

EUE Proposal

Project ID#

2020-13

Project Title

Building a Partnership with Universidad Gerardo Barrios, San Miguel, El Salvador

Project Director	ID Number	Telephone	Email
Barbara O'Donnell	800010217	3422	bodonne@siue.edu

Department	Campus Box	School College
Teaching and Learning	1122	SEHHB

Course or Program

Early Childhood, Elementary, Secondary Education Programs, ESL/ELL, Foreign Language Spanish

Project Co-Director	ID	Department	Email

Student Impact: 20+

Priority Rating (If Submitting Multiple Proposals):

Project Budget

Salary	Wages	Travel	Equip.	Comm	CServ	Auto	Tele	Awards	Total
		21012.70				1118.00			22130.70

Cost-Sharing

Salary	Wages	Travel	Equip.	Comm	CServ	Auto	Tele	Awards	Total

Prior EUE Support

Project Director	Project Number	Award Amount	Project Dates
N/A	N/A	N/A	N/A

#2 Project Summary: Receiving this grant would provide opportunities for Southern Illinois University Edwardsville undergraduates to experience full immersion in a second language, a new environment, and a Latin American culture. This project addresses High-Impact Educational Practices, in that SIUE teacher candidates will be involved in critical inquiry situations, build a community of learners among themselves, and with peers in El Salvador, and explore cultures, life experiences, and worldviews different from their own. Due to the full immersion aspects and requirements of this project, there is evidence that a new digital badge in intercultural understanding could be designed and awarded. Faculty in the Department of Teaching and Learning are creating a study abroad partnership with the Universidad Gerardo Barrios (UGB). Faculty in the College of Arts and Sciences who teach Spanish, TESOL, ELL and ESL teacher candidates also lend their support. This project involves a three week exchange program for SIUE undergraduates to study the educational practices of teaching second language learners. SIUE faculty traveling with undergraduates would provide professional development for UGB faculty in the areas of differentiating instruction, project-based learning, metacognition and mindfulness in language learning and teaching, and flipped classrooms. In return, UGB students becoming English teachers would visit SIUE each year for 3-4 weeks. The faculty accompanying them would provide SIUE faculty with professional development in understanding the challenges of English language learning and teaching at a college level, ESL assessments in a Spanish speaking country, second language acquisition from students and faculty perspectives, planning for ELL/ESL Learners, and instructional techniques for ELL/ESL Learners in a non-native English environment. SIUE students earn 6 credit hours from SIUE towards an ESL/ELL endorsement, and UGB students earn course credits from UGB. In both exchange experiences, undergraduates will observe and interact with on-campus classes and local public school classes ranging from Pre-K through High School.

In addition to these benefits, students from both universities will develop socially and emotionally. The teacher candidates who will participate will understand, empathize, and possibly see actions they can take to improve education and the teaching profession so that more students have access to quality educational education experiences, both here and in El Salvador.

#3 Proposal Narrative:

a. **Current situation:** Teacher candidates will face a great deal of diversity in their future teaching positions. At this time, our candidates have limited opportunities to be fully immersed in Hispanic cultural and educational experiences. Authentic experiences with a culture other than their own will help our teacher candidates develop new viewpoints on teaching in other cultures (Bradley & Emerson, 2017; Hong, Kopp, & Williams, 2017; Wiest, 1998). The State of Illinois has identified a teacher shortage in the areas of teaching English as a Second Language, English Language Learners (Bilingual Education), and Foreign Language teaching (ISBE, 2019). While SIUE provides an endorsement in ESL/ELL, many of our teacher candidates do not take advantage of this opportunity. The Educator Supply and Demand in Illinois 2018 Triennial Report indicates that Bilingual/ESL License applications were down 30% in 2017 and that this percentage will grow. The State estimates that 841 FT positions in ESL/ELL and Spanish teaching will be unfilled in the 2019-2020 school year. With the growing Hispanic populations throughout Illinois and surrounding states, SIUE students need to be prepared to meet the needs of students of another culture and language. Immersion experiences, such as this one, may also recruit teacher candidates to earn this endorsement. This exchange program has the potential to affect not only the teacher candidates and faculty that participate, but also the students that they teach for years to come. We (UGB, SEHNB, and the Department of Teaching and Learning) believe in this project and its potential. Once this option is established, we foresee this exchange program becoming sustainable through demand and future Illinois grants that address this teacher shortage.

b. **Proposed Project:** This agreement is negotiated by Dr. Barbara O'Donnell (SIUE) and Educational Coordinator Maritz Heske (UGB) on behalf of Rector Raúl Rivas and Dean Salvador Alvarenga. We are proposing that a group of SIUE students travel to El Salvador for 3 weeks in May 2020 in a faculty-led travel study program. Students will be immersed in Spanish Language educational experiences. The State of Illinois requires courses and a supervised 100 hour field experience for an ESL/ELL endorsement and this opportunity is approved by ISBE. Any SIUE students who want to learn about the Salvadoran culture and be immersed in the language are

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welcome to join this group. SIUE Students will visit elementary, middle, and high schools in San Miguel and will also take part in activities on the UGB campus that involve working with year 1&2 UGB students as they learn English. The accompanying SIUE professors will supervise SIUE students in their San Miguel school placements. SIUE students earn 6 hours of credit for daily class sessions with faculty, journal writing, observations, working with students in a placement, a case study, and a reflective media presentation on pedagogy, cultural practices, and diversity.

Visiting UGB students, intending to be teachers of English in El Salvador, will be eligible to attend, observe, and work with undergraduate classes in English, Spanish, pedagogy, and other workshops on our campus. They will also be placed in local schools for clinical experiences, shadow a teacher candidate, or volunteer in an afterschool program. UGB students will present what life and learning is like in El Salvador to undergraduate classes and student organizations. They will also participate in SIUE campus events and experience the community surrounding SIUE. Given their university schedule, this experience would take place in September or October each year. These experiences would immerse them in an English speaking culture. They can earning university credit for their coursework from UGB.

We are also proposing that a faculty exchange occur between campuses. This could also be an intense three-week, or eventually, a full semester exchange. UGB faculty are requesting professional development, which would be offered by the SIUE accompanying professors in May while our students are on the UGB campus. SIUE faculty will also participate in reciprocal professional development conducted by UGB faculty when they are visiting our campus.

We believe that we can accomplish the following outcomes: For all exchange students, immersion in another culture, increased self-confidence in the use of another language, opportunities for authentic clinical experiences, and new perspectives about another country, its culture and people as well as building international relationships (Bradley & Emerson, 2017; Wiest, 1998). These exchange students are intending to

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become teachers. Their experiences in this program will inspire and impact their teaching and their future students learning. For all faculty, both institutions expect that faculty attending professional development workshops in El Salvador or at SIUE would develop new perspectives on teaching and culture which would improve their teaching practices, gain first-hand experience in a diverse setting on campus and in local schools, learn about higher education in another country, and develop on-going relationships (teaching and research) between educational institutions (Hong, Kopp, & Williams, 2017).

We would like to begin this program in Spring 2020, with the first group of SIUE students and two faculty members going to El Salvador. UGB has an agreement with a secure local lodging facility which would serve as housing for the group. UGB will also provide transportation to and from campus as well as to schools and other areas of interest. SIUE students will be supervised at all times by SIUE and UGB faculty. The next exchange would be UGB students coming to SIUE in Fall 2020. University accommodations will be available for these students in Cougar Village. We are anticipating cohorts of 8-10 UGB students.

In determining who will be eligible for this exchange program, SIUE and UGB have set some criteria for student and faculty participation.

SIUE student profile	SIUE Faculty profile
<ul style="list-style-type: none"> ● Demonstrate through academic achievement and conduct: integrity, maturity, responsibility, excellent time management and interpersonal skill. ● Demonstrate intellectual curiosity, academic rationale and social flexibility as well as independent thinking. ● Enrolled in teacher education program, ESL/ELL endorsement, foreign language program or social science program. ● Maintain a desirable GPA (CUM). ● Have all required immunizations. ● Complete a health questionnaire which discloses allergies and medications and, separately, their ability to participate physically in the demands of the program. 	<ul style="list-style-type: none"> ● Teaching background in different leveled institutions. ● Experience in teaching pedagogical areas. ● Teacher candidate supervision experience ● Ability for planning, preparing and delivering workshops. ● Research experience ● Culturally inclusive. ● Prepared to encounter environments different from the United States (cultural and social). ● Have all required immunizations.
UGB student profile	UGB Faculty profile

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<ul style="list-style-type: none"> • Demonstrate through academic achievement and conduct: integrity, maturity, responsibility, excellent time management and interpersonal skill. • Demonstrate intellectual curiosity, academic rationale and social flexibility as well as independent thinking. • Enrolled in 4th or 5th year of the English teaching major. • Maintain a desirable GPA (CUM). • Language proficiency (B2-C2) • Have all required immunizations documented in English. • Complete a health questionnaire which discloses allergies and medications and, separately, their ability to participate physically in the demands of the program. 	<ul style="list-style-type: none"> • Teaching background in different leveled institutions. • Experience in teaching pedagogical areas. • Valid TOEFL. • Culturally inclusive. • Prepared to encounter environments different from El Salvador (cultural and social). • Have all required immunizations documented in English. • Complete a health questionnaire which discloses allergies and medications and, separately, their ability to participate physically in the demands of the program. <p>Desired but not required</p> <ul style="list-style-type: none"> • Teacher candidate supervision experience • Ability for planning, preparing and delivering workshops. • Research experience
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University Credit: SIUE Students can earn 6 hours of credit from SIUE. This exchange program is full immersion into a different culture. Teacher candidates will be experiencing life in El Salvador night and day for 3 weeks. Therefore, this exchange warrants at least six hours of SIUE credit. The following activities are required of each teacher candidate or student.

1) Daily debriefing sessions: Each evening, teacher candidates will meet with SIUE faculty for a class session and to make preparations for the following day’s activities. The content of this session fulfills a portion of the ISBE requirements for endorsement.

2) Observation/Teaching Journal: Teacher candidates will keep a journal of their experiences that will include a detailed record of their visits to UGB classes, school visits, cultural events, and places of interest. Within these records, teacher candidates will reflect on the following:

UGB Classes	School visits	Cultural events	Locations of interest
Use ORQ process: Observe, Reflect, and Question			
What do you see? What do you infer/think about the experience? What questions do you have?			
<ul style="list-style-type: none"> • Pedagogical practices (planning, instruction, assessment, learning experiences, etc.) • UGB Student/teacher interactions • Course content 	<ul style="list-style-type: none"> • Pedagogical practices (planning, instruction, assessment, learning experiences, etc.) • Student/teacher interactions • Curriculum 	<ul style="list-style-type: none"> • Description of the event • Significance of the event • Audience for the event • Comparison to other events you have experienced 	<ul style="list-style-type: none"> • Description of the location • Significance of the location • Activities that take place in this location • People who live in this location

<ul style="list-style-type: none"> • Student learning experiences • SIUE student interaction with UGB students 	<ul style="list-style-type: none"> • Student learning experiences • SIUE student interaction with school children 	<ul style="list-style-type: none"> • Activities that take place • A memorable part of the event • Reflection on how the event fits into the participants' life. • Connect this event to personal experiences. 	<ul style="list-style-type: none"> • Connect this location to personal experiences.
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3. Case Study (Tutoring/Interacting): While at the UGB campus or in a local school, SIUE students will conduct a case study of a student (K-20) learning English. Their report will include:

- Demographics (age, year in school, family, etc.)
- Accessibility to English speakers (With whom and when can they practice?)
- An informal assessment of the students' ability to use English language (Do they have an expansive vocabulary? Is word usage on target? Is their syntax accurate in English?, etc.),
- Level of confidence in speaking English (How would they rate themselves?)
- Areas that the student identifies as weaknesses using English (reading, writing, listening, speaking)
- Reflection on the rapport with the student. (What do you have in common? In what ways are you different?)
- Reflection on their own use of the Spanish language (Did your language skills improve? Explain your improvements and why they happened.)

4. Presentations to UGB students: SIUE teacher candidates and students will work in pairs to prepare and deliver media presentations to UGB students. Some of the possible topics are: a) College life at SIUE, b) Growing up in Illinois (urban, rural, and suburban), c) Special locations in Illinois and St. Louis, d) Hobbies and sports, and e) Pop culture (music, movies, TV).

5. SIUE (Dissemination) Presentations: Returning SIUE students will present their experiences to the following classes: ESL/ELL, foreign language, social science, education, and student organizations. SIUE students are also required to create this second media presentation that can be used to demonstrate their cultural learning and recruit more exchange students.

We also believe that this agreement will be on-going. I have spoken with an Embassy representative, Marta Carranza, who will facilitate any VISA issues, and screen student applications. She commends the reputation, administration, faculty and students at UGB. UGB is continually expanding and growing its programs. UGB's mission is to improve the economic and social development of El Salvador. They have programs in business,

criminal justice, economics, engineering, and nursing to name a few. We also have like goals for our students, Both SIUE and UGB share the following priorities: addressing the needs of our students, valuing integrity, celebrating innovation, honoring diversity and cultural heritage, collaboration with others, and to effect positive change in our university, community, region, nation, and the world. Both institutions want to increase their presence as institutions of higher learning in the national and international stage.

c. **Evaluation and Dissemination:** Surveys will be completed by all who participate in the exchange: faculty, teacher candidates, and other undergraduate students from both universities. The criteria will measure the entirety of the experience: coordination of the exchange, content learned, effectiveness of workshops and experiences, support for non-Spanish speakers, dispositional attitudes and perspectives, supervision, and safety. Teacher candidates work samples, dispositions, and an improvement in learning will also be measured through their assignments, reflections, activities, and supervisor evaluations.

Exchange students and the faculty from SIUE will host workshops and informational meetings about their immersion experience. Visiting students and faculty from UGB will share their viewpoints and cultural practices with SIUE students and faculty. The same dissemination of the experiences will be shared with UGB students and faculty on their campus. This dissemination will support and provide information for other students and faculty at both campuses who would like to participate. Both UGB and SIUE faculty will integrate their learning experiences into their curriculum and teaching practices. UGB faculty have expressed a desire to conduct extensive joint research with SIUE. The findings of this research will support journal articles and future study of cultural immersion and the teaching and learning of non-native language students.

Budget and Budget Justification

This exchange program has so many benefits for students and faculty, as noted in the previous sections.

However, it needs to be funded so that it begins with a strong and healthy partnership. SIUE and UGB students need this opportunity to grow and develop as learners and teachers. They need financial support for travel, food, and accommodations that this grant can provide. The students who would choose this program are altruistic and committed to teaching and learning, their personal finances may not allow them to participate without this EUE support. The following budget items will support 10 SIUE students and 2 SIUE faculty member traveling and staying at UGB:

Travel (airfare) round trip from St. Louis Airport to San Salvador:	\$900/person (\$10,800)
Country entry fee @\$10	\$10/person (\$120)
Accommodations (includes breakfast) @\$ 24 /day	\$504/person (\$6048)
Meals (lunch and dinner@\$15/day)	\$315/person (\$3780)
Health Insurance for each student	\$26.47/person (\$264.70)

SIUE students travelling abroad are insured though GallagherStudent. For 15 to 45 days, this insurance covers health care (no deductible) and evacuation/repatriation.

Expenses not covered by this budget: Passports and Immunizations will be paid by students and faculty. Tuition (3 to 6) credit hours and partial cost of their travel will be paid by students. Course credit will pay for faculty teaching salary. This may be adjusted according to the number of participating students.

Other transportation needs: UGB will provide all local transportation to and from the airport, campus, local schools, and other planned events. In return, SIUE will provide all local US transportation of UGB students to and from the airport, local schools, and other planned events. UGB students are not licensed to drive in the US so SIUE will need to prove this needed transportation.

12-Passenger Van Rental (Enterprise) 12 days @\$84/day with insurance	\$1008.00
Fuel costs (700 miles) @ \$2.35 gallon	\$110.00

Total Costs: \$22,130.70

Biographical/CV:

Philosophy: I believe that all learners deserve the best experiences a teacher can provide for them. The learner and their needs should be the focus of teaching and learning. To ensure that learning happens, the teacher needs to create a Culture of Thinking (Ritchhart, 2015), which is a safe, positive place for learners to share ideas. The teacher needs to engage learners, not only in the content areas, but also with creative and critical thinking processes. The teacher needs to empower learners.

Experience: I am a professor at Southern Illinois University Edwardsville in the Department of Teaching & Learning. I earned my professorship in 2012. I earned my Bachelor's Degree from Illinois State University in Elementary Education with a focus on Urban Education. I taught in public schools in grades 1, 2, 3, 4, and 6 and 8 mathematics. My teaching spans a wide variety of settings: urban, metropolitan and rural schools. My students came from the lowest income to middle income households and had a wide range of abilities, from special needs students to gifted students. Many students could not speak English. As a result of these experiences, I believe that philosophy of teaching falls into the Social Constructivist point of view (Vygotsky, 1978).

While teaching, I also supervised teacher candidates for Knox College and served on their Teacher Advisory Board. This service made me realize that I wanted to make a larger impact on education. After 13 years of public school teaching, I earned a Master's Degree from Western Illinois University in Interdisciplinary Studies and a Doctorate in Child Study from the University of North Dakota, where I also served as a graduate teaching assistant.

I have worked with many communities and their schools. In North Dakota, I taught with teacher candidates from the local tribe. When teaching in Minnesota, I lived on Chippewa reservation land. I was resource a teacher for struggling readers, special needs, ELL and ESL children from some of the poorest areas of Chicago. I also taught junior high aged behavior disorder students. As a university professor, I currently supervises teacher candidates in urban, metropolitan and rural schools in the Metro-East St. Louis area.

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I started my tenure-track university teaching career at the University of Northern Iowa as Program Director of the Master of Arts in Education for Gifted Education. This degree was offered throughout the state via a telecommunication system. I helped Iowa teachers identify and serve gifted ELL students. I then moved to Eastern Illinois University where I taught Literacy and English Language Arts classes for undergraduates. My last career move was to Southern Illinois University Edwardsville (SIUE), where I have been on the faculty for 16 years. While at SIUE, I served as Associate Dean for five years and coordinated the NCATE accreditation process for the unit and the education programs within it. I served as liaison for all 33 education programs while undergoing state approval each year. Due to state budget cuts, I have returned to faculty to teaching and curriculum development. I currently teach undergraduate and graduate classes in the Department of Teaching and Learning and am SIUE's Assistant Director of the Teaching with Primary Sources Grant through the US Library of Congress. I developed and taught a new creativity course which is based on design thinking, project-based learning, upcycling, and Maker Education and also redesigned four courses based on the use of Visual Thinking Strategies (Ritchhart, Church, & Morrison, 2011), Backwards Design (Wiggins & McTighe, 2011), and using primary source documents. I authored 13 national refereed publications of which I was sole author of seven. I have two state refereed publications of which I was the sole author and I also collaborated with other faculty for an invited book chapter. I have 18 referred paper presentations, of which two were international, eight were national, and eight were state.

I am an advocate for effective teacher preparation. I currently serve on the Illinois State Educator Preparation Board (SEPLB), and the Partnership for Educator Preparation (PEP) Steering Committee. I am Past-President and Regional Government Relations Coordinator for the Illinois Association of Colleges for Teacher Education (IACTE).

Supporting Statements:

EDWARDSVILLE

March 4, 2019

Dear EUE Review Committee,

The proposed faculty-led travel study program to El Salvador planned by the Department of Teaching and Learning in the School of Education, Health and Human Behavior is highly recommended for funding by EUE for the upcoming year. Faculty-led travel study programs are very popular with SIUE students with over 200 students participating this year in over 20 countries.

This travel study program was initiated by Dr. Barbara O'Donnell as she worked with SIUE's Fulbright student from El Salvador, Alice Trinidad Fuentes. Alice was a graduate student in one of Dr. O'Donnell's classes and both collaborated on several projects during the 2018-2019 year. In fall, 2018, Dr. O'Donnell traveled to El Salvador to provide lectures with Alice at a professional conference. Both will continue to work together on a student and faculty exchange program through development of a formal Agreement. As they work through planning this project, a Letter of Engagement will be signed between SIUE and the Universidad Gerardo Barrios (UGB).

Although SIUE facilitates faculty-led travel study programs in some countries in Central America, none are available for teacher education candidates. The proposed El Salvador program provides a much-needed additional opportunity for experiential learning to a Central American country for students studying to become teachers. This experience will better prepare teacher candidates to teach in today's public schools.

Please contact me if you have questions.

Sincerely,




Mary Konya Weishaar, Ph.D.

Executive Director, International Affairs
Professor, Teaching and Learning-Special Education
Southern Illinois University Edwardsville
Campus Box 1616
Edwardsville, IL 62026
Email: mweisha@siue.edu
Telephone: 618.650.3491



Paul Rose, Ph.D.
Interim Dean
School of Education, Health and Human Behavior


1127 Alumni Hall, Box 1049
Phone: 618-650-3353
prose@siue.edu

Date: March 4th, 2019
To: EUE Review Committee
From: Paul Rose, Interim Dean, School of Education, Health and Human Behavior 
Subject: Support for Dr. Barb O'Donnell's EUE Application

The purpose of this letter is to convey my awareness of, and support for, Dr. Barb O'Donnell's EUE proposal regarding an exchange with Universidad Gerardo Barrios. The SEHNB strongly values international perspectives and inclusive attitudes, and international exchanges are well-accepted strategies for promoting such perspectives and attitudes in university students. I applaud Dr. O'Donnell's diligence as she has built this relationship with Universidad Gerardo Barrios.

To minimize difficulties and maximize safety during the trip to El Salvador, I have asked Dr. O'Donnell to plan for one more university employee to accompany her. This has required some budgetary adjustments.



Date: March 6, 2019
To: EUE Review Committee
From: Susan Breck, Chair, Department of Teaching & Learning 
Subject: Support for Dr. Barbara O'Donnell's EUE Proposal

Dr. Barbara has asked that I write a letter of support for her EUE proposal. The focus of Dr. O'Donnell's proposal is establishing an exchange with Universidad Gerardo Barrios. This relationship could be an important introduction for students to develop a wider perspective on education internationally.

Dr. O'Donnell is an excellent educator and passionate about preparing students with a global awareness. I believe this endeavor is worthy of University support.

CAS Faculty Support:

O Donnell, Barbara

From: Hardman, Joel
Sent: Monday, February 4, 2019 9:09 AM
To: O Donnell, Barbara
Subject: Re: Question about ELL/ESL

Barb,

That all sounds so exciting! If these students are allowed to do the clinical hours in El Salvador, they could do it under our ENG 476 ESL Practicum for credit. So, yes, I think this partnership could be very helpful for students working toward ESL endorsement. Have you also thought about SIUE students getting their secondary Spanish certification? It would seem like a beneficial experience for them, too. Maybe you've already communicated with Heidi Carruthers about that. We also might enjoy some faculty exchanges (and again, the Spanish-teaching faculty in the Foreign Language department might as well).

Joel Hardman
Professor and Chair, Department of English Language and Literature

O Donnell, Barbara

From: Carruthers, Heidi
Sent: Wednesday, February 6, 2019 3:16 PM
To: O Donnell, Barbara
Subject: Re: Exchange program questions

Hi Barbara!

It's so great to hear from you. I also miss working with you. The girls are growing, all in school now which makes it much easier!

Congratulations on your keynote addresses in El Salvador! Have you been to El Salvador yet? I have not. Let me know how your visit goes. I know they have had difficulties with government, and recently had presidential elections. I grew up in Venezuela and the government stability really affected peoples' lives.

The partnership opportunities you listed are very complete and sound very beneficial for TESOL candidates and ESL candidates. Also, Spanish majors pursuing teacher certification would benefit from the cultural learning and language immersion.

Last semester, I submitted my interest to work with the University of Costa Rica. I also met with Joel and we discussed the possibility of collaborating in this partnership. We want our Language Education majors get the ESL endorsement as well. I think having a partnership with a university in Latin America could make it easier for our students to go abroad which has the benefits you outlined.

Also, I think it would be great to have their students and faculty come to SIUE. They could get involved in our department as well as Spanish visiting lecturers, tutors, give presentations in our courses, and participate in Dept. events. They could also attend my FL teaching methods course (Fall) or linguistics course (Spring) if they want to learn about our approaches to language teaching.

Sounds like a great opportunity and I would be glad to help!

Heidi

Results for Prior EUE Support: N/A

Appendix A: SIUE and UGB Student Exchange Plans (Approved)

UGB hosting SIUE Cohort (May of each year)

SIUE is requesting that UGB to help provide:

- Transportation to and from airport.
- Contacts with local and good standing schools/high schools for visits.
- Transportation to and from hotel to UGB campuses, School visits.

CAMPUS	WEEK	MORNING SHIFT		AFTERNOON SHIFT	
		SIUE Sts cohort 8.30-11.30	SIUE Faculty 9.00-11.00	SIUE Sts cohort 8.30-11.30	SIUE Faculty 1.30-5.00
SM	1	Main campus - (Monday only) UGB Faculty gives a talk explaining El Salvador's education system. - (T-Friday) Observe UGB Faculty teach English courses to first, second and third-year students. - Apply reverse strategies	UGB Faculty Capacity Development takes place	School visits (Elementary-Middle School) - Observe and take notes about learning environments - Observe and take notes about how ESL is taught at this level. - Apply reverse strategies	Faculty accompanies and supervises SIUE sts clinical hours
SM	2	School visits (High School) - Observe and take notes about learning environments - Observe and take notes about how ESL is taught at this level. - Apply reverse strategies	Faculty accompanies and supervises SIUE sts clinical hours.	Main campus - Participate on happening campus activities/ experience lively cultural exchange - Collaborate on language labs. - Apply reverse strategies	UGB Faculty Capacity Development takes place
USULUTAN	3	Observe UGB Faculty teach English courses to first, second and third-year students. (tutoring and conversation development)	UGB faculty Capacity Development takes place	Interaction with English Language Association/ Clubs	UGB Faculty Capacity Development takes place

It is suggested to arrange the following:

UGB (provider)	SIUE COHORT Field trips	
	Weekend 1	Weekend 2

Initial campus tour the day after arrival	Touristic/Cultural destination in the Eastern region.	Touristic/Cultural destination in the Eastern region.
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Possible topics for UGB Faculty Capacity Development. *(Based on UGB Faculty responses on Faculty of ELT programs survey).*

- ✓ Differentiated Instruction
- ✓ Project-Based Learning
- ✓ Metacognition and Mindfulness in Language Learning and Teaching
- ✓ Flipped Classrooms

*UGB English department coordination could suggest other topics as needed.

SIUE hosting UGB Cohort (September of each year)

UGB requests SIUE to help provide:

- Transportation to and from airport
- Contacts with local partnership elementary, middle and high schools for visits
- Transportation to local events, schools, and shopping.

CAMPUS	WEEK	MORNING SHIFT		AFTERNOON SHIFT	
		UGB Sts cohort 8.30-11.30	UGB Faculty 8.30-11.30	UGB Sts cohort 1.00-4.30	UGB Faculty 1.00-4.30
SIUE	1	Main campus - (Monday only) SIUE Faculty gives a talk explaining US educational system. - (T-Friday) School visits (High School) - Observe and take notes about learning environments - Observe and take notes about how ESL is taught at this level. - Apply reverse strategies	Faculty accompanies and supervises UGB sts clinical hours	Observe and interact with SIUE Faculty teaching Literacy, ESL and FL courses to teacher candidates and FL students. - Apply reverse strategies	Faculty Capacity Development takes place
SIUE	2	School visits (Elementary School) - Observe and take notes about learning environments - Observe and take notes about how ESL is taught at this level. - Apply reverse strategies	Faculty accompanies and supervises UGB sts clinical hours.	Main campus - Participate in campus activities/ experience lively cultural exchange - Collaborate on language labs - Apply reverse strategies	Faculty Capacity Development takes place

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SIUE	3	School visits (Middle School)	Faculty accompanies and supervises UGB sts clinical hours.	Interaction with English Language Association/ Clubs. Student Conversational Groups, and teacher candidates who are working on ESL/ELL endorsements.	Faculty Capacity Development takes place
		<ul style="list-style-type: none"> - Observe and take notes about learning environments - Observe and take notes about how ESL is taught at this level. - Apply reverse strategies 			

It is suggested to arrange the following:

SIUE (provider)	UGB COHORT Field trips	
	Weekend 1	Weekend 2
Initial campus tour the day after arrival	Welcome picnic Getting to know Edwardsville	Touristic/Cultural destination in the St. Louis Area
	Weekend 3	Weekend 4
	Touristic/Cultural destinations in St. Louis Area	Touristic/Cultural destinations in St. Louis Area

Possible destinations: St. Louis Arch, St. Louis Zoo, Magic House, Science Museum, Botanical Gardens, Sporting Events, etc.

*Possible topics for SIUE Faculty Capacity Development:

- ✓ Understanding the challenges of English language learning and teaching at a college level (panel forum).
- ✓ ESL assessments in a Spanish speaking country.
- ✓ Second Language Acquisition from Students and Faculty perspective.
- ✓ Planning for ELL/ESL Learners (teacher candidates).
- ✓ Instructional techniques for ELL/ESL Learners in a nonnative English environment.
- ✓ Workshop Session "Flavors of El Salvador." (pupusas, customs, etc.)

*SIUE Teaching and Learning department could suggest other topics as needed.

References:

- Bradley, B. A., & Emerson, A.M. (2017). Learning about culture and teaching during a short-term immersion-based study abroad. In H. An (Ed.), *Handbook of Research on Efficacy and implementation of study abroad programs for P-12 teachers*. (pp. 172-190). Hersey, PA: IGI Global
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