

**CHILEAN BICENTENNIAL SCHOLARSHIP SYSTEM
UCD INTERNSHIP PROGRAM FOR PROFESSIONAL
IMPROVEMENT IN BIOLOGY
September – December 2009**



Developed by
The International English and Professional Programs
University of California at Davis Extension

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I. Name of the Proposal and Introduction

1.1 Name of the Proposal

Chilean Bicentennial Scholarship System: University of California Davis-Chilean Internship Program for Professional Improvement in Biology, or IPPI-B.

1.2 Statement of Interest

The overarching goal of IPPI-B is to assist in the preparation of a new generation of teacher leaders, able to expand and foster effective learning in the sciences in Chilean young people, as part of the Chilean plan to meet the challenges of a globalized world. Programs of collaboration such as this allow both the host institution and community to benefit from the ideas and perspectives of the Chilean teacher participants, while Chile benefits from having its educational leaders enriched by a deep and positive professional and cross-cultural learning experience and practical tools of their own making. The International English and Professional Programs (IEPP) at the University of California Davis Extension would welcome the opportunity to work with the CPEIP on such a rewarding initiative.

1.3 Institutional Capacity

The University of California, Davis will be the ideal site to host the *Internship Program for Professional Improvement in Biology (IPPI-B)* for several critical reasons: our history of collaboration with the people of Chile dating to the 1960s; our distinguished faculty and research in Biological Sciences and Environmental Sciences (among many other disciplines); our home in Davis, a progressive community that supports sustainable environments from recycling to bicycling; as well as our distinguished capacity to combine high-quality instruction, delivered in Spanish, with strong institutional linkages to California's public school system and private/non-profit sector innovators.

UC Davis Extension offers lifelong learning opportunities for professionals through a wide variety of specialized certificate programs. UC Davis Extension faculty has expertise in the areas of not only language and culture but also business and management, law, human services, public policy, conflict resolution, health and safety, alcohol and drug studies, computer technology, education, land use planning, sustainable building, environmental management, technical and national security, agriculture, viticulture and enology, and food science.

Housed within UC Davis Extension, the International English and Professional Programs (IEPP), has assisted thousands of individuals to meet their linguistic, educational, cultural, and professional goals since 1979. During its thirty-year history, IEPP has amassed a portfolio of English-language, academic preparation, and teacher education programs, including sponsored grants from the U.S. Department of State (Humphrey, Fulbright, and others) and customized programs for Ministries of Education in Argentina, Chile, China, Egypt, Japan, Korea, Taiwan and most recently, the Chilean EFL Student Teacher Program in fall 2008. Drawing upon the rich resources of the University of California and the Sacramento Valley, UC Davis Extension has extensive and deep partnerships with departments on the UC Davis campus as well as with local school districts throughout Northern California, the California Department of Education, the

California Research Bureau, and non-profit research, governmental, and educational agencies, devoted to improving instruction and enhancing student achievement.

The IEPP at the University of California Davis Extension is prepared to offer an integrated, content-based program delivered in Spanish to equip Chilean high school biology teachers with up-to-date knowledge in the discipline of biology, innovative methodology in the teaching of biology, contemporary best practices in education and leadership, and state-of-the-art technology as well as opportunities to network and have positive social, professional, and cultural experiences during their stay in the U.S. We are confident that these building blocks together will lead to an intangible “once-in-a-lifetime” experience for the participants.

UC Davis has played a key role in the so-called Chile California Partnership signed on our campus in last June 2008 by President Bachelet and Governor Schwarzenegger. It should be highlighted that this proposal is regarded by UC Davis as part of a much broader and robust research and capacity-building interchange program. These teachers will be participants of a much wider program that will provide added value to their academic experience in our campus. By participating in this program they will be able to proudly say that they are also part of the Chile California Partnership.

II. Course Design Proposal

2.1 OVERVIEW OF PROGRAM

This three-month academic program, conducted in Spanish, will be designed for 25-30 participants. It will provide academic, methodological, and professional orientation in three components: (1) a quarter (10 weeks) of intensive coursework addressing the academic, professional, and teacher preparation goals (see course descriptions below) as well as lectures, workshops and visits to local California schools, California educational government offices, local environmental research projects, municipal sustainability offices, and science-related museums and laboratories followed by; (2) a two-week period of final project completion, portfolio completion, practice workshops, and project poster presentations; and finally, (3) a follow-up support component. Throughout the first two components, the Chilean Biology instructors will also be provided with cultural orientation and an optional survival English course based on interest and/or need.

A general schema of the components is provided below:

10-week Component	2-week Component	Follow-up Component
Biological Seminar and Lab Course	Projects and Practice Workshop	On-site Visit/ Lesson Study/ Wiki/ Facebook
Methods for Biology Teaching		
Issues and Innovations in California Public Education	Project Poster Presentations	
Theoretical, Practical, and Cultural Activities (including site visits, demonstrations, project work, etc.)		

2.1.1 Proposed Program Dates

The IEPP at UC Davis Extension is pleased to offer a three-month Internship Program for Professional Improvement for Chilean Biology Teachers this fall. We could offer the twelve-week program between the dates of September 21 – December 11, 2009. We are flexible, however, to make whatever changes in the dates the CPEIP feels are necessary.

2.1.2 Program Participants

The Chilean biology instructors are males and females who range in age and will come from different regions of the country. The majority of the grantees will have academic credentials and will have taught high school biology for a number of years in subsidized schools. Their familiarity with U.S. culture will vary by individual as will their ability to adequately use English for academic and professional purposes or daily informal conversation.

The participants will participate in a three-month professional enrichment experience conducted in Spanish: classes, a lecture series, workshops, project work, local school visits, biology lab work, individualized survival English, cultural activities, and academic and cultural field trips with the IEPP as a supportive “home” base from which they will explore Davis, the campus, and the community. While the academic portion of the program will be demanding and exciting, there will be time to explore all the opportunities that the Davis community presents to international scholars: a welcoming and diverse community that is known for being socially progressive, environmentally conscious, and safe as well as having the convenient lifestyle of a small university town.

2.2 GENERAL OBJECTIVES

It is the goal of this program to provide an integrated set of experiences inside and outside the classroom that will create a total learning environment for the participants: inculcating excitement about their chosen profession; understanding about new developments in biology, its pedagogy, and its applications; sharing this learning experience to benefit their students and the larger community, developing tools for assessment and evaluation, creating a network of support and knowledge, and developing individual leadership. The city of Davis itself is a leader in sustainable living, and the experience of living in Davis will uniquely bring the personal and the professional together.

2.3 SPECIFIC OBJECTIVES

The IPPI-B will embed the specific objectives defined in the letter of interest into the content and activities of the program. Please see course descriptions for these objectives.

2.4 PEDAGOGICAL FOCUS

2.4.1 10-week Component Detailed Descriptions

2.4.1.1 Issues and Innovations in California Public Education Course, with a focus on the Sciences and Biology (3 hours per week, including preparation for site visits)

This course covers major trends and innovations in California’s kindergarten through grade 12 system, teacher preparation, staff development, and classroom-based research. The goal of the course is to broaden and sharpen the teachers’ leadership capacities through exposure to promising practices in California education. Among the topics to be covered through lecture, presentations by experts, panel discussions, demonstrations, and fieldwork are the following:

- Teacher-developed classroom-based research for improved instruction.
- Use of lesson study procedures specific to science to provide peer coaching upon return to Chile (see follow-up plan for details).
- Meeting diverse learning styles, abilities and interests in the Biology classroom.
- Models of new teacher education and in service training.
- Parent/school collaboration and support for student learning.
- Structures of governance and organization of public education from preschool through higher education.

- Use technology for international communication between students and teachers of Biology; become familiar, select, and apply software and pertinent resources for improved Biology teaching to support both their own learning-process and that of their students.
- Review of materials used in Biology courses.
- Challenges to the teaching of evolution.
- California Teachers Association (CTA) and California Science Standards and Framework.
- Careers in Biology-related fields.

2.4.1.2 Biology Seminar and Lab Course (6 hours per week, plus 2 hours of lab)

In this intensive course, the participants will revisit and refresh their understanding of the Biological Sciences, its relationship with other fields (e.g. chemistry, physics, environmental science, and technology), deepen their appreciation of the scientific method, and learn how to apply this knowledge to real world problems. Topics will focus on three main areas: Cellular and molecular biology; reproduction of cells and organisms; and ecological systems and the role of man. In addition to course assignments that will have them working directly in laboratories and real-world applications, participants will have guided tours of some of UC Davis' many research labs in diverse departments, such as the Genome Center. UC Davis has been a leader in creating interdisciplinary solutions to complex problems, and there will be an interactive lecture series with guest UCD faculty (with interpreters if needed) speaking on their areas of expertise.

2.4.1.3 Methods for Biology Teaching Course (6 hours per week)

Assessment, leadership, instructional design, strategies for participatory structures, backwards-mapping – these topics and more – will be addressed in this highly interactive, participatory, action research-based course.

All meaningful change in schools does not happen on the basis of adoption but rather on the idea of adapting what is there and making it work for all. Learning occurs most effectively when experts and novices work together for a common product or goal and are, therefore, motivated to assist one another. Teaching and learning through “joint productive activity” is cross-cultural, typically human, and probably “hard-wired.” This kind of “mentoring” and “learning in action” is characteristic of parents with very young children; of pre-school, graduate school, adult learning, school-to-work and service learning, on-the-job training—of all education, except the common K-12 tradition.

Every leader, whether a physical scientist, a social scientist, a researcher, or a politician, needs to apply understanding to the solutions that he/she seeks. For teachers as researchers, the participants will gain expertise as leaders on issues relevant to assessment practices and development, addressing cultural and linguistic factors influencing assessment development and their effect on student performance. Participants will explore issues for all students in classroom assessment development and implementation.

In this course, teachers will learn the process of Teacher Action Research, as part of a joint activity with a partner from the same institution, to promote dialogue while working together toward a common goal. The process will guide teachers through the process of identifying essential questions and ways to gather information, which are meaningful to their own experiences. Participants will use indicators to design instructional curriculum decisions,

activities, and assessments that address a specific practice needing attention, and learn leadership skills to help facilitate the process for replication at their institutions.

The curriculum practicum section of the course will emphasize analyzing and developing science year-long plans, identifying the big ideas of science, connections and articulation within and across disciplines. Beyond leadership and Action Research instruction, teachers may practice differentiated instruction that integrates disciplines, emphasizes inquiry-based instruction and content specific experiences on issues of Biotechnology, DNA, genetics and environmental education.

2.4.1.4 Project Workshop and Self-directed Instruction

Every week, participants will have time to work on their assignments and final projects together on site with the assistance of two core instructors for a minimum of two hours on Fridays and an average of two hours on site-visit days. During this period, the Chilean biology teachers will design innovative projects in the teaching of topics in Biology for implementation in their home schools. While there is no formal instruction and participants will self-direct their own work, collaboration and informal discussion among peers and the instructor will be encouraged.

2.4.1.5 English Survival Skills

During the program, the participant teachers can optionally sign up for two hours weekly in the Multimedia Resource Center (MRC), our nationally recognized multimedia learning laboratory. Our Lab Director, Ms. Kristin Scheiber (who is fluent in Spanish), will help the participants develop an individual self-study program focusing on basic “survival skills” English, using the various MRC materials related to listening, pronunciation, communication skills, reading, vocabulary building, and writing.

2.4.1.6 Film Series

The Chilean biology teachers will also participate in a Film Series that will include movies related to inspirational teachers, coaches, and leaders who have made a difference and transformed people’s lives in difficult situations. Films that may be shown and are related to biology directly are: “To Be and To Have”, “Wild Parrots of Telegraph Hill,” “Rivers and Tides,” “Inherit the Wind,” “Winged Migration,” “Inconvenient Truth,” and “Over California”. More general films about inspirational teachers, coaches, and leaders viewed may include: “Stand and Deliver,” “The Class,” “Freedom Writers,” “Remember the Titans,” “Conrack,” “Dead Poets’ Society,” “Mr. Holland’s Opus,” “Coach Carter,” “The Great Debaters,” “Music of the Heart,” “Dangerous Minds,” “Lean on Me,” “Crimson Tide,” “Glory Road,” “Miracle,” “Apollo 13,” “Miracle Worker”.

2.4.1.7 Program Site Visits

In order to give the teacher-participants a wide range of learning and practical experiences outside of the classroom during their stay, IEPP plans to take them on visits to local schools, museums, state education offices, libraries, labs, UCD departments, and so on. The following is a list of some of the visits that may be included in the program:

- ✓ Back to school night. Annual tradition at high schools to involve parents and answer questions about their children’s classes and the teachers’ expectations. Chilean teachers

will shadow parents as they go from class to class with their child's schedule. This experience will help participants become familiar with and analyze this tradition. It will also provide them the opportunity to initiate ties or networks for exchange with their foreign counterparts, a specific goal of this program set by the CPEIP.

- ✓ Tour of the Exploratorium Museum, San Francisco, an experimental, hands-on museum designed to spark curiosity—regardless of people's age or familiarity with science. Visitors can touch, pick up, and tinker with hundreds of exhibits.
- ✓ Tour of the Lawrence Hall of Science (LHS), Berkeley, a dynamic center for teacher education, research, and curriculum development in pre K—12 science and math education. The LHS helps students reach and exceed national standards and benchmarks for science and math education. Tour of interactive science exhibits and special lecture in Spanish by Claudio Vargas, Director.
- ✓ School visits and class observations of science and biology classes. Classes will be conducted In English and Spanish. These visits will help participants become familiar with the schools and analyze the educational realities, pedagogical foci, and methods of teaching practiced, observe the media and materials utilized and the methods of curriculum planning and evaluation. It will also provide participants with the opportunity to establish ties or networks for exchange with their foreign counterparts.
- ✓ Sacramento visits to and meetings with: the California Teachers Association (CTA), the California State Department of Education, California State Library, California State Capitol (VIP tour included). This day trip will end with a tour of Old Sacramento (historic part of the city).
- ✓ Tour of City of Davis Recycling Center. Presentation of city's sustainability programs, including construction and expansion of bicycle paths.
- ✓ Visits to diverse UCD campus labs, research centers, and departments, including the Genome Center, the Institute for Transportation Studies (alternative energy studies, including hydrogen fuels and biofuels), and a lab working on global warming issues in the Department of Land, Air, and Water Resources.
- ✓ Tour of UCD Shields Library.
- ✓ Meeting with staff from the California Science Project, UCD. The California Science Project (CSP) is a university-based professional development network for pre-K-16 teachers of science that utilizes highly skilled teams of educators and scientists drawn from universities and school districts across the state. This statewide network works toward the common goal of improving science education for all California students since 1989.
- ✓ Meeting with staff from 4H Project, UCD. The goal of the 4-H Science, Engineering, and Technology (SET) Initiative is to address America's critical need for more scientists and engineers by engaging 150,000 youth by 2013. 4-H SET activities and projects combine non-formal education with hands-on, inquiry-based learning in a positive youth development context to engage youth in improving their SET knowledge, skills, and abilities.

- ✓ Tour of the Cooperative Research Extension Services for Schools (CRESS), UCD. The CRESS Center administers core programs funded by the University (the Collaborative Research Grants Program, Teacher Research Program, and a publication program), and a significant array of externally funded programs including four California Subject Matter Professional Development Projects and the Center for Community School Partnerships.
- ✓ Explorit, a family-friendly museum and a nature site in Davis. Explorit also takes science programs on the road to schools and community sites in 18 counties. The center offers everyone the chance to “Think it... Try it... Explorit.”
- ✓ Visit and tour of the Tech Museum of Innovation, a hands-on technology and science museum for people of all ages and backgrounds, San Jose.
- ✓ Visit and tour of the Monterey Aquarium, Monterey, which offers visitors nearly 200 award-winning galleries and exhibits.

Sample Weekly Schedule of the Ten-week Component

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 am -10:00 am	Day Trips, Site Visits, Workshops, and Project Work	Biology Seminar and Lab Course	Methods for Biology Teaching	Biology Seminar and Lab Course	Methods for Biology Teaching
10:00 am – 11:00 am					
11:00 am – 12:00 pm		L U N C H			
12:00 pm – 1:30 pm		Issues & Innovations in CA Public Ed.	Guest Speaker	Issues & Innovations in CA Public Ed.	Self-directed Instruction Work Group Meetings
1:30 pm – 2:30 pm		Biology Lab	English Survival Skills <i>(optional)</i>	Film Series	Ice Cream Social
3:30 pm – 4:30 pm					
4:30 pm – 5:00 pm					

2.4.2 2-week Component Descriptions

2.4.2.1 Project Workshop (6 hours daily)

In the Project Workshop, teacher-participants will integrate their learning in the various components to create innovative instruction-, curriculum-, and assessment-based projects for implementation in their home institutions. This work begins during the 10-week Component with self-directed, yet supervised time to work in teams and alone. In the final two weeks, teacher-participants will complete individual and group projects and complete portfolios of their work for presentation and for use in their classrooms back in Chile. In their Issues & Innovations and Bio Methods classes, they will have produced papers, videos, case studies, lesson plans, instructional models, course syllabi, assessment tools, and original materials adapted from textbooks. As part of their micro-teaching assignments, participants will have developed specific lesson plans for specific topics covered in the Chilean Biology Seminar and Lab Course. In these final two weeks, the participants will organize, codify, and create poster presentations based on their earlier output, and in doing so, synthesize their experiences and learning into presentations for their colleagues in Davis as well as fellow colleagues or local networks back home.

2.4.2.2. Project Poster Presentations

The participants will share their presentations in a final Poster Presentation Conference with their colleagues, program faculty and staff, local and campus educators, host families, and other contacts they have made in the community. They will also post their projects on the blogsite we will have developed.

2.5 CULTURAL AND SOCIAL ACTIVITIES, EVENTS, AND DETAILS

2.5.1 Program Events

Special program events planned for the Chilean biology teacher-participants will include a Welcome Party as well as a final Certificate Ceremony, Graduation, and Reception. Program faculty and staff, local and campus educators, and host families will be invited to join the teachers at these special program events.

2.5.2 Cultural and Social Activities

Other social activities may include barbecues, mixers, parties, and informal get-togethers so that participants can meet with their professional mentors, host families, campus associates, and other community members. The Chilean biology teachers can also choose to participate in some IEPP activities (e.g., ice cream socials, movies & popcorn, games, sports, pizza and dance parties, etc.) that will introduce them to other intercultural experiences. All of these extra-curricular activities will help participants get away from the routine, relax, and enjoy their new surroundings.

2.5.3 Weekend Excursions

There will be two full-day trips included in the program for participants: a tour to San Francisco and one to Sonoma Valley. An evening at a UC Davis football game (a popular cultural experience) will also be scheduled.

2.5.4 Transportation

Round-trip bus arrangements to and from the Sacramento International Airport will be made by IEPP for the Chilean Biology Teachers. For local transportation, the IEPP strongly recommends use of bicycles and buses for all participants, who will receive local bus passes. The city of Davis and the UC Davis campus are famous for bike transportation and an environment that provides safe and well-maintained biking paths and trails; additionally, most streets have specially marked bicycle lanes. In fact, known as the “City of Bicycles”, Davis has more than eighty miles of bicycle paths throughout the campus and city. The participants will be oriented to California bicycle regulations, bike safety and equipment, and correct procedures for securing bicycles, as well as a Davis map study should they rent or purchase a bike. The IEPP will provide van and bus transportation for all field trips and school visits outside of Davis.

2.5.5 Housing

We recommend that participants live in the local community with Spanish-speaking host families. Not only is it the most economical choice but it will also be an invaluable window into U.S. culture without the pressure and stress of being in an English-speaking environment. The families provide friendship and daily support, with three meals a day, laundry facilities, and other daily necessities.

Alternatively, we can arrange shared apartment living in Davis, but the participants will not meet and interact with the local community as easily as with a family. We would need confirmation of the number of participants and their sex **by early May** in order to lease apartments. After May, we will not be able to pre-arrange apartments.

2.5.6 Health Insurance

All participants must have proof of medical insurance coverage. CPEIP or the participants should provide us with a copy of their insurance cards or policies in English. It is recommended that the insurance company have a U.S. office and that the coverage be for a minimum of \$250,000.00 per incident. If students do not have insurance, IEPP can provide excellent coverage at the rate of \$25 per week per participant.

There are no American insurance providers who will provide any life insurance for short-term visitors. It may be more cost effective for the Ministry of Education to provide life and health insurance.

The following provides a description of the benefits of the Health Insurance plan available for the participants:

Description of Coverage: Covered persons receive a lifetime aggregate maximum benefit of \$250,000 per injury or sickness, including repatriation and medical evacuation. The Student Insurance Plan includes a \$75 deductible per injury or sickness per covered person, which is waived if the person goes to the campus Student Health Services first. Covered expenses include, but are not limited to: fees for diagnosis and treatment by a legally qualified doctor, hospital room and board charges, laboratory, diagnostic, and x-ray examinations, prescription drugs and medicines, professional ambulance services, and rehabilitative services. Vision and Dental are only covered if a direct result of a covered injury.

Accidental Death and Dismemberment Benefits: When as a result of injury, the covered person sustains a loss within 365 days of such injury, the Student Insurance Plan will pay the applicable benefit provided for the loss. The covered person will receive \$5,000 for the loss of one hand, one foot, or sight of one eye, and \$10,000 for loss of life.

2.6 METHODOLOGY

Throughout the program, a variety of methods will be used to instruct participants in order to introduce them to methods they can later implement with their own students in Chile as well as demonstrate to their fellow colleagues or local networks. The methods will include but not be limited to:

- Lecture
- Seminar and group discussion
- Panel presentation with question and answer period
- Videotaped and Internet-based material followed by discussion or lecture
- Simulation
- Role play
- Demonstrations and presentations using innovative approaches and/or current technology
- Current technological instruction (using appropriate tools such as software, Internet resources, blogsites, etc.)
- Workshop
- Individual tutorial
- Individualized lab practice
- Brainstorming

2.7 FOLLOW-UP PLAN

2.7.1 Follow-up Component Description

A team of two IEPP academic coordinators from the IPPI-B Program will visit Chile within four months of the program's conclusion for five to ten days. The purpose of this visit is to support the evaluation process of the program and propose actions for its sustainability with the authorities and academics of CPEIP and the program participants.

2.8 IT PLATFORM AND POST-PROGRAM VIRTUAL FOLLOW-UP SUPPORT PLAN

2.8.1 *On-line Information Platform and Virtual Support Plan*

As part of the follow-up phase, we expect the participants will field test innovative teaching strategies and curriculum developed during the program as well as distribute their completed curricular and course materials for use in local schools. As part of the follow-up phase, a blogsite, such as PBwiki or Facebook, will be established to provide participants with the opportunity to report back to us on the success of the program's in-country implementation as well as to share their comments, plans, photos, and other documents. The blogsite will function as a support network for participants as they work to apply what they learned in the classroom. Instructors will also have the opportunity to maintain contact with the participants when they return home, as they will be able to give feedback and comment upon what is shared on the blogsite, which we plan to maintain for the long term.

2.8.2 *On-line Lesson Study Peer-coaching Process*

The participants will be introduced in the Issues & Innovations in California Public Education course to the on-line *Lesson Study* peer-coaching process, originally developed in Japan and now used internationally. The *Lesson Study* process will provide the participants with a unique tool to improve their instruction by purposefully examining, along with their colleagues in Chile and instructors in Davis, the long-range goals for students and seeing if their incremental, daily instructional steps will lead teachers to increased knowledge and the capacity to explain new material to peers and their own students. Through *Lesson Study*, the Chilean biology teachers will participate in a self-generated closer examination of instruction as they discuss and share their planning, expertise, and knowledge with colleagues and work on improving their teaching and delivery. They will focus on goals and content, planning study lessons, teaching and observing lessons, discussing instruction, and revising and reteaching. *Lesson Study* will also provide instructors opportunities for observing each other once they are back in Chile and their work in constructing improved instructional strategies.

2.9 DESCRIPTION OF SUPPORT RESOURCES AND MATERIALS

2.9.1 *UC Davis' Institutional Capacity and Support Resources*

UC Davis is an ideal host site for the following reasons:

- ✓ *Expertise.* The rich interdisciplinary academic environment at UC Davis allows professional leaders to benefit from distinguished scholars and leaders in many fields, including the School of Biological Sciences, School of Education, College of Agriculture and Environmental Sciences and many others.
- ✓ *Resources.* Our extensive research, study abroad, and service programs in Argentina, Uruguay, and particularly, Chile, provide us with a large number of faculty and students on campus whose enthusiasm and regional ties will benefit the participants.
- ✓ *Experience.* UC Davis hosts over 4,200 international scholars and students each year, and ranks fifth of all U.S. universities in hosting international scholars. UC Davis Extension has

forty years of experience in delivering high-quality educational programs for international students and professionals.

- ✓ *Location.* Our location in northern California near the state capitol, San Francisco, Silicon Valley, Napa Valley, and the Sierra Nevada Mountains offers rich educational and recreational experiences.
- ✓ *Diversity.* California is by far the most ethnically diverse state in the United States, and students will interact with a broad cross-section of American citizens and immigrants. Diversity is built into the entire program, including the composition of staff, interactions with U.S. and international students, and the teachers in the school and community visits.
- ✓ *Service.* Core to UC Davis' mission is a commitment to applying knowledge to the benefit of society both locally and globally. UC Davis is a leader in sharing its knowledge to advance large-scale international development around the world, most recently rebuilding agriculture in Afghanistan. The campus is a fertile environment to inculcate a sense of global responsibility.

2.9.2 Support Resource Organizations

- ✓ Joint Unified School Districts of Davis, West Sacramento, Woodland, Dixon, and Winters
- ✓ Spanish Department, UCD
- ✓ School of Education, UCD
- ✓ College of Biological Sciences, UCD
- ✓ College of Agriculture and Environmental Sciences, UCD
- ✓ ChileCAD (Graduate Student Association with Chilean community affiliations), UCD
- ✓ Vice-Provost Office of University Outreach and International Programs, UCD
- ✓ Department of Education, UCD Extension
- ✓ International English and Professional Programs, Center for International Programs, UCD Extension
- ✓ Sacramento County Office of Education
- ✓ California Teachers Association
- ✓ California Department of Education
- ✓ WestEd, a non-profit research and training agency for educational reform
- ✓ Lawrence Hall of Science

2.9.3 Support Materials

IEPP will supply the participants with all necessary textbooks, materials, needs assessments, and exams as well as additional resources (e.g., films) to implement the program objectives. Participants may also want to purchase additional reference books from the campus and local bookstores for personal use.

2.10 EVALUATION AND CERTIFICATION PLAN

2.10.1 Program Monitoring, Participant and Program Evaluation

As an organization that provides instruction as well as training for teachers and professionals, we fully understand the importance of modeling the types of behaviors that we train others to use. We expect that the Biology Seminar and Lab will model the interactive approach that will be the focus of the Biology Teaching Methods course. We also recognize the importance of establishing a systematic approach to formative and summative evaluation, where participants are not only assessed through standard and alternative classroom tasks, but where they are also given frequent opportunities to provide input and to self-evaluate.

Participants will receive a diagnostic assessment of their strengths and gaps at the beginning of the program in both Biology content and pedagogy, experience on-going evaluations and assignments, and receive a final summative evaluation, based on the scale provided in the Terms of Reference. Additionally, there will be end-of-course and end-of-program evaluation tools set in place to reflectively gauge how well we, and the participants, have mastered the objectives set forth at the onset of the program. This program, though intensive in time as well as content, is designed to be one whose expectations are clear, reasonable, and rigorous.

Our Evaluation Plan is summarized in the chart below:

Phase/Program Element	Time Period	Participants will know...	Participants will be able to...	Evaluation Tool(s) and Frequency
Orientation Week	Pre-Program	a. about Davis b. each other and program representatives c. the overall goals and expectations of the program d. biking rules e. their own strengths and gaps in current approaches in biology and its teaching	a. navigate their way through the city b. begin preparing for classes	a. Self-assessment questionnaire b. Group discussions c. Language assessment for optional ESL self-study d. Diagnostic assessment for Biology content and Biology methodology courses
Methods for Biology Teaching Course	Weeks 1-10	a. what methods are appropriate in what contexts b. learning theories that support best teaching practices c. what materials best support instruction and learning d. assessment	a. design Biology lessons and practical lab work that are mindful of current approaches and learning theory b. utilize a wide array of resources to enhance instruction c. personalize	Ongoing a. Meetings with advisor b. Reflective journal writing and self-assessment c. Written feedback from advisor Periodic a. Videotaping of self teaching b. Lesson design

		evaluation e. leadership f. differentiated instruction g. backwards mapping	their own repertoire of methods b. gain valuable feedback on teaching c. test new approaches in their teaching style	group project report c. Group/individual poster d. Final Project Poster Presentation e. Portfolio f. Tests/Quizzes
Biology Seminar and Lab	Weeks 1-10	a. current approaches to teaching Biology and sciences b. the value of inquiry in acquiring scientific knowledge c. social, cultural and ethical implications of the contribution of Biology to science and technology d. deeper understanding of advances in biology	a. generate connections between Biology and other fields, such as physics, chemistry, environmental science b. clarify gaps and weak content areas of biology c. replicate scientific experiments and lab study d. integrate new knowledge to own teaching	Ongoing a. Participation in discussions b. In-class tasks based on readings and discussion Periodic a. Lab assignments b. Tests/Quizzes c. Group project

Phase/Program Element	Time Period	Participants will know...	Participants will be able to...	Evaluation Tool(s) and Frequency
Issues and Innovations in California Public Education Course	Weeks 1-10	<ul style="list-style-type: none"> a. what educational issues are shared among Chileans and Californians b. what teaching approaches are feasible in a variety of settings c. how to collaborate with colleagues on school reform d. the role of families and the community in schools e. about CA Science Standards and Framework 	<ul style="list-style-type: none"> a. identify their professional role within their classroom, school, district, region, and country b. plan ways of being a leader in their Chilean school system c. evaluate the merits of teacher-fronted vs. student-centered learning d. apply information from CA Science Standards and Framework to own curriculum 	<p>Ongoing</p> <ul style="list-style-type: none"> a. Participation in discussions b. In-class and take-home tasks based on readings and discussion c. Role playing activities d. Feedback from instructor <p>Periodic</p> <ul style="list-style-type: none"> a. Lesson design group project report b. Group/individual poster c. Final Project Poster Presentation d. Portfolio e. Tests/Quizzes
Program Site Visits	Weeks 1-12	<ul style="list-style-type: none"> a. more about how the “back-to school-night” tradition works b. how biology labs work at a US university campus c. more about the CA educational system d. how science is made accessible to the public through museums, aquariums, etc. e. biology and sustainability is put into practice in businesses, organizations, etc. 	<ul style="list-style-type: none"> a. analyze the Californian educational reality b. establish ties or networks for exchange with their foreign counterparts c. communicate how biology and sustainability are made accessible to the public and are put into practice in the US 	<p>Ongoing</p> <ul style="list-style-type: none"> a. Reflective journal writing b. In-class discussions

Optional Survival ESL courses at the Multimedia Resource Center at IEPP	Weeks 1-12	a. more about their own English abilities b. about the value of individualized self-study for language learning	a. communicate more effectively in “survival” situations b. understand more about what is happening in their surroundings	Ongoing a. Self-reported confidence level in using vocabulary involving greetings, currency, shopping, emergencies and food choices b. Reflective journal writing about experiences with English and how to apply individualized learning to Biology
Classroom Observations	Weeks 1-10, twice	a. techniques for observing other teachers b. strategies for pacing, planning, assessing, and communicating with students c. what challenges exist in classrooms in California d. more about themselves as teachers	a. design and implement lessons in secondary classrooms	Ongoing a. Written observations b. Oral reports to peers c. Reflective journal writing
Project Work & Practice Workshops	Weeks 1-10 and full time during Weeks 11-12	a. how to synthesize theoretical and practical information as they build their role as teachers	a. reflect on what information and tools they will be able to use upon returning to Chile b. build a physical representation of what they have gained from this experience	Summative a. Composition and presentation of final program portfolio b. Peer and Self-evaluation of portfolios c. Written feedback from instructors and advisors d. Group work and discussions e. Lesson design group project report f. Group/individual poster g. Final Project Poster Presentation

Phase/Program Element	Time Period	Students will know...	Students will be able to...	Evaluation Tool(s) and Frequency
Social & Cultural Activities	Ongoing	a. more about each other b. more about the cultural influences on local communities and families c. about local efforts to address global issues such as sustainability	a. enjoy socializing with each other and with people associated with the program b. visit new places that are significant to the local area and to the state of California	a. Reflective journal writing b. Written feedback on the activities offered by the program

2.10.2 Certification Plan

Participants will receive midterm grades halfway through the program and final grades at the end of the program. Those who perform at the satisfactory or higher levels (4-7 on the CPEIP scale) throughout the program will receive a certificate acknowledging that they have met the academic requirements of the program. The Chilean Biology Instructors will receive their certificates at the Certificate and Graduation Ceremony at the end of the program.

III. WORK PLAN

3.1 Roles of Key Staff

There are two co-institutional coordinators who are responsible for the overall academic and financial oversight, and institutional contacts. **Dr. Janis Williamson**, the grant administrator, will be the liaison for the grant on campus and manage the financial oversight. She has a reading knowledge of Spanish.

The chief program director/administrator will be **Ms. Tina Castillo**, Academic Director of the International English and Professional Programs and Spanish/English bilingual, whose role is to provide on-site oversight and communications with the Center for Pedagogical Improvement, Testing, & Research (CPEIP).

Dr. Fred Dobbs will be the designated academic coordinator/advisor who will oversee the academic progress of the participants, monitor their personal adaptation to this cross-cultural immersion, coordinate school visits and resources, co-advise participants on their projects, and teach the Issues and Innovations in California Public Education course. Dr. Dobbs, also a Spanish/English bilingual, has spent a career of training teachers in Science and Math, and has been a major contributor to California's reform efforts in public education in the sciences.

The lead instructor, **Ms. Ursula Sexton**, Spanish/English bilingual and Senior Research Associate of WestEd, a non-profit research and training agency for educational reform, will teach the Biology Methods course and co-advise participants on their projects. Ms. Sexton will also co-facilitate and interpret special sessions in the Biology Seminar and Lab course. In addition, she will also travel to Chile to implement part of the Follow-up Component.

There will be another core instructor for the biology content course, to be determined after proposal award. We expect to draw on the resources of the College of Biological Sciences (largest in the country) at UC Davis for instructors, lectures, and labs. There will also be guest speakers, panelists, and site visits every week. We will provide translation services for these events as needed.

The designated program support coordinator, **Mr. Jeff Gunzelman**, fluent in Spanish, will provide logistical assistance, including housing arrangements, planning and implementation of activities, local transportation, excursions and guest lecturers. Mr. Gunzelman will also provide academic course support to the program instructors while the participants are in California.

Ms. Kristin Scheiber, also fluent in Spanish, is director of the IEPP Multimedia Resource Center, and will oversee the self-study Survival English course as well as coordinate the technical workshops and our follow-on website. The IEPP has a number of student assistants (some of whom are bilingual) who will help with various activities and visits.

The IEPP is staffed by a warm, supportive, diverse, and professional team of people. They are all cross-culturally sensitive and many speak several languages. In addition to the Spanish-speaking staff above, other staff speak Italian, French, Arabic, and Japanese. Student assistants speak Chinese, Japanese, Spanish, Korean and assorted other languages.

3.2 Work Plan and Time Frame

Upon notification of the award, the institutional coordinator and program support coordinator will begin communications with the appropriate people in the Ministry of Education, for the participant list and more detailed discussions regarding the program. The homestay organization will be contacted to begin the process of arranging Spanish-speaking households for the participants. Letters of award will be sent to successful applicants within two weeks of receiving the contact information and depending on the type of visa wanted for the participants (either F1 or J1), the IEPP will liaise with Extension's International Student Services (for I-20 forms) or the campus office of Services for International Students and Scholars (for DS-2019 forms). The application process and communications with participants and home institutions will begin, and pre-orientation materials for the participants will be assembled.

The lead program administrator and program coordinator will consult with representatives of the Ministry of the Education, and any other involved stakeholders to understand in more detail the goals of the program, and to fine-tune the program. They will also be in email communication with the Chilean biology teachers who have been selected, directly advise individual participants based on their detailed application materials, distribute pre-departure materials, and discuss expectations (from climate to dress codes to classrooms.)

Final determination of the remaining core instructor and guest faculty speakers and panelists will be made after these consultations. The Advisory Board will meet to confer and review the work plan, help with institutional contacts and commitments if needed, and work on initial confirmation of school district visits, expected by July before the close of the summer session. It is expected that confirmations will not be final until September. Initial enrollment, housing, and visa documentation for students will be completed in July. All academic planning will be finalized at this time as well.

By September, the preparations for participants' arrival, orientation, and placement will be in full swing. The International Programs collectively see the arrival of many groups of international professionals and students, and the dance of individual, group, and whole institution meetings begin, providing a strong sense of welcome, networking, and community. Teacher-participants will be welcomed and oriented to Davis, the campus, the program, and the staff in a three-day orientation, which includes: a Welcome Reception, campus and library tours, a city tour, presentations on classroom expectations, goals of the program, language assessment, and class registration. The UC Davis campus has a broadly diverse student and staff body and can provide an insight into cultures and ethnicities that will be new to the Chileans (UC Davis is roughly 1/3 white, 1/3 Asian (from many countries, including China, Korea, India, Japan, and Vietnam in that order) and 1/3 other (including Latino, African-American, Native American). Participants will be encouraged to get involved with life on campus, including joining ChileCAD (the Chilean Graduate Student Association, which will introduce them to compatriots and form strong alumni ties that will continue when they return home. The participants will also be invited to join in Davis community activities at the Davis International House, the Farmers' Market, the 10th Colombian Serenade, and others.

During the quarter, weekly meetings with students and staff ensure timely communications as well as smooth implementation of program activities and responsiveness to the unexpected. In December, participants will enter the final phase of the program, under the direction of Dr. Dobbs and Ms. Sexton, who will provide the regular oversight, encouragement, and leadership to help them create a portfolio of successful and innovative materials, curricula, and reflections

as well as their final group projects, which will be presented at a Poster Conference at the end of the program.

3.3 Reports to CPEIP

The Institutional Coordinator will ensure that three reports are sent to the CPEIP, per the Terms of Reference: (1) within 15 days of the start date, definitive organizations of all modules and final schedules with times and dates.; (2) within 2 months of the start date, mid-program report with mid-term evaluations of participants and (3) final report, complete final evaluations of participants and program. The TR requests that the final report be delivered within 15 days of the conclusion of the course. Since we expect the course to end shortly before Christmas and New Year vacations, we ask that the report be due within 30 days of the conclusion of the program.

3.4 Our Commitment to the Principles of Community

The University of California, Davis is committed to its Principles of Community, first published in 1991 and reaffirmed in 1996 and 2001. They are: "*We recognize that each of us has an obligation to the community of which we have chosen to be a part. We will strive to build a true community of spirit and purpose based on mutual respect and caring.*"

3.5 Closing Remarks

UC Davis Extension's IEPP is very pleased to submit this proposal for the CPEIP Internship Program for Professional Improvement in Biology. Davis is a perfect setting for international students and scholars because of its safe and welcoming environment. We are confident that the teacher-participants will have memorable professional, academic, personal, and cultural experiences which will last a lifetime. We look forward to continue contributing to the long-standing and productive relationship between and UC Davis. We would be proud to for this initiative to be one piece in the larger context of the Chile CA Partnership (CHCP).

IV. Team of Professionals

Curriculum Vitae of the academic team of professionals who will work with the Chilean Biology Teachers:

Name: Tina Castillo Address: 1333 Research Park Drive, Davis, CA 95618 Telephone Number: (530) 752-8257 E-Mail: tmcastillo@ucdavis.edu
Current Place of Employment: University of California Davis
Position and responsibilities currently being assumed in the University or implementing Institution: Academic/Associate Director at the International English and Professional Programs, with programs from contracts, grants, and open enrollment from international partner universities, non-profit organizations and individuals. Overall daily management of the IEPP programs: program development, instructor recruitment, supervision, programming, implementation, and evaluation.
Academic Background (undergraduate, postgraduate, and specializations): B.A. in Spanish, French Minor, UC Davis M.A. in Spanish Linguistics and Literature, Coursework in TESL, UC Davis Post Graduate 6-month Course in Spanish Literature & Linguistics, Instituto de Cooperación Iberoamericana, Madrid, Spain Certification as an ACTFL/ETS Oral Proficiency Tester, Pomona, CA
Role to play during the different stages of the project and hours dedicated to each one: Chief Program Director/Administrator (provide on-site oversight, liaison with some campus and external constituencies, and communications with the CPEIP) – 20% (8 hours per week on average) over 4 months Workshop Instructor – 8 hours
Experience (personal background which demonstrates capacity to complete their role): In the field of International Education for over thirty years. Served in same role for groups from Latin America including Chile 1998, Argentina 1999, Chile 2008-9 as well as Academic Coordinator of Humphrey Fellowship Program and Fulbright Scholars at IEPP since 1998. Member of IEPP Marketing Team (specialty in Latin America) and member of Academic Leadership Committee. Former Teacher Trainer and Curriculum Team Member at the Centro Colombo-Americano Binational Center and the National University in Bogotá, Colombia. Co-author of eight ESL/EFL adult-level textbooks and one Spanish university-level textbook. Instructor of Spanish and ESL at UCD and Sacramento City College; instructor of EFL at universities and schools in Spain, France, Italy, and Colombia. Presenter at national and international conventions for English and Foreign Language teachers since 1984. Active member of TESOL, professional organization for Teachers of English to Speakers of Other Languages, CATESOL, California affiliate (past IEP Chair), and UCIEP, University and College Intensive English Program Consortium (past Communications and Promotions Committee Member of the Steering Committee), and former member, president, and newsletter editor of ASOCOPI, TESOL affiliate in Colombia.

<p>Name: Dr. Fred Dobb</p> <p>Address: 6301 Faustino Way, Sacramento, CA 95831</p> <p>Telephone Number: (916) 801-9470</p> <p>E-Mail: fdobb@sfsu.edu, fdobb@saclink.csus.edu</p>
<p>Current Place of Employment: Sacramento County Office of Education, San Francisco Unified School District</p>
<p>Position and responsibilities currently being assumed in the University or implementing Institution: Academic Coordinator under contract to UC Davis.</p>
<p>Academic Background (undergraduate, postgraduate, and specializations): B.A. in Latin American Studies, Syracuse U. M.Ed. in Curriculum and Instruction, Temple U. M.A. in Anthropology, Stanford U. Ph.D. in International Development Education, Stanford U.</p>
<p>Role to play during the different stages of the project and hours dedicated to each one: Academic Coordinator – 10 hours per week Instructor – 5 hours per week Advisor & Project Co-advisor – 20 hours per week</p>
<p>Experience (personal background which demonstrates capacity to complete their role): Served in same role for groups from Latin America including Chile 1998. Former California Director of Bilingual Education and Foreign Language Supervisor, California Department of Education. Director, English learner Initiative, California Science Project, UCLA, author on science education, instructor at the School of Education, San Francisco State, and Sacramento State Universities as well as at universities in Spain.</p>

<p>Name: Jeff Gunzelman</p> <p>Address: 1333 Research Park Drive, Davis, CA 95618</p> <p>Telephone Number: 530-754-8537</p> <p>E-Mail: jgunzelman@unexmail.ucdavis.edu</p>
<p>Current Place of Employment: University of California, Davis Extension</p>
<p>Position and responsibilities currently being assumed in the University or implementing Institution: Program Support Coordinator, International English and Professional Programs (IEPP), responsible for coordination of English for Science and Technology (EST), Volunteer Experience and staff development programs, course and instructor support, materials, site visits, lecturers, overall program logistics, and student participant support.</p>
<p>Academic Background (undergraduate, postgraduate, and specializations): B.A. in Spanish and French, University of Arizona, Tucson, Arizona M.A. in English as a Second Language, University of Arizona, Tucson, Arizona MIM (Master of International Management) in Sales, Marketing and Management, American Graduate School of International Management (“Thunderbird”), Glendale, Arizona</p>
<p>Role to play during the different stages of the project and hours dedicated to each one: 75% for four months. Will provide logistical assistance, including housing arrangements, planning and implementation of activities, local transportation, excursions and guest lecturers. Will provide academic course support to the program instructors while the program participants are in California.</p>
<p>Experience (personal background which demonstrates capacity to complete their role): Fluent in Spanish. Lived and traveled internationally for 20 years and in Latin America for more than 5 years for both academic and professional purposes. ESL instructor and lecturer for 5 years at the University of Arizona (Tucson) and the University of Petroleum and Minerals (Saudi Arabia). Coordinated with ESL, Science, Engineering, and Humanities faculty to create, plan, and oversee academic and cultural programs, symposia, technical English courses, and career trade fairs for international students. Managed and coordinated operations, technical sales, and marketing programs for more than 10 years worldwide with engineering firms, sales teams, and government and industry officials.</p>

<p>Name: Kristin Scheiber</p> <p>Address: 1333 Research Park Drive, Davis, CA 95618</p> <p>Telephone Number: (530) 754-8178</p> <p>E-Mail: kscheiber@unexmail.ucdavis.edu</p>
<p>Current Place of Employment: University of California, Davis</p>
<p>Position and responsibilities currently being assumed in the University or implementing Institution: Multimedia Resource Center (MRC) Lab Director and Activities Coordinator at the International English and Professional Programs (IEPP). Overall management of the MRC and computer labs, procurement and development of new ESL/EFL materials, instruction of students in the MRC, and design and implementation of diverse extracurricular activities and fields trips for all of IEPP.</p>
<p>Academic Background (undergraduate, postgraduate, and specializations): B.A. in Linguistics with minors in English, Education, and Spanish University of California, Davis M.A. in Applied Linguistics and Teaching English Speakers of Other Languages (TESOL) University of California, Davis</p>
<p>Role to play during the different stages of the project and hours dedicated to each one: Oversee the self-study Survival English course as well as coordinate the technical workshops and the follow-on website. Supervise the student assistants (some of whom are bilingual) who will help with various activities and visits – 20% (8 hours per week on average) over 4 months.</p>
<p>Experience (personal background which demonstrates capacity to complete their role): In the field of International Education and ESL for the past 10 years at both the university and community college levels. Over the past 5 years, has trained instructors to teach English overseas through a web-based TEFL Certificate Program. Instructor of ESL at the University of California, Davis and American River College. Served as the director of TALK (Teach Another Language to Kids), a program designed to teach Spanish and French to elementary school children. Presenter at national conventions for ESL language teachers. Active member of TESOL, professional organization for Teachers of English Speakers of Other Languages, and CATESOL.</p>

<p>Name: Ursula Maria Sexton Address: 2417 Talavera Dr., San Ramon, CA 94583 Telephone Number: (925) 365-0500 / (650)381-6442 E-Mail: usexton@wested.org</p>
<p>Current Place of Employment: WestEd – Mathematics, Science and Technology Program 400 Seaport Dr., Suite 222 – Redwood City, CA 94063 WestEd is a preeminent educational research, development, and service organization with 16 offices nationwide. WestEd has been a leader in moving research into practice by conducting research and development (R&D) programs, projects, and evaluations; by providing training and technical assistance; and by working with policymakers and practitioners at state and local levels to carry out large-scale school improvement and innovative change efforts. The Center for the Study of Culture and Language in Education is housed within the Mathematics, Science and Technology Program at WestEd.</p>
<p>Position and responsibilities currently being assumed in implementing Institution: Senior Research Associate - Conducts research and manages projects that investigate the roles that cultural diversity and language play in mathematics and science assessment development, testing, and instructional practices. Contributes to projects involving teacher accreditation, school reform, systemic professional development, science and mathematics curriculum and assessment, access of academic content for English Learners, and the use of technology in education. Advisor, presenter, and writer for state, national, and international science education projects and organizations. Published author in science education journals, teacher textbooks, policy documentation and curriculum/instructional guides.</p>
<p>Academic Background (undergraduate, postgraduate, and specializations): BA in biological sciences from Holy Names University. Multiple Subject Teaching Credential with Bilingual Emphasis (Spanish), Cal State, Hayward Life science K-12 Certification from California State University, East Bay. Science Education Leadership Certificate – UC-Irvine Research Methodology Graduate Coursework-UC System, CSU System / AERA</p>
<p>Role to play during the different stages of the project and hours dedicated to each one: Curriculum design, “Backwards Mapping” and implementation workshop series – 20 hrs Curriculum differentiation- Cognitive Cycle Modeling workshops – 12 hrs Assessment analysis, development and design – Rubric development – 16 hrs Models of Leadership development and implementation: Cases & Teacher Action Research/40 hrs Co-facilitation on content coursework/ bilingual translator – Biology Content 40-60 hrs Translation of key leadership, curriculum and assessment coursework documentation- 16-24 hrs. Follow-up travel agent to Chile – development of follow-up plan and sustainability implementation /evaluation – 140 hrs</p>
<p>Experience (personal background which demonstrates capacity to complete their role): A nationally-recognized teacher supporting standards-based exemplary practices, providing access for all students, enhancing teacher quality training through research of assessment models, curriculum and professional development. Professional Developer for over 10 years with Systemic Initiatives, and ongoing PD in CA, NM, AZ, AK, Guam & Puerto Rico. Worked with the California Dept. of Education on assessment development</p>

and teacher certification guidelines. Co-authored K-8 bilingual science modules. The White House appointed her as the education panelist for the National Ocean Exploration conference. Served on the U.S. Department of Education's Mathematics and Science Expert Panel and as a reviewer of National Science Foundation programs. Practitioner on GLOBE and other NASA initiatives, and consultant to Informal Science Institutions. As a former Spanish-bilingual/science teacher, she conducted Teacher Action Research. Her findings have been shared internationally, and at national and state levels. She also developed and led math and science education programs in bilingual settings with K-14 students and teachers. Ms. Sexton's awards include, among others, the California Presidential Awardee for Excellence in Mathematics and Science Teaching, the California State University-Hayward Teacher of the Year, and the National Science Teacher Award.

<p>Name: Janis Williamson</p> <p>Address: 1333 Research Park Drive, Davis, CA 95618</p> <p>Telephone Number: (530) 752-4981</p> <p>E-Mail: jswilliamson@ucdavis.edu</p>
<p>Current Place of Employment:</p> <p>University of California Davis Extension</p>
<p>Position and responsibilities currently being assumed in implementing Institution:</p> <p>Director, International English and Professional Programs, with revenue streams from contracts, grants and open enrollment from international partner universities, non-profit organizations and individuals. Overall oversight and strategic direction of the IEPP, program development, institutional relations, budget, recruitment, supervision, programming and implementation, evaluation.</p>
<p>Academic Background (undergraduate, postgraduate, and specializations):</p> <p>BA Honors in Linguistics, University of British Columbia, Canada. MA, with Specialization in TESOL, University of California, San Diego Ph.D. Linguistics, University of California, San Diego. Fellow, Bryn Mawr College Summer Institute for Women in Higher Education Administration Post- graduate coursework-UCe in accounting, management, etc.</p>
<p>Role to play during the different stages of the project and hours dedicated to each one:</p> <p>Institutional liaison with campus departments and offices, and external constituencies. Contract and fiscal administration of grant. Overall oversight and responsibility of the program. 10% (4 hours per week on average) over 4 months.</p>
<p>Experience (personal background which demonstrates capacity to complete their role):</p> <p>Over twenty years in the field of International Education, ESL and Teacher training with extensive grant management experience including. Dept. of State, Principal Investigator for Chilean Student EFL Teacher Program, 2008-09; Dept. of State, Principal Investigator for H.H. Humphrey Scholars Pre-academic Programs, 2005-present; Dept. of Education, Principal Investigator for Title VII award for Bilingual and ESL Teachers and Personnel Grant Program: "Project Mainestay" 1999-2004; Department of State, Principal Investigator for Fulbright Grant for Summer Institute for Sub-Saharan Africa EFL Educators 1997, 1998, 1999; Department of State, Principal Investigator for Fulbright Grant for Central American Program for Undergraduate Studies (CAMPUS) to University of Maine, 1995-1997; Department of State, USIA-sponsored Freedom Support Act Award for Pre-academic Program for Students from the Russian and Newly-independent States, 1994, 1998. Referred presentations in national and regional conferences and publications in assessment of predictors for academic success of non-native speakers in universities, building effective relations within institutions, Supervising Teachers in IEPs, participatory placement, dealing with dysfunctional workplaces, using C-Tests for more meaningful proficiency assessment. Professional service activity including UCD Academic Senate Public Service committee; UCEA Commissioner for Leadership and Management, AIE:NAFSA former national team board member and ATESL rep for Committee of Public Affairs and member of ATESL trainer corp.</p>

V. Technical Counterpart

It is understood that the UC Davis program staff, if awarded this grant, will work with the CPEIP, who as the technical counterpart will supervise, monitor, approve key adjustments to the program and attend to and resolve urgent situations.

VI. Program Budget

Internship Program for Professional Improvement-Biology	25 students		30 students	
	Unit Cost (CLP)*	Unit Cost (US\$)	Unit Cost (CLP)*	Unit Cost (US\$)
1. Pedagogical Expenses				
a. Enrollment (Tuition)	19,263,937	32,900	19,263,937	32,900
b. Instructional materials	9,068,396	15,488	10,470,008	17,881
c. Staff support	15,628,535	26,691	15,628,535	26,691
d. Translation and Interpreters	1,932,249	3,300	1,932,249	3,300
e. Transportation for educational field trips	2,605,609	4,450	2,605,609	4,450
2. Expenses for Logistical Support				
Lodging (Homestay)	47,932,950	81,863	57,519,540	98,235
Weekday food expenses (included in lodging)				
Weekend food expenses (included in lodging)				
Coverage (Health and Accident Insurance)	5,020,920	8,575	5,972,406	10,200
3. Expenses for Cultural Activities				
In-country travel				
Cultural activities	1,288,166	2,200	1,288,166	2,200
4. Follow-up				
Transportation (from country of origin and within Chile)	2,400,673	4,100	2,400,673	4,100
Per diem in Chile	3,150,151	5,380	3,150,151	5,380
Honorarium	3,664,024	6,258	3,664,024	6,258
5. Other Expenses				
Administrative costs (Overhead)	52,709,952	90,021	58,404,165	99,746
Airport pickup (roundtrip)	409,871	700	409,871	700
Welcome reception	585,530	1,000	658,721	1,125
Project presentations	409,871	700	424,509	725
Farewell dinner and certificate ceremony	544,543	930	632,372	1,080
Total cost for each grant holder	6,664,615	11,382	6,147,498	10,499
Total group cost	166,615,376	284,555	184,424,937	314,971

*The exchange rate was set on 4/27/09 at 1 USD = 585.53 CLP