
Technology Supported Teacher Professional Development in Early Language, Literacy, and Numeracy for K to 3 Teachers (ELLN Digital) Course Guide

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1.0 Course Objectives

Welcome to ELLN Digital, a blended course on early language, literacy, and numeracy instruction for Kindergarten to Grade 3 (K-3) teachers in the Philippines. The course is a teacher professional development (TPD) initiative in support of the Department of Education's Early Language, Literacy, and Numeracy (ELLN) program under the Every Child a Reader Program (ECARP).

The course has two main components:

- 1) Self-study of an interactive multimedia courseware
- 2) Collaborative learning in school-based Learning Action Cells (LACs)

These course components are described in the relevant sections of this course guide.

After completing the course, you should be able to:

- Explain the principles of early language, literacy, and numeracy development and instruction
- Discuss the components of balanced literacy and numeracy instruction
- Plan and implement balanced literacy and numeracy instruction for K-3 learners

Achieving these course objectives should enable you to develop reading and writing skills, critical thinking, and problem-solving skills in K-3 learners.

2.0 Course Modules and Lessons

ELLN Digital consists of 15 lessons grouped into five modules that are based on DepEd's 10-day live-in training course on early language, literacy, and numeracy instruction for K-3 teachers.

The modules and lessons are as follows:

Module 1 - Foundations of Early Language and Literacy Development and Instruction Lesson

1 - The K-3 Learner in the Context of K-12: Who Are We Teaching?

Lesson 2 - The Domains of Literacy: What Do We Teach?

Lesson 3 - Early Literacy Instruction: How Do We Teach?

Module 2 - Literature-Based Instruction

Lesson 1: Children's Literature in the K-3 Classroom

Lesson 2: Developing in the Learner a Love for Story

Lesson 3: Developing Comprehension

Module 3 - Developing Skills through Explicit Instruction

Lesson 1: Teaching Language

Lesson 2: Teaching Phonics
Lesson 3: Teaching Writing
Lesson 4: Teaching the Content Areas

Module 4 - Assessing Reading Performance
Lesson 1: Assessing Reading Performance Using Classroom-Based Assessment Tools
Lesson 2: Planning for Specialized Literacy Instruction

Module 5 - Early Numeracy Instruction
Lesson 1: How K-3 Children Learn Math
Lesson 2: Teaching K-3 Math
Lesson 3: Assessing and Addressing Children's Needs in Math

3.0 Course Materials

The modules and lessons listed above are presented in the form of a CD-ROM-based interactive multimedia courseware. Each lesson in the courseware has the following features:

- A structured discussion of key concepts, principles, and teaching approaches and strategies
- Video and audio demonstrations and examples
- Exercises to develop mastery of the key concepts
- Handouts, templates, and worksheets
- Activities and assignments for skills practice and application of the principles and strategies taught

The courseware is designed for self-study — that is, you can go through each lesson on your own, without a trainer or instructor to assist you. Each lesson is self-contained and can be completed in 1-2 hours of study time. You can study a lesson in one sitting, or in several short sessions over the week (studying the lesson one topic at a time). You can also go through the lesson or parts of the lesson more than once, or as often as necessary for you to master the lesson.

Some of the lessons in the courseware will require you to use a storybook. You will need a copy of those storybooks, along with the courseware, for your use in this course.

4.0 Course Activities and Schedule

4.1 Assignments

You are expected to complete an assignment at the end of each lesson in the courseware. The assignment is an activity where you will apply, in your own context, the key concepts and pedagogical principles and/or strategies discussed in the lesson.

Section 5 of this course guide provides details about the assignment for each lesson.

4.2 Learning Action Cell (LAC) sessions

While you can study the lessons in the courseware and complete the assignments on your own, you have the opportunity to engage in collaborative learning with your colleagues who are also enrolled in the ELLN Digital course. This collaborative learning shall take place through ELLN LACs that you and your colleagues will constitute at the start of the course.

Your ELLN Digital LAC should meet once each week for 90-105 minutes, following the schedule agreed upon by all LAC members and the LAC facilitator (LacF, pronounced as LaceF) during the Getting Organized meeting at the start of the course.

Before each LAC session, you will:

- Study the lesson in the courseware
- Complete the lesson activities and assignment

During each LAC session, you will:

- Share your assignments with each other and discuss what you have learned
- Reflect on the ideas discussed and insights shared and how you can apply them in your classroom
- Formulate personal and group action plans based on the discussion, for implementation after the LAC session
- Complete the Teacher Engagement Report and submit this to the LacF

After each LAC session, you will:

- Implement your personal and group action plans, and be ready to share insights gained at the next LAC session

Table 1 below describes the components of each LAC session.

Table 1. Components of the LAC session

Component	Time Allotment	What happens
Getting started	5 minutes	<ol style="list-style-type: none">1. The LacF will lead a quick review of the topic discussed and action steps agreed upon in the previous LAC session.2. The LacF will introduce the topic for the current LAC session.
Sharing and discussion of assignments (in small groups)	25-30 minutes	<ol style="list-style-type: none">1. In pairs or triads, the LAC members will share their assignment outputs. The LacF will pose guide questions for the small group discussion.2. Each pair or triad will select one assignment to share during the big group/plenary discussion. <p>NOTE: If the LAC group is small (i.e., with five members or less), you can proceed immediately to the big-group or plenary discussion where all LAC members can share their assignment outputs.</p>

Big-group / Plenary discussion	45-50 minutes	<p>1. Small group representatives will take turns to briefly present the selected assignment based on the guide questions. (NOTE: If there are more than 3 small groups, the LacF can select 2-3 groups to share their selected assignment. The LacF should make sure that the rest will get a chance to share or present in later sessions.)</p> <p>2. After the presentation of selected assignments, the LacF will invite LAC members to share their insights on the lesson and sharing of assignments, including insights on how to apply the knowledge gained in their classroom.</p> <p>3. Working by grade level or in pairs, LAC members will come up with resolutions or action points based on what they learned from the lesson (for example, they can resolve to integrate what they learned in their lesson plans, modify activity sheets, or plan a lesson together).</p>
Looking forward to the next session	5 minutes	The LacF will introduce the next lesson and clarify assignments.
Accomplish forms	10-15 minutes	The LAC members will accomplish the Teacher Engagement Report and submit the completed forms to the LacF. The LacF should accomplish the LAC Session Report.
Total Time	90-105 minutes	

4.3 Assessment of learning

To help you learn better from the courseware, activities and assignments are built into the course. You are expected to perform all the activities and assignments, as well as assess your learning and the LAC sessions via:

- guided self-assessment of your assignment outputs
- accomplishing the Teacher Engagement Report

These assessment and evaluation activities are intended to collect information that will guide you, your school head, and the course facilitators to better direct and support your professional development in early literacy and numeracy instruction. The results will not affect your teaching performance rating.

4.4 Schedule of course activities

The schedule of course activities in Table 2 below is intended to serve as a guide for you to complete the course successfully. As shown, there should be two LAC sessions per month. You should agree on the day, time, and venue for your bi-monthly LAC sessions, with other LAC members and your LAC facilitator during the Getting Organized session in Week 1.

Table 2. Schedule of ELLN Digital LAC sessions

Week No.	Inclusive Dates (to be agreed upon per school)	ELLN Digital Module and Lesson Focus
1		LAC Session 1: Getting Organized; Distribution of ELLN Digital course package to participating teachers
2		LAC Session 2: Module 1 Lesson 1
4		LAC Session 3: Module 1 Lesson 2
6		LAC Session 4: Module 1 Lesson 3
8		LAC Session 5: Module 2 Lesson 1
10		LAC Session 6: Module 2 Lesson 2
12		LAC Session 7: Module 2 Lesson 3
14		LAC Session 8: Module 3 Lesson 1
16		LAC Session 9: Module 3 Lesson 2

18	LAC Session 10: Module 3 Lesson 3
20	LAC Session 11: Module 3 Lesson 4
22	LAC Session 12: Module 4 Lesson 1
24	LAC Session 13: Module 4 Lesson 2
26	LAC Session 14: Module 5 Lesson 1
28	LAC Session 15: Module 5 Lesson 2
30	LAC Session 16: Module 5 Lesson 3

5.0 Assignment Guide

The assignments for each of the 15 lessons are reproduced below (from the courseware). Note once again that you must:

- Study the courseware lesson before doing the assignment
- Complete each assignment before the LAC session for each lesson
- Evaluate yourself on how well you did the assignment using the Evaluation Criteria (and Scoring Rubrics) found in the courseware

5.1 Assignment 1 (for Module 1 Lesson 1)

Congratulations! You have finished the first lesson of this module. It is now time for you to apply what you have learned.

A. Here are the checklists of developmental behaviors of children from Kinder to Grade 3. Download and study the checklist for the grade level that you teach.

Checklist of Kinder Developmental Behaviors

Checklist of Grade 1 Developmental Behaviors

Checklist of Grade 2 Developmental Behaviors

Checklist of Grade 3 Developmental Behaviors

B. Observe and describe the literacy behaviors of one of your students using the checklist and answer the following questions:

- 1) Which behaviors does your student exhibit?
- 2) Which of your student's behaviors do you think shows the greatest evidence of being literate?

Note: This is an open-ended assignment with no "correct" answers. This assignment can help you become more aware of the different developmental behaviors that young learners display. To maximize the use of these checklists, you can:

- Observe some learners over a period of time (monthly, quarterly, etc.) to see whether they are displaying more of these behaviors over time;
- Think about activities that you can plan and implement in class, to provide more opportunities for learners to display these behaviors; and
- Study the behavioral expectations of learners one grade level above and one grade level below the grade level you are teaching, to see whether you can help bridge gaps, if any.

C. Discuss your observations with your colleagues during your first LAC session.

5.2 Assignment 2 (for Module 1 Lesson 2)

Watch the demonstration video and observe the activities that the teacher and students are doing.

Then answer the following questions:

1. What activities did the teacher undertake with the students?
2. Which of the literacy domains discussed were targeted in each activity?
3. Does one activity address only one domain at a time? Is it necessary to have one activity for each domain?

Be ready to share your reflection and insights at your next LAC session.

5.3 Assignment 3 (for Module 1 Lesson 3)

1. Analyze your own class session OR observe a colleague's language and literacy class (i.e., MT, Filipino, or English class)
2. Download and print Assignment 3 Worksheet
3. Table 1, Column 1 lists some of the features of developmentally appropriate practices that help develop early literacy skills in young learners. Based on your recollection of your chosen class session or your observation of your colleague's class, accomplish the table in the worksheet.
4. If your answer to a question is yes, provide a specific example from the class session you chose to recall or observe for this activity. If your answer to a question is no, provide a specific example that you can implement in your next class.

5. Accomplish Table 2 and reflect on your answers.

NOTE: This is an assignment with no “correct” answer. As a teacher, you are encouraged to reflect on your teaching practices in the classroom.

5.4 Assignment 4 (for Module 2 Lesson 1)

1. Read the story indicated in the list below for the grade level that you are teaching.

Kindergarten: Si Pulong Patago-Tago

Grade 1: Ang Kamatis Ni Peles

Grade 2: Tuko: The Tenor Wannabe

Grade 3: Tight Times

2. Answer the following questions:

a. What specific qualities of the book/text do you think will appeal to your students? Use Table 1 of the worksheet as your guide.

b. What benefits will the book/text provide for your students? Use Table 2 of the worksheet as your guide in identifying the possible benefits.

3. Assess how well you did the assignment. Use Table 3 as your guide for self-assessment.

4. Share your answers at your next LAC session.

NOTE: The assignment has no “correct” answer. Answers will depend on your particular set of learners. This exercise serves to help you develop an eye for good quality children’s literature that you can use in your classes.

5.5 Assignment 5 (for Module 2 Lesson 2)

In this assignment you will do a read-aloud or shared reading session with your class. You can do this individually or with colleagues. Follow the steps below.

A. Preparing for the read-aloud or shared reading session

(NOTE: You can do steps 1 and 2, and even step 3, with colleagues who are teaching the same grade level.)

1. Reread the story you chose for Activity 2 and Activity 3.

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2. Plan the pre-reading session for the purpose of preparing your students for the story — that is, identify the difficult words and concepts and plan how you will unlock them with your students. Formulate your motivation question and motive question.
 3. Practice reading the story aloud. Apply what we have discussed with regard to enlivening the story, and plan what questions to pose to monitor comprehension.

B. Doing the read-aloud or shared reading session

4. Implement the pre-reading activity you prepared in your class.
5. Do the read-aloud or shared reading session with your class.

(OPTIONAL) Ask a colleague who is also studying this module to observe your read-aloud session and give you feedback based on what you have learned in this lesson. If you worked with a group in preparing for the read-aloud or shared reading session, you can then agree to be each other's observer/s. If you worked on steps 1-3 by yourself, you can still pair up with a colleague who is studying this module (he/she does not need to be teaching the same grade level) and observe and give feedback on each other's sessions.

C. Reflecting on your read-aloud or shared reading session

6. Give yourself 1 point for each item in the checklist below. (NOTE: Four points possible for Item #9)
 1. Did I reread the story in preparation for the read-aloud session?
 2. Did I choose difficult words to unlock, taking into account my student's background?
 3. Were the methods that I chose to unlock those words appropriate for the type of words they were?
 4. Did I choose a motivation question that students can easily answer based on their prior knowledge or previous experience?
 5. Did I choose a motive question parallel to the motivation question?
 6. Did I choose a motive question that students can answer when they listen to the read-aloud session?
 7. Did I practice reading aloud the story prior to the session?
 8. Were all materials necessary for unlocking vocabulary prepared prior to the session?
 9. During the read-aloud, did I —
 - a. Change my voice and used sound effects as necessary or appropriate?
 - b. Ask my students recall questions?
 - c. Ask my students inferential questions?
 - d. Ask my students to predict what will happen next at certain parts of the story?

10. Was I able to sustain my students' attention throughout the story reading session?

Share your observations and reflections at your next LAC session.

5.6 Assignment 6 (for Module 2 Lesson 3)

For the story you selected in Activity 2, plan a GPU discussion by formulating a set of literal, inferential, critical, application or integrative, and creative questions about the story.

On the GPU template, write your discussion questions in logical sequence, write the possible answers to each question, and identify the type of question. Don't forget to base your discussion plan on the expressive and instructional objectives that you have set out to achieve.

Download your GPU template.

5.7 Assignment 7 (for Module 3 Lesson 1)

Using the story assigned to your grade level, plan a literature-based language lesson using the explicit instruction framework. Aside from focusing on the grammar lesson, don't forget to formulate an objective that focuses on the language function.

5.8 Assignment 8 (for Module 3 Lesson 2)

In this assignment you will try a differentiated-reading session with your class. You can do this individually or with a colleague. Follow the steps below.

A. Preparing for the differentiated-reading session

1. Survey the abilities of the students in your class. You may use data from observations, worksheets, and exams. If you have the time, you can design activities that will help you determine the reading abilities of your students.
2. Analyze the data that you gathered. Group your students according to their abilities. Start with at least two groups. Determine the learning profiles of each group, and then plan learning activities for each group.
3. Draw up the schedule of learning activities. The teacher usually meets the group that needs more supervision first.

4. Prepare the materials for each learning activity. Make sure to prepare worksheets for the group to be assigned seatwork while you are doing oral reading work with the first group. The seatwork should be based on the students' independent reading level. These waiting activities could serve as a review and reinforcement of the previous lessons.

B. Doing the differentiated-reading session

1. Give the worksheets to the group that is scheduled to have their independent practice.
2. Call the group that will have their instruction time with the teacher and teach the target skill using direct instruction to this group.

(OPTIONAL)

Ask a colleague who is also studying this module to observe your differentiated-reading session and give you feedback based on what you have learned in this lesson. If you worked with a colleague in preparing your differentiated-reading session, then you can serve as each other's observer/s.

If you worked on steps 1-3 by yourself, video-record the session and ask a colleague who is studying this module to view it and give feedback. (Your colleague does not need to be teaching the same grade level.)

C. Reflecting on the differentiated-reading session

1. Reflect on your experience using the following questions as a guide:
 - a) What do you think worked well in your differentiated-reading session? Why do you think did it work well?
 - b) What did you find challenging or difficult about the activity? Why?
 - c) What would you do differently if you were to do this activity again? Why?
2. Share your observations and reflections in your next LAC session.

5.9 Assignment 9 (for Module 3 Lesson 3)

In this assignment you will have a writing session with your class. You can do this individually or with a colleague. Follow the steps bellow.

A. Preparing for the writing session

1. Review the writing activity that you thought of for the story assigned to your grade level.
2. Plan the lesson carefully. Make sure your plan includes you modeling the skill before asking the students to engage in their own writing.
3. Prepare the materials for the lesson.

B. Doing the writing session

1. Use the story as a springboard for your writing activity.
2. Implement the writing activity that you have prepared for your class.
3. Share the writing outputs of your students.

(OPTIONAL)

Ask a colleague who is also studying this module to observe your writing session and give you feedback based on what you have learned in this lesson. If you worked with a group in preparing for the writing session, then you can agree to be each other's observer/s.

If you worked on steps 1-3 by yourself, you can video record your session with your class and ask a colleague who is studying this module (he/she does not need to be teaching the same grade level) to view the video and give you feedback.

C. Reflecting on the writing session

1. Reflect on your experience using the following questions as a guide:
 - a) What do you think worked well in your writing session? Why did it work well?
 - b) What did you find challenging or difficult about the activity? Why?
 - c) What would you do differently if you were to do this activity again? Why?
2. Share your observations and reflections in your next LAC session.

5.10 Assignment 10 (for Module 3 Lesson 4)

Choose whether you want to

- A. Create a lesson plan for a subject area (like Math, Science, or Araling Panlipunan) using your chosen selection as a springboard OR
- B. Integrate a content area subject within a language and literacy class

If you choose A, pick one subject that you would like to use as a starting point for a lesson. Follow the steps in explicit instruction in planning the lesson. Write the lesson plan in the Lesson Plan Template.

If you choose B, use the Lesson Objectives and Activities Form to plan your lesson. For the expressive and instructional objectives in the lesson plan that you have completed, add activities that will either tap into a related content area (e.g., Social Studies, Science, Math) or a branch of the arts (e.g., performing arts, dancing, singing, drawing).

5.11 Assignment 11 (for Module 4 Lesson 1)

5.11.1 Assignment 11 for Grades 2 and 3 teachers

Conduct an oral reading comprehension in English individualized assessment with a Grade 3 student. (If you are not handling Grade 3, you may ask the Grade 3 teacher/adviser to recommend an average-performing students to be assessed for this exercise.)

Do the following:

1. Print and go over the grade level texts in the downloadable Phil-IRI English pre-test recording sheets. Choose the passage for Grade 1.

Also review the pre-test as outlined in page 16 of Module 4 Lesson 1.

2. Orient the student to whom you will administer the test and establish rapport.

3. Ask the motivation and motive questions and record the student's responses in the recording sheet.

4. Give the student a copy of the graded passage. Let the student read the selection. As you listen to the oral reading, record the reading miscues, if any, in the teacher's recording sheet--that is, mark the miscues in the relevant parts of the text.

5. After the student has read the selection, read aloud each of the multiple choice items to the student and record his/her answers.

6. Based on the results you recorded in #4 above, fill in an oral reading observation checklist (download and print it from the link below), compute the student’s oral reading score and, determine his/her reading level using the Table of Oral Reading Profiles (on page 22 of this lesson) as guide.

Depending on the assessment results, you can decide to further assess the same student using the grade level passage for the grade above or below Grade 1. Or you can do the assessment with another student.

5.11.2 Assignment 11 For Kinder and Grade 1 teachers

You have pre-tested your teacher-made tests by administering them to a small group of students. You have refined your tools by incorporating changes based on your insights and observations during pre-test. It may also have helped if you have conferred with a colleague (teaching at the same grade level) to check the appropriateness of the items you included in your tests. It is now time to put together all these classroom-based assessment tools to describe the literacy skills of a student.

Do the following:

1. Prepare all the test materials and necessary paraphernalia.

Tests	Materials (include pen, and clock/timer)
Book and Print Knowledge Test	Books, recording sheet
Phonological Awareness Test: Syllable Counting Phoneme Counting	Pictures of words in the word lists, recording sheet, manipulatives or counters (optional)
Alphabet Knowledge Test	Alphabet flashcards, recording sheet
Familiar Word Reading Test	Student’s copy of word list, teacher’s recording sheet
Non-word Decoding Test	Student’s copy of word list, teacher’s recording sheet

2. Identify a Grade 1 student whom you think is at-risk for reading difficulties. The student should have had at least a year of literacy instruction (i.e., has completed the Kinder program), but is not performing as well as expected in terms of literacy. If you are a Kinder teacher, please ask a Grade 1 teacher to refer you to a student.

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3. Orient the student to whom you will administer the test and establish rapport.
 4. Administer all the literacy assessment tools you have prepared.
 5. Based on the results of the assessment, prepare a short description of the child's current literacy skills. The description can contain a list of literacy skills and competencies that he/she already knows (strengths), is currently still developing, and possible targets for future literacy instruction.

5.12 Assignment 12 (for Module 4 Lesson 2)

This assignment is a continuation of Assignment 11 in Module 4 Lesson 1. Based on the results of the Phil-IRI Group Screening Test and individualized assessment that you conducted in a Grade 3 class in your school, design a remedial program for a student whose reading profile is at frustration level.

1. Prepare your Remedial Lesson Plan (Use the remedial lesson plan template to plan your lesson).
 - a) Identify the skills and competencies (per literacy domain) that the learner needs to develop.
 - b) Identify instructional objectives for one session/lesson anchored on the skills that the student needs to develop.
 - c) Try to keep your plan within 30-45 minutes.

NOTE: You may refer to Appendix H of the Phil-IRI Manual 2018 to come up with appropriate strategies for your learner's needs. The appendix contains sample case studies and recommended intervention. It also lists down teaching strategies to develop certain literacy domains/skills.

If this is your first time to plan a remedial reading lesson, you may want to consult or work with a colleague. (Two heads are better than one!)
2. Prepare all the necessary materials for your remedial reading session.
3. Implement the lesson. Note down the number of minutes it takes to complete each component in your LP.
4. Reflect on your lesson / session.
 - a) Did you complete the lesson within the suggested time frame?
 - b) What went well? Which lessons/activities did the student enjoy the most? Which did he learn from the most?

c) What portion(s) of the lesson need(s) to be improved? Which lesson objectives were not met?

5. Share your insights and observations in the next LAC session.

5.13 Assignment 13 (for Module 5 Lesson 1)

Reflect on the way you teach Math or observe a Math class in your grade level. Answer the following questions based on your reflection or observations:

1. What approach or method did you or the teacher you observed use in teaching Math? How effective is this method for the particular set of learners being taught?
2. What learning materials did you or the teacher you observed use? How appropriate are these learning materials for the Math concept, and for the particular set of learners being taught?
3. If given the opportunity to redo the lesson, how else would you teach the same topic to the same class?

Be ready to share your answers at your next LAC session.

5.14 Assignment 14 (for Module 4 Lesson 2)

A. Observe a Math class in your grade level and then answer the following questions:

1. What Math concept or skill did the teacher introduce?
2. How did the teacher introduce the concept?
3. What activities did the teacher give?
4. What materials did the teacher use?
5. What comments and suggestions do you have regarding the teacher's lesson?

B. Based on your observation of the Math class (in A above), reconstruct and revise the lesson plan for the class, as needed, following this format:

- a. Objectives
- b. Materials
- c. Procedure
 - i. Introduction
 - ii. Guided Practice
 - iii. Individual Practice

5.15 Assignment 15 (for Module 5 Lesson 3)

A. Choose a Math topic for your class and plan a pre-assessment activity that will give you an idea of your students' preliminary understanding of the topic. Use the following outline:

Grade level:

Math topic:

Number of students in class:

Pre-assessment activity:

Pre-assessment results:

B. Based on the results of the pre-assessment activity, plan a differentiated lesson for your class. Use the planning questions below.

1. How will you present your topic?
2. How are you going to group your students? What is your basis for this grouping?
3. What will be differentiated -- the content, process, or product?
4. What are the learning activities for each group?
5. What are the formative assessment activities for each group?
6. What will be the summative assessment? Explain the mechanics.

Be ready to discuss your assignment at your next LAC session.

Annex 1. Teacher Engagement Report

General Directions: Complete one copy of this form immediately after each LAC session.

Name of Teacher:	Grade Level Taught:
School:	Division/District:
Date of LAC Session:	ELLN Digital Module No. ____ Lesson No. ____

Part A

Please indicate the extent to which you agree with each of the following statements by ticking the appropriate box. (SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly agree)

	SD	D	N	A	SA	Comments / Remarks (For example, if you disagree or strongly disagree, please indicate why.)
The LAC Session						
1. I learned a lot from my colleagues in this LAC session.						
2. The LAC session deepened my understanding of the courseware content.						
3. My perspective on the topic/s covered has changed as a result of the LAC session.						
4. I participated actively in the LAC session by sharing my assignment and insights, asking questions, and giving feedback on what colleagues shared.						

5. I interacted with different people during the LAC session.						
Action Plan						
6. I feel motivated to apply in my classroom what I have learned in this lesson.						
7. I intend to apply what I have learned from the lesson in my classroom.						

Part B

Please provide the information requested.

1. I need further clarification and/or resources on the following topics:

2. I encountered the following problems or challenges:

3. Other comments/suggestions: