

Supplemental Memorandum

To: STATE BOARD MEMBERS

Date: January 24, 2003

From: Karen Yamamoto, Chair, Curriculum Development and Supplemental Materials Commission

Suzanne Rios, Administrator, Instructional Resources Unit

Re: ITEM # 11

Subject 2003 FOREIGN LANGUAGE PRIMARY ADOPTION –

1. INSTRUCTIONAL MATERIALS ADVISORY PANEL (IMAP) AND LANGUAGE EXPERT (LE) APPLICATIONS FOR THE 2003 K-8 PRIMARY FOREIGN LANGUAGE ADOPTION OF INSTRUCTIONAL MATERIALS
2. MINOR CHANGES TO THE 2003 FOREIGN LANGUAGE PRIMARY ADOPTION TIMELINE

Please insert the following attachments to Item # 11

Attachment #1: Language Expert (LE) mini biographies

Attachment #2: Instructional Materials Advisory Panel (IMAP) mini biographies

Attachment #3: 2003 Foreign Language Primary Adoption Timeline (Revised)

RECOMMENDATION:

1. Approve LE Applicants
2. Approve IMAP Applicants
3. Approve Minor Changes to 2003 Foreign Language Primary Adoption Timeline

Background on LE and IMAP Applicants

At the November 14-15, 2002, Curriculum Commission meeting, following extensive recruitment efforts, the Curriculum Commission approved and forwarded the first cohort of four LE and nine IMAP applicants to the State Board with a recommendation that the State Board approve all thirteen. At the November 14-15, 2002, meeting, the Commission also extended the application deadline for IMAPs and LEs to January 2, 2003.

At the January 15-17, 2003 Commission meeting, the Commission approved a second group (cohort 2) of IMAP and LE applicants. Due to the continued shortage of panel members, the Commission also delegated the Commission Chair and the Foreign Language Subject Matter Committee Chair to review additional applications and send them forward to the State Board for consideration at their February 5-6, 2003 meeting, recommending approval of all the applicants – eighteen IMAPs and seven LEs.

There may be a need for additional IMAPs and LEs in German, Chinese, Japanese, and Italian, depending on how many programs are submitted for review.

Profile of the Applicants

The role of the IMAP is to review submitted programs to determine their alignment with the foreign language evaluation criteria. The LEs, in addition to serving as a full member of the IMAP, serve as advisors on issues of the proper use of the language, language structure, and the cultural context of the materials being reviewed. Of the eighteen IMAP applicants, three are from Northern California, seven from Central California and eight are from Southern California. Fifteen are teachers and three are community members. The languages represented by this group include German, Japanese and Spanish.

There are seven LE applicants. Five are from Northern California, two from Southern California. Four are professors and three are consultants. Five are fluent in Spanish, one in Japanese, and one in Italian.

Estimated Number of Panels

Ten publishers have indicated interest in submitting materials for review and adoption in seven languages. The *2003 K-8 Primary Foreign Language Adoption Timeline* established March 3, 2002, as the deadline for receipt by the California Department of Education of the submission plan from interested publishers.

Minor changes to the 2003 Foreign Language Primary Adoption Timeline

At the January 15-17, 2003, Curriculum Commission meeting, the Commission voted to recommend to the State Board two minor changes to the 2003 Foreign Language Primary Adoption Timeline. The timeline was adopted by the State Board on April 24, 2002. The Commission recommends changing the Training and Publisher Presentations Schedule from March 24-March 28, 2003, to March 24- March 27, 2003. This reflects a streamlined training schedule and will permit the Commission to meet on March 28, 2003.

The second recommended change is to integrate the Legal and Social Compliance review process into the content review conducted by the Language Expert and Instructional Materials Advisory Panels. This change reflects the necessity of having the legal and social compliance review for foreign language conducted by reviewers who have knowledge of the cultural context as well as the language. Given the difficulty in locating a sufficient number of reviewers with language expertise, conducting a separate review for legal and social compliance would not be possible.

Cohort 2 LE Applicants (#105- #109)

105

The candidate is an Assistant Professor of Spanish at California State University, Chico. He was also an Assistant Professor of Spanish at the University of Alabama at Birmingham. He has published in his field. At CSU Chico, he has served on several committees including Textbook Selection Committee, and has been Co-Chair of the Departmental Curriculum Committee. He is a volunteer at Parkview Elementary School in Chico, working with students in different levels of the Spanish reading program. The candidate has a B.A. in Spanish from Brigham Young University, an M.A. in Spanish Literature from Brigham Young University, and a Ph.D. in Spanish Literature from the University of Virginia. He has had four years teaching experience.

#106

The candidate currently is a Professor of Italian at California State University, Sacramento (CSUS). She has also taught Italian at the middle school and high school levels. In her current position, she has responsibility for developing and implementing all lower division Italian language and culture classes at CSUS. She has facilitated the process for the review and adoption of Italian instructional materials at the university level. The candidate has conducted extensive research in Italian language instruction over a period of twenty-five years, and has published in the field. Concurrent with her teaching assignment at CSUS, the candidate also serves as a Civil Rights Coordinator for the California Department of Education and is an Education Programs Consultant with the California Department of Education. The candidate has a B.A. in Italian Studies from California State University, Sacramento, an M.A. in Italian Studies/Multicultural Education from Vermont College, Montpelier, Vermont, and is a doctoral candidate in Italian Studies at The Union Institute, Vermont College, Montpelier, Vermont. She has eight years teaching experience.

#107

The candidate is an administrator with the Educational Service Center for Coachella Valley Unified School District in Hemet, California. She has taught and supervised student teachers at San Diego State University, and served as a Visiting Professor at Claremont College where she designed and taught an instructional program for teachers K-12 for a Language Development Specialist Credential. Other professional experiences include serving on an Expert Auditor's Team in Oakland, serving as a Staff Development Consultant, and a county level English learner coordinator. The candidate has also been an independent researcher, a staff development and coaching specialist and has made many presentations at conferences, including how to prepare English learners for success in a standards based context. The candidate has a B.A., magna cum laude in English with a double minor in Spanish and Biology from Louisiana Polytechnic University, an M.A. in Political Science from Texas A&M, and a Ph.D. in Educational Administration from Claremont Graduate School and San Diego State University.

#108

The candidate is a lecturer at California State University Sacramento (CSUS) in Spanish and also teaches at American River College in Sacramento. She has taught at the University of California, Davis, and Sacramento City College. The candidate is Director of the Capital Foreign Language Project at CSUS, a regional site designed to provide professional development for foreign language teachers K-16, and President of the Foreign Language Association of Greater

Sacramento. She has organized, presented and facilitated at several conferences and staff development sessions at the state and regional level. In 2000, she received the Outstanding Alumni Award from CSUS. The candidate has a B.A. in Spanish from CSUS, an M.A. in Spanish from CSUS, and a Ph.D. in Philosophy in Spanish from the University of California, Davis. She has had twenty-two years or teaching experience.

#109

The candidate is an Instructor in Japanese at California State University Sacramento (CSUS). She has been a Japanese language instructor at five universities. She has served as a Coordinator of Japanese Language and Culture at State University of New York, and as Assistant Director and Japanese Language Specialist at The Mary Tsukamoto California Language Academy, Elk Grove Unified School District. The candidate has a B.A. in Asian Studies from the University of Oregon, an M.A. in Asian Studies from the University of Oregon, and a Ph.D. in Foreign Language Education, Department of Learning and Instruction, State University of New York at Buffalo. She has ten years teaching experience.

Cohort 3 LE Applicants (#110-#111)

#110

The candidate is the English Learners and support Programs Coordinator for San Bernardino City Unified School District. She has taught Spanish courses for Riverside County Office of Education's Bilingual Teachers' Training Program, University of California, Riverside's Spanish and Portuguese Department, Chapman College's "Abroad" program, Antelope Valley Community College and Riverside Community College. She served as an IMAP member for the 1991 Foreign Language Adoption and has taken part in three Spanish Language Arts adoptions at the district level. The candidate has a B.A. in Spanish from San Diego State, an M.A. in Spanish from the University of California, Riverside, and a Ph.D. in Spanish from the University of California, Riverside. She has twenty-four years teaching experience.

#111

The candidate is a Consultant for the California Department of Education and teaches beginning and intermediate Spanish at Sacramento City College. In her current position, the candidate works with Title III, the Federal Program for English Learners. The candidate has been a Lecturer in Spanish through University of California (UC) Davis Extension, a Professor and Co-Director of the Overseas Program of the Foreign Language Department at California State University (CSU) Sacramento, a Professor in the Spanish and Classics Department at CSU Hayward, an Associate in Teaching for the Spanish and Classics Department at UC Davis, a Lecturer, Regional and Continuing Education at CSU Sacramento, and a Professor in the Modern Languages Department, CSU, Stanislaus. As a Consultant for the California Department of Education, she has edited the English Language Arts Standards, Spanish version, and edited the Spanish Golden State Exam for the California Department of Education. The candidate has eighteen years teaching experience.

Cohort 2 IMAP Applicants (#131- #144)

#131

The candidate retired from teaching Latin at Gardena High School in Los Angeles Unified School District in 1992. She is currently the head of the Latin Teacher Placement Bureau for California and serves as a tutor for students studying Latin. She has been an active member of the California Classical Association Southern Section, serving as president and vice president. She has served on several Latin committees for Los Angeles Unified School District, including the Latin Textbook Adoption Committee. She has a B.A. and an M.A. in Latin from the University of California Los Angeles, and held a Fulbright Scholarship for summer study in Rome. She has forty years teaching experience.

#132

The candidate teaches Latin and Ancient Greek at Santa Margarita Catholic High School in Foothill Ranch in Orange County. He has also had experience as a foreign language substitute teacher, an adult school teacher, and as a research assistant for two professors of Ancient Greek at Fresno State University. He has had experience in developing an Honor Course in Ancient Greek and founded a Classical Studies Club at Santa Margarita. The candidate has a B.A. in history and a B.A. in philosophy from California State University Sonoma, a B.A. in Classical Studies, Philosophy and History from California State University Fresno, and is working toward an M.A. in Ancient History at California State University Long Beach. He has taught four years.

#133

The candidate is the Foreign Language Division Leader at Natomas High School in Sacramento and teaches French 1, 3, French Language AP, and French Literature AP. As a Beginning Teacher Support provider (BTSA), the candidate works closely with beginning foreign language teachers. She has had experience in managing the textbook adoption procedure at the high school level in foreign language. The candidate has a B.A. in French (with Distinction) and a minor in German from Whitman College, in Walla Walla Washington, a single subject credential in French from San Jose State University, and has completed one year of undergraduate study in French language environment at the Universite de Paris Sorbonne and a year at Monterey Institute of International Studies in French translation and interpretations. She has seven years teaching experience.

#134

The candidate teaches high school Spanish and AP literature at Apple Valley High School and Granite Hills High School in Apple Valley. She is the Department Chair of her high school, and serves as a teacher trainer for the California Foreign Language Project. The candidate was a member of the Golden State Exam Writing team, co-authoring the GSE in Spanish and serving as Chief Reader for the summer scoring sessions. She is currently a College Board AP Consultant. The candidate has a B.A. in

Spanish from UCLA, a M.Ed. in Counseling from California State University, San Bernardino, and a Single Subject Teaching Credential in Spanish and Psychology. She has taught for twelve years.

135

The candidate teaches French and Spanish in grades 6,7 and 8 at Sequoia Middle School in Redding. She has taught English to high school students in Morocco as a member of the Peach Corps, and has served as a language arts teacher in grades 6 through 8, in addition to her current assignment. She is a participant in the Northern California Foreign Language Project. The candidate has a B.A. in English from CSU Chico, and has a teaching credential from CSU Chico. She has twenty-four years teaching experience.

#136

The candidate teaches Latin at Stagg High School in Stockton. She has taught high school Spanish, and taught part time at San Joaquin Delta College and Sacramento City College. The candidate has also had experience teaching kindergarten and middle school reading and Spanish. She has served as a Team Leader for Teacher Corps, as a senior writer/coordinator of a national cooperative effort studying classroom discipline, and as a SB 395 Trainer for CLAD certification. The candidate has a B.A. from the University of California, Berkeley with a Spanish major and Latin minor, an M.A. from the University of California, Berkeley in Curriculum Development, specialization in Reading-Language Arts. She has a Standard Elementary Life Credential, a Standard Secondary Life Credential, a Reading Specialist Certificate, an Administrative Services Credential, and English Language Development Certificate and a Bilingual Certificate of Competence. She has taught for fourteen years.

137

The candidate teaches Spanish and French at Barrett Middle School in Sacramento. She previously taught both French and Spanish in three high schools in three different districts in Sacramento County. The candidate has served on her district's adoption committee for foreign language. As a high school teacher and a middle school teacher, the candidate has established curriculum and chosen instructional materials for Spanish and French courses. She has lived in Argentina, France and England for one year each. The candidate has a B.A. in anthropology from California State University, Sacramento, and an M.A. from Chapman University (Sacramento Campus) in Curriculum and Instruction. She has a Secondary Teaching Credential in Spanish, French and Anthropology and has completed her clear credential. She has six years teaching experience.

#138

The candidate teaches Spanish and English language development at Crescenta Valley High School in Glendale Unified School District. She has had previous experience teaching Spanish in grades 7 through 9. She is currently a WASC Visiting Committee Chairperson, has served as a member of the WASC Accreditation Committee for the State, is a National Board for Professional Teaching Standards Trainer/Assessor, and has been a Director, California Foreign Language Project – LA STARS since 2000. In 1998, she was chair of her district’s Curriculum Studies Committee for Foreign Language. The candidate has experience in developing and presenting training sessions for foreign language teachers. The candidate has a B.A. in social studies and Spanish from Immaculate Heart College in Los Angeles, and an M.A. in Teaching English to Speakers of Other Languages from United States International University. She has a Standard Secondary Life Credential and a Bilingual Certificate of Competence – Spanish culture. The candidate has thirty-four years teaching experience and fifteen years experience as a staff development presenter.

#139

The candidate teaches Spanish at Roseville High School in Roseville, and previously taught Spanish and ESL at Henry T. Gunderson High School in San Jose. She has taught Spanish for Native Speakers as well as first and second year Spanish. The candidate reviewed and revised Spanish requirements for W.A.S.C. accreditation, served as the Spanish Club Advisor and was a member of the Digital High School Committee. She has a B.A. in Spanish and International Relations, and holds a Single-Subject Teaching Credential and a CLAD Certificate from National University in San Jose. She has six years teaching experience.

#140

The candidate is a retired teacher with experience teaching mathematics and Spanish at the middle school, high school and college/university level. He served as a member of the Mathematics Framework and Criteria Committee for the State of California in 1997 and 1998. The candidate has published several mathematics publications in Spanish in Peru. He has a B.A. in Secondary Education from Universidad Nacional de Educacion, Lima, Peru, an M.A. in International Development Education from Stanford University, and an M.A. in Computer Education from United States International University, School of Education, San Diego, California. The candidate was a Fulbright Scholar at Columbian University, Teachers College where he pursued graduate studies in mathematics. He has eight years teaching experience in Peru and twelve years teaching experience in the United States.

141

The candidate is a tutor for students in grades 6-12 at the Lasallian Educational Opportunities Center in Oakland, California. Her responsibilities include providing homework help, compiling and correcting worksheets for middle school students, organizing and leading field trips, moderating and assisting with and ACT/SAT preparation course for high school students, assisting with an 8th grade high school placement test-preparation course and moderating a youth group for high school students. The candidate served as a tutor in French and a Teacher's Assistance for a Freshman Writing Skills Course while a student at Saint Mary's University. The candidate recently completed a B.A. in French from Saint Mary's University. While a student, she studied abroad through the University of Minnesota's Global Campus at the Universite Paul Valery in Montpellier, France. She lived with a host family in Montepellier. She is currently an Americorps Volunteer and a Lasallian Volunteer.

142

The candidate is a member of the Board of Trustees of Livermore Valley Joint Unified School District, which serves students in grades K-12. She was first elected to the Board in 1990, and has since been re-elected three times. She has served on an IMAP in Reading Language Arts in 2001, a Mathematics IMAP in 2002, as a History-Social Science IMAP in 1998, and on an Science IMAP in 1999. She has completed two years of study of German at the college level, and one semester of linguistics at the college level. The candidate has an A.B. from Brown University in Providence Rhode Island in Biology, and an M.S. from Purdue University, West Lafayette, Indiana, in Biological Sciences.

#143

The candidate is a parent who previously served as an IMAP member for the AB2519 Reading Language Arts Adoption and the 2002 Reading Language Arts/English Language Development Adoption. She studied Spanish for four years during high school. The candidate has served on the Reading Language Arts Committee to evaluate texts for district adoption in Rowland Unified School District.

144

The candidate is a classroom teacher advisor for Los Angeles Unified School District who develops and presents professional development for teachers pursuing National Board Certification. She works with candidates in the foreign language certification area as well as other areas. She became a National Board Certified Teacher five years ago. Previous experience includes serving as an evaluator for the Los Angeles Educational Partnership's Excellence in Education Award, where she evaluated a team of Spanish language teachers, and several years classroom teaching experience at the primary level. The candidate has studied Chinese and Spanish. She has a Cross-Cultural Bilingual Specialist Credential and recently applied for a CLAD certificate. She has a B.A. in East Asian Studies and Sociology from the University of California, Los Angeles

and an M.A. in Education Administration from California State University, Los Angeles. She has twenty-six years teaching experience.

Cohort 3 IMAP Applicants (#145-#148)

#145

The candidate teaches third grade at El Marino Language School in Culver City Unified School District and Spanish for Adults through the Los Angeles Unified School District. She has also taught second grade in California. Her previous teaching experience includes teaching English to middle school students in Spain, teaching French to adults in Spain, and teaching 4th grade students in Spain. She has had one year experience teaching first grade in Dimbokro, Ivory Coast. She is fluent in English, French and Italian. The candidate has a B.A. in French Language and Literature, from Valencia, Spain, a B.A. in English from Valencia, Spain, an M.A. in Education from Valencia, an M.A. in Teaching Spanish as a Foreign Language from Barcelona, Spain, and a TEFL certificate (Teaching English as a Foreign Language) from the University of California, Los Angeles. She is in the process of completing her Doctoral Dissertation for a Ph.Ed. from Valencia, Spain. The candidate has eighteen years teaching experience in Spain and the United States.

#146

The candidate received her education in Japan, and has served as an English-Japanese translator in a variety of business settings, including interpreting for trade-shows, translating manuals, and serving as an interpreter/translator for various international companies doing business in Japan. She was certified to teach English in Japanese schools and taught English over ten years to students ranging in age 5 to 70. She also taught Japanese to non-Japanese professionals.

147

The candidate recently received a California Preliminary Single Subject Credential in German from California State University, Sacramento (CSUS). She has served as a Chair person and volunteer teacher for the Gifted and Talented Education (GATE) program at Mission Avenue Elementary School in San Juan Unified School district, and developed and taught a German program for pre-Kindergarten through adult for Sacramento Turn Verein, German-American Cultural Center. She is an active member of the California Foreign Language Teachers Association and has attended workshops on the *Foreign Language Framework*.

#148

The candidate teaches Japanese levels 1-4 at Los Alamitos High School in Los Alamitos Unified School District, in Orange County. She has served as a board member for the California Association of Japanese Language Teachers and a team member of the California Foreign Language Project at UC Irvine. She is the Director of the Southeast Japanese Language School in Norwalk. The candidate holds a B.A. in Japanese (Cum Laude) from the University of California, Los Angeles, and an M.A. in Education Administration from California State University, Long Beach. She has both a Single Subject Credential and an Educational Administration Credential. The candidate has nine years teaching experience.

2003 FOREIGN LANGUAGE PRIMARY ADOPTION TIMELINE

(Proposed Revisions to the State Board Adopted Timeline of April 24, 2002)

Dates	Key Events
May 9, 2001	State Board adopts Foreign Language Framework and evaluation criteria
June 2002	Meeting with publishers to review Foreign Language Evaluation Criteria
May-Sept. 2002	Recruit Foreign Language (FL) Instructional Materials Advisory Panel (IMAP) and Language Experts (LE).
November 2002	Commission votes to recommend FL IMAPs and LEs to State Board of Education (SBE)
November 20, 2002	Notification of FL Invitation to Submit Meeting sent to producers and publishers of instructional materials.
December 20, 2002	Deadline for publisher response to Invitation to Submit Meeting (ITS).
December 2002- January 2003	SBE action on IMAP and LE nominees.
January 29, 2003	Invitation to Submit meeting for representatives of publishers/producers.
March 3, 2003	Deadline for receipt by California Department of Education (CDE) of submission CD-ROM, technology requirements, and Publisher's Checklist indicating Alternate Sampling Plan requests (Alternate Sampling Plan is Optional) and summary giving details of planned submission.
March 24-27, 2003	IMAP & LE training and publisher presentations.*
March 28, 2003	Deadline for publishers to request written permission from CDE to sample in other than final form materials
April 10, 2003	Deadline for receipt of instructional resource samples submitted for adoption documentation by all designated evaluation/shipping locations
April 15, 2003	Distribution of requests for price quotations by CDE

* Training was originally scheduled for March 24-28, 2003.

Dates	Key Events
April 2003	Materials on display at Learning Resource Display Centers (LRDCs) throughout the state. Forms for public comment are available at the centers.
May 21-23, 2003	Legal and Social Compliance Review ^{**}
June 13, 2003	Distribution of notices of noncompliance with social content requirements to publishers/producers
June 16, 2003	Deadline for receipt by CDE of price quotations, including transportation costs
June 25, 2003	Deadline for publishers/producers to withdraw from the adoption
July 7-10, 2003	Deliberations by LEs and IMAPs
July 14, 2003	Deadline for receipt by CDE of publishers' responses to noncompliance notices (legal compliance)
September 2003	Curriculum Commission Meeting: Public hearings conducted by Subject Matter Committee and full Commission; Commission takes action (Note: Three day Commission Meeting).
Sept-Oct 2003	Required 30-day public display of recommended resources at LRDCs. Forms for public comment are available at the centers.
October 2003	Public notification regarding LRDC public display of recommended resources for adoption
November 2003	Curriculum Commission presents recommendations to State Board of Education (SBE); SBE conducts public hearing (Info/Action)
December 2003	State Board action required to meet primary adoption timeline
Dec-Jan 2003-04	Finalize SBE Report for CDE website
Dec 2003-Jan 2004	Distribution of Price Lists and Order Forms to school Districts
January 2004	Post adoption briefing for all approved publishers
February 2004	Deadline for receipt of final printed resources reflecting legal compliance correction (60 days after SBE action)
February 2004	Deadline for publisher to send materials for Braille Transcription

** The Legal and Social Compliance review will be integrated into the content review conducted by the Language Expert and Instructional Materials Advisory Panels.