

Español Santillana Level 3 Publisher Questionnaire

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

Español Santillana was not developed by an individual author or by a team of authors. It is a collaborative effort by two editorial teams (in Spain and in the USA) specializing in the design of Spanish-language educational materials, in consultation with a team of experts across the country. The program was written by a team of writers who are also specialists in Spanish language education, and reviewed by a team of experts and validators from around the country. The contributing writers for the Student Book of this level include: Dr. Paloma Lapuerta teaches Spanish Language, Literature and Culture at Central Connecticut State University. She graduated from the University of Salamanca, Spain, and received her PhD from the University of Geneva, Switzerland. She has taught in different countries and is co-author of several Spanish textbooks. Dr. María Lourdes Casas received her Masters of Arts and PhD in Spanish at the University of Wisconsin-Madison. Dr. Casas has taught Spanish Language and Literature at the University of Wisconsin-Madison, Connecticut College, and Southern Connecticut State University. Currently she is an Assistant Professor at Central Connecticut State University. Lisa Berliner received her MA in Educational Leadership from Central Connecticut State University. She is currently pursuing a Masters degree in Spanish. She teaches Spanish at the secondary level in Simsbury, CT. Jan Ferrier Sands received her BS in Spanish and MS in Curriculum and Supervision from Central Connecticut State University. She is a career teacher of Spanish at Simsbury High School, Simsbury, CT. From 2005 to 2008, she served as the World Languages Teacher-in-Residence at the Connecticut State Department of Education. María Á. Pérez received her MA in Spanish from Portland State University. She was the assistant director for the Spanish Basic Language Program at the University of Illinois in Chicago. She has taught college-level Spanish at several institutions, and has worked as an editor and writer for various publishers. An additional list of the editorial staff, reviewers, contributors, and advisers can be found on the credits page of each level.

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 high school 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.)

In Español Santillana level 3, a thematic organization of the units allows students to explore universal themes as they appear throughout countries and cultures of the Spanish-speaking world. A unique storyline embeds language instruction in authentic cultural experiences, motivating students and highlighting the relationship between the two in an innovative way. First, students see the target language and cultural elements illustrated in the storyline, through carefully designed comprehensible input. Next, they analyze the vocabulary and language structures that are integral to the communicative function highlighted, and practice using carefully scaffolded activities. They then move on to integrate the language in a cultural context via Interpretive, Interpersonal, and Presentational Communication activities. At this point, students have sufficient background knowledge to explore both culture and language arts in greater depth, and each unit of study culminates in a review and a project, which may be used as an Integrated Performance Assessment. The Florida world languages standards—which incorporate Communication, Cultures, Connections, Comparisons, and Communities—serve as the foundation of the program, and they are embedded in all the activities. The Teacher’s Edition also presents research-based instructional strategies to support differentiated instruction, including specific strategies for students at varying levels of language acquisition, and approaches such as Total Physical Response, Multiple Intelligences, and Cooperative Learning. Level 3 of Español Santillana prepares students to enter High School Spanish 4, and helps to prepare them for linguistic and cultural competence within the Spanish-speaking world.

Major Tool - Student Components: Describe each of the components, including a format description.

Printed Student Edition and digital formats: Integration of language and culture and strong focus on authentic communication helps students develop language, vocabulary, and grammar skills in authentic contexts; the CD helps develop speaking and listening skills, (hardbound).

Online Interactive Student Edition: Allows student to zoom in and out, highlight or add notes, click on audio and video, and link to photo galleries.

Major Tool - Teacher Components: Describe each of the components, including a format description.

Printed Teacher’s Edition and digital formats: Comprehensive lessons with suggestions, strategies, and activities help adjust instruction to any teaching situation, (hardbound)

Online Interactive All-in-One Teacher’s Edition: Includes all resources teachers need to plan and deliver lessons and assess student progress at point-of-use. Easy access to unit audios and videos, grammar presentations, annotated Editions of Workbooks, Assessments, and much more!

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.

Printed and digital formats:

Practice Workbook: Helps students practice and reinforce grammar, vocabulary, and language skills, (paperback and consumable)

Printed Speaking and Listening Workbook and Audio CD: Provides additional speaking and listening activities. Great for students who need additional support and practice, (paperback and consumable).

Printed Cuaderno para hispanohablantes (Heritage Speaker Workbook): Expanded language arts and literacy activities challenge advanced and heritage speakers and hone their Spanish language skills. Activities emphasize reading, vocabulary, spelling, and writing skills, (paperback and consumable).

Printed Picture Dictionary: Practical reference tool helps student develop vocabulary with twenty-four units covering over 1,300 words that illustrate the most common needs and situations, (paperback) Fans

Online Extension Activities: The portal for all “fans del español.” Includes interactive vocabulary, grammar, communication, and cultural games and activities, plus additional cultural multimedia resources.

Online Interactive Workbooks: All the workbooks available in interactive format: Practice Workbook, Speaking and Listening Workbook, and Cuaderno para hispanohablantes.

Online Assessment: Choose from an extensive bank of closed-and open-ended questions based on unit selections, skills covered, and foreign language standards addressed. Customize quizzes and tests, and choose question formats!

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

Teacher Annotated Editions of Workbooks Printed and digital formats: One for each of the Practice Book, Speaking and Listening, and Cuaderno de Hispanohablantes. Annotated workbook pages with teacher suggestions and answers to activities, (paperbacks).

Video Program DVD: Includes video segments that present the geographical and cultural context of the unit, the cultural challenges or Desafíos, as well as dialogues that model the target language.

Assessment Program: Tracks student progress and assesses student proficiency in all skills areas.

Evaluates cultural understanding, as well as student’s ability to use the language. Audio CD for listening assessments included. Enrichment Libraries: Design to expand unit themes and cultural perspectives, as well as build literacy skills for students at all levels-beginning, intermediate, and advance.

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.

Español Santillana is flexible enough to adapt to any pacing schedule. Level 3 is divided into eight units, with an additional preliminary unit at the beginning which may be implemented or not depending on the previous language exposure of the students. Lesson Plans are given for a total of 178 50-minute class periods or 100 90-minute class periods, although teachers can make a wide variety of adjustments to suit their particular needs by using—or not using—the corresponding ancillary materials. The Level 3 textbook is intended to be used during one year of instruction, at which time students will progress to Level 4. Concepts at the end of each level are reviewed and retaught in the subsequent level in order to reinforce retention and accommodate differences in pacing or instructional time.

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 number 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.

N/A

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