

Sistema Universitario Ana G. Méndez

School for Professional Studies

Florida Campuses

Universidad del Este, Universidad Metropolitana, Universidad del Turabo

**EDBE 525**

**Biliteracy, Language and Content in Bilingual Education**

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## Syllabus

<b>Course Title:</b>	Biliteracy, Language and Content in Bilingual Education
<b>Code:</b>	EDBE 525
<b>Duration:</b>	5 weeks
<b>Prerequisite:</b>	NONE
<b>Description:</b>	

This course analyzes and evaluates methods and materials used in bilingual education and ESL programs for content teaching. It stresses effective instructional strategies and best practices in first and second language literacy development and content learning. Reviews language teaching approaches and cooperative models of learning relating to development of reading and writing in the first and second language and how it is approached in content areas. It also presents the acquiring language through content learning versus learning language programs. Investigates appropriate first language usage in bilingual classrooms, focusing on the different content areas, appropriate terminology for native language instruction, and the study of language distribution issues by the use of discussions, cooperative learning, research and observation of classroom experience.

### General Objectives:

At the end of the course, the student:

1. Study and understand the wide range of issues affecting educational policy and classroom practice in multilingual, multicultural settings.
2. Solve real-life US and International case studies that illustrate more general concerns relating to learners' bilingual / bicultural / biliterate development in formal educational settings.
3. Study and compare the continua of biliteracy framework which offers a heuristic for understanding the influences on and processes of biliterate development.
4. Examine policy contexts and program structures and apply them to real-life scenarios as they consider it in teaching and learning in the multilingual classroom.

5. Understand and actively participate as teachers, researchers, and communities in implementing change in schools.

**Course Texts:**

Brinton, M. & Master, P. (1997). *New Ways in Content Based Instruction*. VA: TESOL. ISBN: 0-939791-67-6

Chamot, A. & O'Malley, J. (1994). *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*. New York: ESL Publishing Group. ISBN 0-201-53963-2

Echevarria, J., Vogt, M., & Short, D. (2008). *Making Content Comprehensible for English Learners: The SIOP Model*. MA: Pearson Education, Inc. ISBN-13: 978-0-205-51886-9; ISBN -10: 0-205-51886-9

Perez, B & Torres-Guzman, M. (2002). *Learning in Two Worlds: An integrated Spanish/English Biliteracy Approach*. MA: A Pearson Company. ISBN 0-8013-3077-7

**Texts y Bibliography**

Baker, Colin (2001). *Foundations of Bilingual Education and Bilingualism*. Third Edition. Clevedon, UK: Multilingual Matters. ISBN 1-85359-523-3.

Creese, Angela (2005). *Teacher Collaboration and Talk in Multilingual Classrooms*. Clevedon, UK: Multilingual Matters. ISBN 1-85359-821-6.

Freeman, Rebecca D. (1998). *Bilingual Education and Social Change*. Clevedon, UK: Multilingual Matters. ISBN 1-85359-418-0.

Hones, Donald F., & Cha, Cher Shou. (1999). *Educating New Americans: Immigrant Lives and Learning*. Mahwah, NJ: Lawrence Erlbaum. ISBN 0-8058-3134-7.

Hornberger, Nancy H. (1988). *Bilingual Education and Language Maintenance: A Southern Peruvian Quechua Case*. Berlin: Mouton. ISBN 90-6765-357-8.

Hornberger, Nancy H., ed. (2003). *Continua of Biliteracy: An Ecological Framework for Educational Policy, Research and Practice in Multilingual Settings*. Clevedon, UK: Multilingual Matters. ISBN 1-85359-654-X.

Schwarzer, David. (2001). *Noa's Ark: One Child's Voyage into Multiliteracy*. Westport, CT: Heinemann. ISBN 0-325-00279-7

**Evaluation:**

Assessment shall be carried out using rubrics which the facilitator will adapt and create according to the activities. Qualitative and quantitative data will be collected. Among possible assessment methods are:

- Written term papers and essays
- PowerPoint or other audio-visual media presentations
- Critical analysis of readings
- Oral presentations
- Tests
- Research projects
- Participation and attendance to class
- Participation and collaboration in group projects
- Self-evaluations with theoretical and philosophical foundation
- Portfolio

### **Evaluation Scale**

100-90 A    89-80 B    79-70 C    69-60 D    59-00 F

### **Description of Course Policies**

1. This course follows the Sistema Universitario Ana G. Méndez Discipline-Based Dual Language Immersion Model® designed to promote each student's development as a Dual Language Professional. Workshops will be facilitated in English and Spanish, strictly using the 50/50 model. This means that each workshop will be conducted entirely in the language specified. The language used in the workshops will alternate to insure that 50% of the course will be conducted in English and 50% in Spanish. To maintain this balance, the course module may specify that both languages will be used during the fifth workshop, dividing that workshop's time and activities between the two languages. If students have difficulty with asking a question in the target language in which the activity is being conducted, students may choose to use their preferred language for that particular question. However, the facilitator must answer in the language assigned for that particular day. This should only be an exception as it is important for students to use the assigned language. The 50/50 model does not

apply to language courses where the delivery of instruction must be conducted in the language taught (Spanish or English only).

2. The course is conducted in an accelerated format and requires that students prepare in advance for each workshop according to the course module. Each workshop requires an average ten hours of preparation but could require more.
3. Attendance at all class sessions is mandatory. A student that is absent to a workshop must present the facilitator a reasonable excuse. The facilitator will evaluate if the absence is justified and decide how the student will make up the missing work, if applicable. The facilitator will decide on the following: allow the student to make up the work, or allow the student to make up the work and assign extra work to compensate for the missing class time.  
Assignments required prior to the workshop must be completed and turned in on the assigned date. The facilitator may decide to adjust the grade given for late assignments and make-up work.
4. If a student is absent to more than one workshop the facilitator will have the following options:
  - a. If a student misses two workshops, the facilitator may lower one grade based on the students existing grade.
  - b. If the student misses three workshops, the facilitator may lower two grades based on the students existing grade.
5. Student attendance and participation in oral presentations and special class activities are extremely important as it is not possible to assure that they can be made up. If the student provides a valid and verifiable excuse, the facilitator may determine a substitute evaluation activity if he/she understands that an equivalent activity is possible. This activity must include the same content and language components as the oral presentation or special activity that was missed.
6. In cooperative activities the group will be assessed for their final work. However, each member will have to collaborate to assure the success of the group and the assessment will be done collectively as well as individually.

7. It is expected that all written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All quoted or paraphrased material must be properly cited, with credit given to its author or publisher. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own **(See Academic Honesty Policy)**
8. If the Facilitator makes changes to the study guide, such changes should be discussed with and given to students in writing at the beginning of the first workshop.
9. The facilitator will establish a means of contacting students by providing an email address, phone number, hours to be contacted and days.
10. The use of cellular phones is prohibited during sessions; if there is a need to have one, it must be on vibrate or silent mode during class session.
11. Children or family members that are not registered in the course are not allowed to the classrooms.
12. All students are subject to the policies regarding behavior in the university community established by the institution and in this course.

**Note: If for any reason you cannot access the URL's presented in the module, do not stop your investigation. There are many search engines and other links you can use to search for information. These are some examples:**

- [www.google.com](http://www.google.com)
- [www.altavista.com](http://www.altavista.com)
- [www.ask.com](http://www.ask.com)
- [www.excite.com](http://www.excite.com)
- [www.findarticles.com](http://www.findarticles.com)
- [www.telemundo.yahoo.com](http://www.telemundo.yahoo.com)
- [www.bibliotecavirtualut.suaqm.edu](http://www.bibliotecavirtualut.suaqm.edu)
- [www.eric.ed.gov/](http://www.eric.ed.gov/)
- [www.flelibrary.org/](http://www.flelibrary.org/)

**The facilitator may make changes or add additional web resources if deemed necessary.**

## Teaching Philosophy and Methodology

This course is grounded in the learning theory of Constructivism. Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world in which we live.

Each of us generates our own “rules” and “mental models,” which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences. As teachers, our focus is on making connections between facts and fostering new understanding in students. We will also attempt to tailor our teaching strategies to student responses and encourage students to analyze, interpret and predict information.

There are several guiding principles of constructivism:

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
2. Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
3. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.
5. Evaluation should serve as a self-analysis tool.
6. Provide tools and environments that help learners interpret the multiple perspectives of the world.
7. Learning should be internally controlled and mediated by the learner.

## Workshop One

### Specific Objectives

At the end of the workshop, students will be able to:

1. Identify and describe contexts of biliteracy: Diversity, policy, and discourse
2. Define the concept of biliteracy
3. Correctly describe major aspects of society, culture and literacy
4. Provide with some major aspects of biliteracy such as: characteristics of language, native language instruction and classrooms as contexts for biliteracy

### Language Objectives:

At the end of this workshop, students will be able to:

1. Express ideas related to content in a clear and logic manner using correct vocabulary and concepts.
2. Write an essay using correct grammar, syntax and verb conjugation.
3. Use persuasive arguments to express their opinions and solutions to problems presented demonstrating command of the language through correct pronunciation and use of correct technical jargon.

### URL's

Research article on effect of biliteracy and language learners

<http://www.asha.org/about/publications/leader-online/archives/2004/040622/f040622a.htm>

Framework for biliteracy curriculum

<http://coe.sdsu.edu/people/jmora/MoraModules/BiliteracyFrmwk.htm>

Metalinguistic transfer and biliteracy

<http://coe.sdsu.edu/people/jmora/moramodules/MetalingTransfer.htm>

Definition of biliteracy

[http://books.google.com/books?id=xQmlbIW-KkC&pg=PA188&lpg=PA188&dq=meaning+of+biliteracy&source=web&ots=nzXMJ7eq0-&sig=4UPBLMUbl0UNI\\_I73ycaw4qMoPk&hl=en](http://books.google.com/books?id=xQmlbIW-KkC&pg=PA188&lpg=PA188&dq=meaning+of+biliteracy&source=web&ots=nzXMJ7eq0-&sig=4UPBLMUbl0UNI_I73ycaw4qMoPk&hl=en)

Diversity

<http://www.hp.com/hpinfo/abouthp/diversity/meaning.html>

[http://voice.paly.net/view\\_story.php?id=2492](http://voice.paly.net/view_story.php?id=2492)

Language diversity and literacy

<http://www.ericdigests.org/1998-1/myths.htm>

Biliteracy and transformative pedagogy

<http://www.iteachilearn.com/cummins/biliteratempowerment.html>

<http://www.gse.upenn.edu/~hornberg/papers/RevisitingContinua2000.pdf>

Multilingual language policies and biliteracy

<http://www.gse.upenn.edu/~hornberg/papers/Multilingual%20LP2002.pdf>

[http://books.google.com/books?id=lwqvbLvN3OYC&pg=PA8&lpg=PA8&dq=discourse+and+biliteracy&source=web&ots=DC0CH3wY\\_X&sig=K6E6rFce4K-hb\\_BlgmeCotH-FLQ&hl=en#PPA8,M1](http://books.google.com/books?id=lwqvbLvN3OYC&pg=PA8&lpg=PA8&dq=discourse+and+biliteracy&source=web&ots=DC0CH3wY_X&sig=K6E6rFce4K-hb_BlgmeCotH-FLQ&hl=en#PPA8,M1)

Society, Culture and Literacy

<http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le0att.htm>

Identity, Culture and School

<http://www.asanet.org/galleries/default-file/oct06soefeature.pdf>

### **Assignments to do before Workshop One**

1. Search for and read the recommended URL's and other resources and come prepared for class discussion. Pay close attention to the rubrics, since they will be used to assess your knowledge, participation and language skills.
2. Prepare a concept map in which you will place the word Biliteracy in the center and around it you will provide with information that will define the concept of biliteracy. Come prepared to discuss it in class.
3. Bring a three page paper explaining the relationship between society, culture and literacy. Support your ideas with experts.
4. Using your creativity bring a drawing that represents the characteristics of language and come prepared to share with your classmates.

### **Activities**

1. The facilitator will perform an icebreaking activity of his/her choice to get acquainted with students.
2. After the introductory activity the facilitator will discuss the class syllabus, course objectives and overall module content to make sure that students are clear on

what will be covered throughout the course. If changes are made, the facilitator will inform the students at the beginning of this workshop.

3. The facilitator will collect the papers students were assigned to bring for this workshop (See Appendix A for rubric to evaluate written works).
4. The facilitator will divide the class into small groups. Each group will discuss the concept maps brought defining the concept of biliteracy. Each group will receive easel pad paper and markers and will design one concept map based on the ideas presented by each member. Each group will present the concept maps created by each group (See appendix B for Oral Presentation Rubric) **Note: In order for all participants to receive credit for their presentations, each member has to contribute to the oral presentation.**
5. The facilitator will add to the definitions presented by each groups and will clarify any doubts or missing information if needed.
6. The facilitator will lead the group into a discussion on the topics society, culture and literacy in terms of their relationship, based on the papers written by students. Facilitator may support discussion with a power point, article or other resource.
7. Students will present the drawings brought on the characteristics of language (see appendix B for oral presentations rubric)
8. After the presentations, the facilitator will lead a discussion on the characteristics of language, native language instruction and classrooms as contexts for biliteracy
9. Learning Journal: What are some major advantages (at least three) on being biliterate, base your ideas on the information presented in class today? (see appendix C for Learning Journal rubric)

### **Assessment**

1. Written essay (see appendix A)
2. Oral Presentation (see appendix B)
3. Learning Journal (see appendix C)
4. Class participation (see appendix D)

## Workshop Two

### Specific Objectives

At the end of the workshop, students will be able to:

1. Summarize major aspects of media of biliteracy such as: bilingual, bidialectal, multidiscoursal, and multimodal education.
2. Define aspects of language development in Bilingual home environments (Sociolinguistic awareness, linguistic-code awareness, linguistic contact).
3. Distinguish between Piaget's theory of cognitive development, and Vygotsky's language/thought relationship from the bilingual education perspective.
4. Explain the language acquisition process from the bilingual education perspective.

### Language Objectives:

At the end of this workshop, students will be able to:

1. Defend their point of view using correct vocabulary, logical sequence of ideas and grammar.
2. Summarize important and major details demonstrating command of the language through correct grammar, verb conjugation and use of concepts related to content presented.
3. Demonstrate command of the language by summarizing others ideas and those of his ownership using correct pronunciation, syntax and technical jargon.

### URL's

Definitions of Bilingual Education

[http://www.google.com/search?hl=en&defl=en&q=define:Bilingual+education&sa=X&oi=glossary\\_definition&ct=title](http://www.google.com/search?hl=en&defl=en&q=define:Bilingual+education&sa=X&oi=glossary_definition&ct=title)

<http://www.nabe.org/education/index.html>

Arguments on Bilingual Education

<http://ourworld.compuserve.com/homepages/JWCRAWFORD/Krashen3.htm>

<http://www.ncela.gwu.edu/pubs/symposia/third/canales.htm>

<http://www.ill.hawaii.edu/pacs/lf/sda.html>

<http://www.multilingual-matters.net/jmmd/017/0248/jmmd0170248.pdf>

Sociolinguistic Awareness

<http://logos.uoregon.edu/explore/socioling/index.html>

<http://www.lsadc.org/info/ling-fields-socio.cfm>

<http://www.unc.edu/~gerfen/Ling30Sp2002/sociolinguistics.html>

Linguistics

<http://www.geocities.com/CollegePark/3920/>

[http://www.orbilat.com/General\\_References/Linguistic\\_Terms.html](http://www.orbilat.com/General_References/Linguistic_Terms.html)

Piaget

<http://chiron.valdosta.edu/whuitt/col/cogsys/piaget.html>

[http://www.essortment.com/all/jeanpiagettheo\\_rnrn.htm](http://www.essortment.com/all/jeanpiagettheo_rnrn.htm)

<http://www.sparknotes.com/psychology/developmental/cognitionperception/section2.rhtml>

Vygotsky

<http://www.newfoundations.com/GALLERY/Vygotsky.html>

<http://webpages.charter.net/schmolze1/vygotsky/dialectical.html>

<http://www.questia.com/googleScholar.qst;jsessionid=LRrJqYf0WSJpYpHGvfN9hDnzqNXTyBhr7hmyF22tL5Mjm17K28dm!-587056749?docId=77519474>

<http://www.aclweb.org/anthology-new/J/J98/J98-3010.pdf>

Infants and Toddlers Language acquisition process

<http://www.ncela.gwu.edu/pubs/jeilms/vol14/pham.htm>

<http://www.translationdirectory.com/articles/article1233.htm>

<http://cogprints.org/4069/1/lacerda.pdf>

<http://www.tlumaczenia-angielski.info/linguistics/first-language-acquisition.htm>

### **Assignments to do before Workshop Two**

1. Search for and read the recommended URL's and other resources and come prepared for class discussion.
2. Come prepared to discuss definitions of the following concepts: bilingual, bidialectal, multidiscoursal, multimodal education
3. Search for and bring definitions of Sociolinguistic awareness, linguistic-code awareness, linguistic contact
4. Create a T-Chart (use format found in Appendix E) explaining major aspects of Piaget's and Vygotsky's Theories.

5. Write a two page paper explaining the process of language acquisition, you may choose infancy or Toddlerhood to pre-school or you may combine both (see appendix A for rubric)

### **Activities**

1. The facilitator will review the content of the last Workshops with students and will clarify any doubts or questions students may have.
2. The facilitator will introduce the concepts of bilingual, bidialectal, multidiscoursal and multimodal education. A discussion will take place on these concepts to ensure that all students understand them.
3. The facilitator will divide the class into small groups and each group will be assigned one of the concepts discussed. Students will have to produce a newscast, TV commercial or any other type of role play presenting the concept assigned to demonstrate understanding of the concept.
4. The facilitator will divide the class into three groups; depending on the amount of students (groups should not exceed 5 students). Each group will be assigned one of the following concepts (sociolinguistic awareness, linguistic-code awareness and linguistic contact). Each group will create a concept map placing the concept assigned in the middle. Surrounding the concept students will write all words and ideas that define each of the assigned concepts. Students will have to present the concept maps to their classmates.
5. The facilitator will add to the discussions offered by students and will clarify any questions or doubts students may have.
6. The facilitator will post a T-Chart on the wall or board and will lead a discussion on Piaget's theory of cognitive development and Vygotsky's language/thought relationship. The facilitator can jot down ideas on the paper or facilitator may choose students to come up and write down ideas.
7. A discussion will take place on the language acquisition process for infants or Toddlerhood to pre-school based on students papers brought for this workshop.
8. Exit Card Activity: Before leaving the classroom the facilitator will provide students with a sheet of paper where they will answer the following question: In three sentences summarize the content discussed in class today.

9. Learning Journal: How will today's material help me become a successful bilingual education professional?

**Assessment**

1. Written essay (see Appendix A)
2. Learning Journal (see Appendix C)
3. Class participation (see Appendix D)
4. T- Chart (Appendix E) (20 points)

## **Workshop Three**

### **Specific Objectives**

At the end of the workshop, students will be able to:

1. Explain the relationship between content, language and biliteracy development.
2. Identify comprehension strategies and the connection of language extension in the content areas.
3. Describe the components of the Cognitive Academic Language Learning Approach (CALLA)
4. Apply CALLA Approach components to different content areas

### **Language Objectives:**

At the end of this workshop, students will be able to:

1. Propose innovative solutions through integration of new information with current knowledge in English.
2. Paraphrase ideas presented in class demonstrating command of the language through the use of correct vocabulary, grammar and syntax.
3. Develop ideas in order to address problems in an effective way using correct vocabulary and expressing ideas in a logical manner.

### **URL's**

Center for Applied Linguistics

<http://www.cal.org/>

<http://www.cal.org/resources/archive/rqos/content.html>

Content and Language

<http://www.teachingenglish.org.uk/think/articles/clil-a-lesson-framework>

<http://www.colorincolorado.org/educators/content>

Cognitive Academic Language Learning Approach (CALLA)

<http://coe.sdsu.edu/people/jmora/moramodules/calla.htm>

<http://www.cde.state.co.us/cdesped/download/pdf/FF-CLD-CALLA302.pdf>

<http://www.gwu.edu/~calla/>

### **Assignments to do before Workshop Three**

1. Search for and read recommended URL's and other resources and come prepared for class discussion.

2. Write a three page essay where you discuss how content and language can contribute to develop biliteracy. Paper should include a presentation page, introduction, body and a conclusion section and must be turned in at the beginning of third workshop.
3. Come prepared to discuss the CALLA approach and how it contributes to the development of language through content.
4. You should be working with your portfolio.

### **Activities**

1. The facilitator and students will have a discussion to review last workshop's material to make sure that there are no doubts or questions on behalf of the students.
2. The facilitator will lead a discussion on the relationship between language, content and biliteracy development.
3. Students will share some of the major points written on the essay assigned for today's workshop to contribute to the discussion.
4. The facilitator will provide with an overview of the CALLA approach and students will contribute to the discussion based on the assignment they had to complete for today's workshop.
5. The class will be divided into small groups and each group will be assigned a component of the CALLA approach. Each group will create a concept map where the component assigned will be placed in the center and surrounding the concept ideas and words that define or describe it.
6. Each group will present the component assigned through the concept map. Each member of the group will have to collaborate in the discussion.
7. The facilitator will discuss with students how these components are used in lesson planning. Once the discussion is complete and students are clear on the use of CALLA approach in the content areas, the class will be divided into small groups.
8. Each group will be assigned a content area to work with (Science, Mathematics, Social Studies, Literature and composition) and using the guidelines on the implementation of CALLA in the classroom applied to the areas mentioned in

parenthesis, students will develop a lesson that demonstrates the incorporation of CALLA into it. Students will use the time left during this workshop to meet and delineate or delegate tasks for completion of the project. This work will be turned in on the next workshop; therefore, students will need to make arrangements to meet and complete it. (see Appendix F for guidelines and rubric). Lesson will be presented to classmates during the next workshop.

9. Learning Journal: How can the application of the CALLA approach to lessons taught in the classroom benefit the students and the teacher?

### **Assessment**

1. Written essay (see Appendix A)
2. Learning Journal (see Appendix C)
3. Class participation (see Appendix D)
4. CALLA Application to Lesson in Content Area and rubric (see Appendix F)

## Workshop Four

### Specific Objectives

At the end of the workshop, students will be able to:

1. Give examples of activities that can be carried out to develop literacy in the content areas in a bilingual environment.
2. Identify and describe the components of the Sheltered Instruction Observational Protocol (SIOP) Model.
3. Apply the components of the SIOP Model to the content areas from the bilingual education perspective.
4. Explain and justify the effective use of the SIOP Model in the content areas.

### Language Objectives:

At the end of this workshop, students will be able to:

1. Summarize important and major details demonstrating command of the language through correct grammar, verb conjugation and use of concepts related to content presented.
2. Use persuasive arguments to express their opinions and solutions to problems presented demonstrating command of the language through correct pronunciation and use of correct technical jargon.
3. Propose innovative solutions through integration of new information with current knowledge in English.

### URL's

Content Area Literacy Activities

<http://teach.fcps.net/talk/index2.asp?nav=content>

<http://www.literacymatters.org/lessons/contentoverview.htm>

<http://www.literacy.uconn.edu/contlit.htm>

[http://www.montgomeryschoolsmd.org/curriculum/littlekids/archive/lesson\\_plans.htm](http://www.montgomeryschoolsmd.org/curriculum/littlekids/archive/lesson_plans.htm)

Article on Resources about English Language Literacy, Academic Language, and Content Area Literacy

<http://www.ncela.gwu.edu/resabout/literacy/intro/index.html>

SIOP Model

<http://www.cal.org/siop/>

<http://www.siopinstitute.net/research.shtml>

<http://www.unk.edu/acad/coe/platte/index.php?id=20152>

<http://www.misd.net/bilingual/ELL.pdf>

<http://www.principalspartnership.com/SIOP.pdf>

[http://www.everythingsl.net/in-services/using\\_siop\\_model\\_08621.php.php](http://www.everythingsl.net/in-services/using_siop_model_08621.php.php)

### **Assignments to do before Workshop Four**

1. Search for and read recommended URLs and other sources to find information on content to be studied during this workshop.
2. Finish preparing lesson applying CALLA approach and come prepared to present the lesson to your classmates. Make sure all members of your group have participation in the presentation (Appendix B for oral presentation rubric and Appendix F for rubric on lesson applying CALLA Approach).
3. Search for activities that can be carried out in a bilingual classroom to help students develop literacy skills. Come prepared to present one in class and bring a copy for your classmates (Appendix B for rubric on Oral Presentation)
4. Come prepared to discuss the SIOP Model and be able to provide with a description of each of its components.

### **Activities**

1. Students will present the content area assigned to apply the CALLA approach as assigned during the last Workshops. Each group will have about 20 minutes to present, depending on the amount of students.
2. After having finished with the lesson presentations, students will be divided into small groups. Each group will discuss the activities found to help students develop literacy. Each group will choose one activity to share with the rest of the class. Each group will have about five minutes to present the activity chosen.
3. The facilitator will lead students into a discussion about the SIOP Model.
4. Students will be divided into small groups and each group will be assigned a component of the SIOP model. A concept map will be created, writing the SIOP Model component in the center and the elements that best describe or define the component will be written around it. Each group will present the component assigned.

5. The facilitator will lead a discussion regarding the application of the SIOP model to the content areas and the design of a lesson plan. A lesson plan with application of SIOP model can be discussed.
6. The facilitator will provide students with the rubric used to assess lesson plans in terms of containing each of the components and will discuss it with students.
7. Students will be divided in pairs. Each pair will be assigned a content area or a particular area to prepare a lesson plan using the SIOP Model. Instructions will be given;
  - Students will apply all components of SIOP model to a lesson
  - Students will come prepare to present the lesson during the next workshop
  - A PowerPoint presentation will be used to present the lesson and how each component of the SIOP model is used
8. The remaining time of the workshop will be used for students to meet and discuss what they will be working on. Students must make arrangements to have meetings or communicate outside the classroom to complete the task.
9. Learning Journal: Do you find the SIOP Model more beneficial than the CALLA Approach or do you feel that a combination of both is the best solution? Explain.

### **Assessment**

1. Oral Presentation (Appendix B)
2. Learning Journal (see appendix C)
3. Class participation (see appendix D)
4. SIOP Application to Lesson in Content Area and rubric (see appendix G)
5. Presentation of Activity to develop literacy (30 points)

## **Workshop Five**

### **Specific Objectives**

At the end of the workshop, students will be able to:

1. Apply knowledge on how to teach content and language to help students develop biliteracy skills.
2. Incorporate assessment system to the teaching of language through content in a bilingual environment.
3. Identify resources pertinent to the development of literacy.
4. Choose the best available resources to help students develop biliteracy (e.g. resources pertaining to physical environment, community resources, evaluating and selecting literature for primary grades and intermediate grades, identifying and choosing content area books).

### **Language Objectives**

At the end of this workshop, students will be able to:

1. Express ideas related to content in a clear and logic manner using correct vocabulary and concepts.
2. Write an essay using correct grammar, syntax and verb conjugation.
3. Develop ideas in order to address problems in an effective way using correct vocabulary and expressing ideas in a logical manner.

### **URL's**

Content based language teaching

<http://www.carla.umn.edu/cobaltt/>

<http://www.teachingenglish.org.uk/think/articles/content-language-integrated-learning>

Assessment and Resources

<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as500.htm>

<http://www.learner.org/channel/workshops/readingk2/session7/index.html>

<http://www.ericdigests.org/1996-1/based.htm>

<http://www.lib.ncsu.edu/instruction/assessment/>

<http://www.kde.state.ky.us/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Connecting+Curriculum+Instruction+and+Assessment/>

**Assignments to do before Workshop Five**

1. Search for and read URLs and recommended texts and find information on content to be discussed during this workshop.
2. Bring SIOP Model applied to a lesson and come prepared to present to classmates as assigned during the last workshop.
3. Search for different assessment techniques and come prepared to explain how they can be incorporated to content based language instruction.
4. Bring a three page essay explaining what needs to be taken into consideration when choosing resources to help students develop literacy in a bilingual setting. Include how resources that have an impact on the environment, resources from the community and selecting the right literature play an important role in the success of a biliteracy program (see appendix A for rubric on Essay writing).
5. Give the final touches to your portfolio.

**Activities**

1. Students will present the application of SIOP model to a lesson to their classmates. Each pair will have about 20 minutes to present, depending on the amount of students.
2. A discussion will take place on the application of SIOP Model to a lesson and doubts or questions will be clarified.
3. The facilitator will lead a discussion on the purpose of assessment and how it is used to improve teaching practices and the learning experience provided to students.
4. Students will be divided into small groups and they will be assigned to discuss the different assessment techniques found and how they can be incorporated into content based language instruction.
5. Students will choose one assessment technique to be shared with the rest of the class.
6. Students will present the assessment technique chose to their classmates and will explain how this technique can be incorporated in content-based language instruction to help students develop biliteracy.

7. The facilitator will provide with his-her expertise and will add to student's discussion.
8. Students will share some of the major ideas presented in their essays to be turned in during this workshop.
9. Learning Journal: The facilitator will provide students with a sheet of paper where they will answer the following question or prompt: Write three sentences that summarize the content discussed throughout this course and state how this course will help you in becoming a successful bilingual teacher?
10. Students will hand in their portfolios.
11. Closing activity: to be determined by the facilitator.

### **Assessment**

1. Written essay (Appendix A)
2. Oral presentation (Appendix B)
3. Learning Journal (see Appendix C)
4. Class participation (see Appendix D)
5. SIOP Application to Lesson in Content Area and rubric (see Appendix G)

## **Appendixes**

**Appendix A****Essay Rubric**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Criteria</b>	<b>Value Points</b>	<b>Student Score</b>
<b>Content</b>		
Introductory statement is clear and well stated	10	
Major or relevant details are exposed in essay	10	
Present a thesis, supporting it in a persuasive and sophisticated way, providing precise and relevant examples.	10	
Sentences are cohesive and ideas flow as the essay is read	10	
Establish a writer's relationship with the subject, providing a clear perspective on the subject matter and engaging the audience's attention.	10	
Draw conclusions that reflect the relationships or significant outcomes of the discussion.	10	
Demonstrate a comprehensive grasp of significant ideas, using them appropriately to reach a higher level of understanding in an organized manner.	10	
<b>Language</b>		
Demonstrate a command of standard English (vocabulary used, syntax and flow of ideas)	10	
Uses grammar appropriately and correctly	10	
Manages and uses verbs appropriately and correctly	10	
<b>Total Points</b>	<b>100</b>	<b>Student's total Score:</b> _____

Student's Signature: \_\_\_\_\_

Facilitator's Signature: \_\_\_\_\_

**Appendix B****Oral Presentation Rubric**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Criteria</b>	<b>Value Points</b>	<b>Student Total Score</b>
<b>Content</b>		
The speaker provides a variety of types of content appropriate for the task, such as generalizations, details, examples and various forms of evidence.	10	
The speaker takes into account the specific knowledge and experience of the listener	10	
The speaker uses arguments which are adapted to the values and motivations of the specific listener.	10	
The speaker uses delivery to emphasize and enhance the meaning of the message.	10	
The speaker delivers the message in a lively, enthusiastic fashion.	10	
The volume varies to add emphasis and interest.	10	
Pronunciation and enunciation are very clear. The speaker exhibits very few disfluencies, such as "ahs," "uhms," or "you knows."	10	
<b>Language</b>		
Student pronounces words in a clear and correct manner so as to make language understood to others	10	
Correct use of grammar and verb conjugation	10	
Use of correct use of vocabulary words to express message	10	
<b>Total Points</b>	<b>100</b>	<b>Student's Total Score:</b> _____

Student's signature: \_\_\_\_\_

Facilitator's Signature: \_\_\_\_\_

**Appendix C****Learning Journal**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Criteria</b>	<b>Day One</b>	<b>Day Two</b>	<b>Day Three</b>	<b>Day Four</b>	<b>Day Five</b>
Student turned in the journal on time assigned					
Student answers questions without deviating from the topic; ideas are well connected and follow a sequence					
Student uses critical thinking to express ideas and projects a deep understanding of the topic discussed in class					
Sentences are written using appropriate syntax, punctuation, verb usage, and grammar					
<b>Total Points</b>					

**Appendix D**

**Class Participation and Attendance Rubric**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Course Title: \_\_\_\_\_ Professor: \_\_\_\_\_

Class Participation	Excellent		Satisfactory		No Compliance	
Rating Scale	2		1		0	
Criteria	Workshop	Workshop	Workshop	Workshop	Workshop	Grand Total
	1	2	3	4	5	
<b>*Attendance (20 pts. per workshop)</b>						
Demonstrates mastery of topic by providing information and data valuable to the class discussions.(2 points)						
Demonstrates interest in the group discussions by listening and respecting other's opinion(2 points)						
Participates actively in the class discussions and contributes with ideas that are relevant to the topic (2 points)						
Uses adequate verbal communication skills (2 points)						
Demonstrates initiative and creativity in the class activities. (2 points)						
<b>Total Points Obtained</b>						
<b>% Obtained</b>						

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Facilitator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Appendix E

**T-Chart**

<b>Piaget</b>	<b>Vigotsky</b>

## Appendix F

### Application of CALLA Approach

CALLA Approach is based on three major areas:

1. **Metacognitive Strategies**—planning for learning, monitoring one’s own comprehension and production, and evaluating how well one has achieved a learning objective.
2. **Cognitive Strategies**—manipulating the material to be learned mentally (as in making images or elaborating) or physically (as in grouping items to be learned or taking notes);
3. **Social/Affective Strategies**—either interacting with another person in order to assist learning, as in cooperative learning and asking questions for clarification, or using affective control to assist learning tasks

**Instructions: Choose an area of your interest that you would like to teach. Develop a lesson plan following the CALLA components presented below, taking into consideration the three major areas in which CALLA components are based on:**

#### CALLA Components:

- **Preparation:** Teacher introduces the lesson, solicits prior knowledge, and explains the tasks and strategies needed. What do the students know already? What type of learning strategies are they now using?
- **Presentation:** Teacher introduces any new language needed, as well as any new content and strategies. The new information is presented along with visual aides and /or demonstrations.
- **Practice:** Give the student a variety of meaningful ways to practice using the new skills, strategies, and information. The students employ strategies to acquire the new material. Some examples are, summarizing, making diagrams, inferring, asking questions, or working in groups.
- **Evaluation:** Use learning logs and journals. The teacher and students assess students’ level of understanding using self-check strategies, cooperation with peers, or clarifying questions.
- **Expansion:** Students try to apply what they have learned to other areas of their lives. Students integrate new knowledge they have acquired into other applications.

Lesson Plan Format:

Topic: \_\_\_\_\_

Objectives:

- 1.
- 2.
- 3.

**Activities for Building on Background Knowledge (Preparation)**

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**Activities to present new language and content (Presentation)**

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**Activities that students will perform to practice what was learned (Practice)**

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**How will students be assessed that they have acquired knowledge and skills (Evaluation):**

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**What project can you assign students to transfer acquired knowledge and skills to a new real life situation (Expansion):**

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**Rubric to Evaluate Application of CALLA Approach:**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Criteria</b>	<b>Value Points</b>	<b>Student Score</b>
<b>Content</b>		
Objectives of lesson are clearly stated	10	
Steps are clear and understood	10	
Connection between lesson and skills to be taught are clearly stated	10	
CALLA Components are clearly present in the lesson	10	
Opportunities for language practice are present	10	
Lesson is presented in an organized cohesive way and it is easy to follow	10	
Three main areas of CALLA Approach are present in the lesson plan	10	
<b>Language</b>		
Student uses language that is clear and understood	10	
Use of verbs are appropriate and correctly	10	
Syntax is appropriate and does not affect the meaning of sentences expressed	10	
<b>Total Points</b>	<b>100</b>	<b>Student's Total Score:</b> _____

Student's signature: \_\_\_\_\_

Facilitator's Signature: \_\_\_\_\_

## **Appendix G**

### **Application of SIOP Model**

What is the SIOP Model?

Sheltered instruction is a series of methods and techniques that facilitators can use to help English language learners more easily understand and acquire English and content area knowledge and skills.

It draws from and complements methods and strategies advocated for both second-language learners and mainstream classrooms.

Sheltered Instruction is beneficial for English language learners because the more familiar they are with academic tasks, routines, etc., the easier it will be for them to focus on the new content in mainstream classes.

Rational for Sheltered Instruction Implementation:

- Dispel myths about English language learners
- Raise students and teacher expectations
- Increase academic achievement in the content area
- Accelerate second language acquisition to ensure progress

Components of SIOP Model:

- Lesson Preparation
- Building background
- Comprehensible input
- Strategies
- Interaction
- Practice/Application
- Lesson delivery
- Review/assessment

Lesson Plan Format:

Topic: \_\_\_\_\_

Content Objectives:

- 1.
- 2.
- 3.

Language Objectives:

- 1.
- 2.
- 3.

**Lesson preparation:** Explain what content will be discussed in this lesson and how the content for this lesson will be appropriate for the level and age of students. Include what supplementary materials will you use to ensure content is understood. How will content be adapted for different levels of language proficiency and explain how content and language will be integrated in this lesson.

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**Building Background:** How will students' background knowledge be activated prior to presenting the lesson?

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**Comprehensible Input:** Explain what strategies will you use to provide students with comprehensible input to ensure they understand the content and language to be presented.

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**Strategies:** Explain what opportunities will be provided for students to use a variety of strategies and provide with some ideas of what strategies will you use to reach all students at different levels in your classroom:

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**Interaction:** Explain what kind of opportunities will be provided for students to interact and exchange information and language.

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**Practice/application:** How will students be able to practice what they have learned and what activities or opportunities will be provided for them to apply what they have learned, including language skills, to new situations?

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**Lesson Delivery:** How will lesson support content and language objectives and how will students be engaged through the lesson delivery?

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**Review / Assessment:** What assessment and review activities will be carried out to ensure that key vocabulary and key concepts are reviewed and assessed? What kind of feedback will be provided on students output? And how will students comprehension and learning be assessed?

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**Appendix H****Rubric to Evaluate Application of SIOP Model:**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Criteria</b>	<b>Value Points</b>	<b>Student Score</b>
<b>Content</b>		
Content Objectives are clearly stated	10	
Language objectives are clearly stated	10	
Connection between lesson and skills to be taught are clearly stated	10	
SIOP Components are clearly presented and explained	10	
Opportunities for language practice are present	10	
Lesson is presented in an organized cohesive way and it is easy to follow	10	
SIOP Components are justified and relate to the topic of lesson	10	
<b>Language</b>		
Student uses language that is clear and understood	10	
Use of verbs are appropriate and correctly	10	
Syntax is appropriate and does not affect the meaning of sentences expressed	10	
<b>Total Points</b>	<b>100</b>	<b>Student's Total Score:</b> _____

Student's signature: \_\_\_\_\_

Facilitator's Signature: \_\_\_\_\_

## Appendix I

### Portfolio

#### Guidelines to prepare the portfolio

##### 1. Determination of sources of content

The following, but not limited to, documentation will be included:

- a. Projects, surveys, and reports.
- b. Oral presentations
- c. Essays: dated writing samples to show progress
- d. Research papers: dated unedited and edited first drafts to show progress
- e. Written pieces that illustrate critical thinking about readings: response or reaction papers.
- f. Class notes, interesting thoughts to remember, etc.
- g. Learning journals, reflexive diaries.
- h. Self assessments, peer assessments, facilitator assessments.
- i. Notes from student-facilitator conferences.

##### 2. Organization of documentation

Documentation will be organized by workshop, and by type of assignment within workshops. Workshops will be separated from one another using construction paper or paper of different colors, with tabs indicating the workshop number.

##### 3. Presentation of the portfolio

- Documentation will be posted in a binder or in a digital version (e-portfolio).
- The cover page will follow exactly APA guidelines applied to a cover page of research papers submitted at Metro Orlando Campus. This cover page will be placed at the beginning of the portfolio.
- The entire portfolio will follow APA style: Courier or Times New Roman font, size 12, double space, and 1-inch margins. See a "Publication Manual of the APA, Fifth Edition"
- A log of entries that can be expanded with each new entry properly numbered. The table, which should be located at the beginning, should include a brief description, date produced, date submitted, and date evaluated (**Appendix K**).

- Introduction and conclusion of the income and outcome of the portfolio.
- A list of references and appendixes of all assignments included will be added to the end of the portfolio.
- The Portfolio Informational Sheet will be placed in the transparent front pocket of the binder for identification purposes (**Appendix J**).

#### 4. **Student-Facilitator Feedback Template: Progression follow-up**

The final step in implementing portfolios, before returning them to the student or school life, is sharing feedback with each student to review the contents, student reflections, and your evaluations of individual items and all of the work together as related to learning targets (Banks, 2005).

Facilitators will e-mail a feedback template to all students. This template will contain information pertaining to weaknesses and strengths found in students' portfolios (**Appendix N**). Facilitators will focus their attention on showing students what is possible and their progress rather than what is wrong; however, this does not mean that facilitators will not cover weaknesses and areas for improvement during the conference. Facilitators will send this feedback template upon completion of workshop one.

Students will also have the opportunity to respond to the facilitator's feedback and write their own comments and/or ideas of how to improve the quality of their portfolios, and how to become better metacognitive learners on the feedback template. Students will e-mail the template with their comments back to the facilitator after every workshop.

#### 5. **Portfolio storage:**

- Portfolio samples will be safely stored for a six-month term on campus.
- Students will sign an official document empowering Ana G. Mendez University System with rights to use their portfolios with educational or accreditation purposes during this term (**Appendix O**).
- After this term, and if their authors authorize Ana G. Mendez University System to discard their portfolios by signing an official document, portfolio samples will be destroyed; otherwise, they will be returned to their original authors (**Appendix P**).

**Appendix J**

**PORTFOLIO INFORMATIONAL SHEET**



**Sistema Universitario Ana G. Méndez  
Metro Orlando Campus  
Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

**Check one:**

- Universidad del Este**
- Universidad Metropolitana**
- Universidad del Turabo**

**Check one:**

- Undergraduate**
- Graduate**

<b>Concentration</b>	
<b>Student's Name</b>	
<b>Facilitator's Name</b>	
<b>Course:</b>	
<b>Portfolio rated as</b>	
<b>Reason of this rate</b>	

**Appendix K****Log of Entries**

<b>Entry Description</b>	<b>Date of Entry</b>	<b>Date Submitted</b>	<b>Date Evaluated</b>	<b>Page #</b>
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

**Appendix L****Checklist for Portfolio Assessment**

	Has the student set academic goals?
	Does the portfolio include enough entries in each area to make valid judgments?
	Does the portfolio include evidence of complex learning in realistic setting?
	Does the portfolio provide evidence of various types of student learning?
	Does the portfolio include students' self-evaluations and reflections on what was learned?
	Does the portfolio enable one to determine learning progress and current level of learning?
	Does the portfolio provide clear evidence of learning to users of the portfolio?
	Does the portfolio provide for student participation and responsibility?
	Does the portfolio present entries in a well-organized and useful manner?
	Does the portfolio include assessments based on clearly stated criteria of successful performance?
	Does the portfolio provide for greater interaction between instruction and assessment?

Adapted from:

Gronlund, N. E. (2003). *Assessment of student achievement*. 7<sup>th</sup> ed. Boston: Pearson Education, Inc.

## Appendix M

## Portfolio Rubric

	4	3	2	1
<b>PORTFOLIO APPEARANCE</b>				
<ul style="list-style-type: none"> <li>▪ <b>Readable:</b> Are entries typed in an appropriate font and size? Are entries free of errors? Do ideas expressed in entries follow a logical sequence with appropriate transitions among paragraphs and topics?</li> </ul>				
<ul style="list-style-type: none"> <li>▪ <b>Professionalism:</b> Is the appearance of the portfolio professional? Are graphics, colors and portfolio language consistent with professional workplace expectations? Is the portfolio presented in a neat and orderly manner?</li> </ul>				
<ul style="list-style-type: none"> <li>▪ <b>Organization:</b> Is the portfolio organized in a manner that makes it easy to follow and easy to quickly locate information?</li> </ul>				
<b>PORTFOLIO CONTENT AND FUNCTION</b>				
<ul style="list-style-type: none"> <li>▪ <b>Content:</b> Are all required entries included in the portfolio? Are entries relevant to the content of the portfolio? Do all entries contain the student's reaction or reflection on the selected topics? Do entries provide thorough understanding of content? Resume, Activities List, Varied Samples of Written Work, Evidence of Problem Solving, and Evidence of Decision Making.</li> </ul>				
<ul style="list-style-type: none"> <li>▪ <b>Authenticity:</b> Are the samples and illustrations a true reflection of the student's efforts and abilities?</li> </ul>				
<ul style="list-style-type: none"> <li>▪ <b>Growth/Development:</b> Do samples provide thorough understanding of growth and development related to their field of concentration? Do items show what the student has learned?</li> </ul>				
<ul style="list-style-type: none"> <li>▪ <b>Collaboration:</b> Do items show examples of both individual and group work? Does the student provide clear understanding of collaboration, and use collaboration to support his/her learning?</li> </ul>				

<ul style="list-style-type: none"> <li>▪ <b>Reflection and Personal growth:</b> Do items show exceptional understanding of how to be a reflective thinker and how to seek opportunities for professional growth? Does the student include self-reflective comments? Does the student reflect enthusiasm for learning?</li> </ul>				
<ul style="list-style-type: none"> <li>▪ <b>Professional Conduct:</b> Do items show clear understanding of ethical behavior and professional conduct? Do items display the pride the student has in his or her work?</li> </ul>				
<b>Overall Portfolio Impact</b>				
<ul style="list-style-type: none"> <li>▪ Is this portfolio an asset in demonstrating the student's value (skills, abilities, knowledge) to a potential employer or college representative?</li> </ul>				

### Rating Scale

**4 = Outstanding    3 = Very good    2 = Good    1 = Needs improvement**

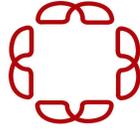
**Source:** Retrieved from [www.lcusd.net/lchs/portfolio/rubric.htm](http://www.lcusd.net/lchs/portfolio/rubric.htm) on February 10th, 2007. Adapted 02/10/2007 by Fidel R. Távora, M.Ed. Coordinator of Assessment and Placement – Metro Orlando Campus

**Appendix N****Portfolio Assessment Feedback Template**

	<b>Strengths</b>	<b>Weaknesses</b>	<b>Improvement Ideas</b>
<b>Facilitator's comments</b>			
<b>Student's response and comments</b>			

## Appendix O

### Use and Return of Portfolio



**Sistema Universitario Ana G. Méndez**  
**Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

I, \_\_\_\_\_, grant permission to the office of Assessment and Placement of the Ana G. Méndez University System, to keep in their records a copy of my portfolio. I understand that the portfolio is going to be used for accreditation or educational purposes only, and that is not going to be disclosed without my consent.

By signing this document I authorize the office of Assessment and Placement to keep a copy of my portfolio for six months and return it to me at the end of this period of time.

\_\_\_\_\_

Student's Name (print)

\_\_\_\_\_

Date

\_\_\_\_\_

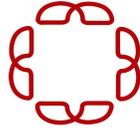
Student's Signature

\_\_\_\_\_

Date

## Appendix P

### Use and Discard of Portfolio



**Sistema Universitario Ana G. Méndez  
Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

I, \_\_\_\_\_, grant permission to the office of Assessment and Placement of the Ana G. Méndez University System to keep in their records a copy of my portfolio. I understand that the portfolio is going to be used for accreditation or educational purposes only, and that is not going to be disclosed without my consent.

By signing this document I authorize the Office of Placement and Assessment to keep a copy of my portfolio for six months and discard it at the end of this period of time.

\_\_\_\_\_

Student's Name (print)

\_\_\_\_\_

Date

\_\_\_\_\_

Student's Signature

\_\_\_\_\_

Date