SLATE Demonstration Curricula
Contextualizing English and Small Business Education
Contextualizing English and Small Business Education

Website Evaluation for Small Businesses—the Good, the Bad, and the Biased

Prepared by
Shasta English and Small Business Contextualized Learning Council
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In 2011, the James Irvine Foundation generously committed to funding two years of SLATE with the following objectives:

1. Establish English and mathematics cross-discipline, intersegmental faculty councils called Contextualized Learning Councils (CLCs) to create teaching materials and methodologies that provide context and links to real-world applications;
2. Develop, publish, and disseminate eight contextualized curricular units, four English and four mathematics, connected to technical education and other academic disciplines; and
3. Develop a model of faculty professional development.

To achieve the objectives, CLCs were established across California in early 2011. In addition to English and mathematics, the disciplines represented were bio-science, business, environmental science, industrial technologies, mechatronics/manufacturing and product design, public health, public safety, social science, and statistics. Each of the councils had its own personality and motivations, and the curriculum reflects that. The contextualized learning councils were:

- Contra Costa English, Mathematics, and Environmental Science
- Los Angeles English and Social Science
- Placer-Nevada English and Public Safety
- Placer-Nevada Mathematics, Engineering, and Manufacturing
- San Bernardino West English and Environmental Science
- San Francisco Mathematics and Public Health
- Santa Barbara English, Journalism, and Media Arts
- Santa Barbara Mathematics and Automotive
- Shasta English and Small Business
- Shasta Mathematics and Industrial Technology

Each of the councils has its own personality and motivations, and the curriculum reflects that.
In addition to creating field-test ready curricula through an interdisciplinary and linked approach to improve student learning, SLATE improved professional learning for faculty via the same strategy. The SLATE curriculum design process, involving regional faculty members working across disciplines and segments, proved to be a powerful form of professional development. Participants had the advantage of long-term, ongoing support in a venue where they gained in-depth content knowledge informed by a cross-discipline.

The teaching strategies developed through SLATE will be extremely valuable as SLATE high school faculty prepare students with 21st century skills that meet the rigor and relevance demanded by the Common Core State Standards. At the same time, their postsecondary partners have a better understanding of these new standards: what they mean in terms of high school students’ preparation and what adjustments colleges may need to make regarding aligning curricula, programs, and services to ensure students’ continued progress.

Overall, the game-changing cross-disciplinary curriculum and assessments SLATE participants developed have moved them to the forefront of educational leadership. As evidence grows regarding the link between quality professional development and improved student achievement—and school reform—SLATE stands out as an exemplar of how dialog and reflection in a learning community of colleagues turn into achievement in the classroom.

Sandra Scott, Project Director
COUNCIL BACKGROUND

Shasta County is located in rural northern California approximately three hours north of Sacramento. College-going rates for residents are far lower than in other regions of California, and unemployment rates exceed statewide rates. Remediation rates for students leaving county high schools and entering Shasta College are over 50 percent. An analysis of this information indicated that the lack of alignment between high school and postsecondary expectations and procedures in English courses greatly contributes to the remediation rates. The long-term goal of the Shasta English and Small Business Contextualized Learning Council (CLC) was to increase the number of students prepared for postsecondary education and to help high school students consider their long-term college and career goals.

The CLC consisted of middle school staff, high school instructors and curriculum experts, Shasta College business instructors, and key Shasta College staff, including a dean and the concurrent enrollment coordinator. The council developed an innovative, semester-long Business Administration course, “How to Start a Small Business,” that will be offered by Shasta College and linked to 12th grade high school English. This course will be offered as part of 12th grade English curriculum at Anderson High School in a dual/concurrent enrollment format so that students can also earn one unit of college credit. The lessons in the full course address the following topics: entrepreneurship, business ideas, case study, forms of business, web evaluation, company overview, mission and vision statements, financing, marketing plan, and executive summary.

The SLATE lesson featured in this document focuses on website evaluation. The curriculum for the entire course can be found at http://www.becsc.org/programs/slate-/. 

Council Participants

Kate Mahar, SLATE Regional Coordinator
Teresa Alexander, Shasta College
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Jeanne Marie Carr, Parsons Junior High
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INTRODUCTION

Grade Level:
12th grade English/high school/college, dual enrollment

Time:
The length for the following unit, with a SLATE focus, covers approximately six 50- to 55-minute classes over a two-week period. Each teacher should decide how much material is appropriate for each day of instruction and/or if more class time is appropriate, especially if any of the lesson extensions are used.

Cross-Disciplines:
- English
- Business Administration

Instructional Materials:
See specific lessons.

Required Technology:
See specific lessons.

Assessments:
See specific lessons.

Unit Overview
Most business people agree that to successfully conduct business in the 21st century, the Internet must be used effectively. To do this, among many other skills, a businessperson must be able to determine the reliability of the information included on Internet websites from the perspective of a consumer and a business owner. This SLATE unit explores the definitions of bias and consequent implications for business resources found on the Internet. Students learn how to distinguish between credible and misleading site content, understand and recognize informational bias, and develop effective Internet search techniques to enhance their business. Students apply these skills in a contextualized learning environment and articulate their findings in individual or small group presentations. At the conclusion of the unit, students write a self-reflective essay about themselves as learners, including how they will apply what they learned in this unit in similar learning situations.
If this unit is taught as a stand-alone learning experience in an English class, the teacher should create a context for the lesson by first leading a discussion about small businesses, in general, and then have students quickly research and report types of small businesses that exist locally or in a nearby region. Internet resources should be used for this research. Explain the goals and objectives of the lessons that include examining Internet bias so that students understand the logic behind the assignments and assessments. Share the two scoring rubrics/standards (Handouts 2 and 3 in the Handouts section) to help students understand what successful assignments require.

This unit is part of a whole course created by the CLC. The lessons in the full course address the following topics: entrepreneurship, business ideas, case study, forms of business, web evaluation, company overview, mission and vision statements, financing, marketing plan, and executive summary. The entire course can be found at the following link: http://www.becsc.org/programs/slate-/.

**Essential and Topical Questions**

**Essential Question:**

What is business success?

Post this essential question in a prominent location in the classroom and refer to it, as appropriate, to help focus and drive the lessons. Responding to the essential question should lead students to ask more questions about business success as they expand their skills, knowledge, and understanding.

**Topical Questions:**

- Why is it important for business owners to understand how to use technology?
- How do you determine if information on the Internet is appropriate for your business?
- How does a business presentation differ from other presentations?

Ask topical questions before, during, and/or after learning experiences to help students clarify their thinking and to take note if their answers change, or don’t, as the lessons progress. Students should be guided to justify their responses based on collected evidence.

**Learning Objectives**

Students will

1. analyze information on an Internet website to identify bias and validity of site information,
2. explain how website information can contribute to small business success, and
3. compose and deliver a presentation on Internet website findings for a business audience.
Prior Knowledge/Prerequisite Skills

English:
- ability to read proficiently to comprehend and gather pertinent information from nonfiction texts, including informational texts
- ability to effectively present information for a variety of purposes and audiences

Business:
- basic computer/Internet research skills
- knowledge of basic small business principles

Standards

National Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*; Standards for English Language Arts 6–12

Reading Standards for Informational Text, Grades 11–12:
RS 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing Standards, Grades 11–12:
W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Standards, Grades 11–12:
SL 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

California Career Technical Education Model Curriculum Content Standards*

Finance and Business Industry Sector;

Communications—2.2 Writing, Grades 9–10:

2.6. Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
   a. Report information and convey ideas logically and correctly.
   b. Offer detailed and accurate specifications.
   c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).

Communications—2.2 Writing, Grades 11–12:

1.1. Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

Technology:

4.2. Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

4.4. Understand effective technologies for web development and Internet usage.

Assessments

See individual lessons.

Lesson 1
Website Review

Setup

Time:
This lesson will take two 50- to 55-minute class periods.

Instructional Materials:
- list of sample websites, e.g., FAFSA.gov/FAFSA.com/FAFSA.org
- introductory video(s): “Determining Website Credibility”: http://www.youtube.com/watch?v=dKVL1ehDQB0&sns=em
- Handouts 1A (Website Evaluation Video Quiz), 1B (Website Evaluation Tool), 1C (Fictitious Business Plan Worksheet), 2 (Presentation Evaluation Standards and Form)

Required Technology:
- LCD projector
- access to computers/Internet

Optional Technology:
- interactive whiteboard
- audience response software/hardware
- tablet or portable media device

Assessment:
Website comparison (formative): Students select a minimum of two websites to compare and identify the bias of the creator OR verify the reliability of the information using the evaluation tool.

Introduction
Verify that each student (or pair of students) has access to a computer connected to the Internet. Write “bias” on the whiteboard or project it, using a presentation tool such as PowerPoint. Provide a list of websites for students to investigate, noting both unbiased and biased information. (e.g., FAFSA.gov and FAFSA.com).

Guide the class in a conversation about what bias means to them; use Think/Pair/Share, if desired. Then, write/project the dictionary definition of “bias” on the board. Guide a discussion in which students compare their original definitions with the one from the dictionary, looking for similarities and differences and sharing additional examples of bias in everyday life.
Activity 1

In pairs or triads, have students discuss and share why it is important to recognize bias when relying on information on the Internet and predict why they are learning about bias in relation to small business. Have students share their responses about the importance of recognizing bias and their predictions, expanding their answers with examples from multiple sources. As the lesson progresses and students engage in Internet searches, have them return to their original thinking about bias to test its accuracy. Guide the students to identify additional issues, besides identifying bias, that impact small businesses. Time permitting, encourage students to investigate and discuss these briefly to help broaden student interest.

Activity 2

Introduce YouTube video “Determining Website Credibility”: http://www.youtube.com/watch?v=dKVL1ehDQB0&sns=em. Inform students that there will be a quiz following the video. To get a live audience response, use audience response software/hardware, if available. For more information on these systems, conduct an Internet search using the term “audience response system” or “audience response app.”

Activity 3

Have students take the Website Evaluation Quiz (Handout 1A). Use the answer key (found in the Answer Key section) to grade the quiz and then discuss with the class.
Activity 4

Write or project FAFSA.com and FAFSA.gov on the whiteboard. Have students locate both websites and briefly review the information. Ask students their opinion about each site’s information and how the sites are the same/different. Have students amplify their answers based on additional examples they find and inferences they make after investigating other websites on the same topic, student aid.

1. Using the Website Evaluation Tool (Handout 1B), have students evaluate the web pages that they investigated and add additional information that they deem useful to the existing evaluation tool.

2. After utilizing the tool to evaluate additional websites, have students contribute an additional category for website critiques. In addition, have students discuss and answer the following questions for each site they explored:
   a. After evaluating this website, do you consider this to be a trustworthy site? Why or why not?
   b. What evidence supports your conclusion?
   c. Who else might find this site interesting or useful, and why? What advice would you give them about using this site?

3. Have students respond to the essential and topical questions, either orally or in a quick write. Lead a class discussion about their responses, stressing the importance of using evidence to support their reasoning.

Uniform Resource Locators (URLs)

A discussion with students about website addresses can shed light on a potential problem when students conduct research on the Internet. For example, when searching for the Free Application for Federal Student Aid site (FAFSA.gov), if FAFSA.com is typed in instead, the search will lead to Student Financial Aid Services Inc., not the site originally sought. Additionally, if FAFSA.org is entered into a browser, it will redirect the searcher to a new URL: finaid.org. Anyone who browsesthe Internet should pay attention to the web page address upon which they land to make sure they find the website they are seeking.
Activity 5

Have students identify a type of business they might like to own. Have them think about their interests and abilities as they relate to a business. Have students complete Handout 1C, the Fictitious Business Plan Worksheet, for the business they identified for themselves.

Using the Website Evaluation Tool (Handout 1B), have students work individually or in pairs to explore at least two web pages that they think will aid or support their small business, keeping in mind what they have learned about bias and reliability. Have students share their results orally with the class. Have students begin to identify the best examples of bias-free websites. Introduce Handout 2, the Presentation Evaluation Standards and Form, in preparation for Lesson 2. It will be useful information as they finish Activity 5 and transition to Lesson 2. Give the following direction to students: “With your fictitious business plan in mind, search for a website that would be most useful to your venture.” Students may have to evaluate several websites using Handout 1B, the Website Evaluation Tool, before locating one that suits their needs. Have them keep all evaluation tools used in their search, including website addresses and evaluations, for later class discussions.
LESSON 2
Presentation

Setup
Time:
Lesson 2 will take two 50- to 55-minute class periods.

Instructional Materials:
Handout 2 (Presentation Evaluation Standards and Form)

Required Technology:
access to computers/Internet

Assessment:
Presentation of findings (summative): Students deliver a short (3–5 minute) business presentation to demonstrate why and how they believe the website they have chosen is useful for their business and whether bias is present. Required elements for the presentation and evaluation standards are shared with students when this assignment is explained to help guide their presentation preparation, and for use as an evaluation tool when presentations are made.

Students can present individually or in pairs. As presenters, they must
• identify a website that is useful for their chosen business;
• identify whether bias is present, and if so, include examples;
• design their presentation to be 3–5 minutes in length;
• provide a written outline;
• include at least one visual aid; and
• wear professional/business attire.

Using the presentation evaluation standards in Handout 2, student presentations will be evaluated for
• content;
• organization;
• graphics/visual aids; and
• presentation skills.
Introduction

Once students have located the most useful website and analyzed it for both effectiveness and bias, have them synthesize the information into a presentation format. Review/clarify Handout 2, the Presentation Evaluation Standards and Form.

Activity

Once students have located the most useful website and analyzed it for both effectiveness and bias, have them synthesize the information into a presentation format. Review the presentation evaluation guidelines in Handout 2. In their presentation, students will demonstrate why and how they believe the website they have chosen is useful for their business and whether or not bias is present. If bias is present, have them include that information in their presentation.
LESSON 3
Self-Reflection

Setup

Time:
This lesson will take two 50- to 55-minute class periods and homework to prepare the essay.

Instructional Materials:
Handout 3 (Self-Reflection Essay Evaluation Standards)

Required Technology:
access to computers/Internet

Assessment:
Self-reflection (summative): Students write a reflective essay about what they learned about themselves through their participation in the lessons. Evaluation standards are shared with students during the lesson introduction to help set the stage for their learning, and again, as a tool for grading their essays.

Introduction
Introduce this assignment and Handout 3, the Self-Reflection Essay Evaluation Standards, as part of setting learning goals at the beginning of the lesson.

Think/Pair/Share:
To generate ideas for their essays, have students work in pairs to discuss, identify, and reflect on the skills they acquired, the knowledge and understanding they gained and applied, and their response(s) to the essential and topical questions (from setup) as a result of completing the assignments during the lesson. Guide students to reflect on what they now know about themselves as learners, and what improvements they would institute the next time they perform similar tasks.

Encourage students to identify how their new skills and knowledge could contribute to their future success, in general, and help them use clear and concise vocabulary as they share how recognizing bias on web pages might impact their future business success.
Activity

Have students individually write a 2–3 page reflective paper that they will present to their group or to the class. The student’s essay should address/answer the following questions and demonstrate sufficient grade-level mastery of organizational principles and writing conventions. See Handout 3 for evaluation standards.

1. What did you learn about the following issues?
   - Why is it important for business owners to understand how to use technology?
   - How did you determine if information on the Internet is appropriate for your fictitious business?
   - How does a business presentation differ from other presentations?

2. What new knowledge and skills did you acquire as a result of completing the assignments for this lesson? How could this new information contribute to your future success, especially in respect to any future business you might pursue?

3. What new insights did you gain about yourself as a learner? As a result, what will you do differently the next time you undertake similar tasks such as conducting online research and determining whether a website is a reliable source of information?

Extending the Lesson

The skills learned and knowledge acquired as a result of this lesson can be applied to other settings, including the following:

- Develop a model website for a fictional business.
- Identify bias in multiple types of media.

Ask students to identify where and how the skills they have learned can be applied in real-world situations outside of school to add to this list.
### Handouts

**LESSON 1 Handouts**

- 1A: Website Evaluation Video Quiz
  - Page: 24
- 1B: Website Evaluation Tool
  - Page: 25
- 1C: Fictitious Business Plan Worksheet
  - Page: 27

**LESSON 2 Handout**

- 2: Presentation Evaluation Standards and Form
  - Page: 29

**LESSON 3 Handout**

- 3: Self-Reflection Essay Evaluation Standards
  - Page: 31
WEBSITE EVALUATION VIDEO QUIZ

Lesson 1, Activity 3

1. Which domain ending is used by nonprofit groups and special interest groups?
   a. .com
   b. .gov
   c. .org
   d. .edu

2. What do the A, B, C, and D of website evaluation stand for?
   a. absolute, change, domain
   b. authority, bias, currency, documentation
   c. alphabet checklist
   d. application by common discourse

3. Where do you find information about the creator/sponsor of a website?
   a. a tab at the top
   b. small print at the bottom
   c. sometimes you don’t
   d. all of the above

4. When might it be dramatically important for a website to be current?
   a. a weather update
   b. a site dedicated to the life of Benjamin Franklin
   c. a site about the creation of penicillin
   d. all of the above
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WEBSITE EVALUATION TOOL

Lesson 1, Activity 4

Website URL (uniform resource locator): __________________________

Main topic of the website: __________________________

Answer Y (yes), N (no), or U (unsure) after each sentence below:

1. Who is the author?
   • The author (or institution) who created this site is obvious. ______
   • There is information included in a link called “About Us.” ______
   • There is a way to contact the author. ______
   • There is evidence that the author is an expert on the topic. ______
   • The website has a trustworthy domain suffix. ______

2. Is the information accurate?
   • Resources/references are included, indicating where the author found the information. ______
   • The site is error-free (spelling, sentence structure, content, etc.). ______
   • Other trusted websites offer the same information. ______

3. Is there another agenda (bias) for the website?
   • The website is trying to earn/raise money. ______
   • The website ends in .com. ______
   • There are ads (pop-ups or on the side) included on the website. ______
   • There are opinions included vs. only facts. ______
   • The website is trying to convince you to agree with an established point of view. ______
4. Is the website well-maintained?
   - Does the website include statistics? ______
     - If so, are the statistics up-to-date? ______
   - Is a date included? ______
     - If so, is the information current? ______
   - Do all of the links work? ______

5. After evaluating this website using the evaluation tool, do you consider this to be a trustworthy site? Why or why not?

6. What evidence supports this conclusion?

7. Who else might find this site interesting or useful and why?
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FICTITIOUS BUSINESS PLAN WORKSHEET

Lesson 1, Activity 6

Have students create a fictitious business plan by answering the questions below. For more information on creating a business plan, go to: http://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business/how-write-business-plan.

Company Name:

Company Description:
Describe the nature of your business.

In what industry sector is your business?

Market Analysis:
What are the marketplace needs for your product or service?
Who are the customers?

Who are the competitors?

**Organization and Management:**
Who owns the business?

Does it have employees?
If so, how many?

**Service or Product Line:**
What is your product or service?
PRESENTATION EVALUATION STANDARDS AND FORM

Lesson 2

Name of presenter: ________________________________

Acceptable presentations will meet the following standards:

Content:
☐ The presenter provides a written outline of the presentation.
☐ The presentation includes a concise explanation of the presenter’s chosen business.
☐ The presenter identifies the chosen website and explains why it is relevant to the chosen business.
☐ The presenter identifies whether bias is present and provides examples.

Comments:

Organization:
☐ The presentation is 3–5 minutes in length.
☐ The information is presented logically and flows smoothly.
☐ There are sufficient examples from the website to support whether the site is biased.
☐ The presenter does not wander off the topic.

Comments:
Graphics/Visual Aids:

☐ The presenter uses at least one visual aid.
☐ Visual aids are relevant to the topic.
☐ Visual aids are used effectively to support/reinforce the speaker’s points.

Comments:

Presentation Skills:

☐ The presentation is well-paced, neither too slow nor too fast.
☐ The presenter speaks clearly.
☐ The presenter demonstrates poise/confidence, good posture, and makes eye contact with the audience.
☐ The presenter is dressed in professional/business attire.

Comments:
SELF-REFLECTION ESSAY EVALUATION STANDARDS

Lesson 3

For this assignment, you will write a 2–3 page reflective paper that will be presented to your group or to the class. Your essay should address/answer the following:

1. What did you learn about the following issues?
   - Why is it important for business owners to understand how to use technology?
   - How did you determine if information on the Internet is appropriate for your fictitious business?
   - How does a business presentation differ from other presentations?

2. What new knowledge and skills did you acquire as a result of completing the assignments for this lesson? How could this new information contribute to your future success, especially in respect to any future business you might pursue?

3. What new insights did you gain about yourself as a learner? As a result, what will you do differently the next time you undertake similar tasks such as conducting online research and determining whether a website is a reliable source of information?

Content:
Acceptable essays must clearly and coherently
- describe what you learned about each of the three topical issues above;
- express self-awareness about the new knowledge and skills you acquired compared to your prior skills; provide evidence of new understanding and rethinking of previous assumptions and connect what you have learned with your personal experience;
- describe what you will do differently as a result of your new knowledge and skills;
- demonstrate that you can transfer what you have learned to future endeavors; and
- describe what new insights you have gained about how you learn.

Writing Skills:
Acceptable essays must
- be well-organized, with an introduction, a body, and a conclusion;
- clearly state main ideas and connect them logically and smoothly; and
- contain few or no errors of grammar, punctuation, or spelling.

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LESSON 1:
1A: Website Evaluation Video Quiz................................................................. 34
1B: N/A
1C: N/A

LESSON 2: N/A

LESSON 3: N/A
WEBSITE EVALUATION VIDEO QUIZ

Lesson 1, Activity 3

1. Which domain ending is used by nonprofit groups and special interest groups?
   a. .com
   b. .gov
   c. .org
   d. .edu

2. What do the A, B, C, and D of website evaluation stand for?
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3. Where do you find information about the creator/sponsor of a website?
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   c. sometimes you don’t
   d. all of the above

4. When might it be dramatically important for a website to be current?
   a. a weather update
   b. a site dedicated to the life of Benjamin Franklin
   c. a site about the creation of penicillin
   d. all of the above

Review answers and lead a discussion about any answer discrepancies, including questions the students have. Discuss the implications of each answer.
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