

**Dixie State University
Department of Education
Summer 2017 Syllabus**

Course: Integrating Language and Content – 32482 **Section: ELED 4440-01 (3 credits)**

Meeting Days, Time & Location: Monday through Thursday, 8:00 a.m. to 2:00 p.m.
 May 8 to May 18
 Meets in WEDU 136

Instructor: Dr. Adriana Brandt


Office Hours: Monday – Thursday: 2 p.m. to 3:30 p.m.

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DSU Department of Education Program Standards

	<p>Mission Statement</p> <p>The mission of the Department of Education is to create learning experiences for its candidates that foster collaboration, professionalism and competence in content and pedagogical knowledge. Through the integration of leadership, scholarship, reflection, and community partnerships, the Department prepares its candidates to be outstanding teachers within diverse and changing communities.</p>
<p style="text-align: center;">DSU Program Standards/ Utah Effective Standards (The standards listed below incorporate national (CAEP), state standards (UETS) and Dixie State University core themes of learning, engagement and opportunity)</p>	
<p>The Learner and Learning –</p> <p>Standard 1: Learner Development – The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.</p> <p>Standard 2: Learning Differences – The teacher understands individual learner differences and cultural linguistic diversity</p> <p>Standard 3: Learning Environment – The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation</p>	
<p>Instructional Practice –</p> <p>Standard 4: Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline.</p> <p>Standard 5: Assessment – The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.</p> <p>Standard 6: Instructional Planning – The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.</p> <p>Standard 7: Instructional Strategies – The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.</p>	
<p>Professional Responsibility –</p> <p>Standard 8: Reflection and Continuous Growth – The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.</p> <p>Standard 9: Leadership and Collaboration – The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.</p> <p>Standard 10: Professional and Ethical Behavior – The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515</p>	

<p style="text-align: center;">TESOL/CAEP Standards for P-12 Teacher Education (The national standards listed below address the professional expertise needed by ESL educators to work with language minority students (ELLs).)</p>
<p><i>Domain 1: Language: Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners (ELLs) develop language and literacy and achieve in the content areas.</i></p> <p>Standard 1.a. Language as a System: Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.</p> <p>Standard 1.b. Language Acquisition and Development: Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.</p>
<p><i>Domain 2. Culture: Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.</i></p> <p>Standard 2. Culture as It Affects Student Learning: Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.</p>
<p><i>Domain 3. Planning, Implementing, and Managing Instruction: Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.</i></p> <p>Standard 3.a. Planning for Standards-Based ESL and Content Instruction: Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.</p> <p>Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction: Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.</p> <p>Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction: Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.</p>
<p><i>Domain 4. Assessment: Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.</i></p> <p>Standard 4.a. Issues of Assessment for English Language Learners: Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.</p> <p>Standard 4.b. Language Proficiency Assessment: Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.</p> <p>Standard 4.c. Classroom-Based Assessment for ESL: Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.</p>
<p><i>Domain 5. Professionalism: Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.</i></p> <p>Standard 5.a. ESL Research and History: Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.</p> <p>Standard 5.b. Professional Development, Partnerships, and Advocacy: Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.</p>

Required texts: All readings, as well as the core text resources used in the Chapter and Assessment Analysis Project, are available in Canvas. Texts for the Multicultural Text Project can be checked out from the Reserves desk at the DSU library or from the Washington County Library System.

Strongly Encouraged Textbooks

Echevarria, J., Vogt, M., & Short, D. (2012). *Making content comprehensible for English learners: The SIOP model* (4th ed.). Boston, MA: Pearson Education.

Levine, L.N. & McCloskey, M.L. (2013). *Teaching English language and content in mainstream classes* (2nd ed.). Upper Saddle, NJ: Pearson.

Course Description

Required for all Elementary Education students. This course partially fulfills the requirement for ESL Endorsement. Teacher candidates will utilize previously developed methodologies to meet the needs of ESL Students in their respective classrooms. The course is designed to integrate the concepts and skills learned in previous ESL endorsement coursework into the student teaching experience. This course will provide techniques and strategies to accommodate ESL students and mainstream students. Prerequisite: Admission to the Dixie State University Elementary Education program. FA, SP, SU.

Course Objectives and Outcomes

Student will (I can):	Corresponding Course Assessments + Tasks
Develop a pedagogical knowledge to alter subject matter curriculum and assessment strategies to include L2-modified experiences that address both the language and conceptual needs of English language learners, and the overall contextual factors of the classroom. (TESOL/CAEP 2, 3a, 4c; UETS 1, 2, 5, 6, 7)	<ul style="list-style-type: none"> ▪ SIOP Discussion Facilitation ▪ Updated SIOP Lesson Plans ▪ Textbook Chapter Analysis + Performance Assessment ▪ Multicultural Text Project ▪ SIOP Final Exam ▪ Pause-and-Reflect Papers + Application Homework
Demonstrate understanding of Sheltered Instruction Observation Protocol (SIOP) model and WiDA Proficiency Benchmarks in organization and presentation of lesson plans that reflect the contextual factors of the classroom. (TESOL/CAEP 3a, 3c; UETS 1, 2, 6)	<ul style="list-style-type: none"> ▪ Updated SIOP Lesson Plans ▪ SIOP Final Exam
Apply theories of second language acquisition and development, and use proficiency-oriented assessment strategies, to plan for support of ELLs' English language growth, literacy learning, and content area achievement. (TESOL/CAEP 1b, 4b; UETS 1, 2, 5, 6)	<ul style="list-style-type: none"> ▪ SIOP Discussion Facilitation ▪ Updated SIOP Lesson Plans ▪ Textbook Chapter Analysis + Performance Assessment ▪ Multicultural Text Project ▪ SIOP Final Exam ▪ Pause-and-Reflect Papers + Application Homework

Date and Time of Final Exam

Friday, May 26; submitted via Canvas by 8 a.m.

Grading Scale

The total points a student has earned are divided by the total points possible to obtain a percentage, which corresponds to a letter grade. The grade breakdown is listed below:

A = 95-100%	B- = 80-83%	D+ = 65-69%
A- = 90-94%	C+ = 77-79%	D = 64-66%
B+ = 87-89%	C = 74-76%	D- = 60-63%
B = 84-86%	C- = 70-73%	F = 59% or below

Each semester, you must maintain an overall GPA of 3.0. All course grades must be C or better.

It is the responsibility of the student to verify that all grades have been correctly entered into CANVAS by the instructor. Monitor CANVAS weekly and notify the instructor immediately if you are missing a grade or have received an incorrect grade.

Save assignments to verify your claims. Grades will not be changed without proof of instructor oversight or error, and no grade can be changed once final grades have been entered.

Course Policies

1. **Attendance is mandatory.** This is **not** a lecture-based class. Full credit is only available to those students who attend each session, are present for the entire session, and meaningfully contribute to our community of learners. Consequently, your input and participation are valuable and essential to your learning outcomes and those of your classmates, and your active participation is expected. **Acceptable excused absences require a doctor's note.** Please notify (via e-mail) or see the instructor regarding other absences. Students who miss sessions are expected to make up any missed in-class activities by producing written evidence that the learning activities were completed. Missing two class sessions will result in a mandatory conference with the professor, and possible failure of the course.
2. **Late Assignments and Absences Related to College Functions:** Assignments are due on specific dates as specified in the syllabus. I am happy to grade and record assignments that are turned in early or on time. However, late work is not accepted. If you are absent on the day an assignment is due, e-mail the assignment (as an attachment) to me before class begins or have a classmate submit it for you. Make-up assignments for any quizzes, exams, or in-class tasks are not available unless you notify your instructor of your absence before class begins. Absences related to college functions will be excused if proper documentation is provided well in advance of absence.
3. **Due Dates:** All assignments are due on the date indicated in the tentative schedule outlined in the course syllabus. Any changes to due dates will be announced by the instructor at least two weeks in advance.
4. **Computing devices** in the classroom are only allowed if the student is utilizing for the sole purpose of learning for the specific class. If the instructor feels that a student is engaged in an unrelated activity (e.g. working on an assignment for another class, social media unrelated to course objectives, etc.), s/he will be asked to put the device away.
5. **Cell phones and text messaging:** Cell phones must be on 'vibrate' during class sessions. If you do need to answer a call, please do so with respect and courtesy to your fellow students and the instructor. **Text messaging is not allowed during class.**

6. **Nature of coursework:** In this course, you will be evaluated based on participation in a learning process, and the creation of individual and group projects that emerge from participation in learning activities and homework. A variety of learning activities, assignments, and assessments will be used to help you understand course concepts. These also will model planning, teaching, and assessment strategies that can be used with multicultural students. As mentioned in Policy #1, full credit is only available to those students who attend each session, who meaningfully contribute to our community of learners, and who provide evidence of deep and thoughtful engagement in individual and group assignments.
7. If you have questions, or wish to discuss your understanding of this class, be sure to make an appointment with the instructor. The instructor encourages students to visit the office during office hours or by appointment.

DSU Policies, Procedures, and Semester Dates

Click on this link <https://academics.dixie.edu/syllabus/#semester> for comprehensive information on the Semester Dates, the Final Exam Schedule, University resources such as the library, Disability Resource Center, IT Student Help Desk, Online Writing Lab, Testing Center, Tutoring Center, Wellness Center and Writing Center. In addition, please review DSU policies and statements with regards to Academic Integrity, Disruptive Behavior and Absences related to university functions.

If you are a student with a medical, psychological, or learning disability or think you might have a disability and would like accommodations, contact the Disability Resource Center (435-652-7516) in the North Plaza. The Disability Resource Center (<http://dixie.edu/drcenter/>) will determine eligibility of the student requesting special services and determine the appropriate accommodations related to their disability.

Title IX: The Dixie State University's Sexual Harassment and Sexual Misconduct policies are compliant with Federal laws prohibiting discrimination requires that faculty, student employees and staff members report any incidents of sex discrimination, including sexual harassment, sexual misconduct, stalking on the basis of sex, dating/intimate partner violence or sexual exploitation and/or related experiences or incidents.

D-MAIL: Important class and college information will be sent to your D-mail account. This information includes your DSU bill, financial aid/scholarship notices, and notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSU. All DSU students are automatically assigned an e-mail account. Your Banner ID username and password are the same for your D-mail account. **You will be held responsible for information sent to your Dmail**, so please check it often.

Instructure Canvas: This class will utilize the CANVAS tool provided by DSU Computing. CANVAS can be access from the website <https://canvas.dixie.edu/>. Online tutorials for CANVAS can be found at <http://guides.instructure.com/>. If anyone has forgotten their login information or your course is not displaying, please contact the Helpdesk and/or the website <http://www.dixie.edu/helpdesk/>. The Helpdesk is located in the Smith Computer Center's main computer lab.

Non-student in the classroom and other designated study areas: In order to fulfill the assigned responsibilities of the instructors and the institution, college personnel are deemed to have the right and the authority to control the learning environment, to perform their duties, and to maintain the classroom for optimal learning. In support of existing policy of DSU, it is expected that only bona fide students defined and classified by the DSU catalog (Policy 5.16),

will attend classes, unless specific prior permission for guests has been obtained from the instructor.

Infants, children, and adolescents are not allowed at DSU except in certain areas and under certain circumstances. College facilities and classrooms are not designed for children, and their presence may disrupt students and teachers. In the event of an emergency where prior approval cannot be obtained 24 hours in advance, the student shall request permission to bring children to class prior to the beginning of class. The decision of the instructor regarding non-students in the classroom is final. (DSU Policy 5-23.7- 23.7.8.)

Overview of Course Assignments

Class attendance and participation <i>(8 class sessions x 20 points each)</i>	160
Pause-and-Reflect Papers + Application Homework <i>(7 assignments x 10 points each)</i>	70
Projects and Performance Tasks	
• SIOP Discussion Facilitation <i>(throughout course)</i>	50
• Updated SIOP Plans (2) <i>(due 5/11 & 5/26)</i>	80
• Multicultural Text Project <i>(due 5/16)</i>	75
• Textbook Chapter Analysis + Performance Assessment <i>(due 5/18)</i>	100
• SIOP Final Exam <i>(due 5/26)</i>	100
Total Points Available	635

SIOP Discussion Facilitation: 50 points (due throughout course, in-class)

To help focus our comprehensive review of the eight SIOP features and key principles of second language acquisition (SLA), each of you will play the role of ‘expert’ by facilitating the discussion and/or activity for one class session. This 20-30 minute discussion and/or activity should 1) provide a comprehensive overview of your assigned SIOP feature or principle(s) of second language acquisition, 2) draw out what your peers find most relevant and challenging about addressing that SIOP feature or SLA principle in their own practice, and 3) extend our understanding of your assigned feature or SLA principle. In addition to facilitating the discussion for your peers, you will provide a tangible product for your peers’ later reference – think of this as a “tip sheet” of sorts that relates to your topic. Your facilitation and “tip sheet” will be evaluated based on engagement of your peers during your discussion, linkage of discussion/activities to the SIOP or SLA feature(s), and attention to theory as it applies to practice.

Updated SIOP Lesson Plans (2): 20 points for initial draft (due 5/11); 60 points for final draft (due 5/26)

You will identify two lesson plans from previous semesters that you’d like to update during this course. These lesson plans must be drawn from two different content areas. You will adapt these lessons to new contextual factors by applying your expanding understanding of SIOP and proficiency-oriented differentiation and assessment to these plans. In addition to adapting these plans, you will provide either an annotation or a written summary to justify (through theory and resources) why you made the changes you did to each plan. You will submit an initial draft of these plans for instructor feedback, and will use feedback to prepare and submit a final compilation at the end of the course.

Multicultural Text Project: 75 points (due 5/16)

For this project, you will select a multicultural text appropriate for your teaching context. You will conduct and present in writing an in-depth guided thematic analysis of the text, will create and explain an in-class activity that students would complete in conjunction with the text, and will identify a multimodal/multimedia resource to accompany students’ reading of the text. In-class work time will be provided to help you develop your analysis and activity.

Textbook Chapter Analysis & Performance Assessment: 100 points for group presentation (due 5/18)

For this group task, you and your group will choose a textbook chapter from a text you're likely to use in your student teaching/STEP placement next fall. You will conduct a guided analysis of the chapter and accompanying summative assessment, identifying key skills and concepts targeted by both the chapter and chapter assessment. You will use the results from your analysis to design an alternative assessment that complements both the chapter and the summative assessment, and you will describe how this alternative assessment responds to your analysis and meets the needs of a diverse group of learners. In-class work sessions will be provided to help you develop your analysis and assessment. You will present your findings in class on the last day of the course.

Final Exam: 100 points (due 5/26 by 8 a.m.)

For your final exam, you will respond to six practical classroom scenarios, drawing upon your knowledge of SIOP and of effective practices for teaching and differentiating for English language learners. This is a take-home written exam, and will be due Thursday after the course ends.

Tentative Course Schedule (subject to change with notice)

Week One: Proficiency and Performance: Using WIDA Resources to Differentiate Lessons & Assessments		
Day and Date	Topic(s)	Homework/Assignments Due This Day
Monday, May 8	Class Introduction + Proficiency and Performance: Implications for Teaching and Learning <ul style="list-style-type: none"> Course expectations & syllabus Self-assessment on SIOP + principles of second language acquisition Introduction to language proficiency What does it mean to be proficient? Why does proficiency matter to teachers? Unpacking proficiency levels Proficiency vs. performance in our teaching 	<p>READ: Pages 4-5 of <i>ACTFL Performance Descriptors for Language Learners, 2012 Edition</i> (in Canvas)</p> <p>DO:</p> <ul style="list-style-type: none"> Complete SIOP-SLA self-assessment + bring results to class for sharing on 5/8 (10 pts.) Generate list of takeaways & questions on reading to bring to class for 5/8 (10 pts.)
Tuesday, May 9	Proficiency and Performance: Scaffolding Learning Experiences + Setting the Stage for Skill Balance & Growth <ul style="list-style-type: none"> Performance & its impact on proficiency Introduction to the biliteracy continuum Assessing and developing language skills: issues and needs in L2 assessment Differentiating at the lesson level Resources to support scaffolding: WIDA Can-Dos, ACCESS Score Reports, and WIDA Model Performance Indicators In-Class Workshop: Updating lessons for ELLs 	<p>READ:</p> <ul style="list-style-type: none"> WIDA Proficiency and Can-Do booklet for the grade level of your student teaching placement (in Canvas); bring a digital or hard copy to class with you on 1/11 Article: "When ESL students cannot read grade level texts" (in Canvas) <p>DO: Generate list of takeaways & questions to bring to class for 5/9 (10 pts.)</p> <p>ON THE RADAR: SIOP Lesson Updates: Locate & identify lesson plans SIOP Discussion Facilitation</p>
Wednesday, May 10	Proficiency and Performance: Differentiating Lessons with WIDA <ul style="list-style-type: none"> Discussion #1: SIOP Interaction Discussion #2: Balancing and Addressing the Four Skills In-Class Workshop: Updating Lessons for ELLs WIDA and differentiated lesson assessments WIDA-updated lesson peer review + feedback 	<p>DO: Complete updates and annotations for one lesson plan + bring hard copy to class for peer review on 5/10 (10 pts.)</p> <p>ON THE RADAR: SIOP Lesson Updates: Update lesson plans SIOP Discussion Facilitation</p>

Thursday, May 11	Connecting with ELLs through literacy: Immigration and Multicultural Texts <ul style="list-style-type: none"> ▪ Discussion #3: Input, Output, and SIOP Comprehensible Input ▪ Discussion #4: Building Background, Schema Theory & Funds of Knowledge ▪ Discussion and Review: Principles of second language literacy + ELL identity ▪ Introduction to Multicultural Text Project ▪ In-Class Workshop: Expanding our classroom libraries through exploration of immigration and multicultural texts 	READ: <ul style="list-style-type: none"> ▪ Jules' "Ways to support ELLs in the school library": http://www.colorincolorado.org/article/33008/ ▪ Colby & Lyon, "Importance of Using Multicultural Literature" (<i>in Canvas</i>) DO: Generate list of takeaways & questions on readings to bring to class for 5/11 (10 pts.) First draft revised SIOP lessons + justification due today (20 pts.) ON THE RADAR: Multicultural Text Project Final SIOP lesson plans SIOP Discussion Facilitation
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Week Two: Attending to In- and Out-of-School Identities: ESL Teachers and ELLs		
Day and Date	Topic(s)	Homework/Assignments Due This Day
Monday, May 15	Who are our learners? Profiles of ELLs in our classrooms <ul style="list-style-type: none"> ▪ Discussion #5: Considerations for Classroom Environment: Inclusivity and ELLs ▪ Discussion #6: Key Principles in Collaborating with Families and Community ▪ Revisiting the Bilingual Continuum ▪ In- and out-of-school realities of English language learners ▪ In-Class Workshop: Expanding our classroom libraries through exploration of immigration and multicultural texts 	READ: <ul style="list-style-type: none"> ▪ Suarez-Orozco, "Social World of Immigrant Youth" ▪ Valdés, "The world outside and inside schools: Language and immigrant children" ▪ Multicultural text of choice (for Multicultural Text Project) DO: Post text-to-self, text-to-text, and text-to-world connections on Canvas readings via Canvas by 8 a.m. + bring to class for sharing (10 pts.) ON THE RADAR: Multicultural Text Project Final SIOP lesson plans SIOP Discussion Facilitation
Tuesday, May 16	Multicultural Text Showcase + Summative Assessment: How do proficiency and performance factor in? <ul style="list-style-type: none"> ▪ Discussion #7: ZPD, i+1 and Scaffolding ▪ Discussion #8: Feedback ▪ Showcase and sharing of Multicultural Text Projects ▪ Review of summative assessment types ▪ Understanding construction of summative 	DO: Multicultural Text Project due today (75 pts.) ON THE RADAR: Multicultural Text Project Final SIOP lesson plans SIOP Discussion Facilitation

	assessments <ul style="list-style-type: none"> ▪ Introduction to Chapter + Assessment Analysis project 	
Wednesday, May 17	Summative Assessment: SIOP-ing our assessments <ul style="list-style-type: none"> ▪ Discussion #9: Formative and Summative Assessment: When, How & Why ▪ Bloom's Taxonomy and assessment ▪ Evaluating summative assessment samples ▪ Sharing different types of alternative and performance assessments ▪ In-class workshop: Content analysis of textbook-based summative assessments ▪ In-Class Workshop: Determining assessed skills on chapter tests + Bloom's level ▪ In-Class Workshop: Development of alternative assessments for chapter 	READ: <ul style="list-style-type: none"> ▪ Chapter 1 from <i>Teacher's Guide to Performance-Based Learning and Assessment</i>: http://tinyurl.com/psgs3wd ▪ Skim Abedi's "Performance Assessments for English Language Learners" ▪ Peruse assessment samples (online database; linked in announcement) DO: Concept map/summary to share with peers on 5/17 (10 pts.) ON THE RADAR: Final SIOP lesson plans SIOP Discussion Facilitation
Thursday, May 18	Summative Assessment: SIOP-ing our assessments <ul style="list-style-type: none"> ▪ In-class workshop: Content analysis of textbook-based summative assessments ▪ In-Class Workshop: Determining assessed skills on chapter tests + Bloom's level ▪ In-Class Workshop: Development of alternative assessments for chapter ▪ Presentation of Chapter + Assessment Analysis group projects ▪ Take-Home Final Exam released 	DO: Chapter + Assessment Analysis presentations due at 12:30 p.m. today (100 pts.) ON THE RADAR: Final SIOP lesson plans Final Exam
Friday, May 26	SIOP Final Exam	Final SIOP Lesson Plans due by 8 a.m. (60 pts.) SIOP Final Exam due via Canvas by 8 a.m. (100 pts.)

