Thank you for your interest in receiving Professional Development Points (PDPs) based on integrating math into ESOL classes! To be eligible for PDPs, you must satisfy both of the following criteria:

1) Complete a **minimum** of 10 hours of ESOL and Math professional development, which can include coaching and participation in a variety of ESOL, ELs, and Math-related PD offerings (see below).

2) Submit an assessment of learning in the form of reflection questions.

**![Icon

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**Please notify your ESOL and Math facilitator/coach if you intend to submit the PDP assignments. The two of you will mutually determine the due date for the submission.**

## **CRITERIA 1: ESOL and Math PD and Support**

To satisfy Criteria 1, you must complete a combination of the following activities, for a **minimum of 10 hours total**:

* The *Getting Started with Integrating Math in the ESOL Classroom* asynchronous course (6 hours) **[REQUIRED]**
* The *Mathematize Your ESOL Health Unit* online blended course (8 hours)
* The *English Learners in the ABE Math Classroom* asynchronous course (5 hours)
* The *Mathematical Language Routines: Supporting English Learners in ABE* in-person workshop (1.5 hours)
* The *Mathematical Language Routines: Supporting Student Understanding in the Math Classroom* online facilitated workshop (1.5 hours)
* The *Getting Students to Talk in Math Class* online facilitated workshop (1.5 hours)
* The *Numeracy Routines That Develop Language* online facilitated workshop (1.25 hours)
* The *Reasoning with Ratios in the ESOL Classroom* (6 hours)
* Individual or group coaching (number of hours to be determined by you and your coach). *Note that credit for coaching sessions requires you to provide specific examples or references in your reflection question responses about how you used what you learned from coaching in your class or lesson delivery.*

## **CRITERIA 2: Reflection Questions**

To satisfy Criteria 2, you will need to complete three of the reflection questions below using the **Submission Form for ESOL and Math PDPs** on page 3. Remember, credit for coaching sessions requires you to provide specific examples or references in your question responses about how you’ve used what you have learned from coaching in your class or lesson delivery.

##### **Questions**

1. How have your beliefs about teaching and learning math evolved as a result of your work with the ESOL and Math PD and/or coaching? **[REQUIRED]**
2. How has your own math knowledge changed as a result of your work with ESOL and Math?
3. How have your general math teaching practices changed as a result of your work with ESOL and Math PD?
4. What changes in your students' attitudes toward math have you seen since you began incorporating math into your ESOL instruction?
5. What changes in your students' mathematical and/or English skills and understandings have you seen since you began incorporating math into your ESOL instruction?
6. What advice would you give to teachers new to incorporating math into their ESOL instruction? Why?

##### **Rubric**

We have provided you with a rubric on the last page of the Submission Form to self-assess your responses before turning them in. Reviewers will be using the same rubric to score your responses. (In addition to written feedback on your responses, you’ll also receive a copy of the completed rubric.)

Each question response can score up to 3 points. You will need to achieve a minimum score of 7 points on the assignment to pass this assignment.

#### Points for responses are assigned as follows:

**3 POINTS: Thorough** — Answers the question in detail and provides evidence/examples to support the answer. Anecdotes from your classes are offered as evidence to support your ideas.

**2 POINTS: Adequate** — Answers the question in detail but does not provide concrete evidence/examples to support the answer.

**1 POINTS: Superficial** — Answers the question without detail.

## **How do I submit my request for PDPs?**

On the next page of this document is the **Submission Form for ESOL and Math PDPs** where you will 1) document your PD hours and 2) respond to the reflection questions. The form also includes instructions for submitting your PDP request. Remember to let your ESOL and Math facilitator/coach know that you plan to request PDPs before you begin the process.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INSTRUCTIONS**

1. Use the table below to document the professional development hours you have completed.
2. Respond to three of the Reflection Questions in the space provided on the next page.
3. Use the provided rubric as a guide for reviewing your responses.
4. Return the completed form to your ESOL and Math facilitator/coach **or** email to [adultnumeracy@terc.edu](mailto:adultnumeracy@terc.edu).
5. Upon approval by the SABES Math Center, a PDP certificate will be emailed to you.

|  |  |  |  |
| --- | --- | --- | --- |
|  | ESOL and Math Activity | Number of Hours | Total PD Hours |
| Required  Activity → | *Getting Started with Integrating Math in the ESOL Classroom* asynchronous course | 6 hours |  |
|  | *Mathematize Your ESOL Health Unit* online blended course | 8 hours |  |
|  | *English Learners in the ABE Math Classroom* asynchronous course | 5 hours |  |
|  | *Mathematical Language Routines: Supporting English Learners in ABE* in-person workshop | 1.5 hours |  |
|  | *Mathematical Language Routines: Supporting Student Understanding in the Math Classroom* online facilitated workshop | 1.5 hours |  |
|  | *Getting Students to Talk in Math Class* online facilitated workshop | 1.5 hours |  |
|  | *Numeracy Routines That Develop Language* online facilitated workshop | 1.25 hours |  |
|  | *Reasoning with Ratios in the ESOL Classroom* asynchronous course | 6 hours |  |
|  | Coaching (individual or group) | variable |  |
|  | **TOTAL ESOL and Math PD HOURS** → | |  |
|  | **SABES Use Only:** Has the applicant satisfactorily responded to the Reflection Questions?  Yes  No | | |

|  |  |
| --- | --- |
| **REFLECTION QUESTIONS** | |
| **QUESTION 1 (REQUIRED):**  How have your beliefs about teaching and learning math evolved as a result of your work with the ESOL and Math PD and/or coaching? | |
|  | |
| **Next, choose two of the following questions and respond in the spaces provided below.**   1. How has your own math knowledge changed as a result of your work with ESOL and Math? 2. How have your general math teaching practices changed as a result of your work with ESOL and Math PD? 3. What changes in your students' attitudes toward math have you seen since you began incorporating math into your ESOL instruction? 4. What changes in your students' mathematical and/or English skills and understandings have you seen since you began incorporating math into your ESOL instruction? 5. What advice would you give to teachers new to incorporating math into their ESOL instruction? Why? | |
| **Response to Question # \_\_\_\_** |  |
| **Response to Question # \_\_\_\_** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| RUBRIC FOR ESOL and Math PDP REFLECTION QUESTIONS | | | |
| *Facilitator: Provide specific reasons and/or examples to support your decision to award these points.* | | | |
|  | **3 POINTS – Thorough**  *Detailed and supported by evidence* | **2 POINTS – Adequate**  *Detailed, but not supported by evidence* | **1 POINT – Superficial**  *Lacking detail* |
| [REQUIRED] How have your beliefs about teaching and learning math evolved as a result of your work with the ESOL and Math PD and/or coaching? |  |  |  |
| How has your own math knowledge changed as a result of your work with ESOL and Math? |  |  |  |
| How have your general math teaching practices changed as a result of your work with ESOL and Math PD? |  |  |  |
| What changes in your students' attitudes toward math have you seen since you began incorporating math into your ESOL instruction? |  |  |  |
| What changes in your students' mathematical and/or English skills and understandings have you seen since you began incorporating math into your ESOL instruction? |  |  |  |
| What advice would you give to teachers new to incorporating math into their ESOL instruction? Why? |  |  |  |
| Total Points  *A minimum total score of 7 points is required to pass.* |  | | |