

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION**

**EDMS 555 Spring 2006  
Friday: 8:00-2:15  
UNIV 441**

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**Office Hours: Before or after class, or by appointment**

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**College of Education Mission Statement**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

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**COURSE DESCRIPTION**

This course addresses the needs of elementary school teachers faced with the growing diversity that exists in today's classrooms. As such it will focus on bilingual sociolinguistic/sociocultural competence and implications for learning and instruction, application of effective alternative instructional practices, cultural aspects of English learners, as well as effective and appropriate English language development (ELD) techniques and successful bilingual, multilingual education for language minority students.

**Course Objectives**

- 1) Explain the basic terms, philosophies, problems, issues, history, and practices related to the education of language minority persons in California and the US.
- 2) Demonstrate understanding of the most important goals of bilingual/multicultural education.
- 3) Explain the theoretical framework upon which bilingual education is founded.
- 4) Demonstrate understanding of existing student identification, assessment, and language re-designation requirements for the state of California.
- 5) Explain the connections between bilingual education, English as a second language, and SDAIE methodologies.
- 6) Demonstrate understanding of the five models of multicultural education and their implications for curriculum, instruction, and educational policy.

- 7) Explain the meaning of culture, differentiated index, and the necessity for cultural convergence in schools.
- 8) Use confluent education techniques to develop understand of each individual student, create a more just and humane learning environment, and help students in their growth and development as human beings.

### **Required Texts**

Course Reader: EDMS 555, Elementary Level Multilingual Education, Spring 2004.  
Copy Service, 754 S. Rancho Santa Fe Road, San Marcos. (760) 599-9923

Echevarria, J., Vogt, M., and Short, D. (2004). *Making Content Comprehensible for English Language Learners: The SIOP Model, 2<sup>nd</sup> Edition*. Boston, MA: Allyn and Bacon.

### **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. Students successfully completing this program receive a credential with authorization to teach English learners.  
*(approved by CCTC in SB 2042 Program Standards, August 02)*

### **Standard Alignment**

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are addressed in this class:

**Standard 3:** Relationship between Theory and Practice

**Standard 4:** Pedagogical Thought and Reflective Practice

**Standard 5:** Equity, Diversity, and Access to the Core Curriculum

**Standard 7.a.b:** Preparation to Teach Reading-Language Arts

**Standard 8:** Pedagogical Preparation for Subject-Specific Content Instruction

**Standard 11.c :** Preparation to use Educational Ideas and Research

**Standard 13:** Preparation to Teach English Learners

### **Teacher Performance Expectation (TPE) Competencies**

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are addressed in this course:

### Primary Emphasis

TPE 7: Teaching English Language Learners

TPE 15: Social Justice and Equity

### Secondary Emphasis:

TPE 4: Making Content Accessible

TPE 5: Student engagement

### College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students 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. Individual instructors may adopt more stringent attendance requirements. Should the student 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

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students 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.

### Course Requirements

All students are expected to participate in class activities and demonstrate reflective learning. Students who do not attend a class session, or do not participate in class activities will not receive attendance and participation points for that session. **Six (6) points will be deducted for each missed class session.** It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. **Assignments not handed-in on due date will lose 10% of earned credit per day.** Assignments should be typed and double-spaced (yes, including the class journal). Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor.

- Attendance and participation 10 points
- Interactive Journal / ELD Standards 20 points
- ELD / SDAIE Lesson Observation 20 points
- Multicultural Resources / Lesson Plans 20 points
- SDAIE Unit Plan 25 points
- TPE Reflective Statements 5 points

### Grading

95 – 100	A	80 – 82	B-
90 – 94	A-	77 – 79	C+
87 - 89	B+	73 – 76	C
83 – 86	B	70 – 72	C-

### ASSIGNMENT DESCRIPTIONS

#### Reading Responses/Essential Questions/ EDL Standards

**20 Points**

In order to have effective discussions within our classroom, you will be asked to come to class prepared with the readings for the week. To do this, you will need to do a one-page discussion to the readings for class. This can be a one-page discussion regarding all of the reading, one chapter, or one topic. **At the end of your one-page discussion, write down two essential questions that could be used to begin a discussion on the readings.** That means your questions should be written in a way that would create a class discussion. We will go over examples of effective reading responses in class. Because of the quick nature of the course, I will often give you time for reading and working on our journals during some class sessions. **While one type-written journal entry is due each week, at the end of the course you will be asked to turn in your complete packet of reading responses and essential questions. They will be used at the end of our course.**

#### Interactive Journal – TPE Guide

Criteria	Developing	Nearly Meets	Meets	Exceeds
<b>TPE-7 Teaching English Learners</b>	Candidates demonstrate in their interactive journals that they know and can apply <b>few</b> pedagogical theories, principles, and instructional practices for comprehensive instruction of English.	Candidates demonstrate in their interactive journals that they know and can apply <b>some</b> pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.	Candidates demonstrate in their interactive journals that they know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.	Candidates demonstrate in their interactive journals that they know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of <b>ALL</b> English learners.

#### **ELD Standards Requirement**

For the 3rd class session, you will need to download the ELD standards and print a copy for yourself. Please bring the standards to class. You can download the ELD standards from the CDE website ([www.cde.ca.gov](http://www.cde.ca.gov)) or from WestEd ([www.wested.org](http://www.wested.org)).

On the WestEd Website, type “ELD Standards” in the “Search WestEd” box. Click on “WestEd: The Map of Standards for English Learners” then “Sample Chapters” then “9-12 PDF Version”

**ELD / SDAIE Lesson Observation****20 points**

For this assignment you will observe an ELD or SDAIE lesson at your student teaching school site. You will collect and document evidence of any instructional modifications made to provide comprehensible academic input for the English learners in the class. As part of your write-up, you are to discuss how (if necessary) you would modify the lesson/activity in light of the information and knowledge gained in the course. Your lesson observation must address TPEs 4 and 5 (see rubric).

**Lesson Observation – Scoring Rubric**

<b>Criteria</b>	<b>Developing</b>	<b>Nearly Meets</b>	<b>Meets</b>	<b>Exceeds</b>
<b>TPE-4 Making Content Accessible</b>	Teacher candidate is unable to determine if lesson observed is consistent with pedagogical theories, principles, and instructional practices for making content accessible to English learners.	Candidates can partially determine if lesson observed is consistent with pedagogical theories, principles, and instructional practices for making content accessible to English learners.	Candidates are able to determine if lesson observed makes content accessible to students with different levels of proficiency in English and primary language.	Candidates can apply pedagogical theories, principles, and instructional practices for making content accessible to <b>all</b> English learners by offering appropriate suggestions.
<b>TPE-5 Student Engagement</b>	Candidates of English learners are unaware if lesson observed engages students or is appropriate for the levels of English proficiency and primary language.	Candidates of English learners are not always certain if lesson observed clearly communicates objectives, ensures understanding, monitors progress, adjusts instruction according to levels of English proficiency and primary language, and incorporates community resources appropriately.	Candidates of English learners are able to determine if lesson observed clearly communicates objectives, ensures understanding, monitors progress, adjusts instruction according to levels of English proficiency and primary language, and incorporates community resources appropriately.	Teachers candidates can confirm that the lesson observed engages <b>ALL</b> English learners in the academic program; and students know objectives, understand key concepts, are aware of their progress, and their home language and culture are part of the classroom environment.

**Multicultural Literature Resources / Lesson Plans  
– Critical Assessment Task (CAT)**

**20 points**

With another person, you will have the opportunity to collect multicultural literacy resources and develop lesson plans that will address appropriate literature selections reflecting multicultural perspectives for elementary school students. This assignment must address TPEs 7 and 15.

The required elements of the assignment are:

1. Choose six multicultural selections that should be the center of the curriculum for different times throughout the year, and that address appropriate proficiency and content area knowledge for high school students.
2. For each selection, you will write a brief (one paragraph) annotated bibliography encompassing:
  - a. Appropriate grade level
  - b. Appropriate ELD proficiency level(s)
  - c. Appropriate content area(s)
  - d. Description of the story/text
3. At least two of the books must be bilingual (English and another language) with a brief discussion of how “primary language support” will be incorporated into your curriculum (to be included in the annotated bibliography).
4. Submit a lesson plan that **clearly delineates how every student will be a successful learner by providing universal access to diverse students** (e.g., gifted, English learners, special needs, non-readers, poor readers). This means that you should have clearly labeled SDAIE strategies in your lesson plan. A suggestion would be to clearly write “SDAIE strategy” in the lesson plan.

Poster Sessions (20 minutes each)

Tables will be set up to provide space for the groups to present / display their Multicultural Resources and lesson plans. Class members will walk around and discuss the different resources selected, how they will be used throughout the year in the given content area, and the descriptions of the lessons plans.

**Note:** Dr. Alice Quiocho has developed an excellent website with a bibliography of children’s literature and multicultural books that could be a great resource for you (<http://www.csusm.edu/Quiocho>). Also, check out Teaching Tolerance’s website at [www.tolerance.org](http://www.tolerance.org) for other great materials.

**Multicultural Resources / Lessons – Scoring Rubric**

<b>Criteria</b>	<b>Developing</b>	<b>Nearly Meets</b>	<b>Meets</b>	<b>Exceeds</b>
<b>TPE-7 Teaching English Learners</b>	Multicultural resources are not authentic, do not reflect the diversity in schools, and the primary language of students is not considered. Lessons do not support English learners.	Candidates select some authentic multicultural resources, primary language is not included or not well translated. Lesson reading and writing activities are inappropriate for levels of proficiency in English and primary language, and	Candidates select authentic multicultural resources that reflect diversity of the classroom, to include the primary language of English learners. Lesson plans include instructional activities appropriate for levels of proficiency in English and primary language, and have	Teaching candidates include justification for the selection and purpose of each resource, taking into account the varying learning and social needs of individual students or groups in their own classroom. Lessons include language activities meet the academic and social

		assessments are non-existent or inappropriate.	relevant assessments.	needs of <b>all</b> students.
<b>TPE-15 Social Justice and Equity</b>	Multicultural assignment does not address issues of social justice and equity in the classroom. Lesson plans are not designed for students from diverse backgrounds.	Candidates select some multicultural resources that address issues of social justice and equity. Lesson plans do not include instructional practices for diverse students and are not grounded in theories of multicultural education.	Candidates select authentic multicultural resources that address issues of social justice and equity. Lesson plans are designed to include instructional practices that are grounded in theories of multicultural education, and provide equitable outcomes for students from different linguistic, cultural, social and economic backgrounds.	Candidates include justification for each multicultural selection that show how issues of social justice and equity are addressed for <b>all</b> students. Lesson plans apply instructional strategies grounded in theories and principles of multicultural education, ensure equal outcomes for <b>all</b> students from different backgrounds, and are designed with stakeholders representing <b>all</b> students in the classroom.

### TPE Reflective Statements

**5 points**

In EDSS 555, you are specifically responsible for writing a reflective statement for TPEs 7 and 15 in the TaskStream Electronic Portfolio. **You must attach your SDAIE lesson plan as an artifact to support your ideas for both reflective statements (TPEs 7 and 15).** You may attach other artifacts which also support your ideas. The same artifact may appear in multiple TPE reflections.

Each assigned response will relate to course assignments, discussions, and/or readings that provide a deeper understanding of the specified TPE. As you write, the goal is to describe your learning as it relates to the TPE, to analyze artifacts (assignments) and explain how they are evidence of your learning, and to reflect on the significance of your learning (the “so what?”) and where you need to go next related to the TPE. A four paragraph structure will help you develop your response:

- **1<sup>st</sup> Paragraph:** Introduction to your response that uses the words of the TPE. DO NOT restate the TPE; instead, introduce your reader to the focus of your response as it relates to the TPE. This is basically an extended thesis statement related to the TPE (refer to *TPEs-at-a-Glance with Salient Features*)
- **2<sup>nd</sup> Paragraph:** Explain how one attached artifact is evidence of your learning related to the TPE. The key here is “evidence.” How does this artifact prove that you have learned something specific related to the TPE?
- **3<sup>rd</sup> Paragraph:** Explain how another attached artifact is evidence of your learning related to the TPE. (*Optional for EDSS 555*)
- **4<sup>th</sup> Paragraph:** Reflect upon and summarize the significance of your learning overall (connected to the TPE) and explain what you still need to learn related to this TPE. This addresses the “so what?” of your learning.

Please be succinct in your writing; more is NOT better. State your ideas clearly and keep them grounded in the evidence of your learning as represented by your artifacts. When you submit each TPE response, you will receive feedback from the instructor that asks for revisions or says that you are done. You will not get full credit for this assignment if you are asked to revise and

you do not. Please continue to check your Taskstream portfolio until the instructor says you are done with each TPE response for the course. More details about using Taskstream will be given in class and can be found the Taskstream website.

### **SDAIE Unit Plans**

**25 points**

#### **– Critical Assessment Task (CAT)**

Applying the SDAIE methodologies and principles discussed in class, create a SDAIE unit plan appropriate for English learners at various proficiency levels. Each lesson in the unit should contain the following:

1. Grade level, Content standard(s), ELD standard(s), requisite background information (i.e. Who are your students? What are your English learners' proficiency levels? What accommodations need to be made for students in your class? What do your students need to know prior to the lesson?) Materials / resources necessary for the lesson
2. A plan for assessment **(addressing TPEs 3 and 7)**
  - How will your students demonstrate mastery of the content and language standards/objectives?
  - What varied authentic products will be produced?
  - What multi-level assessment criteria will be used?
  - What different levels of mastery will be accepted?
3. Vocabulary (and grammatical structures if applicable) to be learned or reinforced in the lesson – how will you make vocabulary development part of the lesson?
4. Have you addressed specific pedagogical skills for subject matter instruction? **(TPEs 1 & 7)**
  - For example, do the activities you have designed for lesson support the content and ELD standards you have selected?
7. How do ALL your students have access to the content you are presenting? **(TPEs 4 and 7)**
  - Does the lesson use visuals, manipulative, regalia, drama, or other techniques that would facilitate understanding?
  - Do the lesson strategies incorporate group collaboration, cooperative learning activities, peer assistance, or other work-group techniques?
  - Does the lesson incorporate the language and culture of language minority students?
  - Does the lesson include multiple intelligences and/or multiple modalities?
  - Are the community/parents of English learners included in the unit of study?
8. How will you ensure that ALL your students are engaged in the lesson? **(TPEs 5 and 7)**
9. How will you ensure that ALL your students have access to academic language? **(TPE 7)**

You may work in a group of 2-4 students. During several class sessions, students will have the opportunity to work on their unit plan by applying what they have learned from the readings, class discussions, and their classroom experiences. This assignment must address TPEs 1, 3, 4, 5 and 7 (see rubric).

#### SDAIE Presentations – Critical Assessment Task (CAT)

Each group will have 15-20 minutes to present a portion of their SDAIE Unit Plan and explain the process involved in creating their unit.

**SDAIE Unit Plan/Presentation – Scoring Rubric**

<b>Criteria</b>	<b>Developing</b>	<b>Nearly Meets</b>	<b>Meets</b>	<b>Exceeds</b>
<b>TPE-7 Teaching English learners</b>	Candidates know and can apply few of the pedagogical theories, principles, and instructional practices for English learners. English learners do not comprehend key academic concepts and ideas.	Candidates know many pedagogical theories, principles, and instructional practices for English learners, but cannot apply them in a comprehensive manner.	Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners.	Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of <b>ALL</b> English learners.
<b>TPE 15 Social Justice and Equity</b>	Candidates do not address issues of social justice and equity in the classroom, and lessons are not designed for students from diverse backgrounds.	Candidates know many issues of social justice and equity, but lessons do not include instructional practices for diverse students and are not grounded in theories of multicultural education.	Candidates know and can apply issues of social justice and equity in the classroom. Lessons include instructional practices that are grounded in multicultural education, and provide equitable outcomes for students from different linguistic, cultural, social and economic backgrounds.	Candidates know and apply issues of social justice and equity in their lessons. Lessons apply instructional strategies grounded in theories, principles & ideas of multicultural education, ensure equitable outcomes for <b>all</b> students from different backgrounds, and are designed collaboratively with stakeholders representing <b>all</b> students in the classroom.

**Course Outline**  
**(Timeline Subject to Change pending “Teachable” Moments)**

Date	Topic	Assignment
Session 1	Introduction / Overview Who are English Language Learners?  Historical Overview of Bilingual Education -Social, Political and Legal Foundations	Banks (Reader) Kozol (Reader) Krashen – Chapters 1, 6 & 7 (Reader)  <b>Due: Journal #1</b>
Session 2	Second Language Acquisition: Theoretical Frameworks  Bilingual Education Programs / Legal Mandates / Proposition 227 What can classroom teachers do?	Peregoy&Boyle–Chapters 1&2 (Read.) Collier article (Reader) Crawford – Ch.13, Prop. 227 (Reader) Olsen – Learning English... (Reader)  <b>Due: Journal #2</b>
Session 3	<b>No Class</b>  With Partner, go to our library to begin your search for Multicultural Resources. Begin in the Barona Center (5 <sup>th</sup> floor). You will need to bring in these resources for our 4 <sup>th</sup> session.	Kuntz – My Spanish Standoff (Reader) Echevarria, Vogt & Short (SIOP) – Chapters 1, 2, 3 <b>DUE: Download the ELD Standards from CDE or WestEd Website</b>
Session 4	SDAIE Strategies Oral Language Development	Echevarria, Vogt & Short (SIOP) – Chapters 4 and 5 Peregoy & Boyle – Chapter 4 (Reader)  <b>Due: Bring In Multicultural Resources</b>  <b>Due: Journal #3</b>
Session 5	Discussion of ELD / SDAIE Observations  SDAIE Strategies Reading and Writing  Plan for SDAIE units-bring all supplies <b>After Lunch</b> <b>Class visitation to Central Elementary</b> <b>122 W. 4<sup>th</sup> Ave</b> <b>Escondido, CA 92025</b> <b>(760) 432-2431</b>	Echevarria, Vogt & Short – Chs. 6, 7, 8 Echevarria & Graves – Ch. 4 (Reader) Chamot & O'Malley–Ch.3 & 4 (Reader) Scarcella – Chapter 1 (Reader)  <b>DUE: Multicultural Resources / Lesson Plans</b>  <b>Due: Journal #4</b>
Session 6	Writer’s Workshops on ELD observations  ELD observation discussions  Reading and Writing in Content Areas	Echevarria, Vogt & Short – Ch. 9 O'Malley & Pierce – Ch. 7 (Reader)  <b>Due: Journal #5</b>  <b>DUE: First draft of ELD / SDAIE Lesson Observation</b>

Session 7	Assessing an English learner's writing proficiency  Journal Reflections  Finalize your unit plans- bring all supplies	Echevarria, Vogt & Short – Ch. 10 Scarcella – Chapter 6 (Reader) Valdes (Reader) Rubinstein-Avila (Reader) Quezada, et.al (Reader)  <b>Due: Complete journal packet with attached rubric (see syllabus)</b>  <b>Due: Final ELD/SDAIE Lesson Observation</b>
Session 8	SDAIE Presentations Planning for the Future  Class closing	<b>DUE: SDAIE Presentations &amp; Unit Plans</b>  <b>DUE: TPE Reflective Statements</b>

**SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
<b>A.</b> The sound systems of language (phonology)	<b>A.</b> Foundations	<b>A.</b> Definitions of culture
<b>B.</b> Word formation (morphology)	<b>B.</b> Organizational models: What works for whom?	<b>B.</b> Perceptions of culture
<b>C.</b> Syntax	<b>C.</b> Instructional strategies	<b>C.</b> Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
<b>D.</b> Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	<b>D.</b> Physical geography and its effects on culture
<b>E.</b> Language in context	<b>A.</b> Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	<b>E.</b> Cultural congruence
<b>F.</b> Written discourse	<b>B.</b> Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
<b>G.</b> Oral discourse	<b>C.</b> Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	<b>A.</b> What teachers should learn about their students
<b>H.</b> Nonverbal communication	<b>D.</b> Working with paraprofessionals	<b>B.</b> How teachers can learn about their students
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>C.</b> How teachers can use what they learn about their students (culturally responsive pedagogy)
<b>A.</b> Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	<b>A.</b> Purpose	<b>III. Cultural Contact</b>
<b>B.</b> Psychological factors affecting first- and second-language development	<b>B.</b> Methods	<b>A.</b> Concepts of cultural contact
<b>C.</b> Socio-cultural factors affecting first- and second-language development	<b>C.</b> State mandates	<b>B.</b> Stages of individual cultural contact
<b>D.</b> Pedagogical factors affecting first- and second-language development	<b>D.</b> Limitations of assessment	<b>C.</b> The dynamics of prejudice
<b>E.</b> Political factors affecting first- and second-language development	<b>E.</b> Technical concepts	<b>D.</b> Strategies for conflict resolution
		<b>IV. Cultural Diversity in U.S. and CA.</b>
		<b>A.</b> Historical perspectives
		<b>B.</b> Demography
		<b>C.</b> Migration and immigration

EDMS 555 stresses competencies highlighted in bold.

## Reading Responses/Essential Questions Rubric

### Very Effective

- Packet consists of complete and thoughtful reading responses as well as essential questions
- Responses **exceeds** expectations of TPE 7
- Responses go beyond the obvious when reflecting, summarizing, and discussing, etc.
- Packet is well organized

### Effective

- Packet consists of mostly complete and thoughtful reading responses as well as essential questions. A few questions or entries might be missing
- Responses **meets** TPE 7
- Responses summarize more than really explore implications, but there's some sense of attempting to make some kind of personal or professional connection.
- Packet is well organized

### Somewhat Effective

- Packet is somewhat complete but doesn't develop the thinking. Questions or entries are clearly missing
- Responses **nearly meets** TPE 7
- Responses are mostly summaries of the readings.
- Packet is somewhat organized

### Less Effective

- Packet is not complete. Questions and entries are missing
- Responses are **developing** to meet TPE 7
- Work is generally incomplete and/or lacks thought
- Packet is not organized