

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

tlsb-cfird-jan19item03

# California State Board of Education January 2019 Agenda Item #12

## Subject

2020 *World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve*: Approval of Curriculum Framework and Evaluation Criteria Committee Guidelines and Appointment of Members to the Curriculum Framework and Evaluation Criteria Committee.

## Type of Action

Action, Information

## Summary of the Issue(s)

The State Board of Education (SBE), Instructional Quality Commission (IQC), and California Department of Education (CDE) have begun the development of the 2020 *World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve* (*WL Framework*). *Education Code* Section 60605.5 outlines the guidelines for the revision of *World Languages Standards for California Public Schools* (*WL Standards*) and the development of a *WL Framework* that incorporates and supports these *WL Standards*, which are scheduled for SBE approval in January 2019. *EC* Section 60605.5 also lists the requirements regarding the recruitment process and qualifications for members of the World Languages Curriculum Framework and Evaluation Criteria Committee (WL CFCC).

## Recommendations

The CDE recommends that the SBE take the following actions:

* Approve the Curriculum Framework and Evaluation Criteria Committee *Guidelines for the 2020* Revision of the *WL Framework for California Public Schools, Kindergarten Through Grade Twelve*.
* Appoint the 20 candidates recommended by the IQC to the WL CFCC.

## Brief History of Key Issues

Assembly Bill 2290, Chapter 643 of the Statutes of 2016, added Section 60605.5 to the *Education Code,* which directs the IQC to develop and the SBE to adopt, no later than September 30, 2020, a curriculum framework and evaluation criteria for instructional materials that are aligned to the revised *WL Standards*.

At its July 11–12, 2018, meeting, the SBE approved the application for the WL CFCC. The application was posted on August 1, 2018, and remained open through October 15, 2018. A total of 62 applications were received. The applications and resumes of the applicants provide information regarding each applicant. Attachment 2 contains an applicant summary list. Full applications and resumes are available in the Board Room.

In August through September 2018, the CDE convened four regional focus groups to gather input on what guidance and information should be included in the revised framework to support implementation of the revised *WL Standards*. The “World Languages Education Focus Group Report” summarizes the oral comments received at the focus group meetings and incorporates the written comments received during that time. These comments are the basis for the draft guidelines that will direct the work of the CFCC. The full report is available online.

On November 15–16, 2018, after recommending the draft *WL Standards* to the SBE, the IQC took several actions related to the *WL Framework*. The IQC recommended to the SBE *Guidelines for the California* *World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve*. These guidelines (Attachment 1) will guide the work of the WL CFCC.

On November 15–16, 2018, the IQC took action to recommend to the SBE 20 applicants for appointment to the World Languages CFCC. *EC* Section 60605.5 requires that a majority of the CFCC consist of “current public school elementary or secondary classroom teachers who have a professional teaching credential that is valid under state law.” Attachment 2 contains an applicant summary list. Full applications and resumes are available in the Board Room.

### IQC Recommendations for the World Languages CFCC

The IQC recommends the following applicants to the SBE for appointment to the WL CFCC and recommends that the SBE appoint Applicants Number 623 and 625 to serve as Co-Chairs of the CFCC:

**Teachers**

| **Applicant Number** | **Name** | **Employer** | **Position** |
| --- | --- | --- | --- |
| 606 | Jing Ren | Sacramento City Unified School District | Teacher |
| 610 | Ying Jin | Fremont Union High School District | Teacher |
| 615 | Carolyn Swaney | Poway Unified School District | Teacher |
| 621 | Amelia Nevis | Antioch Unified School District | Teacher |
| 622 | Robin Newsom-Wuertz | Carlsbad Unified School District | Teacher |
| 623 | Elizabeth Matchett | Santa Clara Unified School District | Teacher |
| 625 | Rebecca Estes | Elk Grove Unified School District | Teacher |
| 629 | Kristina Van Winkle | Tahoe Truckee Unified School District | Teacher |
| 636 | Lorraine Flores | California School for the Deaf–Fremont | Teacher |
| 640 | Antonella Hartel | Glendale Unified School District | Teacher |
| 641 | Yukiko Kozuma | Elk Grove Unified School District | Teacher |
| 649 | Christina Dalton | Kern High School District | Teacher |
| 650 | Tagreed Badwai | Castro Valley Unified School District | Teacher |
| 655 | Trinidad Rios | Palm Springs Unified School District | Teacher |

**Non-Teachers**

| **Applicant Number** | **Name** | **Employer** | **Position** |
| --- | --- | --- | --- |
| 603 | Maggie Chen | Geffen Academy at University of California, Los Angeles | Mandarin Instructor |
| 605 | Angela Raines | University of California Scout | Teacher Supervisor |
| 608 | Ronit Ron-Yerushalmi | Kavod Charter School | Director of Language and Global Studies |
| 613 | Claire Arias Kassir | San Diego Unified School District | English Language Instructional Resource Teacher |
| 638 | Margaret Peterson | San Francisco Unified School District | Assistant Principal |
| 656 | Diana Jimenez | Planada Elementary School District | Chief Academic Officer |

## Summary of Previous State Board of Education Discussion and Action

**July 2018:** The SBE approved the Schedule of Significant Events and the Application to serve on the Curriculum Framework and Evaluation Criteria Committee.

## Fiscal Analysis (as appropriate)

The CDE estimates that the development of the *WL Framework* will cost $313,300. That amount includes the cost of a contracted primary writer, travel and meeting expenses for the members of the advisory committee, and a part-time Staff Services Analyst position that was funded to support the project.

## Attachment(s)

Attachment 1: *Guidelines for the California* *World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve* (6 pages).

Attachment 2: World Languages Curriculum Framework and Evaluation Criteria Committee Applicant Summary List (5 pages). Full applications and resumes are available in the Board Room.

# Guidelines for the California *World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve*

The guidelines approved by the State Board of Education (SBE) will direct the work of the World Languages Curriculum Framework and Evaluation Criteria Committee (CFCC). The guidelines are based on statutory requirements, feedback from four focus group meetings held in August and September of 2018, information provided by the Instructional Quality Commission and the SBE, and public comment.

**In general, the revised *World Languages Framework for California Public Schools, Kindergarten through Grade Twelve* (*WL Framework*) shall**

1. be aligned to the *California World Languages Standards for California Public Schools* adopted by the SBE in January 2019;
2. be written in language that is inclusive and supportive of multiple users, including teachers (single and multiple subject), support staff, administrators, and community stakeholders—while not exceeding 600 pages;
3. include an overview explaining how the standards are organized, with an explanation of the coding system for identifying standards;
4. provide guidance on use of the framework with explicit guidance for different users, including specialists, administrators, and other stakeholders;
5. provide guidance to help ensure equitable access to high-quality world languages instruction for all elementary, middle, and high school students in California;
6. include compelling language regarding the value of acquiring world languages, developing intercultural competence, and becoming a global citizen;
7. recognize the assets of California’s unique and diverse student population and suggest ways teachers, schools, and districts can maximize their potential;
8. provide specific guidance on using the target language during instruction;
9. provide examples, for an array of languages, that support and illustrate the guidance in the framework, including graphics, samples, models, snapshots, or vignettes;
10. make explicit connections to resources and associations with resources aligned to the guidance in the *WL Framework*, and provide hyperlinks to those resources; and
11. include a glossary of critical terms.

**The CFCC shall develop a chapter on language proficiency and performance. It shall provide**

1. explanations of the stages and phases of language acquisition;
2. a description of what Novice, Intermediate, Advanced, Superior, Distinguished might look like for an array of languages; and
3. a discussion of proficiency, prochievement, achievement, and performance.

**The CFCC shall develop a chapter on teaching the Communication standards. It shall provide**

1. explanations of the Interpretive, Interpersonal, and Presentational modes;
2. guidance for engaging students in real-world content/settings;
3. guidance for engaging students in using structures and comparing structures; and
4. specific examples that support and illustrate the guidance in the framework.

**The CFCC shall develop a chapter on teaching the Cultures standards. It shall provide**

1. guidance for developing global citizenship, culturally appropriate behavior (as a form of both verbal and non-verbal communication), culturally-authentic communication, and intercultural communication;
2. guidance on the role of cultural products, practices, and perspectives in the world languages classroom; and
3. specific examples that support and illustrate the guidance in the framework.

**The CFCC shall develop a chapter on teaching the Connections standards. It shall provide**

1. guidance on how to work with culture as content;
2. guidance for engaging students in broadening their cultural perspectives;
3. guidance for making connections to other academic disciplines, especially for elementary teachers; and
4. specific examples that support and illustrate the guidance in the framework.

**The CFCC shall develop a chapter on implementing high-quality world languages instruction. The chapter shall support planning for instruction and assessment to ensure equitable access and opportunity for all students. It shall provide**

1. a discussion of Universal Design for Learning, including an overview of lesson and unit design, with discussions of how backward design, episode design, lesson design, unit design, and curriculum design are a means to ensure language acquisition and equitable access and opportunity for all students;
2. guidance on identifying and using authentic materials rich in language, culture, and content; and
3. guidance on using technology to enhance instruction, learning, and assessment.

**The CFCC shall develop a chapter on pathways to multiliteracy. It shall provide**

1. an overview of age-appropriate as well as stage-appropriate instruction, with descriptions and models of world language education in elementary, middle, and high school and college and career readiness pathways;
2. guidance for connecting with university-level study, including through Advanced Placement and International Baccalaureate opportunities;
3. a description of dual language immersion program models and outcomes; and
4. guidance on heritage language instruction, with attention to receptive bilinguals, heritage speakers, formal/informal language, appropriate content, and methodological considerations.

**The CFCC shall develop a chapter on the unique features of individual languages. It shall provide an overview of**

1. language-specific considerations, including guidance for working with classical languages, tonal languages, character systems, and dialects/language varieties; and
2. American Sign Language, including guidance regarding optimal program models for deaf students, special considerations for signing, and understanding deaf culture.

**The CFCC shall develop a chapter on ensuring access and equity in the world languages classroom, while also embedding those strategies throughout the framework. It shall provide**

1. guidance on addressing the needs of diverse learners, including students with disabilities, gifted and talented students, English learners, and students with low academic skills;
2. suggestions on how to differentiate for world languages classrooms with students who have a wide range of needs, abilities, and experiences; and
3. examples of different methods of instruction and pedagogical approaches to support language acquisition.

**The CFCC shall develop a chapter on assessment of students entering, progressing through, and exiting world languages instructional settings. It shall provide**

1. guidance for working with integrated performance tasks and proficiency measures;
2. guidance on the design and use of formative, interim, and summative assessments for continuous improvement;
3. sample assessment strategies and tools; and
4. references to current research on effective assessment strategies, including suggestions for assessing at-risk students and students with disabilities.

**The CFCC shall develop a chapter on instructional resources with evaluation criteria for the next world languages instructional materials adoption. The criteria shall require that**

* 1. instructional materials be aligned to the 2019 *California World Languages Standards*;
  2. instructional materials be consistent with the revised *WL Framework*;
  3. instructional materials be appropriate for use with all students, regardless of their disability, gender, nationality, race or ethnicity, religion, sexual orientation, or living situation;
  4. instructional materials provide suggestions for instructional support for English learners, at-risk students, gifted and talented students, and students with disabilities;
  5. publishers of instructional materials provide assessment practices (e.g., entry-level, diagnostic, formative, interim, skill-based, and summative) at each grade level necessary to prepare all students for success in higher-level world languages instruction;
  6. publishers’ inclusion of images be age-appropriate, affirmatively inclusive, and reflective of the diversity of California’s students;
  7. standard(s) being taught be clearly displayed in the teacher materials;
  8. instructional materials provide background information for teachers on the content being taught;
  9. instructional materials include a scope and sequence of instruction and provide suggestions for pacing;
  10. instructional materials provide suggestions in the teacher materials for differentiating instruction; and
  11. instructional materials show connections to state-adopted standards in other subjects in the teacher materials, and provide examples of interdisciplinary instruction.

**The CFCC shall develop a chapter on supporting world languages education. It shall**

1. be accessible for teachers and administrators, including those with limited educational backgrounds in the instruction of world languages;
2. provide strategies for leadership and advocacy in ensuring access to world languages education within schools and districts for all students in grades kindergarten through twelve;
3. provide guidance to administrators at the school and district levels and school board members about the vision, values, resources, and facilities necessary to ensure optimal conditions for learning exist in schools so that all students in all grades have access to quality, standards-based world languages education;
4. describe the value and benefits of acquiring world languages, developing intercultural competence, and becoming a global citizen and provide examples of how administrators and school board members can support and improve world languages education;
5. discuss the role of parents/families and the broader school community in supporting world languages education;
6. describe the components of effective world languages education programs, including the support of district and site administrators and the involvement of parents and the community;
7. provide criteria for evaluation of world languages programs currently in place;
8. provide guidance on how educators and administrators can advocate for and develop new programs or make innovative enhancements to existing programs; and
9. provide professional learning resources that encourage teachers to work with colleagues across disciplines.

# World Languages Curriculum Framework and Evaluation Criteria Committee Applicant Summary List

| **ID** | **First Name** | **Last Name** | **Position Title** | **Employer** | **Recom-mended by IQC** |
| --- | --- | --- | --- | --- | --- |
| 601 | Kam | O’Horo | Teacher | Mountain View Los Altos District | No |
| 602 | Dan | Song | Teacher | Los Angeles Unified School District | No |
| 603 | Maggie | Chen | Mandarin Instructor | Geffen Academy at University of California, Los Angeles | Yes |
| 604 | Ricardo | Recinos | Technology/ Modern Language Resource Teacher | Hacienda La Puente Unified School District | No |
| 605 | Angela | Raines | Teacher Supervisor | University of California Scout | Yes |
| 606 | Jing | Ren | Teacher | Sacramento City Unified School District | Yes |
| 607 | Joseph | Pearson | Faculty | Teach-Now Graduate School of Education | No |
| 608 | Ronit | Ron-Yerushalmi | Director of Language and Global Studies | Kavod Charter School | Yes |
| 609 | Ana | Ogea | Teacher | Victor Valley Union High School District | No |
| 610 | Ying | Jin | Teacher | Fremont Union High School District | Yes |
| 611 | Maria | Manzotti | Teacher | Capistrano Unified School District | No |
| 612 | Natasha | Neumann | Principal | Temple City Unified School District and Loyola Marymount University | No |
| 613 | Claire | Arias Kassir | English Language Instructional Resource Teacher | San Diego Unified School District | Yes |
| 614 | Jennifer | Shuen | Teacher, World Language Support Teacher | San Ramon Valley Unified School District | No |
| 615 | Carolyn | Swaney | Teacher | Poway Unified School District | Yes |
| 616 | Nicholas | Dewald | Educator | San Clemente Unified School District | No |
| 617 | Steven | Brownson | Lecturer | California State University, Los Angeles | No |
| 618 | Ken | Leber | Teacher | Corona-Norco Unified School District | No |
| 619 | Danielle | Farve Cabral | Teacher | Anaheim Union High School District | No |
| 620 | Ligia | Martinez | Teacher | Dixon Unified School District | No |
| 621 | Amelia | Nevis | Teacher | Antioch Unified School District | Yes |
| 622 | Robin | Newsom-Wuertz | Teacher | Carlsbad Unified School District | Yes |
| 623 | Elizabeth | Matchett | Teacher | Santa Clara Unified School District | Yes |
| 624 | Bridgette "Jett" | Clyne | Educator (Spanish/AP Research) | Moorpark Unified School District | No |
| 625 | Rebecca | Estes | Teacher | Elk Grove Unified School District | Yes |
| 626 | Andrea | Ford | Teacher | Poway Unified School District | No |
| 627 | Maristella | Cantini | Professor and Faculty | Tuscany Language Academy | No |
| 628 | Peggy | Kao | Teacher | Western Sierra Collegiate Academy | No |
| 629 | Kristina | Van Winkle | Teacher | Tahoe Truckee Unified School District | Yes |
| 630 | Laurel | Garceau | Teacher | Campbell Union High School District | No |
| 631 | Maria | de Marin | Chief Academic Officer | Inter-American College | No |
| 632 | Sandy | Barrientos | Teacher | Victor Valley Union High School District | No |
| 633 | Michael | Silva | (1) Spanish Teacher, Professional Development Coordinator (2) Lecturer World Languages Methods | (1) San Mateo Union High School District (2) Stanford University | No |
| 634 | Amparo | Quinonez | Teacher | Roseville Joint Union High School District | No |
| 635 | Julie | Blank | Barista | Compass High School | No |
| 636 | Lorraine | Flores | American Sign Language High School Teacher | California School for the Deaf–Fremont | Yes |
| 637 | Ana | Wilkes | English Learners Specialist | Salinas Union High School District | No |
| 638 | Margaret | Peterson | Assistant Principal | San Francisco Unified School District | Yes |
| 639 | Isabel | Dominguez Zancada | World Languages Department Chair | Alhambra Unified School District | No |
| 640 | Antonella | Hartel | 5th-6th Grade Italian Immersion Teacher | Glendale Unified School District | Yes |
| 641 | Yukiko | Kozuma | Teacher | Elk Grove Unified School District | Yes |
| 642 | Adriana | Benvenuto | Teacher | Granada Hills Charter High School | No |
| 643 | Ken | Nishiya | Teacher/ Languages Other Than English Department Head | Ojai Unified School District | No |
| 644 | Irma | Muñoz | Assistant Principal | Piedmont Unified School District | No |
| 645 | Nancy | Salsig | Co-director, Berkeley World Language Project | University of California, Berkeley | No |
| 646 | Marie | Bertola | Lecturer | Santa Clara University | No |
| 647 | Anna | Soberanis | Teacher | Oxnard Union High School District | No |
| 648 | Erik | Saucedo | Teacher | Sacramento City Unified School District | No |
| 649 | Christina | Dalton | Teacher, District World Language Facilitator | Kern High School District | Yes |
| 650 | Tagreed | Badwai | Teacher | Castro Valley Unified School District | Yes |
| 651 | Paola | Wagner | Teacher | Redlands Unified School District | No |
| 652 | Adela | Flores-Bertrand | Elementary School Principal | Riverside Unified School District | No |
| 653 | Ana Maria | Flores | Teacher | Sweetwater Union High School District | No |
| 654 | Vonny | Kleveland | Teacher | Santa Clara Unified School District | No |
| 655 | Trinidad | Rios | World Language Teacher | Palm Springs Unified School District | Yes |
| 656 | Diana | Jimenez | Chief Academic Officer | Planada Elementary School District | Yes |
| 657 | Debbie | Covarrubias | IB Spanish Teacher | Ontario-Montclair School District | No |
| 658 | Iman | Hashem | Instructor and Supervisor for Teacher Candidate | California State University, Long Beach | No |
| 659 | Lia | Kim | Korean Language Teacher | Los Angeles Unified School District | No |
| 660 | Yukari | Salazar | Assistant Principal | Fremont Union High School District | No |
| 661 | Anna | Zeppieri | Education Attaché | Consulate General of Italy | No |
| 662 | Joseph | Baer | Digital Media Technology Teacher Specialist | California School for the Deaf | No |