

Appendix E:
Required Documents Prior to Waiving CD 828 DL Teaching Language and Literacy to
English Language Learners

Waiver process for CD 828 Teaching Language and Literacy to English Language Learners

CD 828 Teaching Language and Literacy to English Language Learners is our foundational course for ensuring that candidates gain the Reading Subject Matter Knowledge and Skills (SMKs) and meet the Sheltered English Immersion (SEI) indicators of the Professional Standards for Teachers (PSTs) as set forth by the MA Department of Elementary and Secondary Education (DESE).

We want to ensure that our candidates are ready to participate in educational practices that celebrate and sustain all students' linguistic and cultural strengths and ensure equity in assessment, instructional planning, and learning.

To petition to waive CD 828, a candidate must:

1. Provide evidence and artifacts that show their competencies related to the **SMKs** and the **SEI** indicators in the **PSTs** as required by the MA Department of Elementary and Secondary Education for Reading, All levels License. See below for the specific **SMKs** and **PSTs** that must be addressed. An electronic file of their evidence and artifacts should be submitted to the program director. Please be sure to redact identifying information on all documents to honor the privacy of students/clients. For each artifact, please include the SEI indicator (letter a-e) or the SMK indicator (j) to which it relates. The faculty of record and program director will review the documentation for CD 828. If approved, candidates will then submit the formal transfer petition to the registrar's office.
2. **After the candidate has completed step 1 and the evidence and artifacts have been approved by CAS faculty**, the student will file the official petition to waiver form <https://www.mghihp.edu/petition-course-replacement-form>
The student will upload their Sheltered English Immersion (SEI) endorsement documentation along with the related course (s) syllabi and transcripts.

Professional Standards for Teachers (PSTs)

SEI indicators a-e are outlined below. Sections one and two contain SEI indicators a-d. They require that your evidence shows a “demonstrate” level of practice. Section three contains SEI indicator e and requires evidence that demonstrates a “practice” level of practice. Please provide evidence related to the appropriate level of practice required (see chart below for description). Note: The main PST headings are just there to give you added context as to where the SEI indicator is positioned within the PSTs. You only need to provide evidence for the SEI indicators a-e.

Note: The following verbiage is taken directly from the [MA DESE PST and SMK Guidelines](#)

Level of Practice	Expectations for Candidates
Introduction	Candidates show understanding through coursework and/or in field-based experiences.
Practice	Candidates have opportunities to practice, to be observed, and to receive feedback through coursework and/or in field-based experiences.
Demonstrate	Candidates consistently demonstrate competency through coursework and in field-based experiences as measured by the teacher performance assessment.

(1). Curriculum, Planning, and Assessment standard: Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.

SEI Indicator (a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges. (Demonstrate)

SEI Indicator (c) Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy. (Demonstrate)

2. Teaching All Students standard: Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

SEI Indicator (b) Uses effective strategies and techniques for making content accessible to English language learners. (Demonstrate)

SEI Indicator (d) Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance. (Demonstrate)

(3) Family and Community Engagement Standard: Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

SEI Indicator (e) Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school. (Practice)

Reading Subject Matter Knowledge (SMKs):

Related to the following SMK indicator, please provide evidence of your understanding of the strengths and needs commonly demonstrated by multilingual students.

f. Characteristics of diverse learner profiles, including the strengths and needs commonly demonstrated by multilingual students and students with reading disabilities including dyslexia.