



EDSS 544A
Secondary Social Studies Education A
CRN #48865
Tuesdays
5:00 pm – 6:50 pm
University Hall 237
Fall 2014

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
 - Promote and foster social justice and educational equity
 - Advance innovative, student-centered practices
 - Inspire reflective teaching and learning
 - Conduct purposeful research
 - Serve the School, College, University, and Community
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Basic Tenets of our Conceptual Framework

- Student centered education
 - Research and theory specific to the program field inform practice
 - Connections and links between coursework and application
 - Strong engagement between faculty and candidates
 - Co-teaching clinical practice
 - Culturally responsive pedagogy and socially just outcomes
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MESSAGES FOR SUCCESSFUL TEACHING

This is a rigorous program and profession and you are fortunate to be here. Take pride in being part of the program you chose and realize that you represent CSUSM and the teaching profession at all times.

ATTITUDE IS EVERYTHING! Guiding principles:

1. All Students Can Learn.

Teachers are responsible for the learning outcomes of every child. Tell your students you believe in them.

2. Relationships are the Key to Success. Reputation is Everything. Perception is Reality. This is a year- long interview.

Be a good colleague. Everyone you encounter may be your unofficial letters of recommendation. Social and Cooperative Skills are needed with students, colleagues, administrators, families and the community. The education community is very small. You never know who knows whom, or who can help you get your ideal teaching position. Candidates who do not understand this early-on may encounter barriers to getting hired. What you do EVERY day matters!

3. It's not about you, it is all about your students.

Learn who your students are, what they value, how they learn and how they feel validated and motivated to learn. Differentiate content, process and product based on each student's readiness learning profile and interests. Be respectful.

4. Ensure social justice and equity.

Teaching is a political act. Effective teachers are change agents. Supporting the status quo is supporting failure. Remember, you cannot change systems with the same practices and processes that were used to create them.

5. Listen and learn.

Pay attention to classroom and workplace discussion protocols. Listen and learn the culture of your school and the community context. Be respectful to your Cooperating Teacher, On-site Liaison and University Supervisor - they are your on-site support team!! Benefit from their expertise and experience. Learn the culture and the politics and develop a positive reputation to position yourself to transform education. At school meetings find ways to confirm and support, not challenge.

THE DAY TO DAY.....

6. If You Fail to Plan, You Plan to Fail. Be Prepared. Be reflective.

You are expected to have a lesson plan for each and every day you teach. Evidence of learning should be monitored continuously and in a variety of ways. Reflect on what worked and what didn't work every period.

7. Engaging Lessons/Activities and Your Positive Attitude Are The Best Management Approach. (refer to #1)

"Idle hands are the devil's tools" (Chaucer's 'Tale of Melibee', c. 1386). If idleness is the root of mischief, then educators need to make sure they design engaging activities that take into account students' readiness levels, learning profiles and interests. If a lesson challenges students then they will not find ways to challenge you.

8. Do The Work. Step it Up. Try. Actions and Non-Actions Speak. Be present.

You have to do the work. Push yourself to do your best. Be mindful of your actions, because they speak more than your words. Colleagues and students will judge you on what you do and do not do. A lack of action may reflect poorly on your effectiveness. Colleagues and students will look for evidence of your effectiveness. A lack of evidence can be perceived as failure. If you observe a problem and do not act, you are sending the message that that action is approved.

AND FINALLY.....

9. Be Flexible.

Be open to and enthusiastic for learning (Disposition 6 & 8).

10. Enjoy the Experience.

Enjoy the developmental process. Have fun with the students. This profession can be life affirming.

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

EDSS 544A SOCIAL STUDIES METHODS COURSE WORK INFORMATION & REQUIREMENTS

Course Prerequisites

Admission to the Single Subject Program, EDUC 350, EDUC 364, & EDUC 422

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Teacher candidates successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 02.*)

Teacher Candidate Learning Outcomes

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations and complete critical assessment tasks- specific assignments for this course. It is the teacher candidates responsibility to understand expectations and complete assignments by stated due dates.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SOE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

Task 1: Principles of Context-Specific and Developmentally Appropriate Pedagogy

- Case Study 1: Developmentally appropriate pedagogy
- Case Study 2: Assessment practices
- Case Study 3: Adaptation of content-specific pedagogy for English Learners, and
- Case Study 4: Adaptation of content-specific pedagogy for students with special needs.
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School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all teacher candidates are expected to attend all classes and participate actively. At a minimum, a teacher candidate must attend more than 80% of class time, or s/he will not receive a passing grade for the course. Should the teacher candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997.*)

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

The writing requirement of 2500 words will be met through reading responses, teacher interview, strategy matrix, lesson plans and unit plan.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

EDSS 544A COURSE INFORMATION REQUIREMENTS AND ASSIGNMENT DESCRIPTIONS

Course Description

Focuses on developing an understanding of theory, methodology, and assessment of Social Studies in integrated and inclusive secondary classrooms: Part A.

Course Objectives

During interrelated activities in program coursework and fieldwork, SS history/social science candidates learn and practice ways to:

1. state-adopted K-12 academic content standards for students in history while helping students to use history-social science analysis skills at intermediate and advanced levels;
2. apply social science concepts to historical issues and enrich the study of history through in-depth case studies, historical literature, and cross-cultural activities;
3. encourage civic participation through studies of democratic civic values and constitutional principles;
4. deal honestly and accurately with controversial issues in historical or contemporary contexts;
5. discuss important roles of culture in world and United States history without bias;
6. incorporate a range of critical thinking skills and literacy skills into social studies instruction;
7. utilize active forms of social science learning with all students, including simulations, debates, research studies and cooperative projects.

As a result of this course, you will be able to:

1. Apply the California History/Social Science Framework, the State H/SS Standards and the CA Common Core Standards to the classroom experience;
2. Incorporate primary source materials, the arts, and oral history methods into social studies instruction;
3. Become aware of the multitude of community resources available to teachers and the ways in which these resources can be used to strengthen the social studies program;
4. Design lesson plans and implement them through a developmentally appropriate unit that reflects the needs of the learning community while infusing a multicultural perspective throughout.
5. Design curricula that reflect a variety of instructional strategies and that develop higher-level thinking skills through active participation;

Required Texts

California's Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. <http://www.cde.ca.gov/re/cc/>
California Curriculum Frameworks: <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>

A choice of one of the following books for out of class reading and in class small group discussion.
A History of the World in 6 Glasses, by Tom Standage, or
A Little History of the World, by E. H. Gombrich.

Course Requirements

Teacher education is a professional preparation program. It is expected that teacher candidates will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Teacher candidates are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education. Points will be deducted if assignments are submitted late. *Half credit for any late assignments turned in within one week of the original due date. No assignments will be accepted after one week.*

It is expected that work will be turned in on time. Please discuss individual issues with the instructor.

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students in the area of English/Language Arts. The successful candidate must be able to demonstrate their understanding and ability to apply each of the TPE's, that is, merge theory and practice in order to realize a comprehensive and extensive educational program for all students. This course will emphasize the following TPEs:

TPE 1B - Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Understands and uses the state-adopted academic content standards
Develops planning instruction that addresses the standards
Consistently demonstrates the ability to teach to the standards

TPE 4 - Making Content Accessible

States in every lesson plan the State standards
Uses activities and materials that support stated objectives
Uses multiple ways to reinforce the content of the standard
Follows a logical, sequence of instruction in the lesson plan

TPE 5 - Student Engagement

Ensures students understand the objective of the lesson
Actively involves students with the lesson
Uses a variety of strategies to involve the students and increase their understanding of the lessons objectives

TPE 6c - Developmentally Appropriate Practices in Grades 9 -12

Understanding important characteristics of the learners
Designing instructional activities
Providing developmentally appropriate educational experiences

TPE 9 - Instructional Planning

Establishing academic learning goals
Connecting academic content to the students backgrounds, needs, and abilities
Selecting strategies/activities/materials/resources

TPE 10 - Instructional Time

Appropriately allocates instructional time to maximize student achievement

Effectively and efficiently maximizes instructional time through management based on reflection and consultation

Adjusts the use of instruction time to optimize learning opportunities

Instructor Application of the Attendance Policy

Due to the dynamic and interactive nature of courses in the CoE, all students are expected to attend all classes and participate actively. At a minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor.

If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements. Notification of an absence does not constitute an excuse.

Assignments (in brief)

- **Strategies Notebook (20 points possible):** Careful, clear notes of instructional strategies covered in class, with explanations and specific examples of how you used (or would use) the strategies in your unit design and lesson planning
- **Understanding by Design Unit Plan (40 points possible):** Each student will be responsible for creating a unit plan based on the UbD template
 - Stage I.** Identify standards, enduring understandings, Big Ideas, and the clear, attainable objectives.
 - Stage II.** Create a performance assessment based on Depth of Knowledge principles that allows students to show their understanding of the Big Idea and answer the Essential Question
 - Stage III.** Create lesson plans that enable the students to complete the assessment with a advanced level of understanding while incorporating the strategies introduced during the semester in Methods class and in your placement class.
- **Teaching English Learners in Clinical Practice I: Lesson Design, Implementation and Reflection. (40 points)** In this assignment, you will design a content lesson that is based on a Common core standard and CA Content standard and is differentiated for English Learners so as to ensure that your English Learner students have access to the core curriculum. You will also need to include an ELD standard in your lesson plan. You will implement the lesson and reflect upon your teaching. It is not a requirement, but I would suggest that you ask your cooperating teacher to observe you teaching this lesson and use the guide questions in the analysis and reflection to help you reflect on this lesson.
- **Thoughtful participation (assessed partially by Professional Dispositions):** Being a teacher involves more than planning lessons and delivering instruction. You must be able to articulate the reasons behind your curricular decisions, to advocate for students, and to defend policies about which you feel strongly. Engaging in professional conversations with parents, administrators, other teachers, and the public is imperative for teachers today. To that end, we expect that each student will participate actively and thoughtfully in each class session.

SCHEDULE/COURSE OUTLINE
EDSS 544A and 546A SECONDARY ENGLISH/Social Studies METHODS Course CALENDAR

Although this schedule is carefully planned, the instructor reserves the right to make changes based on unforeseen circumstances and teachable moments.

Green = Joint sessions Red = EDSS 544A Social Studies only

| Session Date | Topic | Your Responsibilities |
|-------------------------------|--|--|
| #1 9/9 Joint Session | Joint Session Why teach English, Social Studies, and/or Humanities? CA Frameworks, Standards and the CA Common Core Standards | Come prepared to learn, participate and share! UH 237 |
| #2 9/23 Soc. Stud. Only | Social Studies Only What is effective teaching? Review Methods Course assignments Start Unit Planning: Introduction to UbD and Deciphering the Standards | Read article "Building Better Teachers" and be prepared to share your thoughts and questions on the excerpt and teaching profession Have access to the Methods Syllabus Bring California Framework Standards for secondary social studies and Common Core State Standards Bring syllabus for first semester for your placement class (pacing guide if you do not have access to syllabus) Begin Unit Plan Assignment |
| #3 10/7 | Social Studies Only Big Ideas Who is in our classroom? Differentiation | Bring California Framework Standards for secondary social studies Bring syllabus for first semester for your placement class (pacing guide if you do not have access to syllabus) Begin Strategies notebook (electronic version) |
| #4 10/21 | Social Studies Only Essential Questions Delivery System | Read posted articles/websites on the various delivery systems Have access to your UbD template |
| #5 10/28 Joint Session | Joint Session Document Based Questions and Depth of Knowledge Performance Assessments | Bring a few relevant primary sources for a current or near-future unit from your placement class (quotes/excerpts, cartoons, artwork/photos, etc) Have access to the Common Core State Standards Bring your UbD template |
| #6 11/4 | Social Studies Only Content and Academic Language (Sentence Frames) | Bring a pretty good draft of your UbD template for Stages I and II |

| Session Date | Topic | Your Responsibilities |
|---------------------------------|--|---|
| #7 11/11 | Online Class Lesson Planning Workshop WHERE TO | DUE: Completed UbD template with Stages I-III |
| #8 12/2 Joint Session | Interdisciplinary Humanities lesson planning utilizing DOK | DUE: Teaching English Learners in Clinical Practice I. |
| #9 12/9 Joint Session | Final Gathering Share a lesson you have taught or will teach about reading Voices from the field-how is it going? Collaborative problem solving | |

Semester II Continuation and overview of topics

Accessibility (Text sets, etc.)

Language development

Research

Teaching the big ideas (not a novel or a war)

Ethics and values

Simulations and Role Plays

More on writing as assessment

Assessment

Issues Centered Units

Writing argument and analysis

Multicultural Lesson idea for Humanities Methods: Multicultural awareness and knowledge and exposure to new ideas. Bias, stereotype, perspective. Model as a deep reading lesson first. Bring in a news story and identify the places in the story that have cultural contexts. In a discussion, identify bias, gender and race stereotypes, perspectives. Deep reading. TCs create a common core prompt and graphic organizer that would enable their students to do this assignment

ASSIGNMENT SHEET

EDSS 544

Name _____ e-mail _____

School Site _____ Clinical Practice Class _____

_____ **Strategies Notebook (20 points possible)**

_____ **Unit Plan (40 points possible):**

Stage I _____ Stage II _____ Stage III _____

_____ **Teaching English Learners in Clinical Practice I: Lesson Design, Implementation and Reflection. (40 points)**

_____ **Thoughtful participation (assessed partially by Professional Dispositions)**

TEACHING ENGLISH LEARNERS IN CLINICAL PRACTICE 1

Lesson Design, Implementation, and Reflection

In this assignment, you will design a content lesson that is based on a Common core standard and CA Content standard and is differentiated for English Learners so as to ensure that your English Learner students have access to the core curriculum. You will also need to include an ELD standard in your lesson plan. You will implement the lesson and reflect upon your teaching. It is not a requirement, but I would suggest that you ask your cooperating teacher to observe you teaching this lesson and use the guide questions in the analysis and reflection to help you reflect on this lesson.

The following information should be included in your write-up.

Design the Lesson

- Information about your whole class, including linguistic background, content and academic language abilities, cultural considerations, and interests. You will likely have some of this information from your student survey.
- Physical, social, and emotional factors that influence the instruction of adolescents and how you use this knowledge to inform your teaching, especially in this particular class.
- Briefly describe the lesson, including content standards, an ELD standard, where the lesson fits into a unit or sequence of instruction, formative and summative assessment. (attach the actual lesson plan as an appendix).
- Describe the adaptations you have made to the lesson to ensure that your English Learners, at their particular levels, can access the curriculum, build academic language skills, and reach the learning goals you have identified for this lesson.
- Describe the assessment based on the content and ELD standards stated

Analyze the lesson after teaching

- Overall, what worked, what did not work, what would you modify the next time you teach the lesson.
- To what extent did the whole class achieve the learning goals?
- Overall, how well did the lesson connect with student backgrounds and interests?
- What will you do for students who did not achieve the learning goals?
- With regard to your English Learners, how well did the lesson work? not work?
- To what extent did the student achieve the content learning goals and the development of English?

Reflect on the lesson

- Given your analysis of this lesson and the student learning, how will you use this information to guide your planning for future lessons?
- What have you learned about the need for making adaptations for English Learners as you plan for differentiated instruction? Cite specific information about the students, your plan for instruction, and the analysis of the lesson to explain your answer.
- What are your professional development goals for continued progress and learning with regard to planning and differentiating instruction for English Learners?

RUBRIC
Teaching English Learners: Lesson Design, Implementation, and Reflection

Name _____ Reviewer _____

All assignment criteria and guide questions should be addressed.

| Criteria | Appropriate, relevant, accurate, clear, connected across the reflection (3) | Minimal, limited, inconsistent, ambiguous, weakly connected (2) | Inappropriate, irrelevant, missing, unconnected (0-1) |
|--|---|---|--|
| Information about your whole class, including linguistic background, content and academic language abilities, cultural considerations, and interests. | | | |
| Physical, social, and emotional factors that influence the instruction of adolescents and how you use this knowledge to inform your teaching, especially in this particular class. | | | |
| Description of the lesson, including content standards, an ELD standard, where the lesson fits into a unit or sequence of instruction, formative and summative assessment. | | | |
| Description of the assessment based on the content and ELD standards stated. | | | |
| Analysis includes what worked, what did not work, and modifications you would make the next time you teach the lesson. | | | |
| Analysis includes the extent to which the whole class achieved the learning goals. | | | |
| Analysis includes information regarding how the lesson connected with student backgrounds and interests. | | | |
| Analysis includes what will you do for students who did not achieve the learning goals. | | | |
| Analysis includes the extent to which the lesson worked for your English Learners. | | | |
| Analysis includes the extent to which your target English Learner achieved the content learning goals and progressed in the development of English. | | | |
| Reflection includes how you will use the information from this analysis to guide your planning for future lessons. | | | |
| Reflection includes what you have learned about the need for making adaptations for English Learners as you plan for differentiated instruction. Specific information about the students, plan for instruction, and analysis are cited as evidence and to explain. | | | |
| Professional development goals for continued progress and learning with regard to planning and differentiating instruction for English Learners are included. | | | |

Comments: