Methods and Materials for Teaching English to Speakers of Other Languages (ESOL)

Syllabus

Course Description
This course emphasizes the knowledge, understanding, and use of standards-based practices, assessments, and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom and multimedia resources.

Note
The red and black numbers you see throughout this syllabus refer to the alignment of course components with national/state competency standards.

Competencies
Upon completion of this course, participants will be able to
• Promote culturally and linguistically responsive classrooms and instructional practices;
• Understand policies and regulations related to English Language Learners (ELL’s) and accountability measures;
• Discuss assessment of ELLs’ academic progress and English language acquisition and use assessment tools to inform instruction;
• Review and apply components of language learning frameworks to curriculum design;
• Draw from a repertoire of teaching techniques useful for language learners in elementary, middle or high school grades in the areas of oral language development, transitions to print, reading and writing for purpose, integration of content, and use of technology, including video, audio, print, electronic mail, and multimedia software; and
• Apply strategies to adapting grade-level, content area instruction to include culturally and linguistically different students as well as gifted and special education ELLs.

Materials
All materials are accessed via the CaseNEX website using the PIN provided and the user name/password you create.
All readings listed can be found by going to Class Materials® Virtual Library®Readings (Search).
If you do not have the most recent versions of the following software, please download each from the given sites.
RealPlayer
Adobe Reader
QuickTime

Cases Used
Deming, New Mexico
Match Makers
Melting Pot: Teaching LEP Gifted Students
Ready or Not
Room to Grow

Course Schedule

Find session dates by selecting Syllabus on the top menu bar. For typical courses, final Discussions, Journals, and Workbooks are due by Saturday at midnight unless otherwise noted. Please see the News Flash for any alterations of the course schedule posted by your instructor.

Course Requirements and Grades

Close reading of all assigned materials is expected prior to beginning other course requirements listed for each session. Please make every effort to complete assignments by the due date. If you are turning in an assignment late, you must email your instructor to inform him/her that a late assignment has been posted. Points will be deducted from late work at the instructor’s discretion.

Discussion (60 points) - Informed participation in online Discussions led by the course instructor is required. Discussion topics will be posted each session by your instructor. Participation should not be limited to simply answering the instructor’s question. Instead, discussions should follow an ongoing process of reviewing and responding to classmates’ and instructor’s comments in a dialogue fashion. Discussion postings should include application of the session’s readings to the issues raised in the discussion prompt. You should log into and participate in the discussion at least three separate times each session. (Please note, your class discussion can be found under the ‘Discuss’ tab on the top menu bar. The ‘Discuss this
case’ link found within a specific case is a ‘global’ discussion area where you can interact with students in other classes. For the purpose of your class discussion assignments, however, please use the TOP menu bar.) Students are required to participate in 10 out of 11 topics of Discussion and may earn up to 6 points per session for a total of 60 possible points.

Journal (56 points) – Completion of reflections based upon personal and professional experiences, case readings, and Journal prompts is required. These reflections are to be completed in your online Journal and should use components of the five-step case analysis process as indicated in the prompt. To access your Journal, click on the “Journal” button. This entry can only be viewed by you and your instructor. Your instructor will provide feedback for each Journal posting. Students are required to complete 8 journals from a choice of 11. Each Journal is worth a maximum of 7 points for a total of 56 possible points. The two journals not chosen may be used with prior instructor permission only for make-up or substitution points for a struggling student under unusual circumstances (for example, serious health problem or other family emergency). All Journals have a suggested length of 250 words. See the Case Analysis Rubric under Course Tutorials for details on how your Journal will be evaluated.

Workbook (75 points) – The Workbook is intended as a place to apply course concepts to your unique school situation. Students are required to complete three Workbook Assignments as noted in the syllabus. Each Workbook is worth 25 points, for a total of 75 possible points. See the Workbook Assignment Rubric under Course Tutorials for details. Workbooks are accessed from the Talking to Each Other menu. Post your Workbook Assignment there following the directions given. (Note: If your Workbook includes images, charts, tables, or other complex formatting, please work in a word processing program and then attach your work to this area. This will ensure that all formatting stays intact). When citing sources, be sure to reference them appropriately using APA style. (See APA Style.org, Electronic References http://www.apastyle.org/elecref.html).

Total points: 191

Students must earn a B- or higher in order to receive professional development credit. The point distribution is noted below:
A+  187-191
A   180-186
A-  172-179
B+  168-171
B   160-167
B-  153-159

Course Schedule

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Session 1
Exploring the CaseNEX Site
Reviewing Standards

Case
None this session

Readings

Read the “Course Tutorial” linked from the TUTORIAL menu, paying special attention to the Case-Analysis and Workbook Assignment Rubrics. These rubrics will be used by your instructor throughout the course to evaluate your Journal entries, Discussion responses, and Workbook assignments where appropriate.

Explore the following sites, based on your content area and grade level assignments 3.a:

• TESOL ESL Standards for Pre-K-12 Students
  http://www.projectshine.org/sites/default/files/English_Language_Proficiency_Standards_in_the_Core_Content_Areas.pdf
• Georgia Performance Standards http://www.georgiastandards.org
• Georgia Department of Education www.doe.k12.ga.us
• English Language Proficiency (ELP) Standards
  http://www.wida.us/standards/elp.aspx

Discussion

Post an entry introducing yourself to your classmates and exploring the need for standards when working with ESL students. What is the purpose of standards? How should they guide instruction? 3.a

Journal

Reflect on your most recent challenge related to teaching ESOL students. How might knowledge from the WIDA and TESOL sites help you meet this challenge? 3.a.1, 3.b.1

Note

Use CaseMail to send a note to your instructor stating that you will be taking this course. To do so, click on CaseMail on the top menu bar and then ‘Click here to create a new message.’ Use the marked link to look up an address.
Continue linking down until you see the class list. Click on the instructor’s name and then compose your message and hit ‘Post Message.’ Check your CaseMail (linked from top menu bar) and News Flash (on the right when you login) for notes from your instructor every time you log on to the site.
Session 2
Understanding Standards and High-Stakes Testing for English Language Learners (ELLs)

Case
Match Makers

Readings
- NCLB Provisions Ensure Flexibility and Accountability for Limited English Proficient (LEP) Students 4.b.1
- A Catch-22 for Language Learners
- Georgia Testing Programs and ESOL Students 4.b.1
- Strategies and Resources for Mainstream Teachers of English Language Learners, pages 7-9, “In Context: English Language Learners and No Child Left Behind” and “The Implications of No Child Left Behind for the Mainstream Teacher” 4.b.1

Discussion
Describe the instructional and assessment consequences of NCLB testing and AYP requirements for Jennifer and her students in this session’s case. Brainstorm specific actions that schools with growing ELL populations can take to ensure accountability and meeting AYP benchmarks.

Journal
How might the perspectives of mainstream teachers be influenced by the inclusion of ELL’s scores in test reports? Using knowledge from the readings, focus on one ELL you know and describe testing accommodations you feel would provide the most accurate picture of his/her knowledge and understandings.

Workbook
None this session
Session 3  
Making Assessment Meaningful for ELLs

Case

Match Makers

Readings

- Norm Referenced Achievement Tests
- WIDA ELP Standards Overview (Click to download documents, and then click on your grade level cluster under the “Combined Framework/organized by standards” heading) 3.a.1
- W-APT 4.a
- ACCESS for ELLs 4.a

For the following three readings, please refer to the GADOE 2012-2013 ESOL Resource Guide, available at:
- Georgia ELL Assessments (GADOE Title III Resource Guide p. 39)
- Georgia ELL Assessment of Student Eligibility (W-APT) (GADOE Title III Resource Guide pp. 24-31)
  - Georgia Department of Education: Curriculum and instructional Services http://archives.doe.k12.ga.us/ci_services.aspx
  - GADOE Website: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/English-to-Speakers-of-Other-Languages-(ESOL)-and-Title-III.aspx

Additional Resources

Assessment (Explore any of the resources or research presented on this site) 4.a; 4.b; 4.c

Discussion

Should ESOL students like Marta and Allen from this session’s case be included in high-stakes standardized tests? How might alternative assessments be balanced with mandated testing pressures? What actions might their teachers take to provide meaningful assessment and learning opportunities for them that support their language acquisition and academic progress? Site knowledge from the readings or any other research you find to support your position. 1.b.8; 4.a.1; 4.b.4; 4.c.1
Journal

Focus on one ELL you know and the WIDA ELP Standards reading. Consult the pages on W-APT and ACCESS. Evaluate this student’s progress in English language acquisition using the standards as a guide (from Entering to Beginning, Developing, Expanding, and Bridging). Select one standard as your focus, and suggest strategies you might use to help this student progress to the next level in each of the four domains within that standard. 1.b.8; 2.a.2; 2.b.4; 3.a.1; 3.b.1

Workbook

Developing a Sheltered Instruction Unit Plan 1a; 1.b.2; 1.b.9; 1.b.12; 3.a; 3.b; 3.c.2; 3.c.3; 4.a; 4.b; 4.c
Choose a grade level and content area that you are working with now or plan to work with in the future and create a six-lesson unit for a class that includes ESOL students. For the unit, describe:
- the students
- grade level
- content
- languages spoken
- other relevant information
- pre-/post-assessment of content and language
- how your unit will support your ESOL students’ needs
- how the lessons included create a logical sequence and development of content knowledge, skills, and language development
- address at least three of the following: oral language development, transitions to print, reading and writing for purpose, and use of technology – video, audio, print, electronic mail, and multimedia software

Each lesson must include:
- Strategies and practices to build study skills and to increase language use, interaction, and comprehensibility
- Modifications for ELLs at varying proficiency levels (pre-production, early production, speech emergence, intermediate fluency)

Implement at least two of the lessons within the timeframe of this course. If possible, ask a certified ESOL teacher or another colleague to observe the lessons or videotape yourself and review the tapes. Then reflect on the
lesson implementation and this teacher’s feedback. Consider the students’ experience of this lesson. Suggest revisions of these lessons for later use. This assignment is being given early in the course to allow adequate time for completion; it should be developed as the course progresses to incorporate knowledge and strategies presented in each session. This Workbook counts as two of the required three Workbooks and is worth 50 points (rather than the usual 25 points). See the Session 8 Workbook Assignment for a related project.
Due by the end of Session 11.
Session 4
Using Authentic Assessments to Inform Instruction

Case
Room to Grow

Readings

• How Classroom Assessments Improve Learning 1.b.10; 3.a.3; 4.a.1; 4.c.3
• Authentic Assessment Toolbox 3.b.2; 4.a.2
• Performance-Based Assessment: Promoting Achievement for English Language Learners 1.b.6; 1.b.7; 1.b.9; 1.b.10; 3.a.3; 4.a.1; 4.b.4; 4.b.5; 4.c.1; 4.c.3
• A Process not a test http://www.ascd.org/publications/educational-leadership/apr09/vol66/num07/A-Process%E2%80%94Not-a-Test.aspx
• What do we know about ELL Formative assessment and how do we develop a system accordingly?
• Assessing ELLS in ESL or Mainstream classrooms: Quick Fixes for Busy Teachers http://iteslj.org/Techniques/Fregeau-AssessingELLs.html

Discussion

Identify and describe the types of assessment Christine uses with her students in the Room to Grow case. Based upon knowledge gained from the readings, how do her assessment strategies measure up? What actions might Christine take to modify these assessment approaches to better target her ESOL students’ particular needs and improve instruction? Provide a rationale for your recommendations, citing information from the readings. 4.a.1; 4.a.3; 4.c.2

Journal

Based on your knowledge from the readings and your professional experience, describe one assessment task you believe to be appropriate for an ELL with whom you currently work. Describe what you see as its strengths and identify actions needed to implement it. Then, reflect upon your choices from this student’s perspective. 4.a.1; 4.a.2; 4.a.3; 4.c.2

Workbook

Developing a Sheltered Instruction Unit Plan due by the end of Session 11.
Session 5
Understanding Literacy Issues for ELLs

Cases

Room to Grow
Ready or Not

Readings

• Language Teaching Methodology 1.b; 3.b; 5.a.1
• General Principles for Teaching ELL Students 1.b.1; 1.b.2; 1.b.3; 1.b.4; 1.b.5; 1.b.6; 1.b.7; 1.b.10; 1.b.12
• Using Cognitive Strategies to Develop English Language and Literacy 1.a.4; 1.a.5; 1.b.1; 1.b.9; 1.b.13; 3.a.4; 3.b.7
• Reading Research and English Language Learners 1.b.7; 1.b.10; 1.b.13
• What we know about the impact of intensive interventions with older students
• Special Reading Intervention Programs for Struggling Readers

Additional resource: Language and Reading Interventions for ELLs and ELLs with disabilities

Discussion

Based on “General Principles for Teaching ELL Students,” what additional strategies might you recommend Christine incorporate in her worm habitat unit to meet the principles outlined at the start of this article? Would using one method throughout the unit be more effective than implementing a variety of methods? Why or why not? 1.b.1; 1.b.2; 1.b.3; 1.b.4; 1.b.5; 1.b.6; 1.b.7

Journal

How do the literacy development needs of ESOL students differ from those for whom English is a first language? In which ways are the needs similar? Based upon your knowledge from the readings and your professional experience, propose actions educators might take to address the issues you’ve identified. What might be the short and long-term consequences of implementing these actions? 1.b.10; 1.b.13; 3.a.4

Workbook
Developing a Sheltered Instruction Unit Plan due by the end of Session 11.
Session 6
Addressing Literacy Issues for ELLs

Case
Ready or Not

Readings

- English Language Learners and the Five Essential Components of Reading Instruction 1.a.1; 1.a.2; 1.a.4; 1.b.1; 3.b.7
- Using Cognates to Develop Comprehension in English 1.a.8; 1.a.9; 1.b.13
- Teaching Reading: Vocabulary Development
- Oral Language Development for Beginners 1.b.1; 3.b.5; 3.b.6
- Second Language Writing and Research: The Writing Process and Error Analysis in Student Texts 1.a.3; 1.b.5; 1.b.10; 3.b.8
- Providing Feedback on ESL Students’ Written Language 1.b.10; 3.b.8; 1.b.13
- Help! They Don’t Speak English and They Don’t Read 1.a.8; 1.b.1; 1.b.7; 3.a.4; 3.b.2; 3.b.4; 3.b.5; 3.b.8
- Correcting Errors in the EFL classroom http://teflbootcamp.com/tefl-skills/correcting-errors-in-efl/
- Grammar Correction in ESL/EFL Writing Classes may not be effective http://iteslj.org/Techniques/Gray-WritingCorrection.html

Discussion

There are many issues to consider when responding to ELLs’ written work, including focusing on content, process, correctness, students’ stage of language learning, and cultural considerations. First, talk to other ESOL teachers you know about their practices and review information in the readings. Then, post your philosophy and rationale for the best way to respond to students’ writing. As you reply to your colleagues, consider various factors that might influence how best to look at students’ writing. 1.a.6; 1.b.2; 1.b.5; 1.b.6; 3.b.8; 1.b.7; 1.b.10

Journal
Using knowledge from the readings, how might you help an ELL whose native language includes phonemes and graphemes different from those in the English language? What knowledge do teachers need of students’ L1—and what strategies might the teacher use—in order to promote students’ speaking and writing of English? Be sure to cite your sources. 1.a.1; 1.a.2; 1.a.8; 1.a.9; 1.b.5; 1.b.7; 1.b.10; 1.b.13

Workbook
Developing a Sheltered Instruction Unit Plan due by the end of Session 11.
Session 7
Supporting ELLs in the Content Areas

Case
Room to Grow

Readings
- Challenges for ELLs in Content Area Learning 1.b.5; 1.b.6; 1.b.10; 1.b.12; 3.a.1; 3.a.2; 3.a.3; 3.b.1; 3.b.2; 3.b.3; 3.b.4 3.b.5
- Meeting the Challenge of Content Instruction 3.c.1; 3.c.2; 3.c.3; 3.c.4
- Teaching Mathematics and Science to English-Language Learners 3.a; 3.b; 3.c
- Organizing and Assessing in the Content Area Class 4.c.1; 4.c.3
- Graphic Organizers for Content Instruction 1.b.2; 1.b.10; 3.b.2; 3.c.1; 3.c.3
- Cooperative Learning Strategies 1.b.2; 1.b.10; 3.b.2; 3.c.1; 3.c.3

Discussion
Evaluate Christine’s work with ESOL students and the variety of strategies she incorporates to enhance content learning. Using knowledge from the readings, suggest additional strategies she might incorporate to push her growth as a teacher and better meet her students’ needs. How might she use technology in her classroom? Respond to your colleagues’ suggestions as if you were one of the ESOL students in the case. What might you learn about developing an instructional unit by considering strategies from a student perspective? 1.a.9; 3.a.1; 3.c.4; 3.c.5

Journal
Describe three teaching strategies new to you from the readings and possible consequences—both positive and negative—of implementing them in your classroom. Describe any issues that might arise for you and your students. What might their perspectives be on the strategies you’ve chosen? What actions might you take to overcome any obstacles that arise? 1.b.5; 3.b.2

Workbook
Developing a Sheltered Instruction Unit Plan due by the end of Session 11.
Session 8
Implementing Sheltered Instruction Observation Protocol (SIOP) and Specially Designed Academic Instruction in English (SDAIE)

Case
Room to Grow

Readings
- SDAIE Handbook: Techniques, Strategies, and Suggestions for Teachers of LEP and Former LEP Students 2.b.3; 2.b.4; 3.a.2; 3.b.1; 3.b.2; 3.b.3; 3.b.4; 3.b.5
- The Sheltered Instruction Observation Protocol (SIOP) 2.b.3; 2.b.4; 3.a.2; 3.b.1; 3.b.2
- Sheltered English Instruction 3.a.1; 3.a.2; 3.b.1; 3.b.2; 3.b.3; 3.b.4; 3.b.5
- SIOP: Making Content Comprehensible for ELLs 3.a.1; 3.a.2; 3.b.1; 3.b.2; 3.b.3; 3.b.4; 3.b.5
- The SIOP Model of Sheltered Instruction (explore lesson plans) 3.a.1; 3.a.2; 3.b.1; 3.b.2; 3.b.3; 3.b.4; 3.b.5
- Helping Educators Work Effectively with English Language Learners http://www.cal.org/siop/ Click the various links for more information on SIOP

Discussion
Consider Christine’s worm habitat unit from this session’s case. What elements of sheltered instruction does she include? What additional steps might she take to incorporate more elements of sheltered instruction in her unit? If you were her colleague, Lindsay, how might you provide meaningful feedback to Christine to help her make her worm unit even more effective? 3.a.1; 3.a.2; 3.b.1; 3.b.2; 3.b.3; 3.b.4; 3.b.5

Journal
Reflect on issues presented in the “SDAIE Handbook.” What might be the consequences for all students of implementing these strategies? Why is this approach particularly well-suited for ELLs? 2.b.3; 2.b.4; 3.a.2; 3.b.1; 3.b.2; 3.b.3; 3.b.4; 3.b.5

Workbook
Creating a Sheltered Instruction Lesson Plan 2.b.3; 2.b.4; 3.a.2; 3.b.1; 3.b.2; 3.b.3; 3.b.4; 3.b.5
Choose a grade level and content area that you currently teach or will be teaching in the future. You may choose to align this lesson with your unit and include it as one of the 6 lessons within your Sheltered Instruction Unit Plan assignment. Following the detailed descriptions in the “Sheltered English Instruction” reading, create a comprehensive lesson plan incorporating all components of sheltered instruction:

- Preparation
- Building background
- Comprehensible input
- Strategies
- Interaction
- Practice/application
- Lesson delivery
- Review and assessment

The “Preparation” component specifies that the lesson should be correlated to standards, such as Georgia Performance Standards http://www.georgiastandards.org and WIDA ELP Standards http://www.wida.us/standards/elp.aspx
You may use the following lesson plan form as the basis of your planning, but please add more detail than the space allotted. http://www.kimberly.edu/KSD_Media/DistrictAdmin/Curriculum/SIOP_LESSON_PLAN_TEMPLATE.pdf

Due by the end of Session 9.
Developing a Sheltered Instruction Unit Plan due by the end of Session 11.
Session 9
Adapting Instruction for Linguistically Diverse Students

Case
Ready or Not

Reading

- Supporting the Development of English Literacy in English Language Learners: Key Issues and Promising Practices 1.a.1; 1.a.2; 1.a.4; 1.a.5; 1.a.6; 1.b.2; 1.b.3; 1.b.5; 1.b.9; 2.a.3; 2.b.4; 2.b.5; 3.a.4; 3.b.5; 3.b.6; 3.c.4; 3.c.5; 4.a.4
- Moving Beyond the Obvious: Examining our Thinking about Linguistically Diverse Students (Read pages 4 – 18) 1.b.1; 1.b.2; 1.b.3; 1.b.4; 1.b.6; 1.b.7; 1.b.10; 1.b.12; 2.b.2; 2.b.4
- Scaffolding and Differentiating Instruction
- Classroom strategies and tools for differentiating instruction in the ESL classroom

Discussion
Focus on the perspectives of the people in this case. If you were Anna, what might be your reaction to Family Literacy Day? Why? What might you think if you were Joey? Why? What are the perspectives of the other stakeholders in the literacy level of students at Jeffers Elementary School? Which strategies from this session’s readings might be incorporated into the Family Literacy Day to improve its outcomes? 1.b.8; 2.a.3; 2.b.4

Journal
Accommodating multiple first languages and levels of literacy (both L1 and English) within a classroom presents many challenges. Using your knowledge from the readings and from personal experience, what are some strategies you could use to address the needs of linguistically different students? What actions might a teacher take to address the students’ oral language development? 1.b.2; 1.b.7; 1.b.9; 1.b.10; 2.b.2; 3.b.5

Workbook
Creating a Sheltered Instruction Lesson Plan due by the end of this session.
Developing a Sheltered Instruction Unit Plan due by the end Session 11.
Session 10
Serving Special Populations of ELLs

Case

Melting Pot: Teaching LEP Gifted Students

Readings

• Infusing Multicultural Content into the Curriculum for Gifted Students 2.a.1; 2.b.1

• Building a Bridge: A Combined Effort Between Gifted and Bilingual Education 1.b.9; 4.a.4

• Identifying and Serving Recent Immigrant Children Who Are Gifted 1.b.8; 1.b.9; 2.b.2; 2.b.4; 4.a.4

• Language and Reading Interventions for ELLs and ELLs with disabilities

Discussion

Focusing on the case, speculate about possible short- and long-term consequences the group's decision may have on Platte and his classmates. Which current trends or practices seem most promising in identifying or serving culturally diverse gifted learners like Platte? What actions might the group take to better meet Platte’s needs?

Journal

Based upon your professional knowledge and that gained from this session’s readings, describe the unique needs of ESOL/learning disabled and ESOL/gifted students. What issues arise in identifying and serving these populations? Focus on an ESOL student in your school who shows characteristics of a learning disability, giftedness—or both. What actions might faculty members in your school take in order to better meet this student’s needs? 1.b.9; 4.a.4

Workbook

Developing a Sheltered Instruction Unit Plan due by the end of Session 11.
Session 11
Collaborating to Strengthen Language Learning

Case
Deming, New Mexico

Readings

• **5.c.3** ESL coteaching and collaboration: Opportunities to develop teacher leadership and enhance learning

• Family Literacy: Home and School Working Together 1.b.8; 2.a.3; 5.b.1; 5.b.2

• The Changing Face of the Classroom (Read “Forging Family Ties,” pages 26-29) 1.b.8; 2.a.3; 5.b.1; 5.b.2

• Language Support for Students in the Home and in School 3.a; 3.b; 3.c; 5.b.2

• How to Create a Welcoming Classroom Environment 1.b.4; 1.b.9; 3.a.2

• An Approach to Teaching Multiculturalism in the Classroom

• Cross-Cultural Checklist for Multicultural classrooms
  http://educationalquestions.biz/qa4a.htm

Discussion
Paulette Quarrell mentions teaming with other teachers in the Deming, New Mexico case. She also describes her efforts to connect home and school through her writing assignments. Based upon your personal and professional experiences and **knowledge** presented in the readings, how might Paulette involve families in the writing project featured in the case? 1.b.8; 2.a.3; 5.c.2; 5.c.3

Journal
Consider your classroom environment from the **perspective** of an ELL. Which elements for creating a welcoming class environment might this student notice? What additional **actions** might this student suggest to make the classroom a place where he or she feels truly welcomed? What might be the **consequences** for this student and others of implementing his or her
suggestions, whether positive or negative, short- or long-term? **1.b.4; 1.b.9; 3.a.2**

**Workbook**
Developing a Sheltered Instruction Unit Plan due by the end of this session.