

Log of Hours

Detail how you have completed at least **50 hours** (2 credits/units), **75 hours** (3 credits/units), **100 hours** (4 credits/units), **125 hours** (5 credit/units) or **150 hours** (6 credits/units) of activities toward your goal(s).

Date: Enter a single date. **Dates must not be combined** or provided in ranges.

Category: Label each entry: **i.e.** by goals **or** activity names **or** numbers **or** categorize the kind of work you are logging – **i.e.** *Curriculum Development, Standards Alignment, Technology* –whatever set of labels you pre-establish for your Log to connect your work to your Professional Learning Plan.

Activity: Describe each activity in support of your goal(s).

Hours: Record the amount of time spent working on each activity. Round up to ¼ hr.
Hours that CANNOT be logged - any hours you are receiving compensation or other credits for, and/or any activity that can be completed by a non-professional volunteer and/or does not demonstrate graduate-level work.

Classroom Organization Professional Reading

Aligning Classroom Environment to the Curriculum (max 10%) encompasses activities where you are creating a learning environment to support the needs of your students.

Professional Reading/Media (max 25%) encompasses any reading, listening, or viewing of media sources to better your practice and/or learn evidence based strategies. Evidence to demonstrate **MUST** include detailed synthesized notes of how you plan to implement your knowledge. Annotated texts alone are not sufficient evidence.

If you have any questions, please contact your coordinator.

I attest that this log is a true reflection of hours spent engaged in activities to reach my goal for this class and that I was not compensated in any manner for any of these hours.

Name: Carmen De Tata **Date:** June 25,2002

**Use this chart to total your hours upon completion.
Expand this chart as needed to include all your goals.**

Goal(s)	Hours
1.Standard 2 - PROFESSIONALISM: Educator demonstrates professional growth and development, leadership, and professionalism. ACTION:Do a personalized book Study using “Dare to Lead” by Brene Brown and identify issues that may hinder my growth as a leader and educator.	TOTAL: 30.5 hours 5/13 (2), 6/5 (2.5), 6/5 (4), 6/6 (4), 6/6 (4), 6/7 (2), 6/22 (2), 6/23 (3), 6/23 (3), 6/24 (2), 6/24 (2)
2.Standard 5 - INSTRUCTION: 5.4 Educator utilizes current pedagogical expertise and content knowledge in their professional practice. ACTION: Keep abreast with current trends in the language learning field by researching effective curriculum tried and tested by teachers from different online groups and professional organizations.	TOTAL: 22 hours 5/31 (2), 6/1 (3), 6/1(2), 6/4(2), 6/16(1), 6/16(1), 6/20(1), 6/21(10)
3.Standard 2 - PROFESSIONALISM: 2.1 Educator works collaboratively with colleagues for the benefit of students. AND 2.2 Educator creates a professional growth plan that is aligned to educator goals, building initiatives, and district priorities. ACTION: Create an info session and PD plan for staff to provide them with tools in meeting the needs of MLLs in their classroom. Incorporate Dr Zwiers’ Academic Conversation and Next Steps with Academic Conversations(Learning through Classroom Talk) in planning co-teaching classes.	TOTAL: 24 hours 6/12(4), 6/12(4), 6/13(3), 6/13(3), 6/14(2), 6/14(2), 6/15(3),6/15(3)
4. Standard 3 - PLANNING 3.2 Educator purposefully plans effective instruction for sustainable learning using the District Curriculum, including Colorado Academic Standards. AND Standard 2 PROFESSIONALISM 2.6 Educator uses expertise to facilitate, and/or collaborate to implement the identification, planning for, and services of students with	TOTAL: 17.5 hours 6/2 (2), 6/2(2), 6/3(2), 6/3(3), 6/3(4), 6/4(2.5), 6/25 (2)

unique needs to ensure compliance with state and federal guidelines and individual student needs. (e.g., IDEA, ADA, ECEA, Title III, etc.) ACTION: Analyze ACCESS and Literacy scores to guide the decision of properly placing students in content classes and plan for some potential classes for the year.	
5.Standard 1 - CULTURE AND CLIMATE: Educator models and collaborates with all students to create a respectful and positive culture and climate. 1.3 Educator establishes an environment that honors diversity. ACTION: Plan potential activities and events that would strengthen family engagement in the different school events.	TOTAL: 4 hours 6/14 (2), 6/14(2)
Please calculate Total Hours:	~98 hours

NOTE: I am not sure where in my goals I should include the pre- and during-tasks I did for the course itself. Though I counted the hours below, I didn't include them in the total above. It is obviously a goal in itself. They are things that need to happen to complete the course. But I'm not sure if it should be outside the time I have put in altogether.

Please expand the table as needed.

Date	Goal #	Activity (please cite specific examples)	Hours
5/31	2	Read forums and groups posts and entries and gathered info from professional organization. Document gathered knowledge in this resource document: <u>Consolidated information from different sources</u>	2
5/31		Brainstorming my plans for this course and looking at different options	2
5/31	1	Begin consolidating self-care materials and information from books and articles.	1
6/1	2	Read, reviewed and revisited professional sources such as CEAI, teacher4thehear, and CELEA. Discover topics, concepts, and align them to other information I have been gathering in my other readings.	3
6/1	2	Continue reading up on current trends and issues in the field. Collect ideas and strategies to add to resource document	2
6/2	4	Created a plan to begin designing a schedule that would align to district programming guidance. Gathered the necessary data to	2

		consider in proper placement.	
6/2	4	Continued creating the plan and begin the spreadsheet that would show individual placement and as well as the overall view of the program	2
6/3	4	Started filling in the spreadsheet with students names and data to visualize what classes and instruction each MLL in the department will receive.	2
6/3	4	Continued completing the spreadsheet with info for each student including most current numbers of each student in each proficiency.	3
6/3	4	In collaboration with the master scheduler, we placed students in each class for SY 22-23 along with gathering more data if needed and analyzing them prior to placement. Scheduler will eventually finalize the schedule and open it up at the proper time..	3
6/3	4	Assigned classes and revise as needed using available data before submitting with administrator and scheduler. Class assignments using data (6pm-10pm)	4
6/4	2	CELEA and TESOL 7pm-9pm networking, Communicating with members and support current status of the organization and upcoming conferences and updates.	2
6/4	4	Scheduling and Programming continued. Infinite campus flags, lang/int, ACCESS assessment scores added and cross checked (9pm-1130pm)	2.5
6/5	1	Set up and planned how to personalize BBrown Self Bookstudy - Dare To Lead (DTL) workbook and reading schedule.	2.5
6/5	1	DTL Day 1 and Day 2 reading plus workbook-read and focus on assigned pages and respond to questions as part of reflection process.	4
6/6 (13)	1	DTL Day 3 and Day 4 reading plus workbook-read and focus on assigned pages and respond to questions as part of reflection process.	4
6/6	1	DTL Day 5 and Day 6 reading plus workbook-read and focus on assigned pages and respond to questions as part of reflection process.	4
6/7	1	DTL Day 7 reading plus workbook-read and focus on assigned pages and respond to questions as part of reflection process.	2
6/9		Assessed, reviewed, and rewrote goals aligning them to Standards and making each action plan specific and concrete (1:30-4:00)	2.5
6/9		Participated in a few GOOGLE APPLIED DIGITAL Skills tutorials to help with creating the webpage that would house my project.	4
6/10		Digital Professional webpage or portfolio creation for body of evidence (5:30p-8:00pm)	2.5
6/12	3	Book review and reading on Academic Conversations (2 books)	4

6/13	3	Professional development plan using academic conversations and other strategies gathered.	3
6/14	5	Family Engagement pre-planning-brainstorming on events and opportunities for family to engage in.	2
6/14	5	Family Engagement -more solid ideas to take place next school year.	2
6/15	3	Proposed a scope and sequence for a possible sheltered instruction for the new school year. Collaborated with two other teachers to figure out how to do a US history class for newcomers.	3
6/15	3	Academic conversations + Sample PD	2
6/16	2	Consolidated info from different sources-read, review, assess and evaluate reading	1
6/16	2	Consolidated info from different sources-read, review, assess and evaluate reading	1
6/20	2	TESOL review and registration-prepare materials for the summit and design how to document sessions.	1
6/21	2	TESOL Advocacy Summit 2022 Sessions 630am-430p	2
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6/21	2	TESOL Advocacy Summit 2022 Sessions 630am-430p	2
6/21	2	TESOL Advocacy Summit 2022 Sessions 630am-430p	2
6/22	1	Resilience Journal Book/Engagement Plans-Synthesize information from the material and other self-care literature.	2
6/23	1	DTL Day 8 reading plus workbook-read and focus on assigned pages and respond to questions as part of reflection process.	3
6/23	1	DTL Day 9 reading plus workbook-read and focus on assigned pages and respond to questions as part of reflection process.	3
6/24	1	DTL Day 10 reading plus workbook-read and focus on assigned pages and respond to questions as part of reflection process.	2
6/24	1	DTL Day 10-read and focus on assigned pages and respond to questions as part of reflection process.	2
6/25		Lesson ideas for a possible sheltered class for the fall	2
6/26		Finalizing and submission in prep for Exit Interview on the 28th	3
6/27		More on consolidated learning	3

