



New York Center for Teacher Development, Inc.

In affiliation with Brandman University (Brandman University College of Extended Education)

COURSE SYLLABUS

Course: EDZU 9010 Essential Spanish for Educators

Credit Hours: 3.0 credits / 45 hours

Instructor: Jean Marie D'Aversa

Course Description

Did you know that more than 37 million people in the United States speak Spanish? In fact, Spanish is currently the fastest growing non-English language in the United States. It's not far of a stretch to think that all educators will most likely encounter Spanish-speaking students and families at some point throughout their career. From New Mexico to Nebraska to New Hampshire, virtually every school and every classroom contains English language learners - but not all teachers and administrators have the background to meet these students' needs effectively. If you don't interact with Spanish-speaking people on a regular basis, the language barrier may seem intimidating. Support your students' success by emphasizing family engagement through creative and interactive strategies.

This course is specifically designed for teacher, administrators, support and counselors to communicate and understand Spanish speaking families. Being able to communicate with students and families in Spanish helps breaks down barriers and welcomes families into the school and into their child's education. Building that relationship where students, teachers and families are all invested in the student's learning will only have positive impacts on a student's success. This course will provide you with resources and links to communicate with students and parents of Spanish speaking families. You will learn vocabulary that covers every aspect of a student's school career as well as parent communication for report cards and conferences.

Course Goals

Teachers Enrolled in This Class Will...

Know

- **The fundamentals of the Spanish language along with important grammatical contexts.**
- **Key phrases and sentences utilized for parent/student communication.**
- **Sentence structure and how to converse with a parent or student who is Spanish speaking.**
- **Sites/Programs to assist in translations and build upon lessons and communication.**
- **Important school vocabulary and build upon sentences by utilizing the key skills and tricks throughout this course.**

Understand

- **Basic Spanish phrases to communicate with Spanish speaking families and students.**
- **Key vocabulary for report card comments and grading/progress reports.**
- **How to utilize the grammar skills learned to build upon sentences.**

and Be Able To

- **Converse in simple Spanish with a native speaking family or student based on school vocabulary. This will be important for parent-teacher conferences, CSE meetings, Annual reviews, attendance, report card discussions, student grade discussion, and student classroom behavior.**
- **The teachers in this class will be able to utilize the knowledge and skills learned to build upon their vocabulary and enhance their conversations.**

Course Outline

Introduction & Icebreaker

- a. Tell me about yourself. Please respond to the following questions:

Where do you work, what do you teach and what has been your involvement with Spanish speaking students/families? Was this experience positive or negative? List three things that you hope to learn and gain from taking this course. (Assignment 1)

- b. Article/reflection paper.

Research one of the translation sites and read the posted articles associated with each. Write a brief summary on the pros/cons of the site and how you personally feel about using it. Please discuss how this would relate to your own personal teaching situation. (Assignment 2)

Research and Understanding

- a. Please read the six articles attached and answer the following questions:

Which article was the most meaningful for you in your current school title and why? Please summarize what you took away from the article and if there was anything specific that you felt that you could utilize or think about daily?

If you had to present/share an article to your school building, which would you choose and why? You may use an article not listed below that you research and find online. Please include the article link in your answer. (Assignment 3)

Interview an administrator and a teacher and answer the questions provided based on their experiences with Spanish speaking students and families. Complete the write up sheet provided by teacher for each interview. (Assignment 4)

(Articles/Links provided in course)

Unit 1: Spanish Level I Basics

- a. Alphabet/Pronunciation, Pronouns/Articles, Numbers, Months & Days/Time

Review the links below on alphabet and pronunciation in the Spanish language.

(Articles/Links provided in course)

Helpful Pronunciation Song:

(Articles/Links provided in course)

b. Key Question words

Read over the key words list provided. (Attached documents/PDF)

Create a list of at least 10 key question words/questions that you would utilize in your classroom or in your career. Use one of the researched translation sites to create a Spanish and English translation for each. (Assignment 5)

c. Forum 1: Class Forum Post

All students must post a response to the topic question provided for Unit 1 along with at least two responses to fellow classmates.

Topic: To what extent are you communicating with Spanish speaking students/families? What are your experiences with bi-lingual classrooms and ELL teacher assistance? Do you work with building translators or translation programs/sites? (Assignment 6)

Unit 2: Spanish Grammar (AR, ER, IR Verbs)

a. Verbs to Know

Please read the articles, teacher notes and review sheets (provided below).

Regular Verbs:

Verbs to know sheet (attached) **KEEP THIS ON HAND**

(Articles/Links provided in course)

LIVE Zoom video meet/lesson (provided on Zoom by teacher – assigned time/date)

After review, writeup a summary on Spanish regular verbs and how they can be conjugated for conversation purposes. Please be sure to include responses to the following questions: How could you take a verb that you found online and conjugate it so that you can communicate with students/parents? How could you utilize the information that you have learned so far to begin communication in your school? (Assignment 7)

b. Regular verbs and verb conjugations (AR, ER, IR)

Create a list of at least 10 AR, 10 ER, 5 IR verbs that you would utilize in your classroom or in your career. Using one of the researched translation sites, create a “cheat” sheet of English/Spanish to have on hand for student/parent communication. (Assignment 8)

Unit 3: Student Communication/School Vocabulary

- a. Descriptions/Adjectives/Colors along with adjective agreement (male/female)
- b. School classes/Subjects/ School materials/Locations around the building
- c. Student success/grades

Vocabulary Lists (Attached documents/PDF)

(Articles/Links provided in course)

Review articles and teacher notes. (Attached documents) Create a list of at least 20 key words/phrases that you would utilize in your classroom or in your career to communicate with a student. Use the example provided to assist. Using one of the researched translation sites, create a “cheat” sheet of English/Spanish to have on hand for student communication. This may also be in poster form to hang around your classroom/office. (Assignment 9)

Unit 4: Parent Communication/Parent Conferences

- a. Greetings and introductions/Important vocabulary
- b. Student strength vocabulary & Student areas of improvement
- c. Attendance/Discipline Issues

Review articles and teacher notes (Attached links, videos and documents).

Report Cards:

(Articles/Links provided in course)

Complete Mock Progress Report/Report Card Assignment. (Assignment 10)

Forum 2: All students must post a response to the topic question provided along with at least two responses to fellow classmates.

Topic: As you progress through this course, please explain what implementations you have added to your class/office to communicate with Spanish speaking families. Do you have any plans or programs in place for the future to utilize and bring to your school building/district? How can you implement these lessons into the future of your career? Please remember to respond to at least two classmates. (Assignment 11)

Unit 5: Programs Websites and Additional Information

- a. Free resource guide/Technology
- b. Summary/review

Helpful Sites/Programs:

Program: Propio

(Articles/Links provided in course)

Review over the sites and information provided based on translation programs. Compare and contrast which program you feel would work best for your

classroom/office and why? How do you feel you can implement this into your lessons/daily teaching this year or next? (Assignment 12)

Research a translation site/program on your own. Please provide the site name along with details of how to use the program. Be sure to include the following:

Do you have to subscribe to the program?

Is there a fee/cost associated with the program?

Can you translate mass text or one word at a time?

Is there a live person to assist in translation services or is it computer generated?

Would you be able to utilize this in the district and why? (Assignment 13)

(Articles/Links provided in course)

Read the articles provided based on pros and cons of different translation services. Summarize your experience with utilize a service (if any) and if you would prefer live (in-person/human) translations or automated machine translations. How could this be utilized in your school district or classroom? (Assignment 14)

Final Paper: Summarize Knowledge Gained From This Course

Final paper writeup. All students In 1- 2 pages, Times New Roman font 12 double spaced, discuss the importance of utilizing the information learned in this class and incorporating it into the classroom. Please be sure to mention the following:

Student social/emotional well-being and communication along with parent communication. You may discuss how this can be taught and incorporated into your lessons daily or career in the school building. (Assignment 15)

Create a poster/handout for Essential Spanish for Educators (Assignment 15 for Graduate “A” Requirement).

Final paper writeup (Assignment 15)

Graduates- Paper and poster/handout for an “A”

Graduates – Paper only for a “B”

Methods of Instruction

Teachers enrolled in this course will be prepared to help children in all grades (K-12) along with their families overcome language barriers between teachers and Spanish speaking families. Teachers will learn basic communication skills and phrases to be able to discuss student grades, progress, behavior and attendance with their students and parents/guardians. Through discussion boards, educators will discuss and reflect with other educators to share their experiences working with Spanish speaking students. They will complete assignments that can be implemented in their own districts, and they will gain valuable access to strategies and technological websites/tools to communicate with both the students and families in their district. Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

The teacher will provide instruction through various methods such as instructional video clips, discussion boards/forums, articles, reflection papers and presentations.

The instructor will be available online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone. There will also be weekly live Zoom meetings for those who would like in-person skill enhancement on the weekly assignment. The zoom link will be posted along with the weekly day/time. Please note that this “live” option is *not* graded as part of the course. It is only for questions and clarification on weekly topics.

Methods of Assessment

All participants will complete assignments on a daily basis which will be graded on a nightly basis. They are expected fully complete questions, essays/papers, forums, and films that are based on this subject. If a student is taking this course for graduate credit, they will have to complete all of the required assignments, additional work that is marked graduate, and either a paper for the grade of an A, or an outline with vocabulary/sentences, for a grade of a B.

The instructor will be online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone along with weekly “live” assistance via Zoom.

Time Validation

Assignment 1- Tell me about yourself. Please respond to the following questions: Where do you work, what do you teach and what has been your involvement with Spanish speaking students/families? Was this experience positive or negative? List three things that you hope to learn and gain from taking this course.	1.00
Assignment 2 –Article/reflection paper. Research one of the translation sites and read the posted articles associated with each. Write a brief summary on the pros/cons of the site and how you personally feel about using it. Please discuss how this would relate to your own personal teaching situation.	2.50
Assignment 3 – Please read the six articles attached and answer the following questions: Which article was the most meaningful for you in your current school title and why? Please summarize what you took away from the article and if there was anything specific that you felt that you could utilize or think about daily? If you had to present/share an article to your school building, which would you choose and why? You may use an article not listed below that you research and find online. Please include the article link in your answer.	4.50
Assignment 4 – Interview an administrator and a teacher and answer the questions provided based on their experiences with Spanish speaking students and families. Complete the write up sheet provided by teacher for each interview	2.50
Assignment 5 – Read over the key list of words provided in the post. Create a list of at least 10 key question words/questions that you would utilize in your classroom or in your career. Use one of the researched translation sites to create a Spanish and English translation for each.	2.50
Assignment 6 – Forum 1: Class Forum Post All students must post a response to the topic question provided for Unit 1 along with at least two responses to fellow classmates. Topic: To what extent are you communicating with Spanish speaking students/families? What are your experiences with bi-lingual classrooms and ELL teacher assistance? Do you work with building translators or translation programs/sites? Be sure to read and respond to a minimum of two classmates.	3.00

Assignment 7 – Please read the articles, teacher notes and review sheets (provided below). After review, writeup a summary on Spanish regular verbs and how they can be conjugated for conversation purposes. Please be sure to include responses to the following questions: How could you take a verb that you found online and conjugate it so that you can communicate with students/parents? How could you utilize the information that you have learned so far to begin communication in your school?	4.50
Assignment 8 – Create a list of at least 10 AR, 10 ER, 5 IR verbs that you would utilize in your classroom or in your career. Using one of the researched translation sites, create a “cheat” sheet of English/Spanish to have on hand for student/parent communication.	2.00
Assignment 9 – Review articles and teacher notes. (Attached documents) Create a list of at least 20 key words/phrases that you would utilize in your classroom or in your career to communicate with a student. Use the example provided to assist. Using one of the researched translation sites, create a “cheat” sheet of English/Spanish to have on hand for student communication. This may also be in poster form to hang around your classroom/office.	3.00
Assignment 10 - Complete Mock Progress Report/Report Card Assignment in Spanish	2.50
Assignment 11 – Forum: Unit 2 forum post. All students must post a response to the topic question provided along with at least two responses to fellow classmates. Topic: As you progress through this course, please explain what implementations you have added to your class/office to communicate with Spanish speaking families. Do you have any plans or programs in place for the future to utilize and bring to your school building/district? How can you implement these lessons into the future of your career? Please remember to respond to at least two classmates.	3.00
Assignment 12 - Review over the sites and information provided based on translation programs. Compare and contrast which program you feel would work best for your classroom/office and why? How do you feel you can implement this into your lessons/daily teaching this year or next?	3.50
Assignment 13 – Research a translation site/program in your own. Please provide the site name along with details of how to use the program. Be sure to include the following: Do you have to subscribe to the program/site? Is there a cost/fee associated with it? Can you translate mass text or one word at a time? Is there a live person/human to assist in translation services or is it machine/computer generated? Would you be able to utilize this program in your district and why or why not?	3.00
Assignment 14 - Read the articles provided based on pros and cons of different translation services. Summarize your experience with utilize a service (if any) and if you would prefer live (in-person/human) translations or automated machine translations. How could this be utilized in your school district or classroom?	2.50
Assignment 15 – Final paper writeup. All students in 1- 2 pages, Times New Roman font 12 double spaced, discuss the importance of utilizing the information learned in this class and incorporating it into the classroom. Please be sure to mention the following: Student social/emotional well-being and communication along with parent communication. You	5.00

may discuss how this can be taught and incorporated into your lessons daily or career in the school building.

Create a poster/handout for Essential Spanish for Educators (Assignment 15 for Graduate “A” Requirement).

Final paper writeup (Assignment 15)

Graduates- Paper and poster/handout for an “A”

Graduates – Paper only for a “B”