

Descubre el español K-5 Publisher Questionnaire

Authors & Credentials: List full name of author(s), with major or senior author listed first. Briefly provide credentials for each author.

The program was not developed by an individual author or by a team of authors. It was conceptualized by Santillana USA's editorial department in consultation with a team of experts across the country. The program was developed by Santillana USA's editorial staff and contributing writers. It was also reviewed by a team of experts and validators from around the country. Santillana USA's editorial director, Mario Castro, M.A., is a former Spanish, bilingual, and ESL teacher. He has been an educational editor since 1985, having worked at McGraw-Hill, Hampton-Brown, Santillana USA, among other publishers, and has shared responsibility for the submission of programs to numerous state adoptions. Some of the contributing writers include: Stephan L. Jackson, who is an expert in second language acquisition and language proficiency assessment, holding a Ph.D. in Early Childhood Education from the University of Texas at Austin; Lada Kratky, a well-known author with other publishers, who is also a reading specialist in California and former professor at the Monterrey Institute for International Studies; among others. Some of the contributing reviewers include: Carol McKenna Semonsky, a professor at Georgia State University at Atlanta, who holds a Ph.D. in foreign language education and whose research focuses on foreign language in the elementary schools; Beatrice K. Palls, a former supervisor of foreign languages and ESOL for both Hernando County and Pasco County School Districts in West-Central Florida, who is co-founder of the Florida Foreign Language Association; among others.

Students: Describe the type(s) of students for which this submission is intended.

The program is part of Santillana USA's submission for the Florida World Languages adoption for K-12. It is intended for K-5 students of Spanish as a world language.

1. LIST THE FLORIDA DISTRICTS IN WHICH THIS PROGRAM HAS BEEN PILOTED IN THE LAST EIGHTEEN MONTHS.

N/A

2. HOW ARE YOUR DIGITAL MATERIALS SEARCHABLE BY FLORIDA STATE STANDARDS (SECTION 1006.33(1)(E), FLORIDA STATUTES)?

N/A

3. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL. The Major Tool is comprised of the items necessary to meet the standards and requirements of the category for which it is designed and submitted. As part of this section, include a description of the educational approach of the submission.

Educational Approach: (The information provided here will be used in the instructional materials catalog in the case of adoption of the program. Please limit your response to 500 words or less.)

The national world languages standards of Communication, Cultures, Connections, Comparisons, and Communities serve as the foundation of the program, and they are embedded in all the activities. In its organization, the program utilizes the Understanding by Design model, including Big Ideas and Essential Questions, but it's also eclectic in the inclusion of different approaches, such as Direct Instruction, Cooperative Learning, Total Physical Response, Role-Play, among others. The program also implements differentiated instruction in a variety of ways, including Universal Design/Access for different learning modalities (Meeting Individual Needs), Scaffolding, Multiple Intelligences, and Multiple Access Strategies, which, in turn, include Accessing Concepts, Accessing Content, and Accessing Critical Thinking Skills.

Major Tool - Student Components: Describe each of the components, including a format description. As the major student tool, the Student Book is organized with explicit reference to the five Cs (Communication, Cultures, Connections, Comparisons, and Communities) at point of use. Each of the eight units covers one Spanish-speaking country, and each unit is divided into four weeks of study, with each week focusing a little more on a particular C: Communication and Cultures in week one, Communication and Connections in week two, Communication and Comparisons in week three, and Communication and Communities in week four. This component is available in print and digital format.

Major Tool - Teacher Components: Describe each of the components, including a format description. The major tool for teachers is the Teacher's Guide, which utilizes the Understanding by Design model for the organization of each of the eight units. This includes a Big Idea for each unit theme and an Essential Question for each of the four weeks that comprise each unit. One or more of the five Cs is addressed in each of the activities and, as in the student book, icons for each C are included at point of use. The TG format "wraps around" the SB pages, providing instruction, teacher directions, and additional support for the SB activities, as well as appropriate differentiated instruction, scaffolding, and extension-type of activities. In addition, the Florida World Languages standards covered are listed at the beginning of each week. The cultural backdrop of each Big Idea is a Spanish-speaking country; for instance, the Big Idea "Animales" may be covered in Spain in one level, and in Colombia in another level. There are always eight Spanish-speaking countries covered in each level, with twenty countries in the whole program, distributed throughout the six levels. An additional online teacher component includes Florida connections to each of the eight Big Ideas contained in each level. This component is available in print and digital format

4. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS. Briefly describe the ancillary materials and their relationship to the major tool.

Ancillary Materials - Student Components: Describe each of the components, including a format description.

These components are available in digital format. Practice Book: The Cuaderno de práctica contains activities that practice, review, reinforce, and maintain the skills, vocabulary, and structures presented in the student book. It follows the same organizational sequence as the student book. Descubre Online: This online program four activities/games corresponding to each of the four weeks per unit, so there are thirty-two games/activities per level. These are designed to reinforce, review, and reteach skills, vocabulary, concepts, and structure. It includes reading selections for beginning, intermediate, and advanced readers in eight units that correspond to the eight Big Ideas of the course. This component is available in print. Thematic Library: The Biblioteca temática includes a collection of individual readers also organized for beginning, intermediate, and advanced readers, and corresponding to the eight general Big Ideas. However, this collection is the same for all grade levels, and it is ideal for use in guided reading groups or to assign as independent reading. This component is available in print format. Syllabic Readers: These phonics readers include twenty decodable readers in simple stories designed to help students practice a particular syllable as they develop their decoding skills. These are designed for students in K-2, and they're also available as Big Books. This component is available in print and digital format. Diphthongs and Blends Readers: These phonics readers include twenty-four readers in simple stories designed to help students practice particular diphthongs and blends as they develop their fluency in reading.

Ancillary Materials - Teacher Components: Describe each of the components, including a format description.

Annotated Practice Book: This is the Cuaderno de práctica with annotations including answer keys and some teacher directions.

Annotated Anthology: The annotations on the Antologías include answer keys, teacher directions, and even some more suggested activities, turning this component into a mini teacher's edition of the anthology. This component is available in print and digital format.

Assessments: The Evaluaciones include placement and end-of-year, as well as summative, end-of-unit assessments, consisting of separate domains (listening, speaking, reading, writing) individual assessments. This component also contains a teacher's script, instructions, answer keys, scoring guides, rubrics, and forms, including one for integrated-domains-assessments, which are formative in nature. There's a print and a digital version for this component, the digital version working slightly differently and including other features.

Photo Cards: The Tarjetas fotográficas consist of photographs depicting 300 vocabulary words, divided into a number of categories. Each photo card also includes activities on the back. The activities include fluency practice involving a song or chant using the word or a phonics chunk contained in it, a phonemic awareness or sounding out exercise, and other vocabulary-related activities, utilizing the differentiated instruction technique of Multiple Access Strategies described under Educational Approach.

Blackline Masters: The Hojas de actividad include graphic organizers, forms, and activity sheets that the teacher can use in activities where the TG calls for their use. Descubre en video: These videos are organized in a similar fashion as the Descubre Online games. They are designed as extension and enrichment type of activities that help practice, review, and reinforce concepts and vocabulary presented during a particular week, and also provide further exposure to the culture of the particular country being “discovered” in a unit. Song Lyrics: Some of the song lyrics included in the student book are excerpts. This component, Letras de canciones, available in digital format, includes the complete lyrics. Similarly, some of the lyrics included in the student book have been changed from the traditional lyrics to fit the theme, skill, or vocabulary being practiced in that week. This component includes the original lyrics. In addition, this component also includes audio of the song, playable by clicking on the icon, which synchronized to the highlighted words.

Language Arts Handbook: The Manual de lenguaje includes tips and information on Spanish grammar, spelling, punctuation, and other common language arts features such as the writing process. It’s ideal to prepare mini-lessons or just for teachers to consult as they write their lesson plans.

5. IDENTIFY WHICH INDUSTRY STANDARD PROTOCOLS ARE UTILIZED FOR INTEROPERABILITY?

We follow the LTI standards protocol from the IMS Global Consortium.

6. HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM? Identify and explain the suggested instructional time for this submission. If a series, state the suggested time for each level. The goal is to determine whether the amount of content is suitable to the length of the course for which it is submitted.

According to our research, allotted teaching times for world languages in Florida vary by district, but this program is flexible enough to adapt to any pacing schedule. It has been organized in eight units, and each unit comprises four weeks. Each week of study covers four days. Each day, or session, can last anywhere from 30 to 45 minutes, depending on how the teacher organizes his or her time. It is recommended that all four days of each week are completed each week in order to complete a unit each month and complete a course in a calendar year; however, teachers may choose to make different arrangements as they see fit to suit their needs or to adapt to their schedules if, for instance, they meet with their students only two or three times a week. The program lends itself well to make these types of adjustments in order to, for instance, complete a week of study if the class meets only twice a week, or

extend the program and complete a week of study in two calendar weeks. This all depends on the particular needs of the school/class and what their objectives are.

7. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? Describe the ongoing learning opportunities available to teachers and other education personnel that will be delivered through their schools and districts as well as the training/in-service available directly from the publisher for successful implementation of the program. Also provide details of the type of training/in-service available and how it may be obtained. (The information provided here will be used in the instructional materials catalog in the case of adoption of the program.)

Vista Higher Learning, Inc. is pleased to offer professional development and implementation training at no charge upon adoption of VHL's Spanish, French and German language materials.

Always available to the faculty and staff of these schools is a wide array of informational and technical assistance access points which are available online on demand and through frequent, regularly-scheduled webinars.

Professional development is conducted by one of VHL's national trainers. Each trainer has thorough knowledge of the VHL programs as well as many years of classroom experience in teaching world languages to K-12 students.

Initial Implementation Training (On Site)

Duration: One day (3 hours) suggested, or as desired by the district, as negotiated with specialist.

Timing: Pre-service days in first year of implementation

Purposes:

- To provide an overview of the content and approach of VHL materials.
- To demonstrate the integration of program components (texts, ancillaries, technology).
- To guide individual teacher access to and use of course preparation resources.

Weekly Live Webinars (two per week)

These are twice per week live webinars hosted by VHL former teacher-consultants. These sessions, great to view in teams, support research that tells "recurring sessions with mentoring teams that provide long-term professional growth opportunities for teachers. Resulting from this professional growth come goal-oriented increases in the range, pace, and quality of student learning."

From Learning Forward we know:

"Learning Communities --Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment".

Continuing Implementation Training (On Site)

Duration: One half day (3 hours) suggested

Timing: Between Fall and Spring of first implementation year

Purposes:

- To provide new teachers to with an overview of the content, approach, and integration of VHL materials or those who did not attend the previous training.
- To provide returning teachers with specific insights and practice to strengthen and clarify their work with VHL materials.

Considerations: Training may be provided per level or in multi-level groups, according to the situation and objectives of the situation.

Ongoing Online Training and Support

In addition to the on-site training, VHL offers support at no charge for online training. Such training may include:

- Webinars led by VHL trainers for individual teachers or small groups that desire specific topics related to use of VHL materials.

<https://vistahigherlearning.com/vhl-pd-webinars>

- Thorough technology support:
 - o On-demand video presentations on specific technology topics
 - o Live, regularly-scheduled webinars at Basic and Advanced levels
 - o For teachers and students: website, email, and phone tech support.

<https://vistahigherlearning.com/supersite-resources>

8. WHAT HARDWARE/EQUIPMENT IS REQUIRED? List and describe the hardware/equipment needed to implement the submission in the classroom. REMEMBER: Florida law does not allow hardware/equipment to be included on the bid! However, schools and districts must be made aware of the hardware/equipment needed to fully implement this program.

Equipment needed: PC/Desktop/MAC/Tablet with a browser. If the implementation goes through a WiFi connection, enough bandwidth and access points for the amount of students at the same time. Our online licenses are web based, therefore we are not submitting any software.

9. WHAT LICENSING POLICIES AND/OR AGREEMENTS APPLY? If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

N/A

10. WHAT STATES HAVE ADOPTED THE SUBMISSION? List some of the states in which this submission is currently adopted.

We are submitting a Florida version. The national version or other state specific versions have been adopted in GA, SC, TX among others

11. WHAT OPEN EDUCATIONAL RESOURCES RELATED TO THIS BID DO YOU MAKE AVAILABLE(S)? List and describe each of the components, including a format description. (Open Educational Resources (OER) are high-quality, openly licensed, online educational materials that offer an extraordinary opportunity for people everywhere to share, use, and reuse knowledge.)

N/A

12. ALTHOUGH NOT CALLED FOR IN THE STATE ADOPTION, DO YOU HAVE ADVANCED PLACEMENT (AP) OR ACCELERATED PROGRAM INSTRUCTIONAL MATERIALS AVAILABLE FOR THE COURSE(S) BID FOR ADOPTION?

N/A

13. WHAT, IF ANY, FOREIGN LANGUAGE TRANSLATIONS DO YOU HAVE AVAILABLE?

None

14. DO YOU PROVIDE ACCESS POINT SCAFFOLDING OR AN ACCESS POINT CORRELATION UPON REQUEST?

Yes