



Publisher Questionnaire for Senderos Florida, Level 3

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

José A. Blanco Editor in Chief. José Blanco founded Vista Higher Learning in 1998. Mr. Blanco holds degrees in Literature and Hispanic Studies from Brown University and the University of California. Philip Donley, contributor, received his M.A. in Hispanic Literature from the University of Texas at Austin and his Ph.D. in Foreign Language Education from the University of Texas at Austin.

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

For 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.)

At Vista Higher Learning, we recognize that classrooms and districts across the county are at different stages in the implementation of technology. That's why we offer two levels of technology with Senderos: Prime or Supersite. Regardless of a school's resources and readiness, Senderos is the perfect fit with any curriculum and infrastructure. It meets customers where they are, and will take them where they want to go.



Senderos 1–5 is a fully integrated and scaffolded Spanish program with a variety of print offerings and superior technology. With powerful and easy-to-use course management tools, you can shape Senderos to fit your instructional goals and teaching style—all while delivering an engaging, personalized learning experience to each and every student.

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

Prime: Includes additional features listed in additional attachment

Supersite: Includes all digital features excluding Prime Features listed in additional attachment

–SE: Print Student Edition

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

Printed and digital: Senderos Florida L3 Teacher Resource Box: Student Edition, Teacher Edition, Assessment Program, Practice Workbook TE, Writing Prof. Workbook

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: wSAM: Includes activities from the Practice Workbook, online.

Senderos L3 Writing Proficiency Workbook

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

Printed and digital: Senderos 2018 L3 Teacher Edition

Senderos L3 Assessment Program

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.

The individual Senderos programs are each written to be implemented in one standard academic course year (or semester, if 4 x 4 block). For pacing information, please see the attached. This Pacing Guide may be found in the Teacher’s Resources on VHLCentral.com for each of the Senderos volumes.”



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 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 thru 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.

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?

Spanish Advance Placement, please refer to file attached.

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