, you can view the most recent additions to the FAQ first and they will continue to be displayed until you reach the earliest responses at the bottom of the chart. You are encouraged to submit your comments to the Department at [retell@doe.mass.edu](mailto:retell@doe.mass.edu).

- SORT BY CATEGORY:** Presents the Questions and Answers in the most organized sequence.
- SORT BY DATE:** Presents the most recent Answers first

A	BACKGROUND, REGULATIONS, AND LICENSURE
B	CATEGORY TRAINING IMPLICATIONS
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D	CURRICULUM
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- Official Website: [Rethinking Equity and Teaching for English Language Learners \(RETELL\)](#)
- Comm-PASS: <http://www.comm-pass.com/>
- RETELL: <http://www.doe.mass.edu/retell/>
- WIDA: <http://www.wida.us>
- Email: [RETELL@doe.mass.edu](mailto:RETELL@doe.mass.edu)

<b>A - Q1: What is the RETELL Initiative?</b>	<b>Date Posted</b>
	<b>3/15/2013</b>

RETELL stands for “Rethinking Equity and Teaching for English Language Learners.” It is the name for the set of activities that the MA Department of Elementary and Secondary Education (ESE) is undertaking to transform the teaching and learning of English language learners (ELLs) in the Commonwealth. RETELL combines a new system of curriculum standards and assessment, endorsement and licensure requirements, professional development, and related supports for core academic teachers of English language learners (ELLs) and the administrators who supervise or evaluate these teachers (i.e., principals, assistant principals, and supervisor-directors). RETELL is one of several efforts being undertaken by ESE to close the proficiency gap that exists among subgroups of student in Massachusetts.

**A - Q2: What is the genesis of RETELL?****3/15/2013**

In 2011, ESE initiated a review of Category Trainings in order to revise the training design based on new research, new technologies, feedback from the field, and our own observations. Strengthening the skills and knowledge of ELL teachers made sense in light of the increasing number and percentage of ELLs in Massachusetts schools, ESE's work with school and district turnaround, and our mission to close proficiency gaps. During this same period of time, the U.S. Department of Justice (DOJ) informed ESE that Massachusetts had failed to take appropriate action to overcome language barriers experienced by ELLs by not defining and mandating the preparation and training that teachers and other educators must have to provide effective Sheltered English Immersion (SEI). DOJ's involvement accelerated the pace of the Department's work.

During the same period, as the state's overall performance continued to rise and Massachusetts students have emerged as the highest performing students in the U.S., the performance of ELLs in Massachusetts schools lagged.

In September 2011, the Board of Elementary and Secondary Education (BESE) directed ESE to develop a comprehensive plan to address these issues and close the proficiency gap for ELLs. The Department subsequently launched RETELL.

**A - Q3: What are the primary components of the RETELL Initiative?****3/15/2013**

RETELL includes several strategic steps to improve the teaching and learning of ELLs.

1. Under new regulations, every incumbent core academic teacher in public schools (including charter schools and education collaboratives) with one or more ELLs in his or her classroom must participate in an SEI teacher course during designated years from SY 12-13 through SY 15-16 to earn the SEI Teacher Endorsement. (Teachers who hold an ESL license will not be designated for the SEI teacher course because they will qualify for the SEI Teacher Endorsement. There are alternate ways through which an educator may qualify for the SEI teacher endorsement. See answer to question 11.) Principals/assistant principals and supervisors/directors who supervise these teachers will take the SEI administrator course during designated years that will qualify them for an SEI Administrator Endorsement. These updated and redesigned courses replace so-called "Category training."
2. Educator preparation programs in Massachusetts are required to offer programs that will enable graduates applying for an initial license as a core academic teacher, or as a principal/assistant principal or supervisor/director on or after July 1, 2014 to qualify for the SEI Teacher Endorsement and SEI Administrator Endorsement, respectively.
3. As of July 1, 2014, applicants for an initial license as a core academic teacher must qualify for an SEI Teacher Endorsement. Applicants for an initial license as a principal/assistant principal, or supervisor/director must qualify for an SEI Administrator Endorsement.
4. ESE is promoting a variety of approaches to support core academic teachers to continue to practice the strategies introduced in the SEI endorsement course over time, and to strengthen the commitment of their professional communities to using SEI strategies on behalf of ELLs.
5. As of July 1, 2016, all educators will be required to earn at least 15 professional development points (PDPs) related to SEI or ESL and 15 PDPs in training in effective schooling for students with disabilities and instruction of students with diverse learning styles.
6. Massachusetts has joined the WIDA consortium of 30 states. WIDA, which stands for World Class Teaching and Instructional Design, introduces new English Language Development (ELD) standards to Massachusetts public schools.
7. As of the 2012-2013 school year, WIDA's ACCESS for ELLs ("ACCESS") assessment tool replaces the MEPA and MELA-O assessments for ELLs. Like the WIDA ELD standards, ACCESS is aligned to the Common Core State Standards, and thus assessment results will provide educators with clearer information on

**A - Q4: Who is considered a core academic teacher for purposes of the SEI endorsement requirement?****3/15/2013**

For purposes of SEI, the term "Core Academic Teachers" includes early childhood and elementary teachers, teachers of students with moderate disabilities, teachers of students with severe disabilities, and teachers of the following academic subjects: English, reading and language arts, mathematics, science, civics and government, economics, history, and geography. The definition can be found at 603 CMR §7.02. Note that the definition is not the same as "core academic subject." That definition may be found in the same regulation.

**A - Q5: Will Superintendents, Assistant Superintendents and Business Managers be expected to earn the SEI Administrator Endorsement for license renewal? They supervise principals and others but not necessarily teachers.****3/15/2013**

No. They are not required to earn the SEI Administrator Endorsement, although we encourage superintendents and assistant superintendents to obtain the SEI Administrator Endorsement to keep abreast of the evolving expectations of teachers and their supervisor/evaluators. Like other licensed educators, as of July 1, 2016, they will need to earn 15 PDPs related to SEI or ESL (and at least 15 PDPS related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles) to renew their license

**A - Q7: Do core academic teachers with one or more ELLs in vocational education programs also have to get the SEI endorsement?**

**3/15/2013**

Yes; the same definition and requirement applies to these teachers. Core academic teachers in vocational education programs who teach one or more ELLs must obtain the SEI Teacher Endorsement. Likewise, the building administrators who evaluate or supervise them must obtain the SEI Administrator Endorsement. Currently, vocational instructors are not required to obtain the SEI Teacher Endorsement.

**A - Q9: Are guidance counselors required to get the SEI endorsement?**

**3/15/2013**

No. They are not core academic teachers and do not supervise or evaluate core academic teachers

**A - Q10: Educators who work in Commonwealth charter schools do not need to be licensed. Do they need to obtain the SEI endorsement ?** 3/15/2013

Yes, if they are core academic teachers and have one or more ELLs in their classroom, they must participate in cohort training and earn the SEI endorsement. The cohort SEI training requirement applies to all core academic teachers of ELLs in the public schools, which includes all charter schools and collaboratives. See 603 CMR 14.07. As of July 1, 2016, no public school may assign a core academic teacher to provide SEI to ELLs unless the teacher has an SEI endorsement or will obtain one within one year.

**A - Q11: Are there alternatives to teachers taking the SEI teacher course?** 3/15/2013

- Teachers who also hold an ESL/ELL license qualify for the SEI Teacher Endorsement (although they need to apply for it); it is not necessary to complete additional training or pass a new SEI test for these teachers to receive the SEI Teacher Endorsement.
  - Teachers who have completed a bachelor's degree or graduate level training in Applied Linguistics, Teaching English as a Second Language (TESL), Language, Literacy and Culture, or a closely related field (as determined by the Department and referenced in 603 CMR 7.14) qualify for the endorsement.
  - An MTEL examination leading to the SEI endorsement is in development and will be available in spring 2014.
- In addition, core academic teachers who have completed at least two of the three designated (1, 2 and 4) Category Trainings are not required to complete the full SEI course to qualify for the SEI endorsement; they will need to complete one of two shorter supplemental or "bridge courses". The courses will cover content included in the SEI endorsement course that was not provided in the Category trainings. The bridge courses will differ depending on whether two of the category trainings were completed or all three. These bridge courses will be available beginning in the fall of 2013.

**A - Q12: Will teachers of ELLs with a Preliminary License that are scheduled to apply for an initial license in 2014 receive priority in the training? 3/15/2013**

Assuming the teachers are core academic teachers, districts in Cohorts 1 and 2 are strongly encouraged to assign such teachers to the early sections of the SEI course.

**A - Q13: If an educator takes and passes the ESL MTEL, would that suffice to earn an SEI endorsement? 3/15/2013**

No. One pathway to obtaining the SEI endorsement is possession of an ESL/ELL license. Passing the ESL MTEL is now only one of the several requirements needed to earn an ESL license; therefore, it is not sufficient to earn the SEI endorsement, either .

**A - Q14: When will Collaboratives be expected to participate in the RETELL SEI Endorsement course?**

**3/15/2013**

Collaboratives will be expected to participate in the RETELL SEI Endorsement course beginning in Cohort 2, year one, which is the 2013-2014 school year.

**A - Q15: What does the new SEI endorsement course consist of?**

**3/15/2013**

The new SEI endorsement course is 45 hours in length, some of which is online, and covers topics such as socio-emotional and socio-cultural considerations for instruction of ELLs; second language acquisition and English language development; and sheltered English immersion, in particular best practices for delivering academic content in a fashion that is accessible to ELLs.

**A - Q16: Will I need to renew the SEI endorsement?****3/15/2013**

No, once you have earned the SEI Teacher or Administrator Endorsement, you do not have to renew it. You will continue to be required to renew a Professional License every five calendar years and to advance Initial, Preliminary and Temporary Licenses as required under current regulations. As noted earlier, there are new SEI/ESL PDP requirements for license renewal.

**A - Q17: How have the new regulations changed the requirements for license renewal?****3/15/2013**

All educators holding a Professional stage license who seek to renew that license on or after 7/1/2016 will need to earn 150 PDPs, including at least 15 PDPs in English as a Second Language/Sheltered English Immersion, 15 PDPs in training in strategies for students with disabilities and instruction of students with diverse learning styles, and 90 PDPs in the content area of the license or in pedagogy, with no less than 60 PDPs in or related to the content area of the educator's primary license. The remaining 30 required PDPs may be earned in elective areas.

**A - Q18: I am licensed outside of Massachusetts and am looking to obtain a license in Masschusetts. Will I need the SEI Endorsement?** **3/15/2013**

Educators seeking their first Initial license via the interstate agreement in a core academic area/field before July 1, 2014 will not need the SEI Endorsement to obtain a license. Educators seeking their first Initial license via the interstate agreement in a core academic area/field after July 1, 2014 will be required to have the SEI Endorsement. However such educators have the option of obtaining a Temporary and/or Preliminary license, without the SEI Endorsement, which would allow them to be legally employed while giving them time to satisfy the requirements to obtain an SEI Endorsement.

**A - Q19: I have a Massachusetts Preliminary core academic teacher license but I am completing a state approved program outside of Massachusetts. Will I need the SEI Endorsement?** **3/15/2013**

If this will be your first Initial license, see answer to previous question.

**A - Q20: My Professional license is due to be renewed in June of 2014 and I have been assigned to Cohort 1, year 1, however, I have already accumulated more than enough PDPs. What will happen to the PDPs earned by taking the SEI endorsement course?** 3/15/2013

Educators may utilize PDPs earned through the SEI endorsement course across multiple renewal cycles; however, if an educator plans to claim PDPs for a future renewal cycle, they must maintain the records for both renewal cycles in order to ensure compliance with license renewal regulations. For example, if the educator was selected for an audit in 2019 when they were claiming the SEI PDPs, in order to determine if they were eligible to claim those PDPs, the Department would also need to audit their professional development activities from the 2014 cycle

**A - Q21: I have a non-core academic license (examples: Guidance Counselor, Physical Education, School Business Administrator etc.). Will I be required to do anything to comply with the new SEI requirements?** 3/15/2013

You are exempt from the SEI Endorsement requirement and thus the SEI Endorsement is not required to advance, extend or renew your license. However, if you have a Professional license that is due for renewal on or after July 1, 2016, a new distribution of PDPs will be necessary. Of the 150 PDPs that educators must accrue, all educators must have at least 15 PDPs in SEI/ESL and 15 PDPs in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles.

**A - Q22: I currently hold a professional non-core academic teacher license (Visual Arts) and am in the process of adding an Early Childhood license. Since this is a core academic teacher license, will the SEI Endorsement be required for me to obtain the Early Childhood license?** **3/15/2013**

No, educators who possess a non-core academic teacher license who seek to add an Initial or Professional core academic teacher license are not required to obtain the SEI Endorsement. However, after July 1, 2016 if you work as an early education teacher under your Early Childhood license and you are assigned to a classroom with an ELL student, you would either need to have the SEI Endorsement at the time of the assignment or obtain the SEI Teacher Endorsement within one year from the assignment.

**A - Q23: I have a Mathematics Professional license as well as a Transitional Bilingual Education (TBE) license. Does my TBE license exempt me from needing to earn the SEI Endorsement?** **3/15/2013**

No, educators who have a TBE license and a core academic teacher license would be required to satisfy the requirements for obtaining the SEI Endorsement through one of the approved routes (SEI endorsement course, ESL license, MTEL assessment [once available], appropriate degree).

**A - Q24: Can I obtain an SEI Endorsement if I do not hold a core academic teacher license or a license as a Principal/Assistant Principal or Supervisor/Director? 3/15/2013**

Yes, an endorsement can be issued to any educator who qualifies for the endorsement. You can obtain the endorsement by completing one of the options for obtaining the endorsement – see previous answer.

**A - Q25: Do I have to hold a license in order to get the SEI Endorsement? 3/15/2013**

No. Possession of a license is not a prerequisite to obtaining the endorsement. For example, a teacher at a Commonwealth charter school who is not licensed is required to obtain the SEI endorsement if the teacher is a core academic teacher and has one or more ELLs in the classroom. See section 14.07 of the regulations governing the Education of English Learners.

**B - Q1: Will Category trainings completed in the past "count" in any way in terms of the SEI training and endorsement requirement? 3/15/2013**

Yes, provided the educator has participated in at least two of the following trainings: Category, 1, 2 or 4. The Department values the time and effort that educators made to participate in Category training. For further information, see the answer to question 11 regarding the shorter or "bridge courses" that will be available to eligible category trained individuals to earn the SEI endorsement.

**C - Q1: How can the Department support Educator Preparation Programs' efforts to get their SEI Endorsement courses approved in time for the 2013-2014 school year? 3/15/2013**

ESE will be training a corps of Instructors responsible for delivering the RETELL graduate course to the state's licensed core academic instructors. ESE plans to invite faculty from Educator Preparation Programs to attend a training program equivalent to the "Train the Trainer" sessions preparing these Instructors for the field so that the state's higher education programs can familiarize themselves with the key SEI course content and, in turn, deliver that content to their students. We hope that faculty from all of the state's educator preparation programs will be available to attend this training, and that ESE will gain expert feedback from the University faculty at these sessions. Further information will be sent to preparation programs in early 2013.

We encourage all programs to submit their documentation early so that we can review and provide feedback/recommendations for changes (if any) and give programs enough time to make those changes. The Educator Preparation Office and the Office of English Language Acquisition and Academic Achievement (OELAAA) expect to devote significant time to the review of the documentation to ensure timely reviews and feedback.

C - Q2: Does the course have to be delivered at the graduate level?

3/15/2013

No.

C - Q3: Once an educator prep program submits a SEI course syllabus and it is approved by ESE, may students take the course pass/fail instead of receiving a letter grade?

3/15/2013

Yes.

**C - Q4: Once the course is approved does it need to be submitted again as part of an approved program review?**

**3/15/2013**

It will need to be included with your organization's next review.

**C - Q5: How soon will ESE begin reviewing the syllabi submitted by educator preparation programs?**

**3/15/2013**

- o ESE will begin to review syllabi in the spring of 2013.
- o ESE will review and will return syllabi with comment (as needed), in time for organizations to address and re-submit syllabi for June 2013 deadline.

**C - Q6: What happens if a program doesn't have any qualified personnel / trained personnel who can offer this course? Is it considered a part of an approved program or separate from one e.g. can a candidate be endorsed by the organization for completing all of the program requirements but the SEI endorsement?** **3/15/2013**

All programs must embed the requirements in the coursework to meet the new requirements. If your program does not currently have personnel qualified to deliver this content, we advise that you seek to address the need (either by updating the qualifications of existing faculty or by hiring new faculty with the necessary expertise).

**C - Q7: Can the SEI course be delivered online?**

**3/15/2013**

Parts of the course can be delivered online (which is the design of the ESE SEI endorsement model), but the course cannot be delivered completely online . The ESE SEI endorsement course is based on a Model-Practice-Feedback design.

**D - Q1: Now that the English Language Proficiency Benchmarks and Outcomes (ELPBO) is no longer in use, what should ESL/ELD classes base their curriculum on? There are no ELD-content standards provided by WIDA .** **3/15/2013**

- Curriculum for ESL and ELD classes vary by district and context. Several districts had already developed ELD curriculum based on the ELPBO and MA Frameworks. Instead of completely discarding these, districts should revise these curriculum maps and align them to the new MA Frameworks/Common Core for English Language Arts (ELA) AND also the WIDA standards.
- The WIDA standards provide useful information about the language features, and language performance that can be expected from students at different proficiency levels, sample topics/genres and types of supports that can be used with ELLs. Districts can use these resources to revise their current curriculum maps.
- For those districts that did NOT have an ELD curriculum developed, they must begin the process of looking at the new MA frameworks and crafting one from square one. Although we are not using the ELPBO frameworks anymore, they continue to provide good examples of the types of the language scope and sequence for an ELD curriculum. All of these tools can be used as resources for aligning curriculum.

**D - Q2: Does ESE have any guidance re: ESL/English Language Development (ELD) instruction and involving general educators in the process?** **3/15/2013**

New regulations and the WIDA ELD standards both acknowledge the important role of collaboration between educators who teach ELLs and ESL teachers. SEI teachers are responsible for providing instruction that gives ELLs support in a way that addresses their language needs and gives them access to rigorous content area standards. ESL teachers continue to be responsible for providing the ELD curriculum.

**D - Q3: Will there be a “model” ELD curriculum using WIDA to help districts better integrate the new ELD standards?****3/15/2013**

- The Department is not providing a separate curriculum for ELLs. However, the curriculum maps and model curriculum units being developed by ESE and our district partners are designed to incorporate effective instruction of ELLs.
- In the future the Department may also post samples of curriculum exemplars that demonstrate how districts can create/align their curriculum to WIDA ELD standards and the new MA Frameworks.

**D - Q4: The WIDA ELD standards do not have a separate English Language Development Standard. Does that mean ESL classes are no longer required?****3/15/2013**

- No, ESL classes continue to be required. The WIDA standards see English language development as a process that occurs throughout instruction in the content areas, but which does not exclude targeted language instruction in ESL classes.
- Districts should continue offering language classes (ESL classes) to ELLs, while also incorporating language development objectives in their content area classes as the new WIDA standards stipulate.

**E - Q1: Is it possible to create a Train the Trainer Model for the SEI Endorsement Course so that districts and collaboratives have local trainers available?** **3/15/2013**

No, all trainers need to be trained and approved by ESE.

**E - Q2: How will ESE select instructors for the SEI Administrators course?** **3/15/2013**

The Department is currently working on a process for the selection of instructors for the SEI Administrator course.

**F - Q1: How and when will schools/districts be notified about SEI endorsement training?****3/15/2013**

Specific information and action steps have been distributed through both the SEI Guidelines located at <http://www.doe.mass.edu/retell/> and the cohort letters that are being sent to individual districts.

**F - Q2: Is there a one page summary detailing all the WIDA and RETELL resources available (DSAC WIDA consultants, upcoming trainings on standards or ACCESS assessment) on the ESE website?****3/15/2013**

There are WIDA and RETELL resources posted on the ESE web site located at <http://www.doe.mass.edu/retell/>, and at <http://www.doe.mass.edu/ell/wida.html>

**F - Q3: Can ESE create a “cheat sheet” or “guide” regarding ELL/SEI regulations?****3/15/2013**

Answers in this FAQ provide summaries of various requirements that may be helpful. For example, see Questions A3 and A9. The SEI Guidelines may also assist. They contain an Executive Summary and can be found at <http://www.doe.mass.edu/retell/>.

**G - Q1: Will the cohort list ever change? What if we have more teachers working with ELLs during the four year cohort cycle (SY 2013 until SY 2016)?****3/15/2013**

The Department placed districts in cohorts for school years 2013 through 2016 based on data submitted by districts in the spring of 2012. In doing so, the Department projected the number of educators to be trained during each of the district’s cohort years. Cohort years for educators in some districts will span three different school years; educators in districts with fewer numbers of ELLs will be in two different cohort years. We expect that the targeted count of core academic teachers responsible for educating ELLs in each district will change, and that on that basis the SEI Endorsement targets for districts (and thus the lists of teachers to be trained) will change, but do not plan to change the cohort years assigned to the district. We will work with districts and educators to provide teachers who have ELLs an opportunity to take the SEI endorsement course within the time period assigned to the district. The same is true of administrators who will take the SEI administrator course. Once an educator is assigned to a cohort year, the educator is required to participate in the SEI course and earn the SEI endorsement during the cohort year.

Charter schools and collaboratives will be added to the cohort list by April of 2013.

Districts that did not have any ELL students in the spring of 2012 were not placed in cohorts because the Department- provided training is for educators who have ELLs in the classroom. However, if ELLs enroll in any district in this category during the four years of the cohort trainings, the district must contact OELAAA promptly to arrange for SEI training for the core academic teachers with one or more ELLs. In such cases, the district should plan to train an appropriate number of core academic teachers so the needs of enrolled ELLs will be met in future years in the district.

**G - Q2: When will the SEI Endorsement course become available? (and when/where etc.)**

**3/15/2013**

The first round of courses began in February of 2013. The SEI course for administrators will be available in late summer or early fall 2013. The Bridge courses will first be available starting October 1, 2013.

**G - Q3: Is it a district responsibility to notify teachers about the SEI Endorsement?**

**3/15/2013**

ESE expects district to notify core academic teachers of the requirement, as well as when and where individual educators are to take the SEI Endorsement course.

**G - Q4: When will the SEI course for core academic teachers and administrators be available to low incidence schools?****3/15/2013**

See the rollout schedule and the Guidance document posted on ESE's RETELL website.

**G - Q5: How should Cohort 1 districts select teachers for the SEI course in the first year?****3/15/2013**

There are multiple factors, both personal and professional, that may impact the selection process for not only Cohort 1 but also for future cohorts. The Department encourages districts to work with their educators to make informed decisions, and to consider licensure as a factor in their decision-making process. Other factors that districts may wish to consider when generating their course section enrollments should include attention to individuals' personal circumstances and schedules; beginning with teachers in schools and grade levels where ELLs have been struggling most; as well as training teachers within professional learning communities who can reinforce what they are learning through professional dialogue and mutual support.

**G - Q6: Can ESE fund the awarding of 3 graduate credits to teachers who complete the SEI Endorsement course?****3/15/2013**

No, this is not an incentive we are able to offer at this time. However, teachers have the option of purchasing graduate credits from participating colleges and universities.

**G - Q7: How can districts and charter schools who do not have ELL students now and are assigned to later cohorts (year 3 or 4) prepare to teach ELLs now just in case the first ELL student walks in this coming year?****3/15/2013**

Districts have the responsibility of providing equal access to all students regardless of the cohort the district is assigned. As such, they have a responsibility to provide those teachers assigned ELL students with professional development/training that will allow those students to have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district.

ESE has established the cohorts based upon spring 2012 data regarding the level of need for the training. Given the challenges ESE faces in providing quality professional development to thousands of core academic teachers according to the cohort schedule, the agency is unable to make the RETELL course available to districts and schools prior to their cohort's "turn."

**G - Q8: What if I am required to earn an SEI endorsement and I do not obtain one during the time designated?****3/15/2013**

Educators assigned to a cohort will be identified in ELAR and possession of the SEI Endorsement will be required in order to renew, advance, or extend their license. As a result, if you are part of a cohort and do not obtain the endorsement during the period assigned to your cohort, unless hardship is demonstrated, you have not satisfied the requirements to renew, advance, or extend your license. The hardship requirement is met if you show that you have/had a serious injury or illness, or other circumstances beyond your control that impeded your ability to earn the SEI endorsement. If you do show hardship, you will be granted additional time to earn the SEI endorsement.

Additionally, if you did not earn the SEI endorsement because you did not participate in the SEI course when assigned, and you cannot demonstrate a hardship, you have missed the one-time no-cost opportunity to obtain the endorsement that the Department has made available to educators.

Lastly, the lack of an SEI endorsement may affect your employability as of July 1, 2016 because districts then will be required to assign SEI-endorsed core academic teachers to classes with ELLs, unless the teacher assigned will obtain the endorsement within a year of the assignment.

**G - Q9: I am on track to complete my elementary teacher preparation program in December 2013. Will I need to earn the SEI Teacher Endorsement before I can apply for the Elementary Teacher License?****3/15/2013**

No, with the following caveat. Your preparation program must receive approval from ESE by July 1, 2013 that it has incorporated a course of study that will lead to the SEI endorsement. However, if you complete your program and apply for the Elementary Teacher license before 7/1/2014, you will not need to earn the SEI Teacher Endorsement in order to qualify for this or any other core academic license. You should be aware, however, that if you are assigned to a classroom with one or more ELLs, you will be assigned to a cohort in your district and will be required to participate in the SEI endorsement course. Likewise, if you apply for the Elementary Teacher license on or after 7/1/2014, you must meet the requirements for the SEI endorsement in order to qualify for the elementary or any other core academic teacher license.

**H - Q1: What is WIDA?****3/15/2013**

World Class Instructional Design and Assessment (WIDA) is a national consortium currently made up of 27 states that have adopted a system of curriculum standards and assessment for ELLs. In Massachusetts, the WIDA standards will replace the English Language Proficiency Benchmarks and Outcomes (ELPBO) as the new state standards for English language development beginning with the 2012/2013 school year. WIDA also utilizes an assessment tool called the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners), which measures English language proficiency and is aligned with the WIDA standards. ACCESS will replace the MEPA (Massachusetts English Proficiency Assessment – final administration spring 2012).

**H - Q2: Why is WIDA happening?****3/15/2013**

World Class Instructional Design and Assessment (WIDA) is a national consortium currently made up of 27 states that have adopted a system of curriculum standards and assessment for ELLs. In Massachusetts, the WIDA standards will replace the English Language Proficiency Benchmarks and Outcomes (ELPBO) as the new state standards for English language development beginning with the 2012/2013 school year. WIDA also utilizes an assessment tool called the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners), which measures English language proficiency and is aligned with the WIDA standards. ACCESS will replace the MEPA (Massachusetts English Proficiency Assessment – final administration spring 2012).

**H - Q3: What do schools need to do to implement WIDA in the 2012/13 school year?****3/15/2013**

- The WIDA standards are in effect beginning with the 2012/13 school year. The standards can be viewed and downloaded on the WIDA website at <http://www.wida.us/standards/eld.aspx#2007>.
  - School districts are required to begin integrating WIDA ELD standards into their ELD curriculum and content area curricula of classes where ELLs participate.
- ESE is providing training to districts to support this work. To learn more, visit <http://www.doe.mass.edu/ell/wida.html>.

**H - Q4: How will WIDA measure progress and what will the state's acceptable process be?****3/15/2013**

Once the ACCESS for ELLs test results are final, we will develop a data "bridge" between the 2012 MEPA results and the 2013 ACCESS for ELLs results and determine equivalence between the two tests. From that, we will determine the criteria for "making progress" for individual students; determine the "progress" AMAO; and provide guidance to districts on interpreting ACCESS for ELLs results. This is likely to occur next summer.

**H - Q5: What will entry and exit criteria look like for AY2012-13, once students receive WIDA proficiency level scores?****3/15/2013**

- There is no hard and fast threshold score on ACCESS for ELLs that would require a school or district to exit a student. This is a local decision based on a number of factors outlined in the guidance posted to <http://www.doe.mass.edu/mcas/mepa/2009/guidance.pdf>, which includes a reference to previous MEPA scores.
- In the summer of 2013, the Department will develop new recommendations on the criteria, including ACCESS for ELLs scores, that would indicate that a student was likely ready to exit ELL status.

**H - Q6: How do I get more training on how to apply the WIDA standards?****3/15/2013**

Integrating the WIDA ELD standards into content area curriculum is a significant undertaking. The Department seeks to come alongside district leaders as they begin to develop capacity for implementing the WIDA standards in their districts.

1. Summer 2012-present. The Department sponsored Basic WIDA trainings to equip district leaders to train other educators on the WIDA standards. In addition, WIDA consultants continue to work through the DSACs to provide training on the components, tools and resources of the WIDA framework to level 3 districts across the state.

2. Spring 2013: WIDA Basic Trainings. The Department will sponsor additional Basic WIDA Training of Trainers during the following windows: February 11-13th, May 22-24th and June 24-26th. The purpose of these trainings is to equip district leaders or their designees to provide WIDA professional development to other district staff. Therefore, the Department encourages districts to send curriculum leaders and/or lead teachers to these trainings. Districts that have not had an opportunity to participate in previous WIDA trainings will be given priority.

3. Late spring 2013: ELL Curriculum Development trainings. The Department is also developing a second round of trainings focused on developing content area and ESL curricula that integrates WIDA and the Massachusetts Curriculum Frameworks. These trainings build on knowledge of the WIDA framework learned in the Basic WIDA trainings. District curriculum leaders (ESL & content area) will be invited to participate in these 3-day trainings beginning in April 2013.

For information about training dates and locations, please visit ESE's website.

**H - Q7: After assessing ELL students in K1, is it appropriate to exit some students from ESL services?****3/15/2013**

The Department does not recommend the exiting of students from ELL status in kindergarten and grade 1 because there is data available only on their speaking and listening skills. It is recommended that districts await the results of reading and writing assessments in grade 2 and higher to make those decisions.

**I - Q1: How will ACCESS scores impact PPI scores?****3/15/2013**

The scores do not impact the Progress and Performance Index. However, non-participation in ACCESS will affect the 95% participation requirement, as stated below (page 31 of the No Child Left Behind waiver submission for Massachusetts that was approved in Feb. 2012 and is posted to <http://www.doe.mass.edu/apa/nclb/waiver/2012-0118resubmission.pdf#search=%22NCLB%22>):

“To meet the participation standard, English language learners in their first year of U.S. schooling must participate in the state ELL assessment and the MCAS for mathematics. ELLs in their second year of U.S. schooling and beyond must participate in both the English language arts (ELA) and mathematics MCAS and the state ELL assessment. Exceptions to the ELL assessment requirement will be made only where accommodations [or alternate assessments] for ELLs with disabilities are not available for a particular test.”

**I - Q2: Will the ACCESS for ELLs test measure students' content knowledge or language proficiency? Several teachers expressed concern that the format of the test, especially in the standards related to content areas, measure student's knowledge of certain topics, and not their language skills.** **3/15/2013**

The ACCESS for ELLs tests are based on a student's comprehension of reading and listening passages containing information in four content areas (Language Arts, Mathematics, Science, and Social Studies). The tests do not require any prior knowledge of this content by the student. The answers to the multiple-choice questions can be found directly within each passage on which the question is based. Sample ACCESS for ELLs test items are available online at <http://www.wida.us/assessment/ACCESS/> under "Downloads and Products".

**I - Q3: What test should we use to screen 4-year-old students in Kindergarten, and Kindergarten students in general?** **3/15/2013**

The MODEL assessment provides more finely-detailed information than the W-APT, but it is not free. Here is what the WIDA.us web page has to say at <http://www.wida.us/assessment/w-apt/>:

"The Kindergarten W-APT is meant to be administered to second semester preK, K, and first semester 1st grade students. It is organized as a single, individually-administered test with a combined Speaking/Listening component. The Reading and Writing tests make up a separate test which is optional, and only for students with some literacy skills.

The Kindergarten W-APT is not able to assign scores across the full range of WIDA ELP levels 1-6. Instead, scores for Speaking and Listening are marked as low, mid, high, or exceptional proficiency. Scoring details can be found in the W-APT Test Administration Manual. The WIDA MODEL for Kindergarten assessment is an optional replacement to the Kindergarten W-APT and it yields a score between 1 and 6 on the WIDA ELP scale. To learn more about this test kit, please visit the WIDA MODEL web page at <http://www.wida.us/assessment/MODEL/>."

**I - Q4: What are the state requirements for tracking services provided to students?****3/15/2013**

ESE does not have one required way to track services provided to students. It is the district's responsibility to determine and implement.

**I - Q5: What are the service recommendations per level, at each domain? (Levels 1-5, reading, writing, listening, speaking)****3/15/2013**

The amount of ESL/ELD services that all ELL students are recommended to receive will not change until the summer of 2013 when new guidelines are developed by the ESE to correspond with the results of the new state ELL evaluation, ACCESS. Until this new guidance document is produced districts are still encouraged to follow the Guidance on Using MEPA Results to Plan Sheltered English Immersion (SEI) Instruction and Make Reclassification Decisions for Limited English Proficient (LEP) Students from September 2009 located at [http://www.doe.mass.edu/ell/guidance\\_laws.html](http://www.doe.mass.edu/ell/guidance_laws.html)

**I - Q6: What ACCESS for ELLs score is recommended to consider a student “Formerly Limited English Proficient” or “FLEP”?  
What is “cut off” performance definition score for being considered FLEP (no direct service) in MA?** **3/15/2013**

- Each state handles this differently and no WIDA Consortium policy exists that will be appropriate for all member states. In Massachusetts, exiting ELL status is a local decision based on as number of factors, including:
    - o the student's scores on locally-administered reading and writing diagnostic assessments, such as DIBELS, GRADE, DRA, Terra Nova, or Stanford 9
    - o the student’s academic grades
    - o written observations and recommendations documented by the student's classroom teachers
    - o the student’s performance on MCAS content area tests
- (Excerpted from Guidance posted to <http://www.doe.mass.edu/mcas/mepa/2009/guidance.pdf>)
- In all cases once a student is considered FLEP the district actively monitors students who have exited an ELL education program for two years and provides language support services to those students, if needed.

**I - Q7: Where can I find ACCESS for ELLs testing information?** **3/15/2013**

Where can I find ACCESS for ELLs testing information?

- Information on 2012-2013 milestone dates for ordering and administering tests, and receiving reports of results, is provided on page 7 of the Department’s publication entitled Requirements for the Participation of ELLs in ACCESS for ELLs and MCAS (2012-2013 Update) posted to <http://www.doe.mass.edu/mcas/participation/ell.pdf>.
- The Student Assessment Office will also post a Principal’s Pre-Administration Manual for ACCESS for ELLs at <http://www.doe.mass.edu/mcas/access/> , the Department web address for information on ACCESS for ELLs testing.

**I - Q8: What levels will we use to determine which students qualify for ELL services? (i.e. will a level 5 qualify?) What W-APT scores qualify a student as ELL? What level will we use to test out of services? Other cut-off scores? 3/15/2013**

ESE does not require that districts use the results of a single test (e.g., MEPA or ACCESS for ELLs) to make determinations about a student's ELL status. Instead, test scores provide additional information/evidence for local educators to make those determinations. For example, the Home Language Survey and other local screening assessments, such as the WIDA-ACCESS Placement Test (W-APT, available free on the WIDA website), should be used in conjunction with a teacher's or other diagnostician's best judgment.

**I - Q9: How should pre-LAS or W-APT be used for pre-K students? If we determine a need for service and provide the service, does the state still want us NOT to say they are ELL (on SIMS)? 3/15/2013**

- If a district elects to use the W-APT, the Kindergarten W-APT should be administered to students in the 2nd semester of Pre-K. There is no W-APT form specifically for Pre-K, only K.
- The SIMS Data handbook at <http://www.doe.mass.edu/info/services/data/sims/DataHandbook.pdf> lists the following data elements for reporting pre-K ELL students under DOE025:
  - o Limited English Proficient Students are defined as children who were:
    - not born in the U.S., whose native tongue is a language other than English and who are incapable of performing ordinary class work in English; or
    - born in the United States of non-English speaking parents and who are incapable of performing ordinary class work in English.

**I - Q10: Does W-APT replace IPT, LAS, or other internal screening? If we have already given the LAS, do we also have to give the W-APT this fall? 3/15/2013**

- There are no required local diagnostic assessments for ELL students. These may be selected and used at your discretion. W-APT is an optional, free screener that can be used at the district’s discretion to screen new students.
- For Kindergarten students, WIDA recommends using the more in-depth WIDA MODEL assessment, which is more appropriate for screening very young ELL students. MODEL is described on the WIDA website at <http://www.wida.us/assessment/MODEL/>. There is a fee to purchase the MODEL.
- The advantage to using the W-APT and/or MODEL screener assessments is that they are both aligned with the WIDA English Language Proficiency Standards which will be used as the basis for statewide testing on ACCESS for ELLs beginning in Kindergarten.

**I - Q11: Can we continue to use pre-LAS and LAS Links as screeners? 3/15/2013**

Yes

**I - Q12: Who can administer the W-APT and ACCESS? Do they have to be licensed in ELL?****3/15/2013**

- There are no requirements to administer the W-APT, though familiarity with the instrument (and with ELLs) is a requirement. See information and guidance documents on the WIDA W-APT web page at <http://www.wida.us/assessment/w-apt/>.
- Prospective test administrators for ACCESS for ELLs must complete one or more online training modules and a brief quiz after each, in order to administer the test. Information on setting up personal accounts to take these training modules and document their completion is posted to <http://www.doe.mass.edu/mcas/access/training-certification.html>.
- ACCESS for ELLs test administrators must be education professionals working for the district, and must have successfully completed the module.
- For additional information, contact Paulette Watson, ACCESS for ELLs Coordinator, in the Student Assessment office at 781-338-3625 or at [pwatson@doe.mass.edu](mailto:pwatson@doe.mass.edu).

**I - Q13: Do all teachers have to be trained in W-APT or ACCESS to ELLs or have to have introductory training? Guidelines on required training for ALL teachers would be helpful.****3/15/2013**

No. Please review the information posted to <http://www.doe.mass.edu/mcas/access/training-certification.html> regarding training to administer ACCESS for ELLs, and the aforementioned Participation Requirements manual at <http://www.doe.mass.edu/mcas/participation/ell.pdf> for an overview of ACCESS for ELLs testing.

