**P**ARTNERING TO **U**NIFY **E**DUCATIONAL SERVICES FOR **D**UAL LANGUAGE AND

**E**NGLISH LEARNERS **(PUEDE!)**

**SCHOLAR APPLICATION FOR 2020-21**

PUEDE! is funded by the U.S. Department of Education, Office of Special Education Programs (OSEP). The project prepares pre-service Spanish-speaking school psychologists and speech language pathologists to specialize in interdisciplinary collaboration to serve high need students in special education who are dual language or English learners. Specialized project seminars, institutes, and clinical practica will provide in-depth research- and evidence-based knowledge, skills, and practice in bilingual SP and bilingual SLP, especially as related to identifying and serving youth with high intensity needs, and in collaboration across disciplines. Scholars will gain competencies in (a) Foundations of interdisciplinary service delivery; (b) Collaboration and consultation skills; (c) Evidence-based interdisciplinary assessment; (d) Evidence-based intense and responsive interventions; and (e) Bilingual and bicultural communication skills.

***ELIGIBILITY***

**Federal Eligibility Requirements:** Scholars must:

* Be a citizen or national of the United States; or
* Be a permanent resident of the United States or its commonwealths or territories; or
* Present U.S. Immigration & Naturalization Service documentation of being in the U.S. for other than a temporary purpose, with the intention of becoming a citizen or permanent resident.

**Program Eligibility Requirements**: Full-time (or accepted to be full time) School Psychology or Speech Language Pathology Student in Good Standing

**Project Eligibility Requirements:**

* Spanish proficiency - minimally at Mid Intermediate (you will need to attain low advanced level by project end)
* Some knowledge of Latino culture(s)

***REQUIREMENTS***

All scholars supported by PUEDE! must fulfill the following *requirements in addition* to the general requirements of the School Psychology or Speech Language Pathology Program:

* Year-long participation in one full day of field experience per week, providing services to Spanish-speaking or bilingual children or youth, their families and teachers at Rosa Parks Elementary enrolling a majority of Latino students.
* Participation in weekly seminars in a four course, four semester sequence.
* Membership and conference participation in the National Association for School Psychology and/or the American Speech and Hearing Association (ASHA).
* Participation in one or two-day project-provided institutes or workshops each year.
* Completion of CSET: Spanish with passing scores.
* Completion of all project evaluation forms required each semester, including an e-Portfolio, documenting your developing competencies in the six areas.
* Participation in project evaluation activities (e.g., meetings with the evaluation team).
* Commitment to attaining Advanced or Superior level Spanish language skills.

***AFFIDAVIT***

*I hereby certify that: (a) I meet the federal and project eligibility requirements, (b) I have provided an honest portrayal of myself in the Project Application (including language proficiencies and knowledge of Latino culture(s), (c) I understand and agree to meet all project requirements, and (d) I understand that continued participation in and funding from this project is contingent upon satisfactory completion of project requirements and satisfactory progress in my graduate program. Further, I understand that (e) repayment of the financial support I receive is waived under the condition that following graduation, I work in education in the field for which I am being prepared for two years for each year of support I receive.*

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Red ID# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Graduate Program: \_\_\_\_\_ School Psychology \_\_\_\_\_ Speech Language Pathology

E-Mail Contact \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mobile Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I am applying to the following grants and have indicated my order of preference:

\_\_\_\_\_\_ PUEDE \_\_\_\_\_ BEAMS \_\_\_\_ Native and Indigenous Scholars \_\_\_ TLC (foster youth)

***APPLICATION***

Please submit your letter of interest along with two essays as part of your application, along with your resume or CV, and a copy of your most recent transcript.

**Essay #1.** Why is the PUEDE project a “fit” for you? What do you expect to bring to the project, and what do you expect to get from the project?Include a descriptionof your experience in collaborating with others, and what you expect to gain from this level of collaboration.

**Essay #2.** Describe the depth and breadth of your knowledge base in and experiences with Mexican, Mexican American, and/or other Latino cultures from which many of our public-school youth and their families come. Include, for example, your personal heritage experiences, travel, immersions, and specialized studies.

### If you have taken the CSET: Spanish, please check your status with respect to that exam. If you have taken the exam, attach the most recent report of your cumulative exam results. If not, check Not Yet Taken.

|  |  |  |  |
| --- | --- | --- | --- |
| **Exam** | **Passed** | **Taken/Failed** | **Not Yet Taken** |
| Spanish (CSET:LOTE\_Spanish) |  |  |  |

**Your Spanish Proficiencies:** Check the box that best describes the level of your Spanish proficiencies below. *Please refer to the Spanish Proficiency Key attached to determine your self-assessed levels*:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| LEVEL of proficiency | INTERMEDIATE LOW | INTERMEDIATE MID | INTERMEDIATE HIGH | ADVANCED  LOW | ADVANCED  MID | ADVANCED  HIGH | SUPERIOR |
|  |  |  |  |  |  |  |  |
| SPEAKING |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| WRITING |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| READING |  |  |  |  |  |  |  |

What percent of your time do you use Spanish: at home \_\_\_\_\_% in the community \_\_\_\_\_%

* SUBMIT your affidavit, resume, a recent transcript, two references, and this application to:
* **Dr. Carol Robinson-Zañartu, Director, at** [**crobinsn@sdsu.edu**](mailto:crobinsn@sdsu.edu) **on or before November 13, 2018**
* **Please TITLE the documents** you send using your last name, PUEDE. You can also create one PDF file and send the entire application as one document.

**Spanish Proficiency Key – ACTFL Inc.**

**Superior Level:**

Superior level speakers communicate in the language with ease, accuracy and fluency in order to participate fully and effectively on a variety of topics in formal and informal settings from both concrete and abstract perspectives.

Superior level readers read and understand texts from many genres dealing with a range of subjects, including both familiar and unfamiliar. They understand texts that use precise, often specialized vocabulary and complex grammatical structures. They are also able to understand lengthy texts of a professional, academic or literary nature.

Superior writers produce formal and informal correspondence, in-depth summaries, reports, and research papers on a variety of social, academic, and professional topics. Writers at the Superior level demonstrate a high degree of control of grammar and syntax, specialized/professional vocabulary, spelling, and punctuation.

**Advanced Level:**

Speakers at the Advanced level engage in a large number of communicative tasks with ease and confidence. The topics are handled concretely by means of narration and description in the major time frames of past, present, and future.

Readers at this level understand the main idea and supporting details of authentic narrative and descriptive texts. They are able to understand texts that have a clear and predictable structure, as well as demonstrate independence in their ability to read subject matter that is new to them.

Advanced level writers are characterized by the ability to write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. They can describe in the major time frames of past, present, and future.

**Intermediate Level:**

Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation.

Readers at this level understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues and are most accurate when getting meaning from simple, straightforward texts.

Writers at this level meet practical writing needs, such as simple messages and letters, requests for information, and notes.

**Novice Level:**

At this level, communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled.

Novice level readers understand key words and cognates, as well as formulaic phrases that are highly contextualized. They get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt or a weather map.

Writers at the Novice level produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages.

The ACTFL Proficiency Guidelines, 2012

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/spanish>