

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

EDSS 555

**Single Subject Multilingual Education
Monday / Wednesday - 7:00 – 9:45am
UH 439**

Spring 2004

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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).*

COURSE DESCRIPTION

This course addresses the needs of high 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

Chamot, A. & O'Malley, J. (1994). *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*. Menlo Park, CA: Addison-Wesley Publishing.

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

Course Reader - available at CopyServe 754 S. Rancho Santa Fe Road, San Marcos
Phone: 599-9923 \$23.00

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 Single Subject 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 Single Subject 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 1: Specific Pedagogical Skills for Subject Matter Instruction

TPE 4: Making Content Accessible

TPE 5: Student engagement

TPE 7: Teaching English Learners

Secondary Emphasis:

TPE 3: Interpretation and Use of Assessments

TPE 6: Developmentally Appropriate Teaching Practices

TPE 11: Social Environment

TPE 14: Educational Technology

TPE 15: Social Justice and Equity

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. Three (3) 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 25 points
- Interactive Journal / ELD Standards 20 points
- ELD / SDAIE Lesson Observation 10 points
- Multicultural Resources / Lesson Plan 20 points
- SDAIE "Unit" Plan 25 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

Interactive Journal & ELD Standards

20 points

A journal will be maintained for the class. It will cover the following topics and due during the following class sessions:

| | |
|---|-----------------|
| Historical Foundations of Bilingual Education | DUE: Session 2 |
| Second Language Acquisition | DUE: Session 3 |
| Politics of Bilingual Education / Proposition 227 | DUE: Session 4 |
| Assessment | DUE: Session 12 |
| What you will do for your English learners | DUE: Session 14 |

Journal entries will be discussed at the beginning of the class session they are due on, and need to include the following:

- A written summary and/or description of the assigned topic that reflects understanding of the key concepts. Journal entries must include comments / analysis from the required readings.
- Meta-reflections and/or analysis of key concepts, particularly in terms of the connections that can be made between the topics and teaching English language learners, with specific examples from student teaching experiences, school observations, or other personal experiences in diverse settings. **It is critical that direct connections are made with teaching experiences in the form of anecdotes, case studies, or narratives.**

The interactive journal will be graded according to its comprehensiveness, insightful connections, and “deep understanding” of the issues. Your interactive journals must address TPEs 4 and 7 (see rubric).

ELD Standards Requirement

For the 5th 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) or from WestEd (www.wested.org).

Interactive Journal – Scoring Rubric

| Criteria | Developing | Nearly Meets | Meets | Exceeds |
|--|---|--|--|---|
| TPE-4 Making Content Accessible | Although there is some understanding of theory and practice, candidates are unable to demonstrate in their written reflections access to content for ELs. | Candidates apply some theories and practice in writing that likely will provide access to content for ELs. | Candidates apply theories and practice to demonstrate how ELs will have access to content as they reflect in writing on the major ideas, concepts, and topics discussed in class and readings. | Candidates application of theory and practice demonstrate in the reflective writing access to content for all students |
| TPE-7 Teaching | Candidates demonstrate in their | Candidates demonstrate in their | Candidates demonstrate in their | Candidates demonstrate in their |

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|-------------------------|--|--|--|---|
| English Learners | interactive journals that they know and can apply few pedagogical theories, principles, and instructional practices for comprehensive instruction of English. | interactive journals that they know and can apply some pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. | interactive journals that they know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. | interactive journals that they know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of ALL English learners. |
|-------------------------|--|--|--|---|

ELD / SDAIE Lesson Observation

10 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

| Criteria | Developing | Nearly Meets | Meets | Exceeds |
|--|---|--|---|--|
| TPE-4 Making Content Accessible | 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 all English learners by offering appropriate suggestions. |
| TPE-5 Student Engagement | 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 ALL 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 high school students. This assignment must address TPEs 4 and 7.

The required elements of the assignment are:

1. With your partner, choose six multicultural resources 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 resources 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. With your partner, 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).

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 books selected, how they will be used throughout the year in the given content area, and the descriptions of the lessons plans.

Note: Dr. Alice Quioco 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>).

Multicultural Resources / Lessons – Scoring Rubric

| Criteria | Developing | Nearly Meets | Meets | Exceeds |
|--|--|--|--|---|
| TPE-4 Making Content Accessible | Candidates use mostly traditional instructional practices that deny access to the content to non-readers and English learners. | Candidates use some instructional practices to make multicultural literature books accessible, but few non-readers and English learners have access to content. | Candidates use a variety of instructional practices to make multicultural literature selections accessible to diverse students. | All students have access to the content of multicultural literature books, including non-readers and students with varying levels of English proficiency |
| TPE-7 Teaching English Learners | Multicultural literature books are not authentic, do not reflect the diversity in schools, and the primary | Candidates select some authentic multicultural books, primary language is not included or not well translated, reading and writing activities are inappropriate for levels | Candidates select authentic multicultural literature books that reflect diversity of the classroom, to include the primary language of English learners, develop reading and | Teaching candidates include justification for the selection and purpose of each book, taking into account the varying learning and social needs of individual students or groups in |

| | | | | |
|--|---|--|--|--|
| | language of students is not considered. | of proficiency in English and primary language, and assessments are non-existent or inappropriate. | writing instructional activities appropriate for levels of proficiency in English and primary language, and create relevant assessments. | their own classroom. Writing and reading activities meet the academic and social needs of all students. |
|--|---|--|--|--|

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) / objective(s), ELD standard(s) / objective(s), requisite background information (i.e. Who are your students? What are your English learners’ proficiency levels? 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?
5. How do ALL your students have access to the content you are presenting? **(TPEs 4 and 7)**
 - What SDAIE strategies are you using to make the content accessible to all your students?
 - 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?
 - Do all your students have access to academic language?
6. How will you ensure that ALL your students are engaged in the lesson? **(TPEs 5 and 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

| Criteria | Developing | Nearly Meets | Meets | Exceeds |
|---|--|--|---|---|
| TPE-1 Specific pedagogical skills for subject matter instruction | Candidates use very traditional and limited (e.g., lecture only) pedagogical skills for subject matter instruction that prevent understanding of information to English learners | Candidates use some specific pedagogical skills for subject matter instruction, but many English learners do not have access to the content. | Candidates use a variety of specific pedagogical skills for subject matter instruction to English learners. | The specific pedagogical skills for subject matter instruction will incorporate the level of proficiency in English and the primary language. |
| TPE-3 Interpretation and use of assessments | Candidates understand and use primarily traditional assessments strategies with English learners. | Candidates understand and use some informal and formal assessments to determine progress and plan instruction for English learners. | Candidates understand and use a variety of informal and formal assessments to determine progress and plan instruction for English learners. | Assessments will also incorporate English learners' levels of proficiency in English and the primary language to develop and modify instruction accordingly. |
| TPE-4 Making content accessible | Candidates use mostly traditional instructional practices that do not provide English learners access to content. | Candidates use some instructional practices, but few English learners have access to content. | Candidates use a variety of instructional practices to make content accessible to English learners. | All students have access to content, including non-readers and students with varying levels of English proficiency. |
| TPE-5 Student Engagement | Candidates are mostly concerned about covering content to English-only speakers, makes little effort to communicate objectives to EL, understanding is unlikely, instruction does not consider student level of English proficiency and primary language | Candidates of English learners communicate some objectives clearly, understanding is partial, progress is undetermined, instruction is sometimes adjusted, and community resources are untapped. | Candidates of English learners clearly communicate objectives, ensure understanding, monitors progress, adjust instruction according to level of English proficiency and primary language, and use community resources. | All students are engaged in the academic program, know objectives of lessons, understand key concepts, are aware of their progress, and their home language and culture are part of the classroom environment. |
| TPE-7 Teaching English learners | 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 ALL English learners. |

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

| Date | Topic | Assignment |
|--------------------|--|---|
| Session 1 1/21 | Introduction / Overview Who are English Language Learners? | |
| Session 2 1/26 | Historical Overview of Bilingual Education – Social, Political and Legal Foundations | Crawford – Chapter 3 (Reader) Crawford – Chapter 12 (Reader) DUE: Journal Entry #1 |
| Session 3 1/28 | Second Language Acquisition: Theoretical Frameworks | Peregoy&Boyle–Chapters 1&2 (Read.) Collier article (Reader) DUE: Journal Entry #2 |
| Session 4 2/2 | Bilingual Education Programs / Legal Mandates / Proposition 227 What can classroom teachers do? | Crawford – Chapter 13 (Reader) Proposition 227 (Reader) DUE: Journal Entry #3 |
| Session 5 2/4 | Working with the ELD Standards: Profile of English learners’ proficiency levels | DUE: Download the ELD Standards from CDE or WestED Website |
| Session 6 2/9 | Discussion of ELD / SDAIE Observations Identification/Placement/Assessment of English Learners/CELDT | DUE: ELD / SDAIE Observations |
| Session 7 2/11 | SDAIE Overview | Echevarria, Vogt & Short – Chs. 1, 2, 3 Echevarria & Graves – Ch. 3 (Reader) |
| Session 8 2/16 | SDAIE Strategies Oral Language Development | Echevarria, Vogt & Short – Chs. 4, 5 Peregoy & Boyle – Chapter 4 (Reader) |
| Session 9 2/18 | SDAIE Strategies Reading and Writing | Echevarria, Vogt & Short – Chs. 6, 7, 8 Echevarria & Graves – Ch. 4 (Reader) |
| Session 10 2/23 | Multicultural Resources / Lesson Plan Presentations | DUE: Multicultural Resources / Lesson Plans |
| Session 11 2/25 | CALLA - Instructional Strategies for English learners Academic English | Chamot & O’Malley–Chapters 1, 2, 3, 4 Scarcella – Chapter 1 (Reader) |
| Session 12 3/1 | Assessment Reading and Writing | Chamot & O’Malley – Chapter 6 Echevarria, Vogt & Short – Ch. 9 O’Malley & Pierce – Ch. 7 (Reader) DUE: Journal Entry #4 |
| Session 13 3/3 | Reading and Writing in Content Areas | Chamot & O’Malley–(one of Chs 9-12) Echevarria, Vogt & Short – Ch. 10 Scarcella – Chapter 6 (Reader) |
| Session 14 3/8 | Parents, Families and Communities Beyond the Classroom: Social Aspects of an EL’s schooling experiences | Valdes (Reader) Rubinstein-Avila (Reader) DUE: Journal Entry #5 |
| Session 15 3/10 | SDAIE Presentations Planning for the Future | DUE: SDAIE Presentations |

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

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

EDSS 555 stresses competencies highlighted in bold.

Generally Accepted Attributes of Highly Effective Teachers
(as seen in pre-service programs)

(Roberts and Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin, Keating and Bachman, 2003; Johnson and Johnson, 1994; COE Mission Statement, 1997)

The following will be used as a guideline for defining each attribute:

1. **General classroom attendance, promptness, and participation:** is on time, respects time boundaries (breaks, etc.), regularly attends class, and actively participates.
2. **Attention to classroom discussion protocols** (per Epstein's Five Stage Rocket): respects time limitations, recognizes and respects the perspectives of fellow classmates, gives wait time, listens actively, uses non-interruptive skills, mediates disagreements by working to understand others' perspectives and finding common ground, genuinely encourages all to participate.
3. **Social and cooperative skills (as illustrated in cooperative projects):** assumes responsibility of one's roles, is open to consensus and mediation, effectively communicates ideas, attends group meetings, is dependable, respects others' ideas, expects quality work from self and colleagues, manages time effectively, uses organizational skills and leadership skills, is assertive but not aggressive, uses reflection as a means of evaluation, motivates and offers positive reinforcement to others.
4. **Attention to assignments:** meets time deadlines, produces quality products, responds cooperatively to constructive criticism, uses rubrics or other stipulated criteria to shape an assignment, prioritizes tasks and performs/supervises several tasks at once.
5. **General classroom demeanor:** is professional, creative, kind, sensitive, respectful, has a sense of humor, is supportive of fellow classmates and instructors; recognizes others' perspectives as valid and works to include all "voices" in the classroom; is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom.
6. **Flexibility:** is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; "bounces" back easily; can work calmly under stress.
7. **Openness to and enthusiasm for learning:** can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and metacognition of learning across the curriculum and within discipline areas; takes advantage of learning opportunities and seeks out additional opportunities for learning.