Sistema Universitario Ana G. Méndez, Inc.

School for Professional Studies

Florida Campuses

Universidad del Este, Universidad Metropolitana, and Universidad del Turabo

SPED 300

Neurosciences of Learning

Neurociencias del Aprendizaje

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Education Courses

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Please include all applicable information below:

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GUÍA DE ESTUDIO

Título del Curso: Las neurociencias del aprendizaje

Codificación: SPED 300

Créditos: Tres (03)

Duración: Cinco semanas

Prerrequisito: Ninguno

Descripción:

Introducción al estudio sobre la más reciente investigación acerca de los fenómenos neurocientíficos del aprendizaje. Análisis de los vínculos estrechos entre la función cerebral y el aprendizaje del estudiante típico y especial. Énfasis en la observación, la investigación y la revisión de literatura reciente; además del uso responsable de la tecnología.

Objetivos de Contenido Generales:

Al finalizar el curso, los estudiantes:

1. Evaluarán las nociones fundamentales de las neurociencias como nuevo paradigma que promueve el repensar el proceso de enseñanza-aprendizaje.
2. Estimarán la importancia del conocimiento de los fundamentos biológicos y la organización funcional del cerebro desde la estructura hasta la neuroquímica.
3. Valorizarán la importancia del conocimiento científico de cómo se aprende considerando las funciones ejecutivas y superiores, tales como el lenguaje, la percepción, la atención, la memoria, entre otros.

4. Evaluarán la importancia de las emociones, los significados, la motivación, entre otros, para el logro del aprendizaje con entendimiento del impacto en la planificación y currículo escolar.
5. Contextualizarán los hallazgos de la neurociencias, desde los procesos hasta las tipologías, en la sala de clases regular y especial.

Objetivos de Lenguaje Generales: (A ser añadidos después de cada área en esta sección. Al finalizar el curso, los estudiantes:)

a. **Escuchar**: Validarán la aplicación de las neurociencias del aprendizaje en el proceso de enseñanza-aprendizaje a través de presentaciones formales.
b. **Hablar**: Debatirán el impacto de las neurociencias del aprendizaje en el salón de clase regular y especial a través de grupos cooperativos.
c. **Leer:** Analizarán las investigaciones recientes sobre las neurociencias del aprendizaje y su impacto en el proceso de enseñanza-aprendizaje.
d. **Escribir**: Redactarán documentos formales acerca de las neurociencias del aprendizaje.

<u>Next Generation Sunshine State Standards</u>:

CONTENT AREA: Language Arts

- **STANDARD # RLK 10:** READING: LITERATURE: The students will actively engage in group reading activities with purpose and understanding.
- **STANDARD # 3.7.** Conduct short research projects that build knowledge about a topic.

<u>ESOL Performance Standards</u>:

DOMAIN 2: Language and Literacy

STANDARD 3: Second Language Literacy Development

PERFORMANCE INDICATORS:

2.3.a. Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.

DOMAIN 4: ESOL Curriculum and Materials Development

STANDARD 1: Planning for Standards-Based Instruction of ELLs

PERFORMANCE INDICATORS:

4.1.b. Create supportive, accepting, student-centered classroom environments.

<u>Florida Educator Accomplished Practices</u>:

(a) Quality of Instruction

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

- Aligns instruction with state-adopted standards at the appropriate level of rigor;
- Sequences lessons and concepts to ensure coherence and required prior knowledge;
- Designs instruction for students to achieve mastery.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- ✓ Organizes, allocates, and manages the resources of time, space, and attention;
- ✓ Maintains a climate of openness, inquiry, fairness, and support;
- ✓ Adapts the learning environment to accommodate the differing needs and diversity of students.

Reading Competencies:

COMPETENCY #4: Foundations of differentiation

PERFORMANCE INDICATOR:

4.3. Identify language acquisition characteristics of mainstream students, students with exceptional needs, and diverse populations.

4.4. Identify stages of reading development for diverse learners, including mainstream students, LEP students, and students with disabilities in reading.

4.5. Identify common difficulties in development of each of the major reading components.

4.6. Understand specific appropriate reading instructional accommodations for students with special needs and LEP students.

4.7. Identify principles of differentiating instruction for all students in mainstream classes, including students with disabilities in reading, and LEP students.

NOTA: **Las asignaciones y actividades del módulo deben reflejar las competencias y los indicadores de ejecución, según apliquen**.

Requisitos del Laboratorio de Lenguaje o Laboratorio Electrónico: (*Tell Me More, Net Tutor, Wimba Voice, Biblioteca Virtual* y *Voice E-mail.*)

- **Requisitos Mínimos de Laboratorio de Lenguaje**: Los estudiantes deben demostrar que ellos han cumplido con 20 horas de uso en el laboratorio de lenguaje (10 horas en inglés y 10 horas en español) por curso. Esto iguala al uso del laboratorio de lenguaje por dos horas semanales para cada lenguaje por curso. El facilitador podría requerir más horas de práctica basada en las necesidades para las destrezas auditivas, orales, de lectura y escritura en cualquiera de los lenguajes mencionados. **El total de horas de práctica en el laboratorio de lenguaje o e-lab deben de estar integradas en la sección de actividades del módulo.**

Descripción del Proceso de Evaluación:

Criterios	Taller	Anejo	Porcentaje
Asistencia y participación	1-5		10%
Ensayo expositivo/de crítica	1-5	C	15%
Mesa redonda	2,5	D	10%
Foro de discusión	1,2,3	E	10%
Discusión grupal	1-5	F	5%
Círculos pensantes	2	G	5%
Proyecto de experiencia clínica: Informe escrito	3	H,I,J	10%
Proyecto de experiencia clínica: Informe oral	3	K	10%
Demostración	4	L	5%
Portafolio	3,5	Vea el manual	10%
Examen final	5		10%
Total			100%

Escala Evaluativa:

100 – 90% A

89 – 80% B

79 – 70% C

69 – 60% D

59 – 0% F

Asistencia y Participación

Su asistencia y participación es obligatoria en cada taller. El envío electrónico de las auto-reflexiones semanales al facilitador constituyen evidencia de su asistencia y participación en clase. Cualquier situación particular deberá ser discutida con el profesor.

Ensayos Expositivos/De Crítica

Los estudiantes redactarán ensayos expositivos en los Talleres 1, 2, 3 y 5. Se elaborará un ensayo de crítica en el Taller 4. Refiérase al anejo C para la matriz valorativa que evaluará los ensayos.

Mesa Redonda

Los estudiantes participarán en dos mesas redondas: Talleres 2 y 5. Refiérase al anejo D para la matriz valorativa que evaluará la ejecución oral en esta actividad.

Foro de Discusión

Los estudiantes participarán en tres Foros de Discusión en línea a través de Blackboard en los Talleres 1, 2 y 3. Refiérase al anejo E para la matriz valorativa de esta actividad.

Discusión Grupal

Los estudiantes participarán en discusiones grupales diversas a través de todos los talleres del curso. Refiérase al anejo F para la matriz valorativa de esta actividad.

Círculos Pensantes

Los estudiantes compararán y contrastarán los conceptos de herencia y medio ambiente a través de la actividad denominada *Círculos Pensantes*. Refiérase al anejo G para la matriz valorativa de esta actividad.

Proyecto de Experiencia Clínica: Informe Escrito y Presentación Oral

Realice una visita a una institución o lugar donde se ofrezcan servicios educativos a niños excepcionales y entregue un informe escrito con la siguiente información

- Fecha de la visita al lugar
- Nombre y posición de la persona que entrevistó
- Evidencia de la visita y firma de la persona
- Descripción del lugar: Nombre de la institución, dirección física y teléfono
- Población que atiende: edades y necesidades especiales
- Servicios que ofrece
- Resumen de las observaciones
- Relacione sus observaciones con el contenido del curso

Los estudiantes deben demostrar que han cumplido con el requisito mínimo de ocho horas en la institución educativa. Se les requerirá utilizar la Herramienta de Observación y la Plantilla de Informe provistas en la sección de los anejos H e I. En el Taller Tres, los estudiantes realizarán una breve presentación oral de sus experiencias en este proyecto.

Refiérase al anejo J para la matriz valorativa del informe escrito y al anejo K para la presentación oral del proyecto.

Demostración

Los estudiantes harán una breve demostración de cómo se construye el significado en el Taller Cuatro. Refiérase al anejo L para la matriz valorativa de esta actividad.

Portafolio Digital

El Digital *Performance Portfolio Assessment* debe ser uno de los instrumentos para evaluar el progreso lingüístico y académico de los estudiantes. Debido a la naturaleza del modelo bilingüe instruccional, el facilitador debe documentar que el estudiante esté progresando hacia la meta de dominar dos idiomas académicamente. El portafolio debe cumplir con los estándares establecidos. El facilitador subirá el documento *Digital Performance Portfolio Assessment Manual* a la plataforma Blackboard de la cual los estudiantes podrán accederlo.

Examen Final

Los estudiantes tomarán una prueba final en el Taller 5. El facilitador preparará una guía de estudio para la prueba, la que será entregada a los estudiantes al final del Taller 4.

Escala Evaluativa:

Se aplicará la curva estándar para evaluar en este curso:

100 – 90%	A
89 – 80%	B
79 – 70%	C
69 – 60%	D
59 – 0%	F

Requisitos de APA (versión 6) para citar los Textos a Usarse en el Módulo

Para los Textos Recomendados y Recursos utilice el estilo APA (6ª. Ed.) Incluya al menos un libro electrónico de la Biblioteca Virtual http://bibliotecavirtualut.suagm.edu/ La fecha de publicación de un libro no deberá ser mayor de 5 años según lo exige la Comisión de Educación Independiente de la Florida.

Libro(s)

Banich, M., & Compton, R. (2011). *Cognitive neuroscience*. (3rd ed.). Belmont, CA: Cengage Wadsworth. ISBN: 0840032986. Precio aproximado: $166.00

Berko, J., & Bernstein, N. (2009). *The development of language*. (7th ed.). Boston, MA: Pearson. ISBN: 0-205-59303-8. Precio aproximado: $60.00

Fischer, K., & Immordino-Yang, M. (2008). *The Jossey-Bass reader on the brain and learning*. San Francisco, CA: John Wiley & Sons, Inc. ISBN: 978-0-7879-6241-8. Precio aproximado: $39.00

Hallahan, D., Kauffman, J., & Pullen, P. (2012). *Exceptional learners: An introduction to special education*. (12th ed.). Boston, MA: Merrill Publishers. ISBN: 0137033702. Precio aproximado: $146.00

Jensen, E. (2008). *Brain-based learning*. (2nd ed.). San Diego, CA: Corwin. ISBN: 9781412962568. Precio aproximado: $40.00

Sousa, D. (2011). *How the brain learns*. (4th ed.). USA: Corwin. ISBN: 9781412997973. Precio aproximado: $45.00

Sousa, D. (2011). *How the ELL brain learns*. USA: Corwin. ISBN: 9781412988346. Precio aproximado: $41.00

Libro(s) Electrónico(s)

Sousa, D. (2010). *Mind, brain, and education: Neuroscience implications for the classroom*. (Edición kindle). Bloomington, IN: Solution Tree Press. ISBN: 1935249630. Precio aproximado: $20.34

Descripción de las Normas del Curso

1. Este curso sigue el modelo "Discipline-Based Dual Language Immersion Model®" del Sistema Universitario Ana G. Méndez, Inc. el cual está diseñado para promover el desarrollo de cada estudiante como un profesional bilingüe. Cada taller será facilitado en inglés y español, utilizando el modelo 50/50. Esto significa que cada taller deberá ser conducido enteramente en el idioma especificado. Los idiomas serán alternados en cada taller para asegurar que el curso se ofrezca 50% en inglés y 50% en español. Para mantener un balance, el módulo debe especificar que se utilizarán ambos idiomas en el quinto taller, dividiendo el tiempo y las actividades equitativamente entre ambos idiomas. **Las primeras dos horas son estrictamente en español y las últimas dos en inglés.** Los cursos de lenguaje deben ser desarrollados en el idioma correspondiente, en inglés o en español, según aplique.
2. El curso es conducido en **formato acelerado y bilingüe**, esto requiere que los estudiantes sean sumamente organizados, enfocados y que se preparen antes de cada taller de acuerdo al módulo. El estudiante debe hacer todo esfuerzo para desarrollar las destrezas en los dos idiomas usando los recursos de lenguaje disponibles dentro y fuera de la institución. El convertirse en un profesional bilingüe es un proceso complejo y exigente. Cada taller requiere un promedio de diez (10) horas de preparación y en ocasiones requiere más para poder tener éxito lingüístico y académico.
3. La asistencia a todos los talleres es obligatoria. El estudiante que se ausente al taller deberá presentar una excusa razonable al facilitador. El facilitador evaluará

si la ausencia es justificada y decidirá como el estudiante repondrá el trabajo perdido, de ser necesario. El facilitador puede elegir una de estas dos alternativas: (a) permitirle al estudiante reponer el trabajo o (b) asignarle trabajo adicional además del trabajo que el estudiante tenga que reponer.

Toda tarea a ser completada antes del taller deberá ser entregada en la fecha asignada. El facilitador ajustará la nota de las tareas repuestas.

4. **Si un estudiante se ausenta a más de un taller el facilitador tendrá las siguientes opciones:**
    a. **Si es a dos talleres, el facilitador reducirá la nota existente en un grado.**
    b. **Si el estudiante se ausenta a tres talleres, el facilitador reducirá la nota existente en dos grados.**

5. La asistencia y participación en actividades en la clase y presentaciones orales es extremadamente importante pues éstas no se pueden reponer. Si el estudiante provee una excusa válida y verificable, el facilitador determinará una actividad equivalente a evaluar que sustituya la misma. Esta actividad deberá incluir el mismo contenido y componentes del lenguaje como la presentación oral o actividad que requiera repuesta.
6. En actividades grupales, el grupo será evaluado por su trabajo final. Sin embargo, cada miembro de grupo deberá participar y cooperar para lograr un trabajo de excelencia. Los estudiantes también recibirán una calificación individual.
7. Se espera que todo trabajo escrito sea de la autoría de cada estudiante y no plagiado. Se requiere que todo trabajo sometido al facilitador cumpla con las

reglas para citar apropiadamente o que esté parafraseado y citado dando crédito al autor. Todo estudiante debe ser el autor de su propio trabajo. Todo trabajo que sea plagiado, copiado o presente trazos del trabajo de otro estudiante o autor será calificado con cero**.** El servicio de **SafeAssign ™ de Blackboard** será utilizado por los facilitadores para verificar la autoría de los trabajos escritos de los estudiantes. Es responsabilidad del estudiante de leer la política de plagio de su universidad. Si usted es estudiante de UT, deberá leer la Sección 11.1 del Manual del Estudiante. Si es estudiante de UMET y UT, refiérase al Capítulo 13, secciones 36 y 36.1 de los respectivos manuales.

Se espera un comportamiento ético en todas las actividades del curso. Esto implica que TODOS los trabajos tienen que ser originales y que para toda referencia utilizada deberá indicarse la fuente, bien sea mediante citas o bibliografía utilizando el estilo APA, versión 6. No se tolerará el plagio y, en caso de que se detecte casos del mismo, el estudiante se expone a recibir cero en el trabajo y a ser referido al Comité de Disciplina de la institución. Los estudiantes deben observar aquellas prácticas dirigidas para evitar incurrir en el plagio de documentos y trabajos pues va en contra de la ética profesional.

8. Para el facilitador poder hacer cambios a las actividades del módulo o guía de estudio, deberá ser aprobado por el Director de Facultad y Currículo antes de la primera clase. Es requisito que el facilitador discuta y entregue una copia de los cambios a los estudiantes al principio del primer taller.
9. El facilitador establecerá los medios para contactar a los estudiantes proveyendo su **correo electrónico de SUAGM**, teléfonos, día y horario disponibles.

10. El uso de celulares está prohibido durante las sesiones de clase; de haber una necesidad, deberá permanecer en vibración o en silencio.
11. La visita de niños y parientes no registrados en el curso no está permitida en el salón de clases.
12. Todo estudiante está sujeto a las políticas y normas de conducta y comportamiento que rigen al SUAGM, al curso y a un adulto profesional.

Nota: Si por alguna razón no puede acceder a las direcciones electrónicas ofrecidas en el módulo, notifique al facilitador pero no se limite a ellas. Existen otros motores de búsqueda y sitios Web que podrá utilizar para la búsqueda de la información deseada. Algunos de éstos son:

- www.google.com
- www.ask.com
- www.pregunta.com
- www.findarticles.com
- www.bibliotecavirtualut.suagm.edu
- www.eric.ed.gov/
- www.flelibrary.org/
- http://www.apastyle.org/

Para comprar o alquilar libros de texto o referencias nuevas o usadas puede visitar:

- http://www.chegg.com/ (alquiler)
- http://www.bookswim.com/ (alquiler)
- http://www.allbookstores.com/ (compra)
- http://www.alibris.com/ (compra)

Éstos son sólo algunas de las muchas compañías donde puede comprar o alquilar libros. El facilitador puede realizar cambios a las direcciones electrónicas y/o añadir otras de índole profesional y que contengan las investigaciones más recientes del tópico del módulo, de ser necesario.

CUMPLIMIENTO DE LA LEY DE INVESTIGACIÓN:

Si el facilitador o el estudiante requirieran o desearan hacer una investigación, o la administración de cuestionarios o entrevistas, éstos deberán referirse a las normas y procedimientos de la Oficina de Cumplimiento y solicitar su autorización. Para acceder a los formularios de la Oficina de Cumplimiento pueden visitar este enlace http://www.suagm.edu/ac_aa_re_ofi_formularios.asp y seleccionar los formularios que necesite. Además de los formularios el estudiante/facilitador podrá encontrar las instrucciones para la certificación de investigación en línea. Estas certificaciones incluyen: Institutional Review Board (IRB), Health Information Portability and Accountability Act (HIPAA), y Responsibility Conduct for Research Act (RCR).

Si el **facilitador o el estudiante** requirieran **o** desearán **una investigación o la administración de cuestionarios o entrevistas, éstos deberán referirse a las normas y procedimientos de la Oficina de Cumplimiento y solicitar su autorización. Para acceder a los formularios de la Oficina de Cumplimiento pueden visitar este enlace: http://www.suagm.edu/ac_aa_re_ofi_formularios.asp y seleccionar los formularios que necesite. Además de los formularios el estudiante/facilitador puede encontrar las instrucciones para la certificación de investigación en línea. Estas certificaciones incluyen: IRB Institutional Review Board (IRB), Health Information Portability**

and Accountability Act (HIPAA), y Responsibility Conduct for Research Act (RCR).

De tener alguna duda, favor de comunicarse con las Coordinadoras Institucionales o a la Oficina de Cumplimiento a los siguientes teléfonos**:**

Sra. Evelyn Rivera Sobrado, Directora Oficina de Cumplimiento

Tel. (787) 751-0178 Ext. 7196

Srta. Carmen Crespo, Coordinadora Institucional Cumplimiento – UMET

Tel. (787) 766-1717 Ext. 6366

Sra. Josefina Melgar, Coordinadora Institucional Cumplimiento – Turabo

Tel. (787) 743-7979 Ext.4126

Dra. Rebecca Cherry, Coordinadora Institucional Cumplimiento - UNE

Tel. (787) 257-7373 Ext. 3936

Filosofía y Metodología Educativa

Este curso está basado en la filosofía educativa del Constructivismo. El Constructivismo es una filosofía de aprendizaje fundamentada en la premisa, de que, reflexionando a través de nuestras experiencias, podemos construir nuestro propio entendimiento sobre el mundo en el que vivimos.

Cada uno de nosotros genera sus propias "reglas" y "*modelos mentales*" que utilizamos para darle sentido a nuestras experiencias. Aprender, por lo tanto, es simplemente el proceso de ajustar nuestros modelos mentales para poder entender nuevas experiencias. Como facilitadores, nuestro enfoque es el de mantener una conexión entre los hechos con las experiencias y fomentar un nuevo entendimiento en los estudiantes. También, intentamos adaptar nuestras estrategias de enseñanza a las respuestas de nuestros

estudiantes y motivar a los mismos a analizar, interpretar, predecir información y aplicarla a la vida diaria.

PRINCIPIOS DEL CONSTRUCTIVISMO:

1. El aprendizaje es una búsqueda de significados. Por lo tanto, el aprendizaje debe comenzar con situaciones en las cuales los estudiantes estén buscando activamente construir un significado.
2. Para construir "un significado" se requiere comprender todas las partes: globales y específicas ("from whole to parts"). Ambas partes deben entenderse en el contexto del todo. Por lo tanto, el proceso de aprendizaje se enfoca en los conceptos primarios en contexto y no en hechos aislados.
3. Para enseñar bien, debemos entender los modelos mentales que los estudiantes utilizan para percibir el mundo y las presunciones que ellos hacen para apoyar dichos modelos.
4. El propósito del aprendizaje, es para un individuo, el construir su propio significado, y no sólo el memorizar las respuestas "correctas" y repetir el significado de otra persona. Como la educación es intrínsecamente interdisciplinaria, la única forma válida para asegurar el aprendizaje es hacer de la evaluación
5. parte esencial de dicho proceso, asegurando de que ésta provea a los estudiantes con información sobre la calidad de su aprendizaje.
6. La evaluación debe servir como una herramienta de auto-análisis.
7. Proveer herramientas y ambientes que ayuden a los estudiantes a interpretar las múltiples perspectivas que existen en el mundo.
8. El aprendizaje debe ser controlado internamente y analizado por el estudiante.

STUDY GUIDE

Course Title: Neurosciences of Learning

Code: SPED 300

Credits: 3

Time Length: Five weeks

Pre-requisite: None

Description: Introduction to the study of the most recent research about neuroscientific phenomena that have bearing on learning. Analysis of the close links between the brain function and learning of the typical and special needs student. Emphasis on research, observation, literature review, and responsible use of technology.

General Content Objectives:

1. Assess the foundational notions of neurosciences as the new paradigm that promotes the rethinking of the teaching-learning process.
2. Estimate the importance of the knowledge of the biological foundations and the functional organization of the brain from the structure to the neurochemistry.
3. Value the importance of the scientific knowledge of how learning occurs considering the basic and superior functions such as language, perception, attention, memory, etc.
4. Evaluate the importance of emotions, meanings, motivation, etc., for the achievement of learning with understanding and with impact on planning and school curriculum.
5. Contextualize the findings of neurosciences, from the processes to typologies, in the mainstream and special education classrooms.

General Language Objectives: (To be added next to each language domain.

By the end of the course, students will:

1. Listening: Validate the application of the neurosciences of learning into the teaching-learning process by means of formal presentations.
2. Speaking: Debate the impact of neurosciences of learning in the mainstream and special education classroom through cooperative groups.
3. Reading: Analyze the most recent research on the neurosciences of learning and their impact on the teaching-learning process.
4. Writing: Compose formal documents on the neurosciences of learning.

Next Generation Sunshine State Standards:

CONTENT AREA: Language Arts

- **STANDARD # RLK 10:** READING: LITERATURE: The students will actively engage in group reading activities with purpose and understanding.
- **STANDARD # 3.7.** Conduct short research projects that build knowledge about a topic.

ESOL Performance Standards:

DOMAIN 2: Language and Literacy:

STANDARD 3: Second Language Literacy Development

PERFORMANCE INDICATORS:

2.3.a. Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.

DOMAIN 4: ESOL Curriculum and Materials Development

STANDARD 1: Planning for Standards-Based Instruction of ELLs

PERFORMANCE INDICATORS:

4.1.b. Creative, supportive, and accepting, student-centered classroom environments.

NOTA: Las asignaciones y actividades del módulo deben reflejar los estándares y los indicadores de ejecución.

Florida Educator Accomplished Practices:

(b) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

- Aligns instruction with state-adopted standards at the appropriate level of instruction;
- Sequences lessons and concepts to ensure coherence and required prior knowledge;
- Designs instruction for students to achieve mastery.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- Organizes, allocates, and manages the resources of time, space, and attention;
- Maintains a climate of openness, inquiry, fairness, and support;

- Adapts the learning environment to accommodate the differing needs and diversity of students.

Reading Competencies:

COMPETENCY #4: Foundations of differentiation

PERFORMANCE INDICATOR:

4.3. Identify language acquisition characteristics of learners from mainstream students, students with exceptional needs, and diverse populations.

4.4. Identify stages of reading development for diverse learners, including mainstream students, LEP students, and students with disabilities in reading.

4.5. Identify common difficulties in development of each of the major reading components.

4.6. Understand specific appropriate reading instructional accommodations for students with special needs and LEP students.

4.7. Identify principles of differentiating instruction for all students in mainstream classes, including students with disabilities in reading, and LEP students.

NOTE: Activities and assignments in the instructional module must be aligned with the competency and performance indicators.

E-Lab (Language Lab) Requirements (*Tell Me More, Net Tutor, Wimba Voice, Virtual Library, & Voice E-mail.)*

- **Language Lab Minimum Requirement**: Students must demonstrate that they have complied with 20 hours of language lab or e-lab usage for each language

(English and Spanish) per course. This equates to the use of the language lab or e-lab for **two hours weekly** for each language per course. The facilitator may require a higher number of hours for language lab practice based on the language needs for listening, speaking, reading, and writing skills in either or both languages. **The total amount of language lab or e-lab hours is integrated in the activities for each workshop in the module.**

Description of the Evaluation Process:

Criteria	Workshop	Appendix	Score
Attendance and participation	1-5		10%
Expository/Critique essay	1-5	C	15%
Round-table discussion	2,5	D	10%
Discussion board	1,2,3	E	10%
Group discussion	1-5	F	5%
Thinking circles	2	G	5%
Clinical experience project: Written report	3	H,I,J	10%
Clinical experience project: Oral presentation	3	K	10%
Demostration	4	L	5%
Portfolio	3,5	See manual	10%
Final exam	5		10%
Total			100%

Attendance

Attendance is mandatory in every workshop. Self-reflections must be sent to the facilitator via e-mail as the evidence of your attendance and participation in the weekly workshops. Students will discuss any situation with the facilitator.

Expository/Critique Essays

Students will write an expository essay in Workshops 1, 2, 3, and 5. A critique essay will be written in workshop 4. Refer to appendix C for the rubric of this activity.

Round-Table Discussion

Students will participate in two round-table discussions: Workshops 2 and 5. Refer to appendix D for the rubric of this activity.

Discussion Board

Students will participate in three Discussion Boards on line through Blackboard in Workshops 1, 2, and 3. Refer to appendix E for the rubric of this activity.

Group Discussion

Students will participate in group discussions across all workshops. Refer to appendix F for the rubric of this activity.

Thinking Circles

Students will compare and contrast the concepts of heredity and environment through an activity known as *Thinking Circles*. Refer to appendix G for the rubric of this activity.

Clinical School Experience description: Visit an educational institution where exceptional students receive educational services and write a report on the following information:

- Date of the visit
- Name and position of the person you interviewed and the classroom teachers you visited
- Signatures of people involved in the visit
- Description of the place: Name of the institution, address, and phone number

- Population served: age range and special needs
- Services offered at the institution
- Summary of the observation(s)
- Match your observations with the course content

Students must demonstrate that they have complied with the minimum requirement of eight hours at the educational institution. Students are required to use the Observation Tool and the Report Template provided in appendixes H and I. In Workshop Three, students will perform a brief oral presentation of their experiences in the project. Refer to appendix J for the rubric of the written report and appendix K for the rubric of the oral presentation.

Demonstration

Students will demonstrate how to construct meaning in Workshop Four. Refer to appendix L for the rubric of this activity.

Digital Portfolio: Each student must prepare a digital portfolio. Prior to the first workshop, the facilitator must upload the last edition of the official *Digital Performance Portfolio Assessment Manual* to Blackboard. During the first workshop, the facilitator must discuss in detail the process and expectations of the use of the digital portfolio to demonstrate linguistic and academic progress to achieve the goal of becoming a dual language professional.

Grading Scale:

The following grading scale will be applied in this course:

100 – 90%	A
89 – 80%	B
79 – 70%	C

69 – 60% D

59 – 0% F

Other:

Requirements for the Use of APA (version 6) for Citations of Textbooks

For Recommended Texts and Resources, Use APA style version 6. Include at least **ONE** e-book from the Virtual Library at http://bibliotecavirtualut.suagm.edu/

Textbooks must have a publication date of no more than 5 years as required by the Florida Commission of Independent Learning.

Book(s)

Banich, M., & Compton, R. (2011). *Cognitive neuroscience*. (3rd ed.). Belmont, CA: Cengage Wadsworth. ISBN: 0840032986. Estimated price: $166.00

Berko, J., & Bernstein, N. (2009). *The development of language*. (7th ed.). Boston, MA: Pearson. ISBN: 0-205-59303-8. Estimated price: $60.00

Fischer, K., & Immordino-Yang, M. (2008). *The Jossey-Bass reader on the brain and learning*. San Francisco, CA: John Wiley & Sons, Inc. ISBN: 978-0-7879-6241-8. Estimated price: $39.00

Hallahan, D., Kauffman, J., & Pullen, P. (2012). *Exceptional learners: An introduction to special education*. (12th ed.). Boston, MA: Merrill Publishers. ISBN: 0137033702. Estimated price: $146.00

Jensen, E. (2008). *Brain-based learning*. (2nd ed.). San Diego, CA: Corwin. ISBN: 9781412962568. Estimated price: $40.00

Sousa, D. (2011). *How the brain learns*. (4th ed.). USA: Corwin. ISBN: 9781412997973. Estimated price: $45.00

Sousa, D. (2011). *How the ELL brain learns*. USA: Corwin. ISBN: 9781412988346. Estimated price: $41.00

E-Book (s)

Sousa, D. (2010). *Mind, brain, and education: Neuroscience implications for the classroom*. (Kindle edition). Bloomington, IN: Solution Tree Press. ISBN: 1935249630. Estimated price: $20.34

Description of Course Policies

1. This course follows the ***Sistema Universitario Ana G. Méndez, Inc. Discipline-Based Dual Language Immersion Model®*** designed to promote each student's development as a Dual Language Professional. Workshops will be facilitated in either English or Spanish, strictly using the 50/50 model. This means that each workshop will be conducted entirely in the language specified for the workshop. The language used in each workshop needs to be alternated to insure that 50% of the course is conducted in English and 50% in Spanish. To maintain this balance, the course module will indicate that both languages **must** be used during the fifth workshop, dividing the workshop activities between the two languages. **The first two hours will be in Spanish and the last two hours in English**. 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 and dual language format. This requires that students prepare in advance for each workshop according to the course module. Students must be structured, organized, committed, and focused to ensure linguistic and academic success. In order to achieve proficiency expectations in English and in Spanish, the student must strive to take advantage of all language resources in the university and in their community since becoming a dual language professional is a complex and challenging task. Each workshop requires an average of ten hours of preparation, but could require more.
3. Attendance to all class sessions is mandatory. A student who is absent to a workshop must present a reasonable excuse to the facilitator who in turn will evaluate the reason

for the absence. If it is justified, the facilitator will 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/or 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 level based on the student's existing grade.**
    b. **If the student misses three workshops, the facilitator may lower two grade levels based on the student's 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 learning activities, the group will be assessed for their final work as a group. However, each member will have to collaborate to assure the success of the group. Students will also receive an individual grade for their work.

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**. SafeAssign™, a Blackboard plagiarism deterrent service, will be used by the facilitators to verify students' ownership of written assignments**. It is the student's responsibility to read the university's plagiarism policy. If you are a UT student, read Section 11.1 of the Student Manual, and if you belong to UMET or UNE, refer to Chapter 13, Sections 36 and 36.1 of the respective manuals.
   Ethical behavior is expected from the students in all course related activities. This means that ALL papers submitted by the student must be original work, and that all references used will be properly cited or mentioned in the bibliography. Plagiarism will not be tolerated and, in case of detecting an incidence, the student will obtain a zero in the assignment or activity and could be referred to the Discipline Committee.
8. In order for the Facilitator to make changes to activities and the study guide, the Faculty and Curriculum Director must approve such changes before the first day of class. The Facilitator must discuss the approved changes with students in the first class workshop. A written copy of the changes must also be provided to students at the beginning of the first workshop.
9. The facilitator will establish a means of contacting students by providing the SUAGM e-mail address, phone number, hours to be contacted, and days available.

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 in the classrooms.
12. All students are subject to the policies regarding behavior at 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, notify the facilitator immediately but 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
- www.ask.com
- www.pregunta.com
- www.findarticles.com
- www.bibliotecavirtualut.suagm.edu
- www.eric.ed.gov/
- www.flelibrary.org/
- http://www.apastyle.org/

To buy or rent new or used textbooks or references you can visit:

- http://www.chegg.com/ (rent)
- http://www.bookswim.com/ (rent)
- http://www.allbookstores.com/ (buy)
- http://www.alibris.com/ (buy)

The facilitator may make changes or add additional challenging, research-based, and professional educational Web Resources, if deemed necessary to reflect current trends in the course topics.

RESEARCH LAW COMPLIANCE REQUIREMENT:

If the facilitator or the student is required, or wants to perform a research, or needs to administer a questionnaire or an interview individuals, he/she must comply with the norms and procedures of the Institutional Review Board Office (IRB) and ask for authorization. To access the forms from the IRB Office or for additional information, visit the following link: http://www.suagm.edu/ac_aa_re_ofi_formularios.asp and select the forms needed. Furthermore, in this Web site the student/facilitator will find instructions for several online certifications related to IRB processes. These certifications include: IRB Institutional Review Board, Health Information Portability and Accountability Act (HIPAA), and the Responsibility Conduct for Research Act (RCR).

If you have any questions, please contact the following institutional coordinators:

Mrs. Evelyn Rivera Sobrado, Director of IRB Office (PR)

Tel. (787) 751-0178 Ext. 7196

Miss. Carmen Crespo, IRB Institutional Coordinator– UMET

Tel. (787) 766-1717 Ext. 6366

Sra. Josefina Melgar, IRB Institutional Coordinator – Turabo

Tel. (787) 743-7979 Ext.4126

Rebecca Cherry, Ph.D., IRB Institutional Coordinator - UNE

Tel. (787) 257-7373 Ext. 3936

Teaching Philosophy and Methodology

The activities for the course reflect the educational philosophy of Constructivism. Constructivism is an educational philosophy 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.

One of the main goals facilitators have is assisting students in making connections between their prior knowledge of facts, and fostering new understanding that is relevant to real live experiences. We will also attempt to tailor our teaching strategies to student responses and encourage students to analyze, interpret, and predict information.

CONSTRUCTIVISM GUIDING PRINCIPLES:

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". The "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 ***assessment*** part of the learning process, thus ensuring that 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.

TALLER UNO

Objetivos específicos de contenido: Al finalizar el curso, los estudiantes:

1. Definirán la terminología especializada relacionada a las neurociencias del aprendizaje.
2. Analizarán las teorías de aprendizaje existentes y su trasfondo histórico.
3. Evaluarán las aportaciones teóricas de las neurociencias en el proceso de enseñanza-aprendizaje.
4. Identificarán los fundamentos biológicos y la organización funcional del cerebro.

Objetivos específicos de lenguaje

Al finalizar el curso, los estudiantes:

1. **Escuchar**: Repensarán la enseñanza basada en las neurociencias del aprendizaje como un nuevo paradigma.
2. **Hablar**: Debatirán las aportaciones de las neurociencias en el proceso de enseñanza-aprendizaje a través de discusiones grupales.
3. **Leer**: Resumirán información científica sobre los fundamentos biológicos y la organización funcional del cerebro.
4. **Escribir**: Redactarán un ensayo expositivo sobre las aportaciones teóricas de las neurociencias en el proceso de enseñanza-aprendizaje.

Enlaces electrónicos: (Tiene que tener por lo menos 5 enlaces en español. No utilice Wikipedia, Monografias.com u otros recursos no confiables.)

Biblioteca Virtual

http://bibliotecavirtualut.suagm.edu/

APA

http://www.suagm.edu/umet/biblioteca/pdf/guia_apa_6ta.pdf

http://www.slideshare.net/myrrodriguez/manual-estilo-apa-6ta-edicin

Teorías de aprendizaje

http://www.slideshare.net/wiesco/teorias-del-aprendizaje-312461

http://www.educarchile.cl/web_wizzard/ver_home.asp?id_proyecto=3

http://www.usask.ca/education/coursework/802papers/mergel/espanol.pdf

http://educacion.idoneos.com/index.php/Teor%C3%ADas_del_aprendizaje

http://sensei.lsi.uned.es/~miguel/tesis/node14.html

Aportes de las neurociencias

http://www.slideshare.net/DiegoVillada/n-e-u-r-o-a-p-r-e-n-d-i-z-a-j-e

http://webdeptos.uma.es/psicoev/Profesores/Romero/Doc1011/NEUROCIENCIA%20Y%20EDUCACION.pdf

http://www.slideshare.net/maritzagudino/neuroaprendizaje-aportes-actuales-de-la-neurociencia-al-aprendizajeurociencia

http://issuu.com/pedrortizc/docs/aportes_de_la_neurociencia_a__educacion

http://portal.educ.ar/debates/eid/docenteshoy/debates/la-educacion-y-los-nuevos-apor.php

Fundamentos biológicos y la organización funcional del cerebro

http://www.uhu.es/francisco.cordoba/asignaturas/FBAM/TEMAS%20PDF/7-PLASTICIDAD.pdf

http://www.piie.cl/piie/phocadownload/Terapia-Floral/Neurociencia-Aprendizaje/FundamentosBiologicosAprendizaje.pdf

Asignaciones antes del taller:

1. Lea los enlaces electrónicos recomendados y otros materiales de referencia para la discusión en clase. Lea cuidadosamente el contenido de este taller establecido por los objetivos específicos y las matrices valorativas que se utilizarán para evaluar su conocimiento, participación y habilidades lingüísticas.
2. Investigue los siguientes conceptos en la red electrónica y elabore un glosario con el vocabulario clave de la lección utilizando tarjetas (refiérase al anejo A para mayores detalles) (laboratorio electrónico).
3. Analice el siguiente video ubicado en http://www.youtube.com/watch?v=DJ-NNWi2-0M&feature=relmfu y complete las siguientes actividades:
    a. Elabore un organizador gráfico con información relevante a cada teoría del aprendizaje.
    b. Construya una tabla comparativa de las teorías del aprendizaje.
4. Elabore un bosquejo con la información relacionada a las teorías de aprendizaje para ser utilizado en una actividad de discusión grupal conocida como Phillips 6-6 (anejo B).
5. Elabore un mapa conceptual que muestre la definición de la neurociencia como un nuevo paradigma y su impacto en el proceso de enseñanza-aprendizaje.
6. Diseñe una ilustración que describa el cerebro humano, sus partes y sus funciones.
7. **Laboratorio de Idiomas/Laboratorio Electrónico:** Tome el examen de ubicación de idiomas del programa TELL ME MORE y realice los ejercicios interactivos en el Laboratorio de idiomas de acuerdo al nivel de inglés y de español que Ud. haya recibido. Entregue el formulario del Laboratorio de Idiomas

firmado asegurando que Ud. ha hecho los ejercicios asignados a su nivel por semana.

Vocabulario <u>clave</u> de la lección: (Debe reflejar los objetivos y conceptos claves del taller.)

1. Aprendizaje
2. Cerebelo
3. Cerebro
4. Cuerpo calloso
5. Fórnix
6. Glándula pituitaria
7. Lóbulo frontal
8. Hipocampo
9. Hipotálamo
10. Neurociencia
11. Neuronas
12. Neurotransmisores
13. Paradigma
14. Sinapsis
15. Tálamo
16. Teorías de aprendizaje

Lista de materiales suplementarios para el taller:

1. Organizador gráfico KWL
2. Tarjetas
3. Organizador gráfico
4. Tabla comparativa
5. Bosquejo
6. Mapa conceptual
7. Ilustración del cerebro humano
8. Blackboard
9. Video

Componentes de SIOP (Sheltered-Instruction Observation Protocol): Coloque una marca de cotejo (√) en la (__) en todas las estrategias por componente que se usarán en el taller.

A. **Preparation**
___ Adaptation of Content
_X__ Links to Background Knowledge
_X__ Links to Past Learning
_X__ Strategies Incorporated

CALLA Strategies
(Cognitive Academic Language Learning Approach)
_X__ Cognitive
_X__ Meta-cognitive
_X__ Social/Affective

C. **Grouping Options**
_X__ Whole Class
_X__ Small Groups
___ Partners
_X__ Independent Work

B. **Scaffolding**
___ Modeling
___ Guided Practice
_X__ Independent Practice
_X__ Comprehensible Input
___ Modeling

D. **Integration of Processes**
_X__ Listening
_X__ Speaking
_X__ Reading
_X__ Writing

E. **Application**
_X__ Hands-on
_X__ Meaningful/Relevant
_X__ Rigorous
_X__ Link to Objectives
_X__ Promote Engagement

Actividades integradas:

1. El facilitador realizará un ejercicio rompe hielo para que el grupo se conozca.
2. El facilitador discutirá los objetivos y la evaluación del curso. Asimismo, explicará y aclarará las dudas sobre el curso, el módulo y su uso.
3. El facilitador invitará a los estudiantes a completar las dos primeras columnas del organizador gráfico K-W-L sobre su conocimiento existente y lo que desean saber sobre el tema de aprendizaje de este taller.

4. Los estudiantes participarán en un juego denominado *Jeopardy* para repasar las palabras del vocabulario clave de la lección. Los estudiantes podrán repasar el vocabulario clave utilizando sus tarjetas con las definiciones correspondientes antes de participar en el juego.
5. Los estudiantes se sentarán en círculo en el centro de la sala de clase para analizar el contenido del video acerca de las teorías de aprendizaje y tomarán apuntes de lo discutido. Para esta discusión de grupo completo, los estudiantes podrán utilizar sus organizadores gráficos y sus tablas comparativas (anejo F).
6. El facilitador proporcionará un bosquejo de las teorías de aprendizaje a través de una presentación de diapositivas (PowerPoint).
7. Usando la estrategia de discusión conocida como Phillips 6-6 (anejo B), los estudiantes discutirán las teorías de aprendizaje y compartirán esta información con toda la clase. Los estudiantes utilizarán sus bosquejos de las teorías de aprendizaje para guiar su discusión.
8. En pares, los estudiantes analizarán la definición de las neurociencias como un nuevo paradigma y explicarán sus mapas conceptuales a la clase. El facilitador aclarará cualquier duda sobre el tema.
9. El facilitador presentará la definición de las neurociencias como un nuevo paradigma y compararán esta definición con la que elaboraron los estudiantes.
10. En grupos pequeños, los estudiantes participarán en una actividad de *Torbellino de Ideas* para explorar el aporte teórico de las neurociencias en el proceso de enseñanza-aprendizaje. El facilitador guiará esta actividad y validará la información.

11. Individualmente, los estudiantes redactarán un ensayo expositivo sobre el aporte teórico de las neurociencias en el proceso de enseñanza-aprendizaje. Este ensayo se entregará al inicio del Taller Dos (anejo C).
12. Los estudiantes participarán en un Foro de Discusión en Blackboard. El facilitador colocará un artículo de base científica sobre cualquier tema estudiado de este taller en la plataforma Blackboard. Los estudiantes deberán leer el artículo antes de participar en el foro. Luego, el facilitador elaborará algunas preguntas relacionadas a la lectura que los estudiantes deberán responder y comentar sobre las respuestas de dos de sus compañeros. El Foro de Discusión permanecerá abierto en Blackboard por cinco días consecutivos (anejo E).
13. El facilitador presentará una gráfica del cerebro humano a través de una presentación de diapositivas. Luego, pedirá a los estudiantes compartir la información recopilada en sus ilustraciones preparadas para este taller sobre cada una de las partes del cerebro y cómo éstas impactan en el aprendizaje.
14. Los estudiantes empezarán a trabajar en sus portafolios digitales según el *Manual de Portafolio Digital* compartido por el facilitador.
15. Los estudiantes completarán la tercera columna del organizador gráfico KWL con información de lo aprendido en este taller y compartirán sus experiencias de aprendizaje en un círculo de discusión.
16. Los estudiantes empezarán a trabajar con el programa computarizado TELL ME MORE y acumularán por lo mínimo 20 horas de uso del programa durante el curso.

Evaluación: (**DIFERENCIADO POR LOS NIVELES DE DOMINIO DE UN SEGUNDO IDIOMA**)

1. **Individual**: Los estudiantes redactarán su diario reflexivo acerca del contenido del taller. Referirse al manual del portafolio digital.
2. **Grupal**: Los estudiantes participarán en un foro de discusión en Blackboard acerca de un tema estudiado en este taller.
3. **Escrito**: Los estudiantes redactarán un ensayo expositivo sobre el aporte teórico de las neurociencias en el proceso de enseñanza-aprendizaje.
4. **Oral/Auditivo**: Los estudiantes analizarán las teorías de aprendizaje utilizando la técnica de discusión conocida como Phillips 6-6.

Cierre del taller: (Actividades para determinar si todos los estudiantes lograron los objetivos del taller.)

1. **Individual**: Los estudiantes participarán en una actividad denominada "Saquen el boleto," en la cual tendrán la oportunidad de resumir lo que han aprendido en este taller, reflexionar sobre qué significa para ellos lo aprendido, relacionarlo con lo que saben, considerar cómo aplicarlo y pensar qué esperan aprender en el taller próximo.
2. **Grupal**: Los estudiantes prepararán un programa noticioso informando lo que aprendieron en este taller.

WORKSHOP TWO

Specific Content Objectives:

At the end of the workshop, students will:

1. Define the specialized terminology related to the neurosciences of learning.
2. Describe types and stages of learning, brain plasticity, and intelligence.
3. Differentiate heredity and environment in learning.
4. Explain the process of learning based on the neurosciences.
5. Analyze the development of language and its disorders.

Specific Language Objectives: (Must include one objective for each language arts domain listed below. Please, erase everything that is highlighted. These are guidelines to help you.)

At the end of the workshop, students will:

1. **Listening**: Be attentive to the types and stages of learning by means of formal presentations.
2. **Speaking**: Discuss how learning occurs under the perspective of the neurosciences.
3. **Reading**: Analyze the research-based literature on the process of learning based on the neurosciences.
4. **Writing**: Write an expository paper on the development of language.

Electronic Links (URLs):

Biblioteca Virtual

http://bibliotecavirtualut.suagm.edu/

APA

http://www.apastyle.org/

http://owl.english.purdue.edu/owl/resource/560/01/

Types and stages of learning

http://www.ldpride.net/learningstyles.MI.htm

http://www.washington.edu/doit/TeamN/types.html

http://www4.uwsp.edu/education/lwilson/learning/typesofl.htm

http://faculty.washington.edu/chudler/plast.html

http://www.studygs.net/metacognition.htm

Brain-compatible learning

http://www.greenteacher.com/articles/McGeehan.pdf

http://www4.uwsp.edu/education/lwilson/brain/bboverview.htm

Plasticity and intelligence

http://oxford-brookes.ac.uk/schools/education/rescon/ocnef/CWSE_26_1_02lores.pdf

http://www.dnalc.org/view/839-Plasticity-and-Intelligence.html

http://psicommunications.com/brain-plasticity

http://theutscmessenger.com/?p=4641

Heredity and environment

http://www.education.com/reference/article/effects-heredity-environment-intelligence/

http://genealogy.about.com/cs/geneticgenealogy/a/nature_nurture.htm

Language development

http://www.asha.org/public/speech/development/

http://childdevelopmentinfo.com/child-development/language_development.shtml

Language disorders

http://www.asha.org/public/speech/disorders/

http://nichcy.org/disability/specific/speechlanguage

http://www.aphasia.org/

http://www.nidcd.nih.gov/health/voice/pages/aphasia.aspx

Assignments before the Workshop:

1. Search for the definitions of the key core vocabulary words on the Internet and other printed resources (appendix A). Prepare index cards with definitions of every word of your choice (e-lab activity).
2. Prepare a brief PowerPoint presentation (no longer than 10 slides) on types and stages of learning.
3. Compare and contrast heredity vs. environment in learning by means of a Venn diagram. Be prepared to explain the diagram and answer questions.
4. Develop a flowchart to illustrate the process of learning under the perspective of the neurosciences and be prepared to participate in a round table discussion.
5. Watch the following videos and take notes
    a. Language Development in Children

       http://www.youtube.com/watch?v=M1ROt5eHBww
    b. Speech and language disorders

       http://www.youtube.com/watch?v=Z6Zf_-npn2s

    Complete the following activities:

    - Build a timeline indicating all the milestones of language development.
    - Design a comparative chart with the distinctive features of speech vs. language disorders.

- Search for detailed information on Wernicke's aphasia and Broca's aphasia and write it down on index cards.
- Design a three-fold pamphlet to inform parents about language disorders.

6. **Language Lab/E-Lab:** Complete the corresponding interactive exercises in the Language Lab. Submit Language Lab Completion form.

Key Core Vocabulary:

1. Aphasia
2. Brain plasticity
3. Broca's aphasia
4. Disorder
5. Environment
6. Heredity
7. Intelligence
8. Language
9. Language disorders
10. Learning
11. Learning environment
12. Nature
13. Nurture
14. Speech
15. Speech disorders
16. Wernicke's aphasia

List of Supplementary Materials for the Workshop:

1. Index cards
2. PowerPoint presentation
3. Venn diagram
4. Flowchart
5. Videos
6. Comparative chart
7. Three-fold pamphlet

8. Blackboard

9. Chart paper

SIOP Components - Place a checkmark (√) on the (___) for **ALL** strategies that will be used in the workshop.

A. **Preparation**
___ Adaptation of Content
_X__ Links to Background Knowledge
_X__ Links to Past Learning
_X__ Strategies Incorporated

CALLA Strategies
(Cognitive Academic Language Learning Approach)
_X__ Cognitive
_X__ Meta-cognitive
_X__ Social/Affective

C. **Grouping Options**
_X__ Whole Class
_X__ Small Groups
___ Partners
_X__ Independent Work

B. **Scaffolding**
___ Modeling
___ Guided Practice
_X__ Independent Practice
_X__ Comprehensible Input
___ Modeling

D. **Integration of Processes**
_X__ Listening
_X__ Speaking
_X__ Reading
_X__ Writing

E. **Application**
_X__ Hands-on
_X__ Meaningful/Relevant
_X__ Rigorous
_X__ Link to Objectives
_X__ Promote Engagement

Integrated Activities:

1. The facilitator will lead a review/preview activity of Workshop One.

2. Students will participate in an activity known as *Round-the-Clock Buddies* to review the key core vocabulary words they looked up. Students will use the index cards containing the word definitions. The facilitator will provide a copy of the

clock buddies for 16 “clock appointments” every 10 minutes and have students circulate among their classmates, making individual appointments with different “buddies.”

3. Using a PowerPoint presentation, the facilitator will outline the types and the stages of learning.
4. In small groups and using their PowerPoint presentations, students will discuss the types and the stages of learning in detail. The facilitator will clarify any questions.
5. Students will participate in a *Walk-A-Bout* activity to review the types and the stages of learning. The facilitator will post several chart papers on the walls and have students rotate in small groups around the chart papers to complete with information of types and stages of learning they remember. When the groups return to their starting point, they will share what their peers wrote on the paper. A class discussion will follow.
6. The facilitator will provide copies of a research-based article on the brain plasticity, intelligence, and learning environments. In a whole-group discussion circle, the facilitator will lead a formal conversation with students to analyze the readings.
7. Students will participate in a discussion activity known as *Thinking Circles*. Sudents will make two circles: When the inner circle begins talking about heredity, the outer circle students will wait for their turn to discuss the environment. Both circles will use their Venn diagrams during the discussion. The facilitator will clarify any questions (appendix G).

8. The facilitator will introduce the neuroscientific explanation of how individuals learn through a PowerPoint presentation.
9. In small groups, students will analyze their flowcharts on the neuroscientific explanation of the learning process. Then, groups will choose one "expert" on the topic to participate in a round-table discussion. The rest of the students will interact with the presenters by asking questions, making comments, or contributing with more information on the topic. The facilitator will be the moderator of the round-table discussion (appendix F).
10. Students will sit in a circle in the middle of the classroom to analyze the content of the videos watched prior to this workshop.
11. Students will make four teams to analyze the topic *Language Development and Disorders*. Team one will present the milestones of language development using a timeline. Team two will introduce the distinctive features of speech vs. language disorders. Team three will make a brief oral presentation on Wernicke's and Broca's aphasia using their index cards. Finally, team four will set up a display of three-fold pamphlets to inform parents about language disorders (appendix F).
12. The facilitator will introduce effective interventions for teaching students with language disorders by means of a PowerPoint presentation. A class discussion will follow.
13. In small groups, students will dramatize one stage of language development. The stage will be assigned by the facilitator in class. The rest of the class will take notes and participate in a question-and-answer session after each presentation.

14. Students will write an expository paper on the development of language. It will be sent to the facilitator via e-mail for feedback no later than two days prior to Workshop Three (appendix C).
15. Students will participate in an online Discussion Board on Blackboard. The facilitator will post a research-based reading on the topic of this workshop and have students read it prior to their participation in the discussion board. Then, the facilitator will post questions related to reading and have students answer the questions and comment on at least two of their peers' postings. The Discussion Board will be open for five consecutive days (appendix E).
16. Students will continue working on their digital portfolio following the *Digital Portfolio Assessment Manual*.
17. Students will continue working on TELL ME MORE..

Assessment: (DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS)

1. **Individual**: Students will write their self-reflection on the content of the workshop. They must refer to the *Digital Portfolio Assessment Manual* for a template of this activity.
2. **Group**: Students will participate in *Thinking Circles* to analyze heredity and environment and their impact in learning.
3. **Written**: Students will write an expository paper on the development of language.
4. **Oral**: Students will participate in a round-table discussion to analyze the neuroscientific explanation of how individuals learn.

Lesson Wrap-Up:

1. **Individual**: Students will participate in an activity known as *Autobiographical Reflections*. Students will limit their autobiographies to their experiences in this session. After writing their one-paragraph autobiographic reflections, students will share them with the class.
2. **Group**: Students will participate in an activity known as *Jigsaw*. The facilitator will develop a list of topics studied in this workshop and divide the information into parts/segments to facilitate learning/mastery. Either through teacher assignment or by interest areas, students will form groups charged with developing expertise on a particular topic then work in these expert groups to master the topic. They will also determine ways to help others learn the material, exploring possible explanations, examples, illustrations, and applications. After expert groups have developed their expertise and pedagogical strategies, students will move from their expert group to a new jigsaw group in which each student serves as the only expert on a specific topic studied this week. In jigsaw groups, experts teach the material and lead the discussion on their particular topic. Finally, students will return to their expert groups, debrief, and the whole class will reflect on the group discoveries in a closure activity.

TALLER TRES

Objetivos específicos de contenido: (Tiene que tener un mínimo de 3 objetivos específicos. Por favor, borre todo lo que está marcado en amarillo. Estas son guías para ayudarle.)

Al finalizar el taller, los estudiantes:

1. Definirán la terminología relacionada a las neurociencias del aprendizaje.
2. Describirán los mecanismos y las estructuras cerebrales relacionadas con la percepción.
3. Investigarán las vías, la química y los estados de la atención.
4. Analizarán el déficit de atención, el estrés y las opciones de su manejo en la sala de clase.
5. Identificarán las teorías, la anatomía y la química de la memoria así como las opciones de intervención en la enseñanza.

Objetivos específicos de lenguaje: (Tiene que tener un objetivo para cada área de las artes del lenguaje. Por favor, borre todo lo que está marcado en amarillo. Estas son guías para ayudarle.)

Al finalizar el taller, los estudiantes:

1. **Escuchar**: Evaluarán cómo se aprende desde una perspectiva de las neurociencias del aprendizaje a través de discusiones formales.
2. **Hablar**: Debatirán las opciones del manejo de la atención y del estrés en la sala de clase a través de discusiones formales.

3. **Leer**: Relacionarán el rol de la percepción, la atención, la imaginación, la conciencia y la memoria con el aprendizaje utilizando organizadores gráficos o bosquejos.
1. **Escribir**: Redactarán un ensayo expositivo para validar el impacto de la percepción, la atención, la conciencia y la memoria en el aprendizaje.

Enlaces electrónicos: (Tiene que tener por lo menos 5 enlaces en español. No utilice Wikipedia, Monografias.com u otros recursos no confiables.)

Biblioteca Virtual

http://bibliotecavirtualut.suagm.edu/

APA

http://www.suagm.edu/umet/biblioteca/pdf/guia_apa_6ta.pdf

http://www.slideshare.net/myrrodriguez/manual-estilo-apa-6ta-edicin

La percepción

http://www.um.es/docencia/pguardio/documentos/percepcion.pdf

http://www.javiermalonda.com/2010/12/los-mecanismos-de-la-percepcion/

http://www.sindioses.org/noticias/percepcion.html

http://www.ugr.es/~act/paper/06Correa_Rev_Cog06.pdf

La atención

http://www.psicopedagogia.com/atencion

http://enriquegbertranou.com.ar/media/docs/atencion_dividida/Ref.atenci%C3%B3n.pdf

http://www.elsiglodetorreon.com.mx/noticia/365156.cientificos-descubren-la-llave-quimica-de-la.html

El déficit de atención

http://www.imovo.com.mx/articulo.asp?id=29

http://www.psicopedagogia.com/deficit-de-atencion

http://www.editum.org/Deficit-De-Atencion-Tipos-Combinados-Y-Consejos-Para-Padres-p-786.html

La memoria

http://www.hipocampo.org/memoria.asp

http://www.scribd.com/doc/15737598/Modelos-de-Memoria-Estructurales-Procedurales-y-Recientes

http://www.slideshare.net/pedroortiz/memoria-y-aprendizajeppt

Asignaciones antes del taller: (Tiene que tener un mínimo de 3 a 5 asignaciones dependiendo del nivel de complejidad.)

1. Investigue las definiciones de las palabras del vocabulario clave del taller y elabore un glosario utilizando tarjetas (refiérase al anejo A para más detalles) (laboratorio electrónico).
2. Diseñe una tabla de dos columnas para analizar los mecanismos y las estructuras cerebrales de la percepción. Acompañe la tabla con una ilustración de las partes del cerebro humano que participan en la percepción.
3. Elabore un mapa conceptual que incluya las vías y la química de la atención así como los lóbulos frontales y los estados de atención.
4. Construya un afiche informando a la comunidad sobre el déficit de atención.
5. Redacte un plan de intervención para ayudar a los estudiantes que padecen de déficit de atención o a manejar el estrés en la sala de clases.
6. Observe los siguientes videos cuidadosamente y tome apuntes de su contenido:
    a. *Cerebro y Atención*

http://www.dailymotion.com/video/x7yp0h_cerebro-y-atencion_school

b. *Cerebro y Memoria*

http://www.dailymotion.com/video/x8mtyf_cerebro-y-memoria_school#rel-page-4

c. *Anatomía de la Memoria*

http://www.dailymotion.com/video/x6ht6l_anatomia-de-la-memoria_school

d. *Tipos de Memoria*

http://www.dailymotion.com/video/x9a6n3_tipos-de-memoria_school#

e. *Aprendizaje, Memoria y Cerebro*

http://www.dailymotion.com/video/x6nf1q_aprendizaje-memoria-y-cerebro_school#

Complete las siguientes actividades:

- Elabore un mapa conceptual del rol de la memoria en el aprendizaje.
- Diseñe una ilustración con las partes del cerebro humano que participan activamente en la memoria.
- Redacte por lo menos cinco preguntas para participar en una entrevista simulada con un experto de la memoria.
- Investigue las respuestas a sus preguntas en los libros de texto de este curso, en los enlaces electrónicos recomendados para este taller o en cualquier otro recurso virtual o impreso.

7. Realice una visita a una institución o lugar donde se educan a niños excepcionales y entregue un informe con la siguiente información:

- Fecha de la visita al lugar
- Nombre y posición de la persona que entrevistó
- Evidencia de la visita y firma de la persona
- Descripción del lugar: Nombre de la institución, dirección física y teléfono
- Población atendida en la institución
- Estrategias de enseñanza y procedimientos de evaluación
- Resumen de las observaciones
- Relacione sus observaciones con el contenido del curso

8. **Laboratorio de Idiomas/Laboratorio Electrónico:** Complete los ejercicios interactivos correspondientes del Laboratorio de Idiomas. Envíe el registro de haber completado las horas del laboratorio de idiomas.

Vocabulario <u>clave</u> de la lección: (Debe reflejar los objetivos y conceptos claves del taller.)

1. Atención
2. Conciencia
3. Déficit de atención
4. Estrés
5. Imaginación
6. Lóbulo frontal
7. Memoria
8. Percepción

Lista de materiales suplementarios para el taller:

1. Tarjetas
2. Tabla de dos columnas
3. Mapa conceptual
4. Afiche

5. Videos
6. Ilustración del cerebro humano
7. Blackboard

Componentes de SIOP

A. **Preparación**
___ Adaptación de Contenido
_X__ Enlaces al Conocimiento Previo
_X__ Enlaces al Aprendizaje Previo
_X__ Estrategias Incorporadas

Estrategias de CALLA
(Cognitive Academic Language Learning Approach)
_X__ Cognoscitivo
_X__ Meta-cognoscitivo
__X_ Socio/Afectivo

B. **Andamiaje**
___ Modelaje
___ Práctica Dirigida
_X__ Práctica Independiente
_X__ Instrucción Comprensible

B. **Andamiaje**

A. **Preparación**
___ Adaptación de Contenido
___ Enlaces al Conocimiento Previo
__X_ Enlaces al Aprendizaje Previo
___ Estrategias Incorporadas

D. **Integración del Proceso**
_X__ Escuchar
_X__ Hablar
_X__ Leer
_X__ EscribirD.

Integración del Proceso
_X__ Escuchar

C. **Opciones para Agrupamiento**
_X__ Grupo Completo
_X__ Grupos Pequeños
_X__ Pares
_X__ Trabajo Independiente
_X__ Trabajo Independiente

E. **Aplicación**
_X__ Actividades Dinámicas de Aplicación
_X__ Significativas y Relevantes
_X__ Rigurosas
_X__ Alineadas a los Objetivos
_X__ Promueven Participación

Actividades Integradas:

1. Los estudiantes repasarán el contenido del taller anterior usando la actividad llamada "Células de aprendizaje." Para esta actividad, los estudiantes desarrollarán preguntas acerca del taller anterior y luego trabajarán con un compañero, preguntando y respondiendo alternativamente sus preguntas.
2. Los estudiantes participarán en un juego conocido como *Memoria* para repasar las palabras del vocabulario clave del taller. Utilizando hojas de cartulina del tamaño de un cuaderno, el facilitador escribirá las definiciones y las palabras en diferentes piezas y formará un rompecabezas en el centro del salón de clase. Los estudiantes harán un círculo alrededor del rompecabezas y aparearán la palabra con la definición o viceversa. El estudiante que aparee la mayor cantidad de palabras con sus correspondientes definiciones será el ganador.
3. Utilizando sus tablas de dos columnas y sus ilustraciones de las partes del cerebro humano que participan en la percepción, la clase se dividirá en grupos de cuatro integrantes para discutir el tema: Los mecanismos y las estructuras cerebrales de la percepción. El estudiante A entrevistará al estudiante B y el estudiante C entrevistará al estudiante D en cada grupo por un tiempo breve. Luego, los estudiantes intercambiarán sus roles y se entrevistarán unos a otros por la misma cantidad de tiempo. Una vez que los grupos hayan terminado de entrevistarse, compartirán esta información con toda la clase.
4. El facilitador usará brevemente la técnica de la conferencia para presentar los mecanismos y las estructuras cerebrales de la percepción utilizando una presentación de diapositivas.

5. Los estudiantes tomarán parte de una actividad conocida como *Las Estaciones*. La clase se dividirá en tres grupos o estaciones para analizar los siguientes temas: la percepción, la atención y el déficit de atención. El facilitador colocará en cada estación un papel grande en la pared con una pregunta relacionada a cada uno de estos temas. Asimismo, el facilitador preparará algunas preguntas, fotocopiará algunos párrafos descriptivos cortos, seleccionará algunas fotos, elaborará y reproducirá una hoja de trabajo grupal que brinde las instrucciones y algunas preguntas adicionales. Los estudiantes recorrerán todas las estaciones hasta regresar nuevamente a su estación de origen. Cuando esto ocurra, cada estación podrá compartir con la clase toda la información recopilada durante esta actividad (anejo F).
6. El facilitador explicará las vías y la química de la atención, los lóbulos frontales y los estados de atención a través de una presentación de diapositivas.
7. En pares, los estudiantes repasarán las vías y la química de la atención, los lóbulos frontales y los estados de atención utilizando sus mapas conceptuales. Luego, los estudiantes compartirán sus mapas conceptuales con la clase. El facilitador aclarará cualquier duda sobre el tema.
8. El facilitador dirigirá una actividad conocida como *Torbellino de Ideas* para explorar todas las intervenciones posibles sobre la enseñanza de los niños con déficit de atención en la sala de clase. El facilitador escribirá, en una diapositiva, todas las ideas surgidas en esta actividad de manera que al final de la discusión, la clase tenga un listado de estas intervenciones.

9. Cada grupo escogerá una de las intervenciones escritas en la diapositiva o de sus planes de intervención preparados antes de este taller, creará un escenario propicio para implementar la intervención y demostrará la intervención en la sala de clase. Los estudiantes podrán interactuar con los presentadores después que se haya completado la demostración. El facilitador aclarará cualquier duda que surja durante esta actividad.
10. Los estudiantes prepararán una galería para mostrar sus afiches informando a la comunidad sobre el déficit de atención. Los estudiantes rotarán alrededor de los afiches y escribirán sus comentarios en notas auto adhesivas que serán colocadas alrededor de los afiches. Cuando todos los estudiantes hayan completado la rotación, el autor del afiche responderá a las preguntas y/o comentarios dejados por sus compañeros.
11. El facilitador presentará un bosquejo de la memoria y el cerebro humano utilizando la técnica de la conferencia auxiliado de recursos visuales.
12. La clase formará tres equipos de discusión y análisis. El primer equipo explicará un mapa conceptual del rol de la memoria en el aprendizaje. El segundo equipo compartirá y analizará sus ilustraciones de las partes del cerebro humano que participan activamente en la memoria. Finalmente, el tercer equipo simulará una entrevista con dos investigadores del tema de la memoria y su impacto en el proceso educativo según las neurociencias del aprendizaje. El facilitador aclarará cualquier duda que surja en estas actividades (anejo F).
13. Los estudiantes se sentarán en círculo en el centro del salón de clase para compartir sus experiencias clínicas escolares durante su visita a una institución

escolar donde se ofrezcan servicios educativos a niños excepcionales. Al final de esta actividad, cada estudiante deberá entregar el informe escrito de su visita al facilitador para su evaluación correspondiente (anejos H, I, J y K).

14. Los estudiantes participarán en un Foro de Discusión en Blackboard. El facilitador publicará un artículo de base científica sobre el déficit de atención y el estrés en la sala de clase. Los estudiantes deberán leer el artículo antes de participar en el foro. Luego, el facilitador publicará algunas preguntas relacionadas a la lectura que los estudiantes deberán responder y comentar sobre las respuestas de dos de sus compañeros. El Foro de Discusión permanecerá abierto en Blackboard por cinco días consecutivos (anejo E).
15. Cada estudiante redactará un ensayo expositivo en el cual explorarán el impacto de la percepción, la atención, la conciencia y la memoria en el proceso educativo según las neurociencias del aprendizaje. Esta tarea deberá entregarse al facilitador al inicio del Taller Cuatro (anejo C)
16. Los estudiantes continuarán trabajando en sus portafolios digitales según el *Manual de Portafolio Digital*.
17. Los estudiantes continuarán trabajando con TELL ME MORE hasta completar por lo menos 20 horas de trabajo con este programa durante este curso

Evaluación: (**DIFERENCIADO POR LOS NIVELES DE DOMINIO DE UN SEGUNDO IDIOMA**)

1. **Individual**: Los estudiantes redactarán su diario reflexivo acerca del contenido del taller. Referirse al manual del portafolio digital para una plantilla del diario.

2. **Grupal**: Los estudiantes analizarán la percepción, la atención y el déficit de atención en grupos cooperativos.
3. **Escrito**: Los estudiantes redactarán un informe de su visita a una institución escolar donde se educan a niños excepcionales.
4. **Oral/Auditivo**: Los estudiantes formarán tres equipos para discutir y analizar la memoria y su impacto en el proceso educativo según las neurociencias del aprendizaje.

Cierre del taller:

1. **Individual:** Los estudiantes participarán en una actividad conocida como *¡Piensa Otra Vez!* El facilitador presentará un error común de conceptualización y preguntará a cada estudiante si está de acuerdo o en desacuerdo. Luego el facilitador explicará a los estudiantes que la aseveración presentada no es verdadera y asignará a los estudiantes investigar por qué no lo es.
2. **Grupal:** Los estudiantes participarán en una actividad conocida como *Envía un Problema*. Los estudiantes agrupados recibirán un problema, intentarán solucionarlo y luego pasarán el problema y la solución al grupo de lado. Sin leer la solución del grupo anterior, el siguiente equipo trabajará para resolver el problema. Después de un número razonable de rotaciones, los grupos analizarán, evaluarán y sintetizarán las respuestas al problema en la rotación final e informarán la mejor solución a la clase.

WORKSHOP FOUR

Specific Content Objectives:

At the end of the workshop, students will:

1. Define the specialized terminology related to the neurosciences of learning.
2. Evaluate the theories, anatomy, and chemistry of emotions, the options of interventions in the teaching-learning process as well as the relationship between emotions, learning, and memory.
3. Identify possible classroom interventions for emotionally disturbed students.
4. Analyze the process of construction of meaning and the theories, anatomy, and types of motivation along with the impact of the reward in the classroom.
5. Apply the concept of motivation and reward in the educational process.

Specific Language Objectives: (Must include one objective for each language arts domain listed below. Please, erase everything that is highlighted. These are guidelines to help you.)

At the end of the workshop, students will:

1. **Listening**: Appraise the role of emotions in the teaching-learning process.

2. **Speaking**: Explain the construction of meaning by means of formal presentations.

3. **Reading**: Summarize research-based information on emotions, construction of meaning, motivation, and reward.

4. **Writing**: Critique the theory of motivation in the teaching-learning process under the perspective of the neurosciences of learning.

Electronic Links (URLs): (Must include at least 5 links in English. Do not use non-reliable resources such as Wikipedia, monografias.com, etc.)

Biblioteca Virtual

http://bibliotecavirtualut.suagm.edu/

APA style

http://www.apastyle.org/

http://owl.english.purdue.edu/owl/resource/560/01/

Emotions

http://changingminds.org/explanations/emotions/emotions.htm

http://changingminds.org/explanations/theories/a_emotion.htm

http://www.slideshare.net/debdstein/anatomy-of-emotions

http://www.selfgrowth.com/articles/The_Chemistry_Of_Emotions.html

Emotionally disturbed students

http://www.atpe.org/resources/student&parentissues/emodisturb.asp

http://www.education.com/reference/article/emotional-disturbance/

http://www.partnerstx.org/Resources/ED/Emotional_Disturbance.htm

http://cecp.air.org/aft_nea.pdf

http://www.pent.ca.gov/cdr/f10/classroomrules.pdf

http://etd.ohiolink.edu/view.cgi/Jenkins%20Ruth%20A.pdf?akron1163100679

Construction of meaning

http://txstate.academia.edu/EricPaulson/Papers/346446/Brain_research_and_reading_How_emerging_concepts_in_neuroscience_support_a_meaning_construction_view_of_the_reading_process

http://www.dialogueonlearning.tc3.edu/model/constructingmeaning/cm-attentiontextpg.htm

http://writing.colostate.edu/guides/processes/writingsituations/conclusion.cfm

http://people.ischool.berkeley.edu/~nunberg/JOS.pdf

http://www.helpingchildrenrecover.com/index.cfm?inc=page&page=62

Motivation and reward

http://education.gsu.edu/ctl/FLC/Foundations/Overview.pdf

http://college.cengage.com/education/pbl/tc/motivate.html

http://wps.prenhall.com/chet_eggen_education_7/49/12582/3221038.cw/index.html

http://mmrg.pbworks.com/f/Ryan,+Deci+00.pdf

Assignments before the Workshop:

1. Search for the definition of the core key vocabulary words on the Internet, textbooks, or other printed resources. Prepare index cards with definitions and examples for each word (see appendix A for further details) (e-lab activity).
2. Build a three-column chart to present the theories, anatomy, and chemistry of emotions. Be prepared to analyze this information and answer questions in class.

3. Search for information on emotional disturbance and possible interventions for teaching emotionally disturbed students in the classroom. Summarize the information using a graphic organizer, index cards, conceptual maps, charts, etc. Be prepared to participate in round-table discussion.
4. Design a brief PowerPoint presentation on how to construct meanings. Include the biology of meanings, the importance of the context, and the concept of transfer.
5. Explore the relationship between emotions, learning, and memory in the educational process as seen by the neurosciences of learning. Prepare a visual aid that illustrates such relationship. Be prepared to defend your position on the topic.
6. Prepare index cards with information on the theories, anatomy, and types of motivation. Be ready to participate in the discussion activity known as *Stations*.
7. **Language Lab/E-Lab:** Complete the corresponding interactive exercises in the Language Lab. Submit the Language Lab Completion form.

Key Core Vocabulary:

1. Aggression
2. Construction of meaning
3. Context
4. Emotion
5. Emotional disturbance
6. Empathy
7. Mood
8. Motivation
9. Reward
10. Schizophrenia
11. Selective mutism
12. Social withdrawal
13. Temperament
14. Transfer of meaning
15. Intrinsic motivation
16. Extrinsic motivation

List of Supplementary Materials for the Workshop:

1. Index cards
2. Three-column chart
3. Graphic organizer
4. PowerPoint presentation
5. Venn diagram

SIOP Components - Place a checkmark (√) on the (___) for **ALL** strategies that will be used in the workshop.

A. **Preparation**
___ Adaptation of Content
_X__ Links to Background Knowledge
_X__ Links to Past Learning
_X__ Strategies Incorporated

CALLA Strategies
(Cognitive Academic Language Learning Approach)
_X__ Cognitive
_X__ Meta-cognitive
_X__ Social/Affective

C. **Grouping Options**
_X__ Whole Class
_X__ Small Groups
___ Partners
_X__ Independent Work

B. **Scaffolding**
___ Modeling
___ Guided Practice
_X__ Independent Practice
_X__ Comprehensible Input
___ Modeling

D. **Integration of Processes**
_X__ Listening
_X__ Speaking
_X__ Reading
_X__ Writing

E. **Application**
_X__ Hands-on
_X__ Meaningful/Relevant
_X__ Rigorous
_X__ Link to Objectives
_X__ Promote Engagement

Integrated Activities:

1. Students will take part in an activity known as *Learning Cells* to review the previous workshop. Students will individually develop questions about any of the objectives covered in Workshop Three or other learning activity, and then, work with a partner, alternating asking, and answering each other's questions.
2. Using the Frayer model, students will analyze each academic key core vocabulary word. A discussion will follow.
3. Using a PowerPoint presentation, the facilitator will provide an overview of the theories, anatomy, and chemistry of emotions.
4. Students will make three groups. Using their three-column chart, each group will make a brief presentation of the theories, anatomy, and chemistry of emotions. Groups can also use technology for the presentations and/or other visual aids. A class discussion will follow (appendix F).
5. In small groups, students will analyze the information on emotional disturbance and possible interventions for teaching emotionally disturbed students in the classroom.
6. Students will explore possible interventions for teaching emotionally disturbed students through a round-table discussion. Groups will choose one of the participants as a panelist who can use a graphic organizer, index cards, conceptual maps, charts, etc., to present the information in the discussion. The facilitator will be the moderator of the session (appendix D).

7. The facilitator will take notes of all the possible interventions for teaching emotionally disturbed students on the board for their use at a later point of this workshop.
8. The facilitator will distribute three vignettes illustrating different cases of emotionally disturbed students and have students make three groups for the analysis of the cases and identification of proper interventions. Students can use the interventions written on the board or the ones they searched in textbooks or on the web. Each group will present the interventions to the class. A class discussion will follow.
9. In pairs, students will present the process of constructing meaning. Students will have no more than 10 minutes to make brief presentations on the biology of meaning, the importance of the context, and the transfer of meaning. The rest of the students will take notes during presentations. At the end of each presentation, students can ask questions or make comments related to the topic presented. The facilitator will clarify any questions.
10. The facilitator will direct a meaning constructing exercise with students. For this reason, the facilitator will distribute a short paragraph with tier-3 words and have students complete a semantic feature analysis chart. Then, each group will think aloud and demonstrate how they constructed meaning even for the unknown words (appendix L).
11. In a whole group discussion circle, class will explore the relationship between emotions, learning, and memory in the educational process as studied by the

neurosciences of learning. Every student must contribute with research-based information of the topic and take a position.

12. The facilitator will present an outline of the theories, anatomy, and types of motivation and rewards. Then, students will participate in an analytical activity known as *Stations* explained in Workshop Three. A class discussion will follow.
13. Individually, students will write a critique paper on the theory of motivation in the educational process under the perspective of the neurosciences of learning (appendix C).
14. The facilitator will hand out a prep study guide for the final exam to be administered in Workshop Five.
15. Students will send their self-reflections to the facilitator via e-mail no later than 24 hours upon the completion of this workshop.
16. Students will continue working on their digital portfolio following the *Digital Portfolio Assessment Manual*.
17. Students will continue working on TELL ME MORE.

Assessment: (DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS)

1. **Individual**: Students will write their self-reflection on the content of the workshop. They must refer to the *Digital Portfolio Assessment Manual* for a template of this activity.
2. **Group**: Students will make a brief presentation on the theories, anatomy, and chemistry of emotions.

3. **Written**: Students will write a critique paper on the theory of motivation in the educational process under the perspective of the neurosciences of learning.
4. **Oral**: Students will think aloud and demonstrate their process of construction of meaning.

Lesson Wrap-Up:

1. **Individual**: Every student will turn to the classmate on their left and share what they learned in this workshop.
2. **Group**: Students will participate in an activity known as *Simultaneous Round Table*. In small groups, each student is given a paper and a pencil. The papers are labeled with a team number (rather than students' own names) because the paper will be passed around the group. The teacher will read aloud a topic covered in this workshop. Students are given two minutes to respond to the teacher's prompt and then they pass the papers to each group member four or five times. Each time the paper is passed to a student, he or she must read what is already on the list and then add additional ideas.

Taller Cinco/Workshop Five

(TWO HOURS IN SPANISH AND TWO HOURS IN ENGLISH)

NOTA: Este taller es bilingüe. Tanto, el Facilitador como los estudiantes, deberán utilizar el idioma asignado para cada tarea y actividad. ¡**No mezcle los dos idiomas! UTILICE SOLAMENTE UN IDIOMA A LA VEZ! Las primeras dos horas deberán ser en español, y las dos últimas horas deberán ser en inglés.**

NOTE: This is a bilingual workshop. Both the facilitator and the student must use the language assigned for each homework and activity**. Do not mix both languages! USE ONE LANGUAGE AT A TIME- KEEP BOTH LANGUAGES SEPARATE! The first two hours must be in Spanish. The last two hours must be in English**.

Objetivos específicos de contenido:

Al finalizar el taller, los estudiantes:

1. Definirán la terminología especializada relacionada a las neurociencias del aprendizaje.
2. Investigarán el movimiento y el neuroaprendizaje como elementos fundamentales de la educación psicomotriz.
3. Analizarán las artes y la neurociencia y su impacto en la enseñanza.
4. Compararán las estrategias actuales para la planificación del currículo.
5. Evaluarán la relación existente entre el constructivismo y la neuroeducacíón.

Objetivos específicos de lenguaje: (Tiene que tener un objetivo para cada área del lenguaje en esta sección. Por favor, borre todo lo que esté marcado con amarillo. Éstas son guías para ayudarle.

Al finalizar el taller, los estudiantes:)

1. **Escuchar**: Reflexionarán sobre la necesidad de desarrollar una educación psicomotriz a través de presentaciones formales.
2. **Hablar**: Debatirán diferentes estrategias existentes para la planificación del currículo a través de grupos cooperativos.
3. **Leer**: Resumirán los hallazgos de las últimas investigaciones educativas sobre el constructivismo y la neuroeducación.
4. **Escribir**: Elaborarán un ensayo expositivo acerca de cómo las neurociencias del aprendizaje han impactado al currículo presente.

Enlaces electrónicos:

Biblioteca Virtual

http://bibliotecavirtualut.suagm.edu/

Movimiento y neuroaprendizaje

http://didacticaenautismo.blogspot.com/2011/08/psicomotricidad-y-neuroaprendizaje-en.html

http://www.acapcat.com/ca/node/88

http://www.fundacionborjasanchez.org/upload/documentos/20110803102352.avancesneurocienciaaprendizajemotor.pdf

http://redescolar.ilce.edu.mx/redescolar/biblioteca/articulos/htm/educa_psicomo.htm

Planificación y currículo

http://scielo.isciii.es/pdf/edu/v9n2/formacion.pdf

http://www.slideshare.net/profesorjorgecontreras/planificacin-curricular

http://www.educoea.org/portal/La_Educacion_Digital/laeducacion_143/articles/neuroeducacion_EN.pdf

http://crisiseducativa.files.wordpress.com/2008/03/que-es-constructismo.pdf

http://personales.ya.com/fvillar/principal/pdf/proyecto/cap_05_piaget.pdf

http://www.unimoron.edu.ar/Portals/0/PDF/doc-invest-tesauro-es-8.pdf

Asignaciones antes del taller:

Asignaciones a discutirse durante las primeras dos horas de instrucción (2).

1. Lea los enlaces electrónicos, los libros de texto y otros materiales de referencia recomendados en este taller para su discusión en clase.
2. Investigue las definiciones de las palabras del vocabulario clave del taller y elabore un glosario utilizando tarjetas (refiérase al anejo A para más detalles) (laboratorio electrónico).
3. Observe el video titulado *Desarrollo de la Psicomotricidad* ubicado en: http://www.youtube.com/watch?v=_VkYlK9L84Y&feature=related y tome apuntes de las ideas más importantes y del nuevo conocimiento que Ud. ha adquirido al analizar el video. Asimismo, construya una línea de tiempo para ilustrar las diferentes etapas de la psicomotricidad del niño.
4. Realice un ejercicio de *Torbellino de Ideas* con la finalidad de analizar las artes y la neurociencia y su impacto en el aprendizaje. Luego, consolide esta información en un organizador gráfico.

Assignments to be discussed during the last two hours of instruction (2).

5. Complete a graphic organizer with information on the present strategies to plan the curriculum.
6. Search for information on how the neurosciences of learning have impacted the present curriculum. Be prepared for discussion in class.
7. Build a Venn diagram to compare and contrast constructivism and neuroeducation.
8. Be prepared to take the final exam using the prep study guide provided in Workshop Four.

Vocabulario académico clave (Debe reflejar los objetivos y conceptos claves del taller.) Verifique que el estudiante domine el vocabulario clave en los dos idiomas.

1. Constructivismo
2. Currículo
3. Educación psicomotriz
4. Movimiento
5. Neuroeducación

Academic Core Vocabulary (Must reflect objectives and important concepts of the workshop.) Verify that the student masters the core vocabulary in both languages.

1. Constructivism
2. Curriculum
3. Psychomotor education
4. Movement
5. Neuroeducation

List of Supplementary Materials for the Workshop:

1. KWL chart
2. Index cards
3. Video
4. Graphic organizer
5. Venn diagram

SIOP Components - Place a checkmark (√) on the (___) for ALL strategies that will be used in the workshop.

A. **Preparation**
___ Adaptation of Content
_X__ Links to Background Knowledge
_X__ Links to Past Learning
_X__ Strategies Incorporated

CALLA Strategies
(Cognitive Academic Language Learning Approach)
_X__ Cognitive
_X__ Meta-cognitive
_X__ Social/Affective

B. **Scaffolding**
___ Modeling
___ Guided Practice
_X__ Independent Practice
___ Comprehensible Input

D. **Integration of Processes**
_X__ Listening
_X__ Speaking
_X__ Reading
_X__ Writing

C. **Grouping Options**
_X__ Whole Class
_X__ Small Groups
_X__ Partners
_X__ Independent Work

E. **Application**
_X__ Hands-on
_X__ Meaningful/Relevant
_X__ Rigorous
_X__ Linked to Objectives
_X__ Promote Engagement

Actividades Integradas:

1. El facilitador invitará a los estudiantes a completar las dos primeras columnas del organizador gráfico KWL sobre su conocimiento existente y lo que desean saber sobre el contenido de este taller.
2. El facilitador construirá una rueda giratoria con las siguientes palabras interrogativas: ¿Quién?, ¿Qué?, ¿Cuándo?, ¿Por qué?, ¿Dónde? El facilitador girará la rueda y cuando esta se detenga, el estudiante contestará la pregunta con respecto a una de las palabras del vocabulario clave que dicte el facilitador.
3. Los estudiantes se sentarán haciendo un círculo en el centro del salón de clase para compartir lo que aprendieron al analizar el video *Desarrollo de la Psicomotricidad* con la ayuda de las líneas de tiempo que prepararon antes del taller.
4. Utilizando una presentación de diapositivas y la información compartida en la actividad anterior, el facilitador explicará la importancia de la educación psicomotriz para la formación integral del ser humano.
5. En grupos pequeños, los estudiantes analizarán las artes y la neurociencia y su impacto en el aprendizaje con la ayuda de los organizadores gráficos preparados antes del taller. Luego, compartirán su análisis a través de una breve presentación grupal (anejo F).

Integrated Activities:

1. Using an activity known as *Numbered Heads*, students will analyze present strategies to plan the curriculum. The facilitator will assign a specific strategy to

each group and then he/she will have group members number themselves one through four. When group discussion is over, the facilitator will say a number from one to four randomly, and members from all groups numbered with four will answer a question posed by the facilitator.

2. In small groups, students will participate in an activity known as *Writingaround* to elaborate a brief essay on a specific strategy to plan the curriculum. Students must clear up their tables leaving only a piece of paper and a pen for each member of the group. The facilitator will provide a writing prompt with which group members will begin writing the first paragraph on the strategy they discussed in item 1 and continue rotating papers until the time assigned by the facilitator is over. Then, group members will share their writing. Choose only one paper on which they will continue elaborating until they have an introduction paragraph, improved version of the paragraph written at the beginning of this activity, additional paragraphs, and a conclusion paragraph. Next, students will read their written work to the class and judge the quality of their peers' work.
3. In a round-table discussion, students will analyze how the neurosciences of learning have impacted the educational process. The rest of students can participate in the activity once presenters have completed their participation in the round table discussion. The facilitator will be the moderator in this activity and clarify any doubts (appendix D).
4. Students will write an expository paper on how the neurosciences of learning have impacted the present curriculum and send it to the facilitator via e-mail no later than 24 hours after the completion of Workshop Five.

5. Students will participate in an activity known as *Pop Corn* to compare and contrast Constructivism and Neurosciences. The facilitator will divide the class in two groups and assign them either of the two topics. After group discussion, the facilitator will indicate the beginning of the activity and students will share what they know about their assigned topic for a limited time. The facilitator will take notes of students' contributions to complete a whole-class Venn diagram with similarities and differences between Constructivism and Neurosciences.
6. Students will complete the last column of the KWL chart.
7. Students will take the final exam.
8. Students will complete their digital portfolio following the Digital Portfolio Assessment Manual.

Assessment: LAST TWO HOURS OF THE WORKSHOP (DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS)

1. **Individual**: Students will take a final exam.
2. **Group**: Students will analyze the arts and the neurosciences and their impact on learning.
3. **Written**: **Oral**: Students will compose a brief in-class essay on one of the strategies to plan a curriculum.
4. **Oral**: Students will participate in a round-table discussion to analyze how the neurosciences of learning have impacted the educational process.

Lesson Wrap-Up: LAST TWO HOURS OF THE WORKSHOP (These are activities to determine if all students achieved the content and language objectives for the workshop.)

Updated, 03/20/2012

1. **Individual**: Students will participate in an activity known as *Letters*. Students will assume the identity of an important or famous person in the discipline and write a letter explaining their thoughts on an issue, theory, or controversy of the course during this week, to another important or famous person who holds a different perspective. The letter can be to a contemporary or it can be an imaginative juxtaposition between people of different areas.
2. **Group**: In groups of three, students will summarize the content of the course and identify specific pieces of the course content that have impacted them. Finally, students will share their findings with the class in a whole class discussion.

APÉNDICES / APPENDIXES

Anejo A/Appendix A

Guía para Elaborar el Glosario

Antes del inicio de cada taller, los estudiantes deben conocer alguna terminología básica. Para ello, los estudiantes deben:

1. Buscar estas palabras en las direcciones electrónicas citadas o en el diccionario.
2. Escribirlas en tarjetas.
3. Las dimensiones requeridas de las tarjetas son 8 ½ x 5.
4. El estudiante deberá traer el glosario a cada taller.
5. El estudiante deberá colocar el glosario en el taller correspondiente en su portafolio.

Glossary Guide

Before each workshop, students should know some basic terms. Students should:

1. Look up these words in the cited websites or in the dictionary.
2. Write these words on index cards.
3. The required size of the cards is 8 ½ x 5.
4. The student should bring the glossary to each workshop.
5. The student should insert the glossary in the corresponding workshop in his/her portfolio.

Anejo B/Appendix B

Phillips 6-6

Esta técnica, conocida también como Discusión 6-6, fue creada por *J. Donald Phillips*. Los estudiantes se dividen en grupos de seis para discutir el tema o problema por un término de seis minutos con el propósito de llegar a una conclusión en ese tiempo determinado.

Esta técnica provee la oportunidad para que los estudiantes se envuelvan en una comunicación efectiva, ayudándolos a llegar a un consenso en relación al tema en discusión.

Procedimiento:

- El procedimiento se debe explicar con claridad.
- Se explicará el modo de agruparse.
- Se presentarán las preguntas a discutirse durante la actividad.
- Los estudiantes tendrán solamente seis minutos para discutir las preguntas en los respectivos equipos.

Los estudiantes tendrán seis minutos para presentar sus conclusiones al resto de la clase.

Phillips 6-6

Also known as 6-6 Discussion, this technique was created by *J. Donald Phillips*. The class is divided in groups of six students who will discuss a problem or topic during six minutes in order to reach a general conclusion.

This technique lets students get involved in effective communication and helps them reach consensus of the discussed topic.

Procedures:

- Procedures should be explained clearly.
- Grouping should be explained.
- Introduction of questions to be solved during the activity.
- Students will have only six minutes to discuss questions in their corresponding teams.

Students will have six minutes to present their conclusions to the entire class.

Anejo C/Appendix C

Expository/Critique Paper Rubric

Student: _____ Date: _____

Criteria	Value Points	Student Score
	Content	
Purpose: The writer's central purpose or argument is readily apparent to the reader.	4 points	
Content: Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.	4 points	
Organization: The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.	4 points	
Feel: The writing is compelling. It hooks the reader and sustains interest throughout.	4 points	
Critical Thinking: Critiques context of the scholarly discourse in terms of the student's assumptions. Integrates different disciplinary and epistemological ways of knowing and includes evidence of reflection and self-assessment.	4 points	
Draw conclusions based on research-based facts only.	4 points	
Demonstrate a comprehensive grasp of significant ideas to reach a higher level of understanding in an organized manner.	4 points	

	Language	
Demonstrates a command of standard English (vocabulary, syntax and flow of ideas)	4 points	
Uses spelling, punctuation, capitalization, and APA style correctly.	4 points	
The level of formality used in the report is adequate to the nature of the document.	4 points	
Total Points	40 pts. (70% content + 30% language)	_____ Total score:

Note: The score obtained by the student should be recorded as follows:

- Excellent: 4.00 points
- Good: 3.00 points
- Fair: 2.00 points
- Needs improvement: 1.00 point

Matriz Valorativa del Ensayo Expositivo/De Crítica

Estudiante: _____ Date: _____

Criterios	Puntos	Puntuación
	Contenido	
Propósito: El propósito o argumento principal del autor es claro para el lector.	1 punto	
Contenido: Presentación de información relevante y legítima que apoya claramente al propósito principal o argumento y muestra un análisis completo y profundo de un tema importante. El lector.	1 punto	
Organización: Las ideas muestran un orden lógico para apoyar el propósito o argumento. Fluyen sin problema y están conectadas entre sí. El lector puede seguir sin problemas la línea de pensamiento.	1 punto	
Sentimiento: La composición escrita es convincente. Atrae al lector y mantiene el interés de comienzo a fin.	1 punto	
Pensamiento critico: Critica el contexto del discurso académico. Integra diferentes formas disciplinarias y epistemológicas del conocimiento e incluye evidencia de reflexión y auto evaluación.	1 punto	
Elabora conclusiones basadas en los hechos científicos solamente.	1 punto	
Demuestra un entendimiento completo de las ideas cruciales hasta alcanzar un nivel superior de comprensión de una manera organizada.	1 punto	

	Lenguaje	
Demuestra un dominio del inglés estándar (vocabulario, sintaxis y flujo de ideas).	1 punto	
Utiliza la ortografía, la puntuación y el estilo APA correctamente.	1 punto	
El nivel de formalidad utilizado en el ensayo es adecuado para la naturaleza del mismo.	1 punto	
Puntuación total	10 puntos (70% contenido + 30% lenguaje)	_____ Puntuación Total:

Nota: La puntuación obtenida por el estudiante se registrará como sigue:

- Excelente 1.00 punto
- Bueno 0.75 punto
- Regular 0.50 punto
- Necesita mejorar 0.25 punto

Anejo D/Appendix D

Round Table Rubric

Student name/Group: _____

Course: _____ Date: _____

Criteria	**Value Points**	**Student Score**
	Content	
Participants offer an in-depth and solid analysis of the discussed content and the dialogue flows smoothly during the discussion.	1 point	
Participants –through their comments– show deep knowledge of the discussed topic and a high level of understanding of questions asked by the audience.	1 point	
Participants are appropriately prepared for discussion – with notes taken from their reading and passages or textbooks properly highlighted about the topic in discussion.	1 point	
Participants, through their comments, show that they are paying close attention to what other participants say about the topic.	1 point	
Participants provide explanations and follow up to enrich discussion.	1 point	
Participants' observations are usually related to ideas or arguments presented in this discussion.	1 point	
Participants show a professional attitude and posture during the discussion.	1 point	
	Language	
Participants show good use of the standard English language (vocabulary, syntax, and flow of ideas).	1 point	
Participants use appropriate intonation in making remarks and good projection of the voice toward the audience.	1 point	

Given a controversial topic during discussion, participants show a persuasive argument to support their points of view about it.	1 point	
Total	100 (70% content y 30% language)	Total Score:

Facilitator's signature: _____

Note: The score obtained by the student should be recorded as follows:

- Excellent: 1.00 point
- Good: 0.75 point
- Fair: 0.50 point
- Needs improvement: 0.25 point

Matriz Valorativa de la Mesa Redonda

Nombre/Grupo _____

Curso: _____ Fecha: _____

Criterios	Valor	Puntuación del Estudiante
	Contenido	
El participante ofrece un análisis suficientemente sólido, y sin dudar avanza en la conversación.	1 punto	
El participante, a través de sus comentarios, demuestra un conocimiento profundo del tema y un alto entendimiento de las preguntas elaboradas por la audiencia.	1 punto	
El participante ha venido preparado para la discusión – con notas y pasajes o textos marcados o anotados.	1 punto	
El participante, a través de sus comentarios, demuestra que esta escuchando activamente a los otros participantes.	1 punto	
El participante ofrece explicaciones aclaratorias y/o seguimiento que extiende la conversación.	1 punto	
Las observaciones del participante frecuente se refiere a ideas o argumentos expuestos en la discusión.	1 punto	
El participante demuestra una actitud y postura profesional durante la conversación.	1 punto	
	Lenguaje	
Demuestra habilidad en el manejo del idioma español estándar (vocabulario, sintaxis y flujo de ideas).	1 punto	
Usa la gramática de una manera adecuada y correcta.	1 punto	

Ante una idea controversial, presenta un argumento persuasivo para defender su punto de vista personal.	1 punto	
Total	100 (70% contenido y 30% lenguaje)	Puntuación Total:

Firma del facilitador: _____

Nota: La puntuación adquirida por el estudiante podrá anotarse según la siguiente escala:

- Excelente: 1.00 punto
- Bueno: 0.75 punto
- Regular: 0.50 punto
- Necesita mejorar: 0.25 punto

Anejo E/Appendix E

Matriz Valorativa del Foro de Discusión

Nombre _____

Curso: _____ Fecha: _____

Criterios	**Valor**	**Puntuación Adquirida**
	Contenido	
Ingresa al foro de discusión según calendario.	1 punto	
Demuestra conocimiento de las lecturas asignadas a través de sus respuestas y/o comentarios en el foro.	1 punto	
Responde por lo menos una pregunta elaborada por el facilitador del curso con abundante información científica.	1 punto	
Comenta y elabora sobre las respuestas de por lo menos dos de sus compañeros en el foro de discusión.	1 punto	
Demuestra una relación de respeto y tolerancia hacia las respuestas escritas por sus compañeros en el foro de discusión.	1 punto	
Completa a tiempo todas las actividades requeridas por el foro de discusión.	1 punto	
Demuestra un entendimiento total de las ideas más importantes de las lecturas asignadas para este foro de	1 punto	

discusión a través de la elaboración de inferencias correctas y evaluación objetiva de los hallazgos.		
	Lenguaje	
Demuestra habilidad en el manejo del idioma español estándar (vocabulario, sintaxis y flujo de ideas).	1 punto	
Usa adecuadamente el estilo de la redacción en español.	1 punto	
Usa la puntuación, la ortografía y el formato APA correctamente a través de todas sus respuestas y/o comentarios en el foro de discusión.	1 punto	
Total	_____ 10 (70% contenido + 30% lenguaje)	_____ Puntuación total:

Firma del facilitador: _____

Nota: La puntuación total adquirida por el estudiante podrá anotarse según la siguiente escala:

- Excelente: 1.00 punto
- Bueno: 0.75 punto
- Regular: 0.50 punto
- Necesita mejorar: 0.25 punto

Discussion Board Rubric

Name: _____

Course: _____ Date: _____

Criteria	Value Points	Student Score
	Content	
Participant logs in to the Discussion Board as programmed.	1 point	
Participant shows knowledge of the readings assigned through his/her answers and/or comments in the Discussion Board.	1 point	
Participant answers at least one question posed by the facilitator with abundant research-based information.	1 point	
Participant comments and elaborates on at least two of his/her peers' postings in the Discussion Board.	1 point	
Participant always demonstrates respect and tolerance toward his/her peers' answers written in the Discussion Board.	1 point	
Participant completes all the assignments required by the Discussion Board on time.	1 point	
Participant demonstrates total understanding of the major ideas of readings assigned for this Discussion Board through drawing educated inferences and objective assessment of the findings.	1 point	
	Language	
Participants show good use of the standard English language (vocabulary, syntax and	1 point	

flow of ideas).		
Participants use appropriate intonation in making remarks and good projection of the voice toward the audience.	1 point	
Given a controversial topic during discussion, participants show a persuasive argument to support their points of view about it.	1 point	
Total	100 (70% content y 30% language)	Total Score:

Facilitator's signature: _____

Note: The score obtained by the student should be recorded as follows:

- Excellent: 1.00 point
- Good: 0.75 point
- Fair: 0.50 point
- Needs improvement: 0.25 point

Anejo F/Appendix F

NATIONAL PROFICIENCY LEVELS FOR DIFFERENTIATED INSTRUCTION

Retrieved from: WIDA Consortium http://www.wida.us/

Updated, 03/20/2012

"Can Do" Listening Rubric

National Proficiency Levels	Criteria
Starting	• Identifies objects • Names concrete objects • Points to picture/object of the word heard • Follows simple commands • Repeats words or simple phrases • Understands simple messages – gestures, pointing
Emerging	• Draws a picture • Requires continuous repetition • Follows verbal dictations • Checks-off words that were heard • Repeats information heard to determine comprehension • Understands slow speech and multiple repetitions
Developing	• Understands more details of spoken language • Needs limited or no repetition and slow speech • Understands basic academic vocabulary which is frequently used in class discussior • Understands class discussions with some difficulty • Understands most of what was said
Expanding	• Needs limited or no repetition at normal speed speech • Understands academic vocabulary used in class discussions • Understands class discussions with little difficulty • Understands nearly everything said
Bridging	• Needs no repetition at normal speed speech • Understands elaborate academic vocabulary used in class discussions • Understands class discussions with no difficulty • Demonstrates a native-like English speaker's understanding of what is said

"Can Do" Speaking Rubric

National Proficiency Levels	Criteria
Starting	• Names concrete objects • Responds a simple yes or no to questions • Repeats words or simple phrases • Uses one word commands • Mispronounces words making it difficult to be understood • Breaks speech into parts making comprehension difficult • Uses limited or no vocabulary to support message
Emerging	• Uses a few more words to respond to questions although grammatically incorrect • Uses one-, two-, and multiple-word commands • Uses verb tenses interchangeably • Misuses words in daily speech • Repeats spoken words or phrases to improve understanding due to pronunciation flaws • Uses grammar and word order incorrectly • Uses vocabulary (emerging stage) to support oral messages
Developing	• Responds using longer phrases/sentences • Initiates and carries out conversations; however, there may be interruptions due to thinking of th correct words to say • Applies grammar and word order correctly most of the time • Demonstrates correct use of basic academic vocabulary which is frequently used in class discussions and/or oral assignments. • Speaks with some hesitation • Uses vocabulary to support oral messages • Speaks with less difficulty, but listener must pay close attention to pronunciation.
Expanding	• Responds using elaborate phrases/sentences • Uses and interprets idiomatic expressions • Converses more fluently in social settings • Uses academic vocabulary frequently in class discussions • Participates in class discussions using academic content with slight hesitation • Misuse of grammar and word order seldom occurs and does not interrupt meaning • Pronounces most words accurately and clearly
Bridging	• Speaks fluently • Uses elaborate academic vocabulary in all class discussions correctly • Participates in class discussion using academic content without hesitation • Uses appropriate vocabulary to support oral messages at all times • Uses correct grammar and word all the time • Speaks with native-like pronunciation and intonation

"Can Do" Reading Rubric

National Proficiency Levels	Criteria
Starting	• Lacks comprehension of a wide array of written material (not developed) • Lacks ability to interpret graphs, charts, tables, and forms in textbooks (not developed) • Struggles with use of pre-reading and reading skills (not developed) • Lacks ability to apply reading strategies in order to guess meanings of unfamiliar words from context (not developed) • Struggles with use of strategic reading skills (in order to plan his/her reading assignments, diagnose deficiencies, resolve deficiencies independently or with the help of others, etc.) (not developed)
Emerging	• Improving comprehension (slowly emerging) of a wide array of written material (e.g., fictional and non-fictional texts that bridge personal, professional and academic themes, news articles, short stories, short novels, etc.) • Demonstrates correct interpretation of basic graphs, charts, tables and forms in textbooks • Applies limited pre-reading (e.g., activation of prior knowledge, semantic maps, etc.) and reading skills (e.g., skimming, scanning, inferences, paragraph frames, DRA, SQ4R, etc.) (slowly emerging) • Struggles with ability to use limited reading strategies to guess meanings of unfamiliar words from context (e.g., definition, restatement, examples, surrounding words, etc.) is • Strives to understand (even when not successful) the relationship between ideas (e.g., time, logical order, comparison/contrast, cause/effect), and reading patterns in order to identify literary genres (as listed above) • Applying successful reading skills (as listed above) are still emerging
Developing	• Comprehends a wide array of written material (as listed above) • Interprets basic graphs, charts, tables and forms • Applies correctly pre-reading and reading skills (as listed above) • Applies correct use of reading strategies to guess meanings of unfamiliar words from context (as listed above)-evidence of emerging. • Understands the relationship between ideas (as listed above)-evidence of emerging.. • Uses strategic reading skills (as listed above) that are evident.
Expanding	• Comprehends a wide array of level-appropriate written materials (as listed above) with mature accuracy • Interprets increasingly complex graphs, charts, tables, and forms accurately • Applies pre-reading and reading skills (as listed above) very strongly • Applies strategies to guess meanings of unfamiliar words from context (as listed above) which is clearly evident • Identifies signal words to understand the relationship between ideas (as listed above), and reading patterns to identify literary genres (as listed above)- emerging strongly • Understands the relationship between ideas (as listed above)-strongly evident. • Uses strategic reading skills (as listed above) with mature accuracy
Bridging	• Comprehends various types and lengths of level appropriate written materials (as listed above)-fully developed • Interprets complex graphs, charts, tables, and forms accurately • Applies pre-reading and reading skills (as listed above)-fully developed • Applies reading strategies to determine the meaning of unfamiliar words in a text (as listed above) with accuracy • Understands the relationship between ideas (time, logical order, comparison/contrast, cause/effect) Demonstrates fully developed strategic reading skills (as listed above)

"Can Do" Writing Rubric

National Proficien Levels	Criteria
Starting	• Lacks clear writing and focus.. Details are limited or unclear. There's no clear distinction to what is important and what is supported. • Lacks engaging and drawing a conclusion. Paper simply starts and ends. Lack of transitions make it difficult to understand the paper. • Writes with limited use of vocabulary or specific words to transmit meaning of the essay. Misuse of parts of speech makes it difficult to understanc the writing. • Rambles- use of incomplete sentences that are too long to understand. Sentences follow a simple structure and or style. • Struggles with spelling, punctuation capitalization and other writing conventions. This makes it very difficult to understand the writing. • Lacks strategic writing skills (e. g., knowledge of the writing process; declarative, procedural and conditional knowledge; and strategies for inquiry drafting [such as investigating genre, considering audience, and responding to purpose], and for product revision) that are clearly not developed.
Emerging	• Writes sentences that are still unclear there seems to be a guide to a focused topic; however, it may drift at times. There is an attempt in details to support main idea. Reader can still feel confused. • Attempts to write an introduction and or conclusion. Use of transitions helps, but paper is in need of more details. • Struggles with some vocabulary terms that are used inappropriately. Greater command of the parts of speech is developing,. but many words are still used incorrectly. • Attempts to create a style of sentence structure here and there; although, for the most part it sticks to one style. • Shows need of improving spelling, punctuation, capitalization, and other writing conventions. It is still difficult to read the writing; but there are si of improvement. • Demonstrates emerging strategic writing skills.
Developing	• Writes with an unclear focus. Writing appears to be on one topic, but shifts to another topic at times. Support of main idea is lacking. Reader is le with unanswered questions. • Attempts to write a proper introduction and conclusion however, both are dull or unclear. Transitions help connect ideas although at times they distract the flow. • Selects and uses words appropriately; however, they are not higher level and need more vigor. • Formulates well-written sentences; however, style and structure of sentences are repetitious. • Demonstrates control of spelling, punctuation, capitalization, and other writing conventions. However, the writing could read and sound better by improving conventions. • Utilizes strategic writing skills properly (now evident).
Expanding	• Writes with a focus in mind; however, there is room for improvement. Needs more relevant details to support the main idea. Some readers' questions can be answered, while others are left with doubt. • Uses a proper introduction and conclusion, however, some improvement is needed. Needs to continue using transitional words are properly in order allow the proper flow of ideas. • Selects and uses vocabulary words that are much more livelier and appropriate. Some common wording can be improved. • Writes with a definite style, and sentence structure is "catchy" with few mistakes. • Demonstrates good control of spelling, punctuation, capitalization, and other writing conventions. Mistakes are few and nothing distracts from the writing. • Applies mature strategic writing skills.
Bridging	• Writing is clear and focused on a narrowed topic. Details are relevant and accurate, and they support the main ideas. Reader's questions are answe • Writing has a clear introduction that's hooks the reader and conclusion that leaves a lasting impression. Use of transitions helps the reader to conne ideas. Reading flows and not dull. • Words used in the writing are specific and accurate. Vivid verbs and modifying words are present. Words used enhance the meaning of the writing • There is a variety in length and structure of the sentences. The style of sentences varies on how they begin. Sentences create fluency and rhythm. • Excellent control of spelling, punctuation capitalization and other writing conventions. • Strategic writing skills are fully developed.

Anejo G/Appendix G

Thinking Circle Rubric

Group: _____ Date: _____

Criteria	Value Points	Student Score
	Content	
Uses a range of carefully evaluated, relevant information, including alternative criteria for judging among solutions	1 point	
Exhibits complex awareness of relative importance of different sources of uncertainties	1 point	
Evaluates information using general principles that allow comparisons across viewpoints; adequately justifies assumptions	1 point	
Focuses analyses on the most important information based on reasonable assumptions about relative importance; organizes information using criteria that apply across different viewpoints and allow for qualitative comparisons	1 point	
Focuses on pragmatic issues in implementation plans; provides appropriate information and motivation, prioritized for the setting and audience	1 point	
Adequately describes relative importance of solution limitations when compared to other viable options.	1 point	
Proceeds as if goal is to come to a well-founded conclusion based on objective consideration of priorities across viable alternatives	1 point	

	Language	
Demonstrates a command of standard English (vocabulary, syntax, and flow of ideas)	1 point	
Uses correct pronunciation of the language.	1 point	
The tone of the presentation is appropriate.	1 point	
Total Points	10 pts. (70% content and 30% language)	_____ Total score:

Facilitator's signature: _____

Note: The score obtained by the student should be recorded as follows:

- Excellent: 1.00 point
- Good: 0.75 point
- Fair: 0.50 point
- Needs improvement: 0.25 point

Anejo H/Appendix H

CLINICAL SCHOOL EXPERIENCE OBSERVATION TOOL

Updated, 03/20/2012

School for Professional Studies
Florida Campuses

CLINICAL SCHOOL EXPERIENCE OBSERVATION TOOL

Part I: Matrix: Florida Educator Accomplished Practices (FEAPs)

Student Intern: School:

Date: Grade:

Classroom Teacher:

Professional FEAP Competencies	**Classroom Observation of Competencies (Total of 4 Hours)**		**Observation Notes:** Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
	Observed (√)	**Not Observed** (√)	
#1 Quality of Instruction The effective educator consistently:			
a) models and promotes the importance of education and academic achievement to all students;			
b) plans and designs lessons to achieve student mastery;			
c) selects appropriate strategies to be used as formative assessments to monitor learning;			
d) uses diagnostic student data to design instruction			
e) develops learning experiences that require students to demonstrate a variety of relevant skills and competencies;			

Instructions: The student must place a checkmark (√) under the heading for **Observed** or **Not-Observed** for each Educator Accomplished Practice Competency **(10 pages).**

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Student Intern Name: Date:

Professional FEAP Competencies	Classroom Observation of Competencies (Total of 4 Hours) Observed (√)	Not Observed (√)	Observation Notes: Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
f) appropriately sequences lessons and concepts to ensure coherence and required prior knowledge;			
g) uses higher-order questioning techniques;			
h) uses varied instructional strategies and resources, including appropriate technology, to teach for student understanding;			
i) delivers engaging, challenging, and relevant lessons;			
j) differentiates instruction based on an assessment of student learning needs and a recognition of individual differences in students;			
k) respects and embraces students' cultural and family background;			
l) demonstrates behaviors that are consistent with fairness and equity;			

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Student Intern Name: Date:

Professional FEAP Competencies	**Classroom Observation of Competencies (Total of 4 Hours)** **Observed** (√)	**Not Observed** (√)	**Observation Notes:** Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
m) utilizes student feedback to monitor instructional needs;			
n) demonstrates behaviors that are consistent with fairness and equity;			
o) utilizes student feedback to monitor instructional needs;			
#2 Knowledge of Subject Matter The effective educator consistently:			
a) demonstrates deep and comprehensive knowledge of the subject taught;			
b) identifies and modifies instruction to respond to gaps in students' subject matter knowledge;			
c) provides instruction to address preconceptions or misconceptions;			

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Student Intern Name: Date:

Professional FEAP Competencies	**Classroom Observation of Competencies (Total of 4 Hours)**		**Observation Notes:** Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
	Observed (√)	**Not Observed** (√)	
d) designs and modifies instruction to deepen students' understanding of content area and advance student learning;			
e) selects and sequences engaging, relevant, standards-based content, and then designs and teaches lessons that are relevant to students' learning needs;			
f) relates and integrates the subject matter with other disciplines during instruction.			
#3 Continuous Improvement **The effective educator consistently:**			
a) engages in targeted professional growth opportunities and reflective practices;			

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Student Intern Name: Date:

Professional FEAP Competencies	**Classroom Observation of Competencies (Total of 4 Hours)**		**Observation Notes:** Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course..
	Observed (√)	**Not Observed** (√)	
b) uses a variety of data, independently and in collaboration with colleagues, to evaluate learning outcomes and to adjust planning and practice;			
c) designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;			
d) examines and uses data-informed research to improve instruction and student achievement;			
e) implements knowledge and skills learned in professional development in the teaching and learning process;			

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Student Intern Name: Date:

Professional FEAP Competencies	**Classroom Observation of Competencies (Total of 4 Hours)**		**Observation Notes:** Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
	Observed (√)	**Not Observed** (√)	
#4 Learning Environment The effective educator consistently:			
a) integrates learning activities that incorporate current information and communication technologies;			
b) adapts learning environment to accommodate the differing needs and diversity of students;			
c) utilizes current and emerging assistive technologies that enable students to achieve their educational goals;			
d) creates and maintains an atmosphere of respect for all areas of diversity;			

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Student Intern Name: Date:

Professional FEAP Competencies	**Classroom Observation of Competencies (Total of 4 Hours)**		**Observation Notes:** Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
	Observed (√)	**Not Observed** (√)	
#5 Assessment The effective educator consistently:			
a) analyzes and uses data from multiple assessments and measures to diagnose students' learning needs, inform instruction based on those needs, and drive the learning process;			
b) designs and aligns formative and summative assessments that match learning objectives and lead to mastery;			
c) uses a variety of assessment tools to monitor student progress, achievement and learning gains;			
d) modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;			

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Student Intern Name: Date:

Professional FEAP Competencies	**Classroom Observation of Competencies (Total of 4 Hours)**		**Observation Notes:** Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
	Observed (√)	**Not Observed** (√)	
e) shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);			
f) employs technology to organize and integrate assessment information.			
#6 Communication The effective educator consistently:			
a) conveys high expectations;			
b) supports, encourages, and provides immediate and specific feedback to students to promote student achievement;			
c) models and teaches clear, acceptable oral and written communication skills;			

School for Professional Studies
Florida Campuses

Student Intern Name: Date:

Professional FEAP Competencies	**Classroom Observation of Competencies (Total of 4 Hours)**		**Observation Notes:** Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
	Observed (√)	**Not Observed** (√)	
d) fosters two-way communication with students and parent/caregiver(s); and			
e) collaborates with the home, school, and larger communities to support student learning and continuous improvement;			
Professional Responsibility and Ethical Conduct The effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, by fulfilling the expected obligations to students, the public and the education profession.			

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School Site Supervising Teacher: _____

Signature: _____ Date: _____

Comments:

_____

_____

Internship Course Facilitator: _____

Signature: _____ Date: _____

Comments:

_____

_____

Student Intern: _____

Signature: _____ Date: _____

Comments_____

School for Professional Studies
Florida Campuses

CLINICAL SCHOOL EXPERIENCE OBSERVATION TOOL
Part II: School: General Operation Activities (1 page)

Student Intern: **School:**
Date:

Place a checkmark (√) under the appropriate activity or type of meeting you participated in during your School Clinical Experience at the assigned school. You must comply with a minimum of four hours for this requirement.

IEP Meeting	LEP Committee Meeting	RTI Meeting	Faculty Meeting	Parent/Teacher Conference	Grade Level Meeting	Department Meeting	Other:	Total Hours

COMMENTS: **Specify the activity for which you are entering comments. You will refer to this document to complete the final report for the Education course.**

_____

_____

_____

_____

_____

Internship Course Facilitator's Signature: _____ Date: _____

Student Intern's Signature: _____ Date: _____

CODES: IEP=Individual Education Program, LEP=Limited English Proficient Program, RTI=Response to Intervention

Anejo I/Appendix I

CLINICAL SCHOOL EXPERIENCE OBSERVATION FEEDBACK FORM

School for Professional Studies
Florida Campuses

CLASSROOM OBSERVATION FEEDBACK FORM

Student Intern:	Signature:	Date:
School Site Supervising Teacher:	Signature:	Date:
Internship Course Facilitator:	Signature:	Date:
Observation Notes (narrative description of lesson) _____ _____ _____ _____ _____		

ESOL COMPETENCIES
(Check ALL that are observed)
___ Planning Practices
___ Instructional Methods/Strategies
___ Instructional Materials
___ Assessment by L2 Level
___ Accommodations by L2 Level
___ Learning Styles/Differentiation
___ Cultural Sensitivity
___ Addresses L2 proficiency Levels

Exemplary Practices	Reflective Comments

ACCOMPLISHED PRACTICES

(Check ALL that are observed)

___ Instructional Design, Lessons, and planning
___ Learning Environment
___ Instructional Delivery and Facilitation
___ Assessment
___ Continuous Professional Improvement
___ Professional Responsibility and Ethical Conduct

Observer's Name: _____

Observer's Signature: _____

Date: _____

Comments:

Updated, 03/20/2012

Anejo J/Appendix J

Matriz Valorativa del Informe Escrito del Proyecto de Experiencia Clínica

Nombre: _____

Tema: _____ Fecha: _____

Criterios	**Valor**	**Puntuación obtenida**
	Contenido	
La excelente organización realza la claridad y la comprensión del informe.	1 punto	
La relevancia del tema para la clase o la audiencia es obvia. Es fácil de predecir el contenido del informe ya que los temas importantes a discutirse están mencionados específicamente.	1 punto	
Se dan ejemplos claros para apoyar las oraciones centrales y el propósito general del informe; el análisis brinda maneras novedosas para reflexionar en el material; el material citado está bien integrado; las ideas son profundas pero no redundantes.	1 punto	
El tono del informe es consistentemente profesional y apropiado.	1 punto	
El autor elabora conclusiones sucintas y precisas basadas en la literatura existente. Se ofrecen sugerencias para futuras investigaciones.	1 punto	
Las referencias provienen de revistas profesiones y otras fuentes aprobadas. Incluye	1 punto	

numerosas fuentes académicas relevantes demostrando una investigación extensa y profunda; se apoya muy poco en fuentes terciarias de información.		
El informe escrito incluye todas las secciones requeridas.	1 punto	
	Lenguaje	
Demuestra habilidad en el manejo del idioma inglés estándar (vocabulario, sintaxis y flujo de ideas).	1 punto	
Usa la puntuación y la ortografía correctamente.	1 punto	
Se utiliza precisa y consistentemente el estilo APA en el informe y en la página de referencias. Las referencias del listado concuerdan con las citas en el texto y todas han sido escritas adecuadamente usando el estilo APA.	1 punto	
Total	10 pts. (70% contenido y 30% lenguaje)	_____ Puntuación Total:

Firma del facilitador: _____

Nota: La puntuación total obtenida por el estudiante deberá registrarse como sigue:

- Excelente 1.00 punto
- Bueno 0.75 punto
- Regular 0.50 punto
- Necesita mejorar 0.25 punto

Anejo K/Appendix K

Matriz Valorativa de la Presentación Oral del Proyecto de Experiencia Clínica

Nombre/Grupo _____

Curso: _____ Fecha: _____

Criterios	**Valor**	**Puntuación del Estudiante**
	Presentación	
Mantiene la atención de toda la audiencia utilizando el contacto visual directo, y mirando las notas raramente.	1 punto	
Los movimientos son adecuados y ayudan a la audiencia a visualizar el contenido de la presentación.	1 punto	
El estudiante demuestra estar relajado y tranquilo, sin hacer errores.	1 punto	
El estudiante utiliza una voz clara con Buena proyección y entonación.	1 punto	
El estudiante demuestra un conocimiento completo al responder todas las preguntas con explicaciones y elaboraciones.	1 punto	
El estudiante presenta la información en una secuencia lógica e interesante la cual la audiencia puede seguir sin problema.	1 punto	
Utiliza la tecnología adecuadamente durante la presentación.	1 punto	
	Lenguaje	
Demuestra habilidad en el manejo del	1 punto	

idioma inglés estándar (vocabulario, sintaxis y flujo de ideas).		
Usa la gramática de una manera adecuada y correcta.	1 punto	
Usa una pronunciación correcta durante la presentación.	1 punto	
Total	_____ 100 (70% contenido y 30% lenguaje)	_____ Puntuación Total:

Firma del facilitador: _____

Nota: La puntuación adquirida por el estudiante podrá anotarse según la siguiente escala:

- Excelente: 1.00 punto
- Bueno: 0.75 punto
- Regular: 0.50 punto
- Necesita mejorar: 0.25 punto

Anejo L/Appendix L

Demonstration Rubric

Estudiante: _____

Estrategia: _____ Fecha: _____

Criterios	Valor	Puntuación obtenida
	Contenido	
El estudiante mantiene la atención de toda la audiencia con el uso del contacto visual directo, leyendo sus notas muy raramente.	1 punto	
La demostración cumple con el propósito establecido muy claramente, evidenciando control y organización.	1 punto	
Todos los aspectos son excelentes y creativos, haciendo de la estrategia una contribución sólida al área que se dirige.	1 punto	
Para el alcance del tema, muy original y apropiado, usando una variedad de recursos auténticos solamente.	1 punto	
Excelente conocimiento del procedimiento; presentación efectiva; excelente manejo del tiempo.	1 punto	
Los procesos cognitivo-mentales fueron verbalizados con extrema claridad y organización para la comprensión inequívoca de la estrategia.	1 punto	

Respondió claramente a todas las preguntas elaboradas por el grupo.	1 punto	
	Lenguaje	
Demuestra un uso profesional del idioma español (vocabulario, sintaxis y flujo de ideas).	1 punto	
Utiliza la pronunciación correcta del idioma.	1 punto	
Utiliza una voz clara con una buena proyección y entonación.	1 punto	
Puntuación total:	10 pts. (70% contenido y 30% lenguaje)	_____ Puntuación Total

Firma del facilitador: _____

Nota: El puntaje obtenido por el estudiante deberá registrarse como sigue:

- Excelente: 1.00 punto
- Bueno: 0.75 punto
- Regular: 0.50 punto
- Necesita mejorar: 0.25 punto

Anejo M/Appendix M

THE WRITING PROCESS

6-TRAITS WRITING RUBRIC

Updated, 03/20/2012

Six-Traits of Writing Rubric

Student's Name:_____ Date:_____

Facilitator:_____ Course: _____

Assignment:_____

Instructions: This rubric will be used to evaluate all written work done by the student in both English-and Spanish. Please refer to the trait that you are evaluating (i.e., Ideas and Content) and write the score in the appropriate box. Select the criteria per level (6= highest, 1=lowest) that best reflects the student's writing ability.
Refer to all the Appendix (D) sheets that describe, in detail, all the writing traits that you are evaluating in order to complete this rubric properly.

	Criteria per Level (From Highest to Lowest)						
Writing Traits	6	5	4	3	2	1	
Ideas and Content							
Organization							
Voice							
Word Choice							
Sentence Fluency							
Conventions							
Totals (Add all the totals down, then across to obtain the Grand Total.)							**Grand Total:**

Final Score:_____

Scoring Scale: (36-0)
Outstanding: 33-36 points = A
Very Good: 29-32 points = B
Satisfactory: 24-28 points =C
Fair: 19-23 points =D
Poor: 0-18 points = F

Six Traits for Analytic Writing Rubrics

Trait #1: Idea and Content

Criteria per Level Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from https://www.ade.state.az.us/standards/6traits/

6	The writing is exceptionally clear, focused and interesting. It holds the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. The writing is characterized by: • clarity, focus, and control • main idea(s) that stand out • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support • a thorough, balanced, in-depth explanation/ exploration of the topic; the writing makes connections and shares insights • content and selected details that are well suited to audience and purpose
5	The writing is clear, focused and interesting. It holds the reader's attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writing is characterized by • clarity, focus, and control. • main idea(s) that stand out • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support • a thorough, balanced explanation/exploration of the topic; the writing makes connections and shares insights • content and selected details that are well-suited to audience and purpose
4	The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general. The writing is characterized by • an easily identifiable purpose. • clear main idea(s) • supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used to provide accurate support • a topic that is explored/explained, although developmental details may occasionally be out of balance with the main idea(s); some connections and insights may be present • content and selected details that are relevant, but perhaps not consistently well chosen for audience and purpose
3	The reader can understand the main ideas, although they may be overly broad or simplistic, and the results may not be effective. Supporting detail is often limited, insubstantial, overly general, or occasionally slightly off-topic. The writing is characterized by • an easily identifiable purpose and main idea(s) • predictable or overly-obvious main ideas or plot; conclusions or main points seem to echo observations heard elsewhere • support that is attempted; but developmental details that are often limited in scope, uneven, somewhat off-topic, predictable, or overly general • details that may not be well-grounded in credible resources; they may be based on clichés, stereotypes or questionable sources of information • difficulties when moving from general observations to specifics
2	Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by • a purpose and main idea(s) that may require extensive inferences by the reader • minimal development; insufficient details • irrelevant details that clutter the text • extensive repetition of detail
1	The writing lacks a central idea or purpose. The writing is characterized by • ideas that are extremely limited or simply unclear • attempts at development that are minimal or non-existent; the paper is too short to demonstrate the development of an idea

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from https://www.ade.state.az.us/standards/6traits/

Trait #2: Organization

Criteria per Level

6	The organization enhances the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily. The writing is characterized by • effective, perhaps creative, sequencing; the organizational structure fits the topic, and the writing is easy to follow • a strong, inviting beginning that draws the reader in and a strong satisfying sense of resolution or closure • smooth, effective transitions among all elements (sentences, paragraphs, and ideas) • details that fit where placed
5	The organization enhances the central idea(s) and its development. The order and structure are strong and move the reader through the text. The writing is characterized by. • effective sequencing; the organizational structure fits the topic, and the writing is easy to follow • an inviting beginning that draws the reader in and a satisfying sense of resolution or closur • smooth, effective transitions among all elements (sentences, paragraphs, and ideas) • details that fit where placed
4	Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by • clear sequencing • an organization that may be predictable • a recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety • a body that is easy to follow with details that fit where placed • transitions that may be stilted or formulaic • organization which helps the reader, despite some weaknesses
3	An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by • attempts at sequencing, but the order or the relationship among ideas may occasionally be unclear • a beginning and an ending which, although present, are either undeveloped or too obvious (e.g. “My topic is...”, “These are all the reasons that…”). • transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused • a structure that is skeletal or too rigid • placement of details that may not always be effective • organization which lapses in some places, but helps the reader in others
2	The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is either difficult to follow and the reader has to reread substantial portions, or the piece is simply too short to demonstrate organizational skills. The writing is characterized by • some attempts at sequencing, but the order or the relationship among ideas is frequently unclear • a missing or extremely undeveloped beginning, body, and/or ending • a lack of transitions, or when present, ineffective or overused • a lack of an effective organizational structure • details that seem to be randomly placed, leaving the reader frequently confused
1	The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by • a lack of effective sequencing • a failure to provide an identifiable beginning, body and/or ending • a lack of transitions • pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly • a lack of organization which ultimately obscures or distorts the main point

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from https://www.ade.state.az.us/standards/6traits/

Trait #3: Voice

Criteria per Level

6	The writer has chosen a voice appropriate for the topic, purpose and audience. The writer seems deeply committed to the topic, and there is an exceptional sense of “writing to be read.” The writing is expressive, engaging, or sincere. The writing is characterized by • an effective level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.). • an exceptionally strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively; The reader may discern the writer behind the words and feel a sense of interaction • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspens
5	The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems committed to the topic, and there is a sense of “writing to be read.” The writing is expressive, engaging or sincere. The writing is characterized by • an appropriate level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively or interesting. Technical writing may require greater distance.). • a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense
4	A voice is present. The writer demonstrates commitment to the topic, and there may be a sense of “writing to be read”. In places, the writing is expressive, engaging, or sincere. The writing is characterized by • a questionable or inconsistent level of closeness to or distance from the audience • a sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. The reader may glimpse the writer behind the words and feel a sense of interaction in places • liveliness, sincerity, or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal and stiff
3	The writer’s commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal. The writing is characterized by • a limited sense of audience; the writer’s awareness of the reader is unclear • an occasional sense of the writer behind the words; however, the voice may shift or disappear a line or two later and the writing become somewhat mechanical • a limited ability to shift to a more objective voice when necessary
2	The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. The writing is characterized by • little engagement of the writer; the writing tends to be largely flat, lifeless, stiff, or mechanical. • a voice that is likely to be overly informal and personal • a lack of audience awareness; there is little sense of "writing to be read" • little or no hint of the writer behind the words; There is rarely a sense of interaction between reader and writer
1	The writing seems to lack a sense of involvement or commitment. The writing is characterized by • no engagement of the writer; the writing is flat and lifeless • a lack of audience awareness; there is no sense of “writing to be read” • No hint of the writer behind the words. There is no sense of interaction between writer and reader; the writing does not involve or engage the reader

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from https://www.ade.state.az.us/standards/6traits/

Trait #4: Word Choice

Criteria per Level

6	Words convey the intended message in an exceptionally interesting, precise, and natural way appropriate to audience and purpose. The writer employs a rich, broad range of words, which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by • accurate, strong, specific words; powerful words energize the writing • fresh, original expression; slang, if used, seems purposeful and is effective • vocabulary that is striking and varied, but that is natural and not overdone • ordinary words used in an unusual way • words that evoke strong images; figurative language may be used
5	Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by • accurate, specific words; word choices energize the writing • fresh, vivid expression; slang, if used, seems purposeful and is effective • vocabulary that may be striking and varied, but that is natural and not overdone. • ordinary words used in an unusual way • words that evoke clear images; figurative language may be used
4	Words effectively convey the intended message. The writer employs a variety of words that are functional and appropriate to audience and purpose. The writing is characterized by • words that work but do not particularly energize the writing. • expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective • attempts at colorful language that may occasionally seem overdone • occasional overuse of technical language or jargon • rare experiments with language; however, the writing may have some fine moments and generally avoids clichés
3	Language is quite ordinary, lacking interest, precision and variety, or may be inappropriate to audience and purpose in places. The writer does not employ a variety of words, producing a sort of "generic" paper filled with familiar words and phrases. The writing is characterized by • words that work, but that rarely capture the reader's interest. • expression that seems mundane and general; slang, if used, does not seem purposeful and is not effective • attempts at colorful language that seem overdone or forced • words that are accurate for the most part, although misused words may occasionally appear, technical language or jargon may be overused or inappropriately used • reliance on clichés and overused expressions
2	Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by • words that are colorless, flat or imprecise • monotonous repetition or overwhelming reliance on worn expressions that repeatedly distract from the message • images that are fuzzy or absent altogether
1	The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language. The writing is characterized by • general, vague words that fail to communicate • an extremely limited range of words • words that simply do not fit the text; they seem imprecise, inadequate, or just plain wrong

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from https://www.ade.state.az.us/standards/6traits/

Trait #5: Sentence Fluency

Criteria per Level

6	The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by • a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next • extensive variation in sentence structure, length, and beginnings that add interest to the text • sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas • varied sentence patterns that create an effective combination of power and grace • strong control over sentence structure; fragments, if used at all, work well • stylistic control; dialogue, if used, sounds natural
5	The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by • a natural, fluent sound; it glides along with one sentence flowing into the next • variation in sentence structure, length, and beginnings that add interest to the text • sentence structure that enhances meaning • control over sentence structure; fragments, if used at all, work well • stylistic control; dialogue, if used sounds natural
4	The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by • a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace • some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact • strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective • occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural.
3	The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. The writing is characterized by • some passages that invite fluid oral reading; however, others do not • some variety in sentences structure, length, and beginnings, although the writer falls into repetitive sentence patterns • good control over simple sentence structures, but little control over more complex sentences fragments, if present, may not be effective • sentences which, although functional, lack energy • lapses in stylistic control; dialogue, if used, may sound stilted or unnatural
2	The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by • significant portions of the text that are difficult to follow or read aloud • sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object) • a significant number of awkward, choppy, or rambling constructions
1	The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by • text that does not invite—and may not even permit—smooth oral reading • confusing word order that is often jarring and irregular • sentence structure that frequently obscures meaning • sentences that are disjointed, confusing, or rambling.

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from https://www.ade.state.az.us/standards/6traits/

Trait #6: Conventions

Criteria per Level

6	The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar, and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by • strong control of conventions; manipulation of conventions may occur for stylistic effect • strong, effective use of punctuation that guides the reader through the text • correct spelling, even of more difficult words • paragraph breaks that reinforce the organizational structur • correct grammar and usage that contribute to clarity and style • skill in using a wide range of conventions in a sufficiently long and complex piec • little or no need for editing
5	The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability. The writing is characterized by • strong control of conventions. • effective use of punctuation that guides the reader through the text • correct spelling, even of more difficult words • paragraph breaks that reinforce the organizational structure • correct capitalization; errors, if any, are minor • correct grammar and usage that contribute to clarity and style • skill in using a wide range of conventions in a sufficiently long and complex piece • little need for editing
4	The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by • control over conventions used, although a wide range is not demonstrated • correct end-of-sentence punctuation, internal punctuation may sometimes be incorrect • spelling that is usually correct, especially on common words • basically sound paragraph breaks that reinforce the organizational structure • correct capitalization; errors, if any, are min • occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader • moderate need for editing
3	The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors begin to impede readability. The writing is characterized by • some control over basic conventions; the text may be too simple to reveal mastery • end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors • spelling errors that distract the reader; misspelling of common words occurs • paragraphs that sometimes run together or begin at ineffective places • capitalization errors • errors in grammar and usage that do not block meaning but do distract the reader • significant need for editing
2	The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by • little control over basic conventions • many end-of-sentence punctuation errors; internal punctuation contains frequent errors • spelling errors that frequently distract the reader; misspelling of common words often occurs • paragraphs that often run together or begin in ineffective places • capitalization that is inconsistent or often incorrect • errors in grammar and usage that interfere with readability and meaning • substantial need for editing
1	Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by • very limited skill in using conventions • basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect • frequent spelling errors that significantly impair readability • paragraph breaks that may be highly irregular or so frequent (every sentence) that they bear no relation to the organization of the text • capitalization that appears to be random • a need for extensive editing

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from https://www.ade.state.az.us/standards/6traits/