

**COURSE TITLE:** HABLA ESPANOL: Spanish Basics For Educators PT I

**WA CLOCK HRS:** 30

**NO. OF CREDITS:** 3 QUARTER CREDITS  
[semester equivalent = 2.00 credits]

**OREGON PDUs:** 30

**PENNSYLVANIA ACT 48:** 30

**INSTRUCTOR:** DEBORAH RICHTER  
ctwichel@thewiredcity.net

### **COURSE DESCRIPTION:**

This course is designed to teach important Spanish skills that will allow staff members to gain the trust and confidence of Spanish-speaking students so that these students can feel confident, accepted, and be able to approach staff members with their specific needs and concerns. The ultimate goal is to relate to Spanish-speaking students and their parents through basic communication in their native language. Not only will this assist in building a positive rapport between the staff member and student, but it is also useful in supporting and encouraging the student to not be afraid of learning English.

The initial focus of the course will be on building basic fundamentals of the Spanish language, with an overall goal of learning to say necessary vocabulary and phrases for communicating with Spanish-speaking students and parents. Participants will also learn vital phone conferencing strategies for dealing with a Spanish-speaking parent, learn to use our "Spanish Progress Reports", and understand how to properly solicit important information from the student and parent.

This course is appropriate for all staff members K-12 with limited or no Spanish language skills.

- \$30 fee for the purchase of the course packet, workbook and audio material is payable to the instructor after registration.
- Once the instructor has received registration confirmation, she will email a course packet invoice directly to you.

The Co-Instructor for this course is Danielle Twichel, M.A.

**LEARNING OUTCOMES:** Upon completion of this course, participants will have:

1. The fundamentals of proper Spanish pronunciation.
2. An extensive Spanish vocabulary pertaining to the school setting.
3. To welcome a native Spanish-speaking student to class and make him or her feel comfortable.
4. Key strategies for holding a live or phone conference in Spanish.
5. To convey and solicit specific information to or from the Spanish-speaking student.
6. How to use our Spanish/English progress reports to inform parents of the student's positive or negative classroom behaviors.
7. Over 100 specific helpful phrases in Spanish to build a positive rapport with Spanish-speaking students.

### **COURSE REQUIREMENTS:**

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

### **HOURS EARNED:**

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant's their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

### **UNIVERSITY QUARTER CREDIT INFORMATION**

#### **REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT**

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

**CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)**

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

**ADDITIONAL COURSE INFORMATION****REQUIRED TEXT**

Required 50-page course workbook with audio material that follows the workbook lessons.

None. All reading is online.

**MATERIALS FEE**

• \$30 fee for the purchase of the course packet, workbook and audio material is payable to the instructor after registration. • Once the instructor has received registration confirmation, she will email a course packet invoice directly to you.

**ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT****A. INFORMATION ACQUISITION****Assignment #1: Activities & Practice Tarea #1**

- Listen to, practice out loud and follow along with the c.d. pages 1-7 (Intro Phrases, Alfabeto, Pronunciation, and Diphthongs).
- After practicing several times, complete the "Activities and Practice Tarea #1" on page 7B.

**Assignment #2: Activities & Practice Tarea #2**

- Listen to, practice out loud and follow along with the c.d. pages 8-13 (Articles, Gender & Plural, Numbers, Dates).
- After practicing several times, complete the "Activities and Practice Tarea #2" on page 13B.

**Assignment #3: Activities & Practice Tarea #3**

- Listen to, practice out loud and follow along with the c.d. pages 14-16 (Telling Time).
- After practicing several times, complete the "Activities and Practice Tarea #3" on page 16B.

**Assignment #4: Activities & Practice Tarea #4**

- Listen to, practice out loud and follow along with the c.d. pages 20-25 (Phone Conversations, Progress Reports, and Event Invites).
- After practicing several times, complete the "Activities and Practice Tarea #4" on page 25B.

**Assignment #5: Repaso de Frases**

- Listen to the "Frases" section while following in the workbook.
- Practice the phrases out loud a minimum of 8 times each.
- Complete "Repaso de Frases" exercise at the end of the phrases.

### Assignment #6: Crucigramas

- Listen to the “Apendice” vocabulary section while following in the workbook.
- Practice out loud a minimum of 8 times each.
- Complete the “Crucigramas” (vocabulary crosswords) on the last two pages of the workbook.

### Assignment #7: Complete Tarea Exercises

- Communicate with the instructor by phone or email ([ctwichel@thewiredcity.net](mailto:ctwichel@thewiredcity.net)).
- Scan and email, or copy and send via US Mail to the instructor your completed the “tarea” exercises.
- One of the instructors will get back to you within a week.

Send to instructor: [ctwichel@thewiredcity.net](mailto:ctwichel@thewiredcity.net), Subject line to read ‘Habla #7’.

### Assignment #8: Writing Scripts

- Using page 20 of the workbook as a guide, write and practice two (2) of your own phone-conference scripts.
- When writing the scripts, you should think of an actual student (current or past).
- Find either a Spanish-speaking student or colleague to help you practice this script out loud.
- Practice a minimum of five times.
- If you find the script applicable, use it for an actual phone-call to the Spanish-speaking parent.
- Write a 1-page summary of your experience with these scripts.

Send to instructor: [ctwichel@thewiredcity.net](mailto:ctwichel@thewiredcity.net), Subject line to read ‘Habla #8’.

### Assignment #9: Event Invites

- Using page 25 of the workbook as a guide, write and practice two of your own Event Invites.
- When writing the script, you should think of an actual Spanish-speaking parent to invite to a conference or event.
- Find either a Spanish-speaking student or colleague to help you practice this Invite out loud.
- Practice a minimum of five times.
- If you find the Invite applicable, send it as an actual invite to the Spanish-speaking parent.
- Write a 1-page summary of your experience with these invites.

Send to instructor: [ctwichel@thewiredcity.net](mailto:ctwichel@thewiredcity.net), Subject line to read ‘Habla #9’.

### ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

#### B. LEARNING APPLICATION

In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher’s summer classroom in session.

### Assignment #10: Practice Phrases

- Using the phrase section of your workbook and the notebook of phrases and terms that you are keeping, write and practice a minimum of 15 questions or phrases that you would find most useful when addressing a Spanish-speaking student in your class.
- Practice these phrases several times until you feel you have committed them to memory.
- When ready, use them with one or more of your Spanish-speaking students (or at least with a student at your school if you do not have any in your class).
- Write a one-page summary of how you felt when you spoke to your student in Spanish, what did or did not work well and why, how the student(s) reacted, and how they replied to your questions.

Send to instructor: [ctwichel@thewiredcity.net](mailto:ctwichel@thewiredcity.net), Subject line to read ‘Habla #10’.

### Assignment #11: Spanish/English Progress Reports

- Using page 24 of the workbook as a guide, write and practice two (2) of your own Spanish/English Progress Reports.
- When writing the reports, you should think of an actual student (current or past).
- Find either a Spanish-speaking student or colleague to help you practice the report out loud.
- Practice a minimum of 5 times.
- If you find the report applicable, send it to the Spanish-speaking parent.
- Write a 1-page summary of your experiences with these reports.

Send to instructor: [ctwichel@thewiredcity.net](mailto:ctwichel@thewiredcity.net), Subject line to read 'Habla #11'.

### Assignment #12: Creating a Lesson

#### Assignment #12-A:

- Create a lesson reflecting what you've learned in this course.
- Use The Heritage Institute [lesson template](https://www.hol.edu/about/lesson-template/) or one from your district. (<https://www.hol.edu/about/lesson-template/>)
- Implement your lesson with students in your classroom.
- Write a 250-500 word commentary on what worked well and what could be improved.
- Include any student feedback on your lesson.
- We encourage you to share what you've learned with other teachers taking our courses by also contributing your Lesson Plan to The Heritage Institute Lesson Plan Library [here](https://www.hol.edu/lesson-plan-library). (<https://www.hol.edu/lesson-plan-library>)
- Send your lesson plan and your commentary via email to your instructor.

Send to instructor: [ctwichel@thewiredcity.net](mailto:ctwichel@thewiredcity.net), Subject line to read 'Habla #12-A'.

OR

#### Assignment #12-B:

- Create a lesson reflecting what you've learned in this course. (Do not implement it.)
- Use The Heritage Institute [lesson template](https://www.hol.edu/about/lesson-template/) or one from your district. (<https://www.hol.edu/about/lesson-template/>)
- We encourage you to share what you've learned with other teachers taking our courses by contributing your Lesson Plan to The Heritage Institute Lesson Plan Library [here](https://www.hol.edu/lesson-plan-library). (<https://www.hol.edu/lesson-plan-library>)
- Write a 500+ word article concerning any noteworthy success you've had as a teacher with one or more students.
- Please refer to the guidelines on our blog [What Works: Teaching at its Best](https://www.hol.edu/blog) prior to writing your article. (<https://www.hol.edu/blog>)
- When you submit your article to your instructor, please also email a copy to [Renee Leon](mailto:Renee@hol.edu) THI blog curator and media specialist. ([Renee@hol.edu](mailto:Renee@hol.edu))
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Submit your lesson along with your article via email to your instructor.

Send to instructor: [ctwichel@thewiredcity.net](mailto:ctwichel@thewiredcity.net), Subject line to read 'Habla #12-B'.

### Assignment #13: (500 Level ONLY)

#### Option A)

Write a 1-2 page script in Spanish that addresses the following situation:

- A new Spanish-speaking student is placed in your class. Make this student feel welcome by doing the following in Spanish: Greet him/her and welcome him/her to class. Find out personal information (name, age, where he/she is from, who he/she lives with, how he/she is doing, what grade he/she is in, what subjects he/she likes, when is his/her birthday). Direct him/her to his/her seat and introduce him/her to the students around him/her.
- Include at least two more phrases of your own anywhere in the script.
- Use the script on page 21 as a guide to help you.
- Also, be sure to look up the phrase and vocabulary in the workbook to assist with proper spelling. Practice this situation at least 3 times out loud with a Spanish-speaking student or colleague.
- Write a 1-page summary describing your experience with your partner's feedback.

Send to instructor: [ctwichel@thewiredcity.net](mailto:ctwichel@thewiredcity.net), Subject line to read 'Habla #13-A'.

OR

#### Option B)

Another assignment of your own design with the instructor's prior approval

Send to instructor: [ctwichel@thewiredcity.net](mailto:ctwichel@thewiredcity.net), Subject line to read 'Habla #13-B'.

## C. INTEGRATION PAPER

Assignment #14: (Required for 400 and 500 Level)

### SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments.)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when, and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

Send to your instructor at their email address. Subject line to read "(put course name here) Integration Paper"

### INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

### QUALIFICATIONS FOR TEACHING THIS COURSE:

Deborah Richter is an accomplished Spanish Instructor who has been teaching Spanish for more than 30 years. She holds degrees in Spanish Literature, Education, and Physical Education from Whitman College.

Deborah frequently travels to Spain, where she has studied at La Universidad de San Agustin and at Saint Luis University Madrid. Other Spanish-speaking countries that she has visited and leads groups include Panamá Puerto Rico, Mexico, Perú, Colombia, Argentina, Guatemala, Ecuador, Cuba, Costa Rica, and Venezuela.

After teaching Spanish in the Tacoma School District for twelve years, Deborah founded La Única Spanish Instruction Center, which has, over the course of 19 years, offering many wonderful and popular general-public and field-specialized courses as well as amazing cultural trips to various Spanish-speaking countries. Understanding that students absorb and learn information more effectively when they are simultaneously having fun, Deborah concentrates on making her classes active, enjoyable, and entertaining. Additionally, she offers training and workshops for educators which emphasize strengthening and bridging communication and cultural gaps between teachers and their Spanish-speaking students, parents, and ethnically-diverse communities.

It is a tremendous joy to teach and connect with such wonderful and highly motivated members of the community!

### Co-Instructor:

Danielle Twichel, M.A., is a passionate Spanish instructor with additional teaching experience in Art and English. She graduated from our local Pacific Lutheran University in 2018 with degrees in Hispanic Studies and Fine Art. During her university days, she studied abroad in Spain and Ecuador, two countries that taught her the joys of speaking a foreign language and allowed her to explore more profound cultural connections. After graduating, she instructed painting at a studio in Puyallup, where she encountered both skill and interest in teaching. She later lived abroad in Chile on two separate occasions in 2019 and 2021 where she worked as an English as a Second Language teacher at a university and taught online classes. Danielle has recently obtained her Master's Degree in Global Higher Education from La Universidad de Alcalá, España. Her experience has led her to become a creative and encouraging teacher who loves to help her students feel confident and capable when communicating Spanish.

## BIBLIOGRAPHY

### HABLA ESPANOL: Spanish Basics For Educators PT I

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Bermudez, Andrea B. [\*Doing Our Homework: How Schools Can Engage Hispanic Communities\*](#). Eric

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Harvey, William C. *Spanish for Educators*. Barron's Educational Series, Inc., 1986.

Richmond, Dorothy. *Practice Makes Perfect – Spanish Verb Tenses*. Passport Books, 1996

Stein, Gail. [\*Countdown to Spanish : Learn to Communicate in 24 Hours\*](#). McGraw-Hill, 2003.

Wald, Susan. *Spanish for Dummies*. For Dummies; Book and CD edition, 1999