

Acknowledgments

Endeavors of the magnitude of the Minnesota Articulation Project begin with a vision. Thanks to Michael Metcalf, Dale Lange, and Ray Wakefield for having the vision and for beginning the process. Special acknowledgment goes to the original steering committee members of the Minnesota Coalition for the Articulation of Foreign Language Instruction who met in 1992 at St. Cloud State to begin this project (see list that follows). Thanks also goes to the Minnesota Humanities Commission for convening this important meeting which led to the birth of the Minnesota Articulation Project. Visions such as this one can only come to fruition with substantial financial support. For this, we are indebted to the Fund for the Improvement of Post Secondary Education and the National Endowment for the Humanities for believing in the project and for providing the financial support needed for such an ambitious project. Thanks also goes to David Steele for capturing the vision in the written form of a grant that secured the funding.

We are also grateful to the Minnesota Department of Children, Families and Learning (MNDCFL) for their role in supporting the project; specifically to Suzanne Jebe for her leadership in MNDCFL as the project began, to Barbara Swanson who served as the MNDCFL liaison and co-director in the final years of the project, and to Mary Pfeifer for her overall administrative management of the grants. We would like to acknowledge the leading role that was played by staff from the Center for Advanced Research on Language Acquisition (CARLA), which administered the activities of the grant and led the intellectual direction of the development of the assessments, this curriculum handbook, and the political process. The network of faculty, graduate assistants and staff through CARLA at the University of Minnesota has proved to be an invaluable resource in giving this project the structure and leadership it needed to stay on course.

Once the vision and funding are in place, it takes the time, energy, commitment, and talents of many individuals to bring a project of this magnitude to a successful conclusion. The Minnesota Articulation Project benefited from the collaboration of many gifted language teachers representing different educational institutions across the state of Minnesota (see list of Team Members that follows). They sacrificed numerous Saturdays over the course of four years to work on the many facets of this project; simply said, had it not been for their dedication, the Project could not have succeeded.

In developing the *Handbook*, the Curriculum Team wanted to involve as many teachers as possible. Invitations were sent out to teachers via the web, MCTLC, and through the CARLA network. The Team received over 100 submissions for the *Handbook* tasks and resource section from teachers throughout Minnesota as well as a few from teachers in other states. (A complete list of the Contributors follows). It was impossible to include all of the ideas that were submitted—some were merged with similar ideas, some appear as extensions to the tasks, others led to the ideas that eventually ended up in the *Handbook*—but all of the submissions in one way or another influenced the work of the Curriculum Team. Sincere thanks to all who took the time to send us their ideas.

The CARLA staff has shown phenomenal support throughout the development of the *Handbook*. Gratitude is extended to Cheryl Alcaya, Marcos Holzner, Louis Janus, Ursula Lentz, and Gabriela Sweet for their support and feedback throughout the process. The CARLA secretaries have also been enormously helpful. Becky Shields began the difficult process of transforming all the tasks and other sections into the form that we envisioned for the *Handbook* with initial help from Gayla Marty of the Institute of International Studies and Programs, CARLA's sponsoring unit at the University of Minnesota. Suzanne Hay continued the process and

worked diligently and patiently, well beyond the call of duty, to ensure that every last detail was in place. She demonstrated infinite patience with me throughout the process, and I am extremely grateful for all her work on the *Handbook*.

It is difficult to put into words the thanks that must be extended to Karin Larson, the CARLA coordinator, for all that she has done for the Minnesota Articulation Project and the development of the *Handbook*. Karin has brought phenomenal expertise, vision, and energy to CARLA and the Minnesota Articulation Project. She has the uncanny ability to juggle multiple projects in the air at once without ever coming close to dropping any of them. All the while, often under tremendous pressure to meet impossible deadlines, she manages to keep all those around her happy, energized, and enthusiastic, and, miraculously, does all this with a sincere smile on her face. She is a gem, and I, quite honestly, don't know what we would do without her.

Tara Fortune and Susan Guderyon, Ph.D. students in Second Languages and Cultures Education in the College of Education and Human Development at the University of Minnesota, were hired as part-time assistants for the development of the *Handbook*. They were so committed to the project that they sacrificed innumerable hours (far beyond what their assistantships paid) to develop and/or refine tasks. Their creativity, expertise, and talents are reflected in many of the tasks in the *Handbook*. They also helped with the "behind-the-scenes" work of the project, including, for example, sending and following up on requests for copyright permission, developing a data base to keep track of contributors, planning for periodic meetings of the Articulation Project Teams, and facilitating group work at those meetings. Their collaboration helped to make the process especially rewarding and enjoyable for me.

The Teacher Resources section in the *Handbook* is due in large part to the work of Jill Hanson, a French teacher in St. Louis Park, who also served on the Curriculum Team for the project and is currently on one of the POLIA training teams. Jill spent a good part of last summer in front of the computer and on the phone to gather and organize the information for this section. Although members of the Articulation Teams and some contributors had submitted ideas for this section, and although Tara, Susan, and I had collected resources that might be included, the limited information we had when Jill started was extremely disorganized and far from complete. Jill put her organizational talents to the test and developed a list of resources that we believe teachers will find to be invaluable.

Rick Arons, who worked on the Assessment Team of the project, also contributed many ideas to the resource section of the *Handbook*, especially in the portion for Spanish teachers, and generously dedicated time last summer to refine and/or develop some of the final tasks that were added to the *Handbook*. He will continue the work of the project as one of the members of the POLIA training group and will bring great energy, creativity, and knowledge to that process.

We also wish to acknowledge the Eisenhower Professional Development Program, the funding agency for the Proficiency-Oriented Language Instruction and Assessment (POLIA) "Train-the-Trainer" Program. This program, now in its second round of funding, provides us with the resources to prepare a cohort of 25 teachers each year to learn to deliver workshops to help world language teachers across the state to work toward proficiency-oriented language instruction and assessment. The first group of POLIA trainers, who worked with the program during the 1997-98 academic year, gave thoughtful feedback on an earlier draft of the *Handbook* that enhanced it greatly. I am thrilled to be working with such a talented group of professionals and am grateful to them for believing in the project. The list of the two groups of POLIA trainers follows.

Special thanks are also extended to Grace Aasen and Cathy Zemke, support staff in the Department of Curriculum and Instruction at the University of Minnesota. They retyped many pieces that were submitted without a diskette or that were not in the form we needed for the *Handbook*. In addition, many of the slick handouts that accompany the tasks and units in the

Handbook are the result of their talents. And all this they did without significant knowledge of French, German, or Spanish, making their work all the more tedious. I know how truly fortunate we are in the Department to have them on our staff.

Finally, heartfelt thanks to language teachers for loving world languages and cultures, for knowing what it means to have the “self” transformed by coming to know a second language and culture, and for wanting to provide your students with opportunities to experience similar kinds of transformations. We hope that you will find the *Handbook* to be a valuable resource as you create a world of opportunities for your students.

Diane J. Tedick
November 1998

Diane J. Tedick is an associate professor in Second Languages and Cultures Education in the Department of Curriculum and Instruction in the College of Education and Human Development at the University of Minnesota.

The Minnesota Articulation Project

• Team Members •

Curriculum Team

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Minneapolis Community College

University of Minnesota

Concordia College, Moorhead

University of Minnesota

St. Louis Park High School

Henry Sibley High School,
West St. Paul/Mendota Heights/Eagan

Normandale Immersion, Edina

Southwest High School, Minneapolis

Central Lakes College, Brainerd

Edina High School, Edina

Henry Sibley High School,
West St. Paul/Mendota Heights/Eagan

Mountain Lake Public Schools

Worthington Community College

Eden Prairie High School, Eden Prairie

Edina High School, Edina

Roosevelt High School, Minneapolis

Concordia College, Moorhead

Augsburg College, Minneapolis

Normandale Community College

Augsburg College, Minneapolis

Eden Prairie High School, Eden Prairie

Sanford Middle School, Minneapolis

Augsburg College, Minneapolis

Edina High School, Edina

Anwatin Middle School, Minneapolis

French

Germ/Span

French

French

French

Spanish

French

German

Spanish

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Spanish

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Political Action Team

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Michael Metcalf	University of Minnesota	Co-Director
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Assessment Team

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Melody Jacobs Cassuto	University of Minnesota	
Mary Dahle	White Bear Lake High School	Spanish
Mary DeMers Wilhelmn	Eden Prairie High School, Eden Prairie	Spanish
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Charlotte Melin	University of Minnesota	German
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Susan McMillen Villar	University of Minnesota	Spanish
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Darren Witwer	Minneapolis Community College	Spanish

Pre-Team MNAP Members:

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Carol Klee	University of Minnesota	Spanish
Delores Schaeffer	College of St. Catherine	French

The Minnesota Articulation Project

POLIA Trainers

• 1997-1998 •

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Mary DeMers Wilhelm
Curt Eckers

Fidelina Fischer
Maureen Fitzgerald
Cynthia Gullicks
Jill Hanson
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María Johnson
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*Le Lucht

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Cherie Pettersen
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Patti Rude
Judith Scott
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Apollo High School, St. Cloud
Hopkins North Junior High, Hopkins
Eden Prairie High School, Eden Prairie
White Bear Lake H.S.-So. Campus,
White Bear Lake
Central Senior High School, Saint Paul
Richfield Senior High School, Richfield
East Senior High School, Duluth
St. Louis Park High School, St. Louis Park
Eastview High School,
Rosemount/Eagan/Apple Valley
East Senior High School, Duluth
Central Lakes College, Brainerd
Edina High School, Edina
St. Louis Park Jr. High, St. Louis Park
Webster Open School, Minneapolis
St. Louis Park Sr. High, St. Louis Park
Eastview High School,
Rosemount/Eagan/Apple Valley
MN West Community & Tech. College,
Worthington
Cathedral High School, St. Cloud
Henry Sibley High School,
West St. Paul/Mendota Heights/Eagan
East Senior High School, Duluth
Mounds View Senior High, Arden Hills
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Eden Prairie High School, Eden Prairie
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The Minnesota Articulation Project

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• 1998-1999 •

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