

Minutes of the Fifty-Sixth Annual Business Meeting

November 13, 2015

Pre-Conference Webinar for Old Business via GoToWebinar

Attendees: Marty Abbott (Assoc-ACTFL); Jacque Bott Van Houten (Assoc-KY); Michaela Claus-Nix (GA); Ruta Couet (SC); Desa Dawson (OK); Phyllis Farrar (KS); Helga Fasciano (NC); Gerhard Fischer (WI); Lynn Fulton-Archer (DE); David Greer (NJ); Ann Marie Gunter (NC); Terri Hammatt (LA); Lisa Harris (VA); Jay Ketner (ME); Stephanie Knight (Assoc-CASLS); Cristina Ladas (Assoc-AZ); Ursula Lentz (MN); David Nance (AR); Debbie Nicholson (WV); Erin Papa (Assoc-RI); Bonnie Pechulis (MD); Cheri Quinlan (Ret); Don Reutershan (Ret); Bill Rivers (JNCL-NCLIS); Gregg Roberts (UT); Paul Sandrock (Assoc-ACTFL); Kathy Shelton (OH); Duarte Silva (Assoc-CLP); Helen Small (Assoc-VA); Janine Theiler (NE); Madelyn Gonnerman Torchin (Assoc-MA); Ofelia Wade (UT); Shuhan Wang (Ret); Tom Welch (Ret); Ryan Wertz (OH)

Friday, November 13, 2015

Ryan Wertz called the virtual pre-conference webinar to order at 2:07 p.m. Both the visual and audio aspects of the meeting were recorded, and this recording serves as the official minutes for this portion of the 2015 Annual Business Meeting. Members may review the webinar via the NCSSFL YouTube channel at <https://youtu.be/cPrPgHtEZ2E>. The agenda for the 2015 Pre-Conference Webinar for Old Business appears below:

1. Welcome and Introduction of the NCSSFL Executive Board - Ryan Wertz, OH
2. Report of the President - Ryan Wertz, OH
3. Report of the Secretary - Lynn Fulton Archer, DE
4. Approval of the 2014 Minutes - Lynn Fulton Archer, DE
MOTION to approve the 2014 Minutes: MOVE – Tom Welch (Ret) / SECOND – Desa Dawson (OK) / Motion **APPROVED**
5. Report of the Treasurer: Financial and Membership - Lisa Harris, VA
6. Approval of the Treasurer's Report - Lisa Harris, VA
MOTION to approve the Treasurer's Report: MOVE – Don Reutershan (Ret) / SECOND – Phyllis Farrar (KS) / Motion **APPROVED**
7. Report of the President Elect & Call for 2016 *Lead with NCSSFL* Sessions - Ann Marie Gunter, NC
8. Report of the Vice President and Annual Meeting Sponsorship Update - Jay Ketner, ME
9. Report of the LinguaFolio® Committee Chair - Ruta Couet, SC
10. Report of the SSoY Award Committee Chair - Desa Dawson, OK
11. Report of the Nominating Committee Chair - Desa Dawson, OK
12. Report of the Web Coordinator / Website Refresh Committee Chair - Kathy Shelton, OH
13. Report on the Chinese State of the Field Project - Shuhan Wang, Ret. DE
14. Report of the Ad Hoc Course Code Committee Chair - Phyllis Farrar
15. Report of the JNCL Delegate - Helga Fasciano, NC

16. Update on the National Enrollment Survey - Nadra Garas, Research Director, American Councils on International Education
17. Address by William P. Rivers, Executive Director, JNCL-NCLIS
18. Address by Marty Abbott, Executive Director, ACTFL; Paul Sandrock, Director of Education, ACTFL; and Jacque Bott Van Houten, President, ACTFL
19. Q & A Related to Old Business
20. Annual Meeting Highlights and Logistics; Adjournment - Ryan Wertz, OH
MOTION to adjourn at 4:32pm: MOVE – Helga Fasciano (NC) / SECOND – Lisa Harris (VA) / Motion **APPROVED**

November 17-19, 2015
San Diego, California

Attendees: David Beste (LA); Michaela Claus-Nix (GA); Ruta Couet (SC); Desa Dawson (OK); Alfonso de Torres (KY); David Ellis (Assoc-NFLC); Phyllis Farrar (KS); Helga Fasciano (NC); Gerhard Fischer (WI); Tara Fortune (Assoc-CARLA); Lynn Fulton-Archer (DE); Sarah Galetti (AZ); Ann Marie Gunter (NC); Terri Hammatt (LA); Lisa Harris (VA); Betsy Hart (Assoc-NFLC); Janis Jensen (Ret); Jay Ketner (ME); Stephanie Knight (Assoc-CASLS); Letty Kraus (CA); Cristina Ladas (Assoc-AZ); Jill Landes-Lee (Assoc-L2TREC); Jamie Leite (UT); Ursula Lentz (MN); Lois Lovell (UT); Stacy Lyon (UT); Meg Malone (Assoc-CAL); Brandee Mau (UT); Mimi Met (Assoc-Ret); Kaye Murdock (UT); David Nance (AR); Erin Papa (Assoc-RI); Bonnie Pechulis (MD); Cheri Quinlan (Ret); Nancy Rhodes (Assoc-CAL); Gregg Roberts (UT); Julio Rodriguez (Assoc-NFLRC); Amanda Rollins (Japan Found); Carolyn Schubach (UT); Kathy Shelton (OH); Duarte Silva (Assoc-CLP); Susan Spinatto (MD); Julie Sykes (Assoc-CASLS); Janine Theiler (NE); Madelyn Gonnerman Torchin (Assoc-MA); Ofelia Wade (UT); Shuhan Wang (Ret); Tom Welch (Ret); Ryan Wertz (OH)

Location: San Diego Convention Center – Room 11A

Tuesday, November 17, 2015

Welcome and Overview

Ryan Wertz called the meeting to order at 3:07 pm, welcoming everyone to San Diego to the Fifty-Sixth Annual Meeting of the organization.

NCSSFL Professional Development

Supporting State Supervisors in Their Leadership Roles: Sharing Resources and Building a NCSSFL Resource Repository

Ryan framed the workshop by asking participants to brainstorm what leadership means. Attendees worked in small groups by region to define leadership then shared out with the whole group.

Ann Marie Gunter continued the workshop by highlighting the value of TED Talks in supporting leadership. She began by explaining the protocol that would be used to process and share out information from two TED Talks. The first video, "What it Takes to be a Great Leader" by Rosalinde Harris

https://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader?language=en

focused on three essential questions about what it takes to be an effective leader. The second video, "Everyday Leadership" by Drew Dudley, provided a more informal overview of being an effective leader (https://www.ted.com/talks/drew_dudley_everyday_leadership?language=en).

❖ Break: Sponsored by NCSSFL

Ann Marie led a focused group discussion in which groups shared out key learning, discoveries, and ah-ha's gleaned from viewing & discussing the TED videos. She asked attendees to use the following key question to frame their responses: "How might you use the information shared in the TED videos about leadership, the thinking shared by your NCSSFL colleagues as they reacted to the videos, or these TED Talk videos themselves in the work that you are doing?"

Building a NCSSFL Resource Repository

Ryan Wertz provided an overview of the purpose of the NCSSFL resource repository and how it might be used by members across the country. Ann Marie Gunter presented the current shell of the online repository, inviting members to start thinking about what materials they already have that they could upload and share. Lisa Harris shared information about resources from three different venues that are already available in the repository: a LILL video, LangTalks resources, and a SALC professional development workshop. Ryan Wertz showed two online modules created for the STARTALK GTSI and shared ideas for how they could be used by other NCSSFL members.

Attendees shared information about the resources that they brought with them and used their personal devices to upload their materials to the repository.

The afternoon session ended at 6:05 p.m.

Wednesday, November 18, 2015

❖ Breakfast: Sponsored by ICA Language Services and Santillana USA Publishing Co.

Ryan Wertz welcomed the members of NCSSFL and NADSFL to the morning session, which began at 8:40am. Ryan reviewed the themes of the meetings (NCSSFL: Effective Leaders Affecting Systemic Change / NADSFL: I Can Lead!) and introduced Leslie Baldwin, NADSFL President, who added her welcome comments. Leslie led the group in an icebreaker activity in which small groups drew representations of characteristics of effective leadership then partnered with a different group to interpret their representations. Leslie wrapped up the activity.

NCSSFL-NADSFL Leadership Panel

Ryan and Leslie then introduced the panelists for the morning session. They included former state supervisors of the year Janis Jensen, Greta Lundgaard, Rita Oleksak, and Jacque Van Houten. Ryan introduced the panel moderator, David Jahner. David began the panel by asking the panel to share one word or phrase that represents leadership. Responses included someone who is connected, compassionate and goal-driven; being a learner not just of content and trends but also from mistakes; moving from envisioning to navigating to implementing for sustainable success; being a good listener and always striving to be a better listener than the day before. Additional topics of discussion and responses included:

- How to go about visioning: imagining the future, engaging in a thoughtful process; beginning with an idea that has a spark of possibility; the importance of asking the right questions to help create a vision where none may be present; helping create a compelling vision to engage others in working toward the vision
- How to know if you're making an impact and how to measure it: building capacity so that a vision or goal is sustainable; building a process that can be scaled up across a system; how many potential leaders emerge from your own leadership activities; empowering teachers to take ownership of the work; seeing students empowered in their own learning; highlighting successful work and letting it speak for itself
- How one approaches leadership: opening up opportunities to entire staff and not just small groups to build greater ownership in the work; capitalizing on participants to become leaders; the ability to be at the beginning, middle and end of the leadership process; the importance of who you are and what you believe in to find a place in your own leadership style; honoring the voice of all stakeholders; finding people you work well with in order to help support getting to the goal and bringing out the best in all those around you
- How to differentiate your leadership style based on the situation in which you find yourself: the importance of recognizing the context in which you find yourself; learning and speaking the "languages" of stakeholders; the importance of listening to stakeholders and connecting with them on their level; being self-aware
- How to approach and find opportunities for leadership: being aware of national movements; bringing the national focus to the local level; identifying what should be the focus of local efforts; building partnerships and not acting in isolation; reaching out to all kinds of organizations and the broader community, not just language organizations
- The role of delegating in leadership: being aware of the needs of "learners" of all ages; cultivating leadership in everyone we work with; allowing others to take ownership but following up to ensure success; being aware of the obligations we have as leaders to build

capacity; ensuring we don't over-rely on a small group of other leaders; having a tolerance for imperfection

- How to recognize and work within limitations: the importance of being creative and looking for potential in situations; finding ways to work around obstacles; not allowing limitations to become an excuse for not moving forward; recognizing that there are brick walls; knowing when to step back and change direction; knowing when to ask forgiveness rather than ask permission; the importance of being reflective; knowing when to "cede" or "seed" to move an initiative forward
- How to maintain a work/life balance as a leader: the importance of focusing on what is important; ensuring attention to health and family; being aware of the "yellow flags" that might indicate that you're out of balance; ensuring that there are things in our life that get us away from work; learning to say "no" once in a while; setting boundaries;

As the conversation portion of the panel ended, each panelist showed their own visual representation of leadership, following up on the icebreaker that began the session. Janis shared an illustration of the quote by Guillaume Apollinaire: *"Come to the edge," he said. "We can't, we're afraid!" they responded. "Come to the edge," he said. "We can't, we will fall!" they responded. "Come to the edge," he said. And so they came. And he pushed them. And they flew.* Greta shared an illustration of what leadership looks like and what it actually feels like. Rita shared an illustration of where a fish might be in a school of fish: sometimes in the lead, sometimes in the middle, sometimes pushing from the back, sometimes following behind. Jacques shared a photograph of traveling on the highway with the future ahead.

The session concluded with responses to questions posed by attendees. Of focus was the importance of giving teachers tools to make the changes we are asking them to make; the importance of focusing on proficiency; the possibilities that the standards for Global Readiness hold for the world language profession; the importance of "to do" lists in follow-up and moving initiatives forward; setting up structures for feedback and follow-up; and ensuring there are checkpoints throughout an initiative and making time for them checkpoints.

❖ Break: Sponsored by Swift Education Systems and This is Language.

Welcome and Wednesday Overview

NCSSFL members transitioned to their meeting room for the rest of the morning session. Ryan welcomed attendees back to the session and officially convened the NCSSFL standalone session. Letty Kraus and Duarte Silva welcomed attendees to California. They shared updates on world languages in California, noting that world language educators are being included in several state committees.

Ryan asked members/attendees to briefly introduce themselves. Ryan asked all new NCSSFL members to come forward to receive a NCSSFL pin, officially welcoming them to the organization. He made brief comments about the morning workshop.

NCSSFL Leadership Training: Sharing Lessons Learned at the LILL Summer Institute

Ryan introduced Jay Ketner (ME) who was the NCSSFL participant in the Leadership Initiative for Language Learning (LILL) in Ohio in July 2015. Jay provided an overview of the goals of the institute and the number of participants. He reminded attendees that some of this information may be information that they have heard already from LILL participants from their state.

Jay asked attendees to talk in small groups about how they would define a “core practice.” Responses included asking questions about the difference between a core practice and a best practice; a foundational belief; the fundamental things you do that all other practices stem from. According to Glisan, core practices include high-leverage teaching practices and the set of practices that every new teacher should have in his or her toolkit as they begin teaching.

After group discussion, Jay listed the six core practices that were identified during LILL:

- 1) 90+ target language use by teachers and students
- 2) Designing and carrying out interpersonal tasks
- 3) Teaching grammar as concept and using it in context
- 4) Designing lessons and task with functional goals and objections
- 5) Designing interpretive and presentational tasks using authentic texts
- 6) Providing appropriate corrective feedback in oral and written communication/ interactions

Jay then walked members through a deeper look at each of the core practices, elements of each practice, and steps to support educators in implementing each of the practices. Jay also shared a series of posters that he has created for each of the core practices. Jay mentioned that the posters are available to members on the NCSSFL Weebly should they want to use them in their own professional learning with teachers.

Jay concluded his presentation by taking questions and comments from attendees. Discussion included 90% language use not being applicable to immersion teachers; the apparent lack of attention to classical languages in conversations; how the six core practices might be adapted to apply to classical languages; the lack of a definition of “feedback” in the core practices; the suggestion that biliteracy should be included as a practice, especially if these are to be used in a variety of contexts; the idea that language learning be the focus rather than language teaching; the importance of not taking research from one context and overgeneralizing to all contexts as in the case of the research on corrective feedback; and posing a question about how the use of authentic texts with second language learners differs from the use of “just right” texts with first language learners.

❖ Lunch: Sponsored by Middlebury Interactive Languages

Supervisors of the Year Awards Luncheon

Lisa Harris (VA) was named 2015 NCSSFL State Supervisor of the Year.

New Business

General Membership Items

Meeting Dates and Location 2016

The ACTFL Conference will be held in Boston in 2016 from November 18-20. The Board proposed the Fifty-Seventh Annual Meeting be held November 15-16-17 in conjunction with the ACTFL conference. The meeting will officially begin with a pre-conference webinar to take care of Old Business on Thursday, November 10.

MOTION to approve meeting in Boston November 15-17, 2016 with a November 13 pre-conference webinar: MOVE – Gregg Roberts (UT) / SECOND – David Beste (LA)

There was no discussion.

Motion **APPROVED** 31 in favor, 0 against

Dues and Registration Fees for 2016

Lisa Harris referred to the Treasurer's Report shared during the Pre-Conference Old Business Webinar and recommends that there not be any increase in dues or registration for 2016.

MOTION to maintain the current registration fees with no increase for 2016. MOVE – Tom Welch (Ret) / SECOND – Desa Dawson (OK)

There was a question about how the revenue is impacted by the registration fees. Currently income is balanced between revenue-generating relationships such as the one with the College Board and income from dues and registration. Ryan recognized the contributions of ACTFL to the NCSSFL Annual meeting.

Motion **APPROVED** 30 in favor, 0 against, 1 abstention

Membership Updates via Learning Stations

LinguaFolio Classical Language & ASL Can-Dos

Ruta Couet (SC) provided members with an update on the Classical Language & ASL Can-Dos that have been developed over the course of the last year.

AdHoc Joint NADSFL-NCSSFL H-1B Committee Work

Brandee Mau (UT) shared updates on the work of the committee and the feedback they provided to JNCL on supporting changes to the H-1B Visa legislation to allow for teachers to be allowed cap-exemptions.

ACTFL Research Priority Idea Gathering

Desa Dawson (OK) led members in discussions regarding contribution of topics to be included in the ACTFL Research Priorities.

Creating an Ad Hoc Resource Curation Committee for the NCSSFL Resource Repository

Michaela Claus-Nix (GA) and Ann Marie Gunter (NC) provided an overview of the Resource Repository and began soliciting contributions of resources from members.

Committee Work

Ad-Hoc Committee on SCED Codes

Phyllis Farrar (KS) led the work of the SCED code committee during the time the learning stations were going on to finalize their last two proposals, differentiating all forms of FLES from all forms of immersion. The committee will submit the proposals to USED with an anticipated national release fall of 2016.

General Membership Item

Proposed Changes to the NCSSFL Bylaws

Ryan shared two proposed changes to the bylaws with attendees. The first proposal is to formalize the practice of conducting the Old Business portion of the Annual Meeting to the online format that has been used for the past two years. The second proposal is to add the Technology Coordinator as an

official member of the Board. Adding the position is in line with current national board practices and brings the number of people on the board to an odd number of 7. Ryan shared that there is little cost to the organization in adding another person formally to the Board.

There was general support for the proposals. The proposals will be passed on to the Bylaws Committee to create specific language for incorporation into the Bylaws. Members are encouraged to share any potential verbiage with the committee.

Panel Discussion: Leading Immersion Initiatives: Strategies Employed and Lessons Learned

Ryan moderated a panel on immersion including Ruta Couet (SC), Lynn Fulton-Archer (DE), Ann Marie Gunter (NC), Terri Hammatt (LA), Ursula Lentz (MN), and Gregg Roberts (UT). The panel was framed around sharing strategies employed and lessons learned to date in implementing immersion in each of the respective states.

❖ Break: Sponsored by Center for Applied Linguistics and VIF International Education

Leadership Advocacy: Helping NCSSFL's Stakeholders Better Advocate for State Supervisor Positions in Non-Member States – Brainstorming & Discussion

Working in small groups, members provided ideas about how NCSSFL can support its stakeholders to better advocate for state supervisor positions in states that lack them. The ideas were collected on chart paper and will be shared with the new chair of the Advocacy Committee for further development.

Ryan wrapped up the afternoon sharing that numerous members including Ann Tollefson, Anita Bruce, Greg Duncan, Faye Rollings-Carter, Don Reutershan, Debbie Robinson, Becky Scarborough, Gregory Fulkerson, Angela Davila, Lynnette Fujimori sent messages wishing us a great meeting. Ryan ended the afternoon session with reminders about the evening events, including a reception sponsored by Mandarin Matrix and a concert presented by the Justo Lamas Group, the location of the breakfast tomorrow, that NCSSFL bumper stickers and lapel pins were available for purchase, and members who attended the dinner on Tuesday needed to pay Lisa Harris for their meals.

The afternoon session ended at 4:51 p.m.

Thursday, November 19, 2015

❖ Breakfast: Sponsored by EF Education First

The Thursday session began at 8:40 a.m.

Ryan welcomed members to the Thursday session and introduced Ralph Pohlmeier who shared information about the location and logistics of the evening reception.

STARTALK Overview for NCSSFL Members

David Ellis provided attendees with an overview of the STARTALK program, which was established in 2007. Currently there are between \$11 and \$15 million per year allocated to summer language programs in critical languages. Programs last from one to four weeks typically, may have teachers or students as the focus, and may continue into the academic year. The goals of STARTALK are student learning, teacher development, and materials development. Beginning in 2014, STARTALK began funding a few infrastructure grants to help build capacity in critical languages.

Programs are based on six STARTALK-endorsed principles:

- 1) Implement standards-based and thematically organized curriculum
- 2) Facilitate a learner-centered classroom
- 3) Use the target language and provide comprehensible input
- 4) Integrate culture, content and language in the world language classroom
- 5) Adapt and use age-appropriate authentic materials
- 6) Conduct performance-based assessment

STARTALK programs also align with the world readiness standards and the NCSSFL-ACTFL Can-Do statements.

Betsy Hart continued by sharing information about STARTALK 2015. Programs are both awarded (97 teacher, 54 student) and invitational (9 infrastructure, 1 program planning) as well. Since 2007, more than 45,000 students and more than 10,500 teachers have participated in STARTALK programs. Based on information from program directors, STARTALK's impact has been seen in the creation of 223 critical language programs in schools, establishment of 156 afterschool and heritage programs, and an increase in language enrollments. Betsy shared that 70% of grants are funded and the goal is for there to be at least one program in every state. She encouraged NCSSFL members to support the efforts to establish programs in their states, especially those that currently do not have a program. Grant applications for 2016 have closed. The application season usually runs from August through November each year.

STARTALK Panel: Supporting STARTALK Programs in our States

Ryan introduced the members of the panel: Michelle Aoki (WA), Duarte Silva (CA), Brandee Mau (UT), and Betsy Hart (NFLC).

Michelle Aoki shared a timeline of how the STARTALK programs have grown in Washington since 2007. She highlighted the impact of the programs in the state, including increased numbers of certified teachers with a deep understanding of effective practice, increased numbers of programs for students,

and creation of a program to address the needs of heritage Russian students and teachers. Support from the State Office of Superintendent of Public Instruction include the promotion of programs, sharing the STARTALK principles with all language teachers, and connecting teachers of critical languages to the larger world language community.

Brandee Mau (UT) shared information about programs in both Utah and Wyoming. The programs have had impact in providing immersion teacher training and establishing strong cohorts of effective teachers; supporting early student success for students who come out of the summer program and enter into an immersion program in the fall; and garnering community support and parent involvement in establishing new immersion programs and a middle school Chinese program in Wyoming. Brandee continued with a summary of the growth of immersion programs in STARTALK languages in Utah, many of which have benefitted from the summer programs.

Duarte Silva (CA) began by commenting on the support that STARTALK provides to applicants to help them be successful in their applications, including providing templates and coaches to provide feedback on application components. He highlighted that programs in California have impacted the world language landscape by validating speakers of the STARTALK languages and their communities, advancing the learning of the STARTALK languages and cultures, strengthening educator effectiveness, enhancing teacher preparation programs, and leveraging and informing policy making in the area of teacher licensure/credentialing.

Questions to the panelists focused on the topics of impact of STARTALK programs on existing Spanish, French or German programs and that oftentimes the programs result in students doubling up on languages, and how students can continue language learning in a language that is not supported by their home school, awarding credit for learning that happens in STARTALK programs.

Supporting Language teachers with Diverse Learners: From Theory to Implementation

David Greer (NJ) joined the meeting via technology and began by providing an overview of research he completed as part of a dissertation program. He highlighted some of the legislation that influenced diverse learners and their language opportunities, shared the three research questions of his program, and gave a summary of the research framework he used to carry out his research. He highlighted differences in practice by research subjects in the use of direct versus indirect strategies, the difference in overall growth over time in their practice, and the trend for both to move from speaking in generalities to specifics about students and their accommodations. He continued by talking briefly about the impact of pre-service coursework for teachers, the role of the site supervisor, and the desire for exposure to diverse learner information to occur earlier in the teacher preparation program.

Kathy Shelton (OH) continued by providing an overview of work being done in Ohio to support classroom teachers right now in their classrooms. Diverse learners in Ohio include students with disabilities, ELLs, gifted learners, and native/heritage learners in world languages. She highlighted the current resources available online for teachers including strategies for differentiation, workshops held for regional leaders including sessions on bilingual students and visually impaired learners, and plans for creating additional resources including sample modified lessons and activities.

Lisa Harris (VA) continued by sharing information about the instructional context in Virginia and how world language learning can benefit all learners, regardless of background, and the diploma requirement in the state. She then walked attendees through each of the steps that were implemented

with a workgroup that was created in Virginia including identifying barriers, identifying current policies and practices that are designed to increase access to languages, and making recommendations or suggestions on how to increase access to language curriculum. She concluded by sharing the next steps for the state of Virginia including the creation of a guidance document, the creation of professional learning resources, and providing division-specific trainings for schools who are out of compliance in providing access to language curriculum.

❖ Break: Sponsored by Avant Assessment, Better Chinese, and LTI

Bringing the TELL Project to Life

Thomas Sauer joined the meeting to provide updates and recent developments to the TELL Project materials. The current focus of the project is “bringing” it to life and heightening impact. The focus is no longer on what and why to teach things differently but rather on the how to teach things differently. They have created a new site www.path2proficiency.com where teachers will have the opportunity to share what is working for them in an effort to empower all teachers to improve their practice. Thomas also shared updates on TELL COLLAB and their partnership with CoERLL to provide a summer learning and follow-up opportunities for educators. Thomas also highlighted the work TELL is doing with STARTALK and the content of the infrastructure grant modules.

Introduction of the New NCSSFL Website

Kathy Shelton (OH) began by recognizing the members of the website refresh committee and thanked the Board for their input into the revision process. She shared a PowerPoint highlighting current membership, content of the website refresh survey that went out to membership, the look of the new home page, navigation elements and connections to social media, and the interactive map to connect site visitors to resources in each state.

Morning Assembly of Delegates Update

Janine Thieler (NE) provided an update on the morning activities from the Assembly of Delegates with attendees. Topics covered included 1) Core Practices in Every Classroom, 2) Supporting Educators to Utilize Core Practices, and 3) Practices of Effective Organizations shared by California and Rhode Island.

❖ ACTFL Assembly of Delegates/NADSFL/NCSFFL Luncheon: Sponsored by The College Board

ACTFL Assembly of Delegates: Unifying Around Our Core Practices

Focusing Our Leadership

Jacque Bott Van Houten framed the afternoon session by focusing on the need for collaboration in the areas of effective language learning and teacher retention and recruitment. She shared a video that provides an overview of the World-Readiness Standards for Learning Languages available at <http://www.standards4languages.org>.

Our Organizations Collaborate for Effective Language Learning

Justin Fisk, a high school teacher from Illinois, shared how PLCs are being used to help build literacy through language learning. He provided an overview of his school context and the process the school has gone through in transforming practices. Practices have included a move to standards-based grading, focus on performance and proficiency goals, creating a unified vision, and the development of a common language and understanding about best approaches to fostering learning. They have also

focused on building a deeper understanding of literacy and the role of interpretive tasks in IPAs by participating in the ACTFL Languages and Literacy Collaboration Center.

Carrie Toth, a high school teacher from Illinois, highlighted the global engagement projects that have been carried out in her context. Her project stemmed from reading the book *Esperanza* with one group of students and spread across several of her classes, resulting in students engaging internationally around various social justice topics including living conditions in Guatemala, water shortages in Africa, and hunger in Nicaragua.

Kathleen Roche-Tansey shared information about Sister Cities International, an organization designed to connect US cities with communities internationally. She highlighted several sister city relationships and the activities they engage in to build partnerships, exchanges, and general understanding. More information is available on the organization's website at <http://www.sistercities.org> including how to establish a sister city relationship.

Table groups then worked on sharing specific strategies to link literacy and global competence.

Legislative Panel

Marty Abbott introduced the members of the panel including Bill Rivers (JNCL), Jill Allen Murray and Elizabeth Murphy (The Sheridan Group). Bill Rivers shared an overview of the Commission that has been established as a part of AAAS to help move language learning forward. He provided a brief overview of the timeline of the Commission, ways in which public input will be solicited, and that briefing papers will be created on six different topics to help move the work of the Commission forward.

Jill shared an update on ESEA Reauthorization to date and recent developments in Congress. It appears that the World Languages Advancement Act was not included in the current legislation. There will be a push to move it forward as separate legislation.

The panel responded to topics posed by AOD attendees including:

- Resources members can use to follow legislation including CapWiz and Congress.gov
- Possible grant programs that may be available to address the needs of Native American and indigenous languages
- A call for members to respond to an action alert to encourage the increase or level-funding of Title IV / Fulbright-Hayes funding
- An announcement that NBPTS will begin a rollout to allow all language teachers to apply for National Board Certification

Leadership around Teacher Recruitment and Retention

Pete Swanson began discussions around the issue of retaining teachers in the profession. He highlighted the role that sense of efficacy plays in teacher retention. Ryan Wertz shared teacher efficacy strategies supported by NCSSFL including building leadership capacity of state supervisors, creating high-quality resources to inform and guide the field, building the capacity of visiting international teachers, providing guidance on implementation of Seals of Biliteracy, and working with USED on revising foreign language course codes. Ryan also shared specific strategies implemented in Ohio including state standards aligned with national standards, creating model curriculum, establishing a strategic partnership with the state language organization, creating regional networks of leaders,

creating regional learning communities, offering guidance around teacher evaluation, and offering specialized support for educators.

Betsy Hart shared an overview of the LangCred resource that has been created by a STARTALK infrastructure grant. The site is a site that links to language credentialing information for each state. She shared information about the process used to create the site and showed screen shots of the site and the resources available, focusing on Texas as an example. The resource is available at <http://langcred.org/>.

Noah Geisel and Paul Sandrock shared information about a pilot project designed to offer digital badges to learners to verify and recognize non-native language assets of heritage language speakers. It will include either an OPI or OPIc, a WPT, and a third language artifact. Students taking part in the pilot may be granted ACE college level credit based on their language assets.

Michaela Claus-Nix shared an overview of a program in Georgia that connects global competence and career readiness and allows schools to award seals to graduating high school students who meet certain criteria. She stated that the work in Georgia is based on previous work completed in Wisconsin. She shared the components of the program including service learning, traditional coursework, and cross-cultural activities. She also highlighted a research component to see how student choices may impact their future.

Lea Graner-Kennedy shared information about LangTalks, a program that resulted from LILL 2015. The idea behind the resource is to create TEDTalk-like resources for language educators. The videos will be 7 to 10 minutes in length and focus on the core practices identified during LILL. The resources will be housed online at <http://www.langtalks.org/>.

Table groups then worked on identifying two strategies for teacher efficacy and student growth.

Preview to ACTFL 2016 – Boston

An invitation to ACTFL 2016 was extended to participants as the Assembly of Delegates concluded.

ACTFL Assembly of Delegates Debrief

Ryan welcomed members back to the NCSSFL meeting and Ann Marie led the group in a debrief of the afternoon Assembly of Delegates sessions. She asked members to write one “takeaway tweet” and one “question to ponder tweet” for each of the topics from the afternoon session.

NCSSFL Accomplishments and Awards

Lynn Fulton-Archer shared the PowerPoint “Reflecting on NCSSFL in 2015” highlighting member accomplishments and activities during the year.

Ryan recognized Vickie Scow and Cathy Blitzer on their retirements. Plaques will be sent to Vickie and Cathy from the organization.

Presentation of the New NCSSFL Board

Desa Dawson shared the results of the 2015 election. The 2016-2018 Board is

President: Ann Marie Gunter, NC

President-Elect: Ofelia Wade, UT



Past-President: Ryan Wertz, OH
Vice President: Jay Ketner, ME
Treasurer: Lisa Harris, VA
Secretary: Lynn Fulton-Archer, DE

Ann Marie Gunter shared thanks from the organization to Ryan, highlighting many of his accomplishments and recognizing his efforts to build relationships with many organizations. She presented him with a gift package from the members. Ryan thanked the organization and the Board for their support in his tenure as President and shared tokens of appreciation with the current Board members.

Good of the Order

Jay Ketner (ME) provided an overview of the remaining NCSSFL social events during the weekend, including the President's Reception and the Friday morning continental breakfast.

Ryan Wertz (OH) shared that the Board has discussed the possible creation of a scholarship to first-year NCSSFL members who do not receive state support to attend the meeting. Additional information will be shared in the coming year.

Desa Dawson (OK) reminded the membership that the NCSSFL exhibit booth would be open throughout the ACTFL convention. She encouraged members to visit the booth at some point and to consider volunteering to staff the booth for an hour if possible.

Lynn Fulton-Archer (DE) shared plans that the Delaware Department of Education has to offer the Delaware Institute for Novice Immersion Principals for a second year. Anyone who has principals who are in their first year leading an immersion program are encouraged to share information about the institute with them.

Lisa Harris (VA) reminded members who attended the Tuesday dinner that she was still accepting payments for meals.

Tara Fortune (CARLA) reminded members that CARLA will be sponsoring the 6th Annual International Immersion Conference in October 2016 in Minneapolis, MN.

MOTION to adjourn the meeting:

MOVE – Phyllis Farrar (KS) / SECOND – Alfonso de Torres (KY)

Motion **APPROVED** 24 in favor / 0 against

The meeting adjourned at 5:05 p.m.