

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF COMMUNITY INNOVATION & EDUCATION

School: Teacher Education

Course Title: Teaching Language Minority Students in K-12 Classrooms

Course Number: TSL 5085

Course Credits: 3

Time & Place: Fall 2018 online through Orlando, Main Campus
<https://my.ucf.edu> "Online Course Tools" tab—Webcourses at UCF

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Office Hours: Tuesdays 4:00-6:00 & Wednesdays, 2:00-5:00, by appointment.
For appointments, go to <http://joycenutta.youcanbook.me> to select an available opening.
Meetings take place on Zoom by joining from PC, Mac, Linux, iOS or Android: <https://zoom.us/j/185927424> Or Telephone: US: +1 646 558 8656 or +1 669 900 6833 Meeting ID: 185 927 424 International numbers available: <https://zoom.us/u/HQILt>

E-mail Address: joyce.nutta@ucf.edu Please be sure to include "TSL 5085" in the Subject field when emailing me about this course.

Course Description:

This course is designed to assist students in developing attitudes, skills, and knowledge that will enable them to teach and assess students who are English learners (ELs). The course will provide an overview of the following areas: applied linguistics in second language teaching; cross-cultural communication and misunderstandings, English for Speakers of Other Languages (ESOL) and Dual Language Education (DLE) curriculum and materials, methods of teaching English to Speakers of Other Languages and Dual Language Education (DLE); and testing and evaluation of EL students. Upon completion of this course students will be able to modify curriculum and offer instruction and evaluation compatible with student language diversity. This course satisfies compliance requirements to the Multicultural Education and Training Advocacy (META), Florida Consent Decree.

Required Textbooks:

Nutta, J., Strebel, C., Mokhtari, K., Mihai, F., & Crevecoeur-Bryant, E. (2014). *Educating English learners: What every classroom teacher needs to know*. Cambridge, MA: Harvard Education Press. **This book is referred to in the course schedule as EEL.**

Nutta, J., Strebel, C., Mihai, F., Crevecoeur-Bryant, E., & Mokhtari, K. (2018). *Show, tell, build: 20 key instructional tools and techniques for educating English learners*. Cambridge, MA: Harvard Education Press. **This book is referred to in the course schedule as STB.**

Nutta et al. text resource website: <http://englishlearnerachievement.com/>

Hamayan, E., Genesee, F., & Cloud, N. (2013). *Dual language instruction: Practical guidance for teachers and administrators*. Portsmouth, NH: Heinemann. **This book is referred to in the course schedule as DLI.**

Statement of Course Goals and Objectives:

KEY: FETC = Florida Essential Teaching Competencies
ESOL = English for Speakers of Other Languages (ESOL Performance Standards)
FEAP = Florida Educator Accomplished Practices

The students will:

- ❖ Recognize the need to provide services for English learners and for relevant training (META Consent Decree). ESOL 3.1, 5.2 FETC 14 ESOL
- ❖ Demonstrate an awareness of the extent to which culture permeates every aspect of our being – thinking, feeling, valuing and interacting with others. ESOL 1.1 FEAP a.2.d, a.2.h, a.4.a, a.2.f; FETC 2, 5, 6, FETC 14 ESOL
- ❖ Distinguish between visible, surface characteristics of culture and the many subtle, invisible manifestations of culture known as deep culture. ESOL 1.1 FEAP a.3.h, a.4.c, a.4.a, a.2.d, a.2.h, a.4.a, a.2.f; FETC 5, FETC 14 ESOL
- ❖ Examine in depth, and become familiar with, characteristics of one’s own culture and how this influences our interactions with and expectations for students. ESOL 1.1 FEAP a.3.h, a.4.c, a.4.a, a.2.d, a.2.h, a.4.a, a.2.f; FETC 4, 5, 6, FETC 14 ESOL
- ❖ Recognize the stages of cultural adaptations for new comers to any culture and demonstrate awareness of the behavioral characteristics that may be associated with each stage of adjustment and which often appear as classroom problems. ESOL 1.1; FETC 5, 7; FEAP a.3.h, a.4.c, a.4.a, a.2.d, a.2.h, a.4.a, a.2.f; FETC 14 ESOL
- ❖ Become aware of the wide diversity with any given cultural group and how to use cultural information without depending upon stereotypes and preconceived ideas concerning cultural characteristics. ESOL 1.1; FEAP a.3.h, a.2.d, a.2.h, a.4.a, a.2.f; FETC 5, 6, FETC 14 ESOL; FETC 13 Professional Education
- ❖ Understand and accept the influences that home, school, and community relationships have on academic achievement and school adjustment of students. ESOL 1.1; FETC 5, 6, 9; FEAP b.1.c, a.2.d; FETC 14 ESOL
- ❖ Utilize student and parent background characteristics to promote effective parental involvement. ESOL 1.1, FETC 14 ESOL
- ❖ Develop strategies and activities that promote parent, school, and community relationships with the classroom. ESOL 1.1 FETC 4, 5, 7, 10; FEAP b.1.c, a.2.d; FETC 14 ESOL
- ❖ Develop appropriate and positive expectations for students’ progress in language learning in accord with the processes of first and second language acquisition, cognitive development and age of the learner. ESOL 2. 1, 2.2, 2.3, 4.1; FETC 7; FEAP a.1.e, a.4.a, a.3.g, a.3.j, a.2.h; FETC 13 Professional Education; FETC 14 ESOL
- ❖ Adapt activities and procedures so they maximize second language acquisition and learning, taking into account similarities and differences between first and second language acquisition. ESOL 2.1, 2.2, 2.3; FETC 5, 7, 9, 10; FEAP a.2.d,a.4.c,a.4.a, a.3.h, a.3.g; FETC 13 Professional Education; FETC 14 ESOL; REC 4.6, 5.10
- ❖ Assess students’ oral language output in the classroom, using a structured observation instrument. ESOL 5.1, 5.3; FEAP a.4.a; FETC 1; FETC 14 ESOL
- ❖ Understand the process of literacy development and be able to identify various stages of literacy. ESOL 2.3, 3.2; FEAP a.2.h, a.1.b; FETC 7, 8; FETC 14 ESOL
- ❖ Describe the similarities in the processes of language acquisition and literacy development ESOL 2.2, 2.3; FEAP a.3.h; FETC 4; FETC 14 ESOL; REC 1_F.2

- ❖ Utilize instructional approaches and techniques that integrate language and curricular content learning. ESOL 3.2, 4.1; a.1.a, a.3.g, a.3.a, a.3.e; FETC 10; FETC 4; FETC 5; FETC 13 Professional Education; FETC 14 ESOL; REC 4.6, 5.10
- ❖ Develop strategies that infuse multicultural information throughout the curriculum. ESOL 1.1, 4.1; FEAP a.2.f, a.2.d, a.3.d; FETC 5, 7, 8, 10; FETC 13 Professional Education; FETC 14 ESOL
- ❖ Understand the role and function of assessment in the education of English learners. ESOL 5.1; FETC 1, FEAP a.3.ha.4.a, a.1.d, a.1.e, a.4.c; FETC 14 ESOL
- ❖ Analyze various assessment techniques and instruments designed to measure students' academic progress and adapt these so they are appropriate for ESOL students. ESOL 5.1, 5.3; FEAP a.3.ha.4.a, a.1.d, a.1.e, a.4.c; FETC 1; FETC 14 ESOL
- ❖ Use a variety of alternative assessment techniques appropriate for monitoring ESOL students' progress. ESOL 5.2, 5.3; FEAP a.3.ha.4.a, a.1.d, a.1.e, a.4.c; FETC 1; FETC 14 ESOL

GENERAL OBJECTIVES

Students will identify and apply ESOL pedagogy to teach and adapt language arts, content area subjects, and instructional materials for EL students. Participants will also design activities and lessons to develop the listening, speaking, reading, and writing skills of the EL student.

Content Outline: There are five units of instruction covered:

I. Historical & Legal Foundations: Providing Equal Education Opportunity for the EL Student: National and State Efforts

Student centered, interactive class discussions, reflective writing based upon scholarly reading will result in a clear understanding of:

- ◆ Demographic changes in the 21st century and their implications
- ◆ Rationale for providing services for the EL
- ◆ Historical and legal issues related to the provision of services to ELs
- ◆ International efforts in providing equitable education for minority second language populations
- ◆ National efforts in providing equal education opportunities for ELs
- ◆ Florida's efforts in providing equal education opportunities for ELs
- ◆ Examples of programs designed to meet the needs of EL students (national and state) as they are situated within social and political contexts of language policy
- ◆ Examples of national and state organizations which support ESOL

II. Language & Linguistics

Student centered, interactive class discussions, reflective writing based upon scholarly reading will result in a clear understanding of:

- ◆ The complex nature of language
- ◆ Language as rule – governed creative activity
- ◆ The components of language
- ◆ The areas of linguistic study that impact the classroom

III. Second Language Acquisition

Student centered, interactive class discussions, reflective writing based upon scholarly reading will result in a clear understanding of:

- ◆ Problems in acquiring a second language
- ◆ Proficiency scales and assessment

- ◆ Communicative Competence & Literacy
- ◆ Theories of second language acquisition: Krashen & Cummins, including the importance of the BICS & CALP distinction; the stages of language acquisition; among others

IV. Developing Cultural Awareness in order to Bridge Home/Community/School Gap

Student centered, interactive class discussions, reflective writing based upon scholarly reading will result in a clear understanding of:

- ◆ Stages of cultural adjustment
- ◆ Stereotypes and other preconceived ideas concerning cultures and cultural characteristics
- ◆ Factors that influence EL parent involvement in the school
- ◆ Strategies and activities that promote parent, school and community relationships in the classroom

V. Strategies: Integrating Language, Literacy, Culture and Content Instruction

Student centered, interactive class discussions, reflective writing based upon scholarly reading will result in a clear understanding of:

- ◆ Promoting literacy in the classroom
- ◆ Expanding language cues
- ◆ Literacy Instruction for increased understanding of academic content
- ◆ Teaching to enhance oral language production: comprehension, fluency, vocabulary, pronunciation, and grammar
- ◆ Instructional activities appropriate for EL students' oral language competence (teaching strategies: TPR, Natural Approach, Cooperative Learning, Multiple Intelligence, Constructivist Whole Language- Integrated Approaches)
- ◆ Planning instruction for EL students, including unit and lesson plans
- ◆ Integrating culture into the curriculum
- ◆ Integrating language and content
- ◆ Developing higher order thinking skills
- ◆ Materials, adaptation, and themes
- ◆ Technology in the classroom

ASSIGNMENTS AND LATE POLICIES:

- All assignments are due at **11:59 PM on Sunday nights**. The instructional modules for each week will be released every week several days in advance to give you enough time to complete your work.
- The only exceptions to the Sunday due date are the **Personal Introduction** and **peer replies to discussion boards**. **Peer replies** are due on **Wednesdays at 11:59** in order to allow all students to make their initial post before replies are due.
- All required **assignments must be complete and turned in by the due date** to be eligible for full credit.
- If you know you will be away or have work obligations that may interfere with assignments, **communicate with your instructor ASAP**. You are always welcome to turn in assignments early!
- Unless you have made arrangements with your instructor, **late work will not be accepted more than one week** after the due date.
- If you communicate with your instructor and **turn in your assignment within one week past the due date, you will lose late points**, but will still be able to receive credit for the assignment. If you are missing any assignments more than one week past the due date, **you will be given a zero** if the assignment was not turned in and permission for an extension was not requested or granted.

- **Do your quizzes on time!** Quizzes cannot be re-opened after the due date because the correct answers are released to students when the quiz closes.
- You may request **one extension** from your instructor for a reasonable situation (illness, family emergency, etc.) and will be eligible for full credit if permission is given for the extension. Additional extensions without grade penalty will only be granted for emergency situations. Please ask for arrangements respectfully and as soon as possible. The date arranged between you and the instructor is your new due date.
- If you have an **illness or emergency situation** that requires numerous extensions, please let your instructor know as soon as possible and to discuss your ability to continue the course or take an incomplete **BEFORE** the end of the semester. You may be asked to provide documentation for your situation.
- **Do not ask for extensions, opportunities to revise past assignments or turn in missed work at the end of the semester!**
- **Ask for assistance in advance!** Once an assignment has been turned in, graded, and feedback is given, you will not be able to resubmit until you discuss the assignment with the instructor. Also, **any revisions of graded assignments** will be eligible for a grade **no higher than a B.**

General Policies

Modifications

The instructor reserves the right to make modifications to this syllabus, in accordance with the determination of needs and to account for unplanned occurrences, e.g., weather, illness, and so forth. It is the responsibility of each student to obtain information on announced modifications.

E-mail

Please use the UCF email address: joyce.nutta@ucf.edu to contact your instructor, or use the messaging feature of Webcourses. When using the ucf.edu email to communicate with your instructor, be sure to include "TSL 5085" in the subject field. Students are held responsible to ensure that their e-mail address is current on the E-Community site at all times. **Please check your Canvas messages/announcements and UCF email regularly while enrolled in this course!** The instructor uses the UCF E-community e-mail function to communicate with students regarding changes and cannot use any other email addresses to communicate with students. Messages can also be sent through Canvas, but those are forwarded to UCF email. Using UCF email ensures the quickest reply possible. Your instructor will reply to your email within approximately 24 hours Monday-Friday and within 48 hours on weekends. **Please log in at least 3 times per week to check for announcements or messages from your instructors regarding assignments!**

Disability Accommodation Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students who need accommodations must be registered with Student Disability Services (SDS), Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor. The professor will provide such accommodations upon request.

Plagiarism and conduct violations

Academic Dishonesty in any form will result in a failing grade in the course. Some assignments, such as the journal article review, will be checked through Turnitin to check for plagiarism.

Violations of student academic behavior standards are outlined in The Golden Rule, the University of Central Florida's Student Handbook. See <http://www.ucf.edu/goldenrule/> for further details. For more information, please contact the Office of Student Conduct at 407-823-2851

Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at shield.ucf.edu. Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties

Guidelines for Graduate Assignments

UCF provides user-friendly, brief online modules explaining basic information graduate students need to submit assignments. It is highly recommended that you complete the following modules, available at: <http://infolit.ucf.edu/students-modules>

- Avoiding Plagiarism
- Creating a Search Strategy
- Citing Sources Using APA Style

Course Requirements

Assignments for this course are to be turned in on a weekly basis with a due date of **Sundays at 11:59 PM**, with the exception being peer replies to discussion boards (**due on Wednesdays at 11:59 PM**). Content for each week will be released on a Monday allowing for one full week for the completion of each module. Submitting more than one late assignment will result in the lowering of a letter grade. See grade guide below for details.

Grading: A = 90-100%, B = 80-89% C = 70-79%, F = below 70%

* Grades are calculated by using only the points for assignments listed in the syllabus. **There are no "hidden" grades, such as participation, or "bonus" options available at the end of the semester.** You can view your grade in the grade book here in Webcourses at any time to see your status in the course.

Item Required

1000 Maximum Points

There are **6 major assignment types** in this course: 1) Online Discussions; 2) Quizzes; 3) Digital Badge; 4) Modified Lesson Plan; 5) Dual Language Connections Leadership; and 6) Dual Language Program Poster Presentation. Assignments 1-3 are completed individually, and assignments 4-6 are done in pairs or small groups (some may be done individually if the student chooses).

INDIVIDUAL ASSIGNMENTS

1. Online Discussions (230 points)

Individual students will post online a reflective response connected to required readings and/or videos following the format detailed below. The purpose of this requirement is to foster discussion among students similar to group discussion that would take place in a face-to-face class. Students will be placed in groups for discussions. Groups' members will be from different schools. Students will be responsible for responding to a group member (see item B below). The student's original posting as well as peer replies will be monitored. Because this assignment is an online version of in-class discussion, students are expected to write informally and will not be penalized for grammar, punctuation, or style. When a video is part of the module, view video and complete posted questions by referencing information presented in the video.

Online Discussion Format:

Individual students will post a reflective response of **200-400** words answering the discussion prompts. Each student must post an original reflection that was written individually. In other words, the reflections may not be written in pairs or in groups, and no parts of any individual student's reflections should be the same as other students' reflections. Be sure to:

- Cite evidence from the readings and/or video from the module, showing your knowledge of the material covered
- Connect your learning to potential classroom application or personal experience
- End your post with a question or other comment that invites a peer reply
- Reply to at least 1 peer, but you may reply to as many peers as you wish

You will be graded on discussion boards as follows:

A. Initial post (150 points), due Sundays at 11:59 - Referenced the important points in the readings and/or videos, gave detailed and thoughtful comments and examples, and provided evidence of reflection and classroom application by meeting the requirements of total length.

Students' postings will be read by the course instructor or graduate teaching assistant, and a summary of the main themes of each week's postings and replies will be shared with the class on Webcourses. Students will **not** receive individual responses to satisfactory postings from the instructor or the graduate teaching assistant. Students will only receive individual online discussion feedback for unsatisfactory postings, or for truly outstanding postings. Students' performance will be recorded in the Webcourses gradebook by the number of points earned according to the criteria listed in the bulleted list above.

B. Peer reply (80 points), due Wednesdays at 11:59 - Referenced peer's posting, gave a detailed and respectful reply, and met the total length requirement.

After each of the discussion prompts, **students are required to post a reply commenting on at least 1 classmate's post**. You will lose points if you do not post a peer reply. Throughout the semester, please be sure that each group member receives a response, as long as all members of the group complete their initial post in a timely fashion.

Please be respectful of the fact that other students may not agree with you and word your replies accordingly. It is up to the instructor whether or not to remove points for peer replies that are disrespectful.

2. Quizzes (180 points)

You will be required to take timed quizzes (30-60 minutes) based on the readings assigned for the week. The quizzes are related to your readings and are given to ensure that students read and understand the course material. Taking these quizzes without reading the text or other materials is **NOT** recommended.

You will have **2 opportunities for each quiz**. This will allow for technical difficulties. If you log into a quiz and do not finish in the time allotted due to a power outage or other issues, you will be timed out of that attempt. You may also retake a quiz if you scored poorly. However, the questions for each quiz are randomized, so remember that you will not see the same questions in the same order on each attempt.

Please note that once the due date and time have expired, you will not be able to take the quiz, as the computer will automatically close the program after each quiz. The quizzes will be made available when the module is released and will remain open until the due date. This will provide you with maximum amount of time to complete the quizzes. After the due date, correct answers will be shown on the quiz. For this reason, **once the due date has passed and a quiz is closed, it cannot be reopened for a student who**

missed the quiz. This is because the quiz answers are available after the quiz closes so that students can check their answers. Also, if you have a question about a quiz item, your instructor will not discuss answers to quiz questions before the quiz is closed.

3. Digital Badge for Teaching Disciplinary (Science) Vocabulary (170 points)

Students will earn a Dual Language STEPS Digital Badge by completing an online module on teaching vocabulary to dual language learners and taking the quiz (30 points), participating in a simulated practice coaching session (50 points) at their school or district location, and satisfactorily completing a simulated badging evaluation session (90 points) at their school or district location. Dates of the practice coaching and badging evaluation sessions will be scheduled in consultation with school and district groups of participants in this course.

PAIR OR GROUP ASSIGNMENTS

4. Modify Lesson Plan for ELs at Different Levels of Proficiency (250 points)

Find an **academic subject** (Social Studies, Science, Mathematics—not language arts) lesson plan to modify, either online or use one from your files, and do the following:

Step 1— Submit the unmodified lesson plan with the SLIDE/TREAD analysis: **75 points**

Step 2— Select 2 Show and 2 Tell Tools and Techniques, explain why you selected them, and apply them to the content of the unmodified lesson plan: **75 points**

Step 3— Submit complete modified lesson plan & all handouts that accompany the lesson: **100 points**

This assignment may be completed individually, in pairs, or in groups of up to 5 students.

5. Beyond Florida Connections Videoconferences (70 points)

Students will participate in a **minimum of two**, one-hour Zoom videoconferences with dual language teachers in Texas, California, and Italy (three sessions total). Students will be placed in groups of 8, and each group will lead one of the three videoconferences' discussions, preparing 8-10 interview questions based on our course content up to the date of the videoconference and designating one member of the group to act as the discussion facilitator (50 points). Participation in the one other videoconference will be as an observer (20 points). Dates of the videoconference sessions will be scheduled in consultation with participants in this course and our dual language colleagues in Texas, California, and Italy.

6. Dual Language Program Poster Presentation (100 points)

The Dual Language Program Poster Presentation will be a joint project from both TSL 5085 and TSL 6250, where you and your school group or district group members will have the opportunity to lead one group poster presentation about your school and/or about your ideal DLP, by applying both language and administrative concepts you have learned in this course to your real school scenario now. The poster presentation will take place at UCF on November 10, a Saturday, from 10:00 am to 2:00 pm, and both instructors as well as other guests involved with the STEPS project will be present. The exact location will be sent by Webcourses email.

SPECIAL NOTE FOR THE SCHEDULE:

*Faculty are required to document students' activity at the beginning of each course. In order to document that you began this course, please complete the noted academic activity (Personal Introduction) by the end of the first week of classes, or as soon as possible after adding the course, but no later than FRIDAY, August 24 at 5:00 p.m. Failure to do so may result in a delay in the disbursement of your financial aid.

Weekly Schedule of Topics, Assignments, and Due Dates

| <i>Week/ Date Due</i> | <i>Module</i> | <i>Topics</i> | <i>Online Assignments Due</i> <i>Post assignments on Webcourses TSL 5085 site in the appropriate area by 11:59 p.m. on the due date listed (Sunday before midnight)</i> |
|---------------------------|---------------|---------------------------------------|--|
| 1 08/26 | Module 1 | Learning about EL Students & Language | Post Personal Introduction to discussion board due by Friday August 24 Read the syllabus Read DLI Ch. 1 pp. 1-19 |
| 2 09/02 | Module 2 | Meet our ELs | Read DLI Ch. 1 pp. 20-42, take quiz Read EEL Introduction & take quiz |
| 3 09/09 | Module 3 | Content –Based Instruction | Read EEL Ch. 1, take quiz Read STB Part I Introduction pp. 1-19 |
| 4 09/16 | Module 4 | Academic Subjects | Read EEL Ch. 2, take quiz Peruse STB Ch. 1-4 |
| 5 09/23 | Module 5 | Academic Subjects | Read EEL Ch. 3, take quiz Peruse STB Ch. 5-7 STEPS Reflection 1 Due (used for TSL 5085 & TSL 6250) |
| 6 09/30 | Module 6 | SHOW & TELL Strategies | Read EEL Ch. 4, take quiz Peruse STB Ch. 8-10 Read DLI Ch. 3 pp. 87-102 |
| 7 10/07 | Module 7 | Analyzing a lesson | Read DLI Ch. 3 pp. 102-114, take quiz Read EEL Ch. 5, take quiz “SLIDE/TREAD Analysis” and “Unmodified Lesson Plan” Due |
| 8 10/14 | Module 8 | Instructed SLA | Read EEL Ch. 6, take quiz Read STB Part II Introduction pp. 97-107 “Select 2 Show & 2 Tell Tools & Techniques and Explain Why” Due |
| 9 10/21 | Module 9 | Teaching Writing to ELs-- Elementary | Read EEL Ch. 7, take quiz Peruse STB Ch. 11-14 “Digital Badge Teaching Disciplinary Vocabulary Module” Due |
| 10 10/28 | Module 10 | Teaching Reading to ELs | Read EEL Ch.8, take quiz Peruse STB Ch. 15-17 STEPS Reflection 2 Due (used for TSL 5085 & TSL 6250) |
| 11 11/04 | Module 11 | Teaching Writing to ELs-- Secondary | Read DLI Ch. 5 pp. 157-175 Read EEL chapter 9, take quiz Peruse STB Ch. 18-20 |
| Nov. 10 | UCF | 10:00 to 2:00 | “Dual Language Program Poster Presentations” Due (TSL 5085 & 6250) |
| 12 11/11 | Module 12 | Teaching Reading to ELs-- Secondary | Read DLI Ch. 5 pp. 175-204, take quiz Read EEL Ch. 10 and conclusion, take quiz Read STB Conclusion |
| 13 11/18 | Module 13 | Assessment & Language | Read STB Appendix A & B STEPS Reflection 3 Due (used for TSL 5085 & TSL 6250) |
| 14 11/25 | Module 14 | Modifying a Lesson for ELs | “Complete Modified Lesson Plan” Due |
| 15 12/02 | Module 15 | Conclusions & Next STEPS | STEPS Reflection 4 Due (used for TSL 5085 & TSL 6250) “Digital Badge” Due (must have demonstrated the skill by this date) |