

**DETAILED, LONG-VERSION MINUTES
2008 NCCFL ANNUAL MEETING
November 18-20
Orlando, FL**

Members in attendance at meeting: Marty Abbott (ACTFL), Michele Aoki (WA), Walter Bartz (retired from IN), Jacque Bott Van Houten (KY), Ruta Couet (SC), Robert Crawford (WV), Cassandra Celaya (WY), Angela Davila, (DoDEA), Pam Delfosse, (WI), Carl Falsgraf (Center for Applied SL Studies), Phyllis Farrar (KS), Helga Fasciano (NC), Anne Marie Fuhrig (retired from IL), Gregory Fulkerson (DE), Susan Grier (retired from AR), Ann Marie Gunter (NC), Terri Hammatt (LA), Mary Ann Hansen (CT), Frances Hoch (retired from NC), Maki Watanabe Isoyama (Japan Foundation), Rendy Jantz (OR), Carl Johnson (retired from TX), Catharine Keatley (NCLRC), Janice Kittok (MN), Jody Klopp (Oklahoma State Univ.), Ursula Lentz (CARLA), Katherine Lopez-Natale (MA), Adriana Melnyk (IN), Ali Moeller (Univ. of Nebraska-Lincoln), Cheri Quinlan, (NJ), Don Reutershan (ME), Nancy Rhodes (CAL), Jill Robbins (NCLRC), Debbie Robinson (OH), Marcia Rosenbusch (National K-12 Foreign Language Center), Paul Sandrock (WI), Duarte Silva (California Foreign Language Project), Rhonda Smith (MS), Susan Spinnato (MD), Elaine Tarone (CARLA), Carolyn Taylor (Univ. of Wyoming), Toni Theisen (CO), Ann Tollefson (retired from WY), Jon Valentine (GA), Shuhan Wang (Asia Society), Elizabeth Webb (GA), Tom Welch (Welch & Assoc.), Peggy Wenner (ID), Ryan Wertz (OH)

November 18, 2008 Meeting

LinguaFolio Workshop

Presenters:

Ruta Couet (NC)
Jacque Bott Van Houten (KY)
Carl Falsgraf (CASLS)
Helga Fasciano (NC)
Ali Moeller (University of Nebraska)

November 19, 2008 Meeting

Annual Business Meeting Part One Welcome and Annual Reports

1. Meeting was called to order by NCSSFL President, Debbie Robinson.
2. Introduction of new members was conducted.

President's Report-Debbie Robinson:

- Convening Executive Committee via teleconferences

- Representing NCSSFL at Startalk and LinguaFolio online
- Coordinating guest teacher program with China with College Board and coordinating training with Duarte; working on 2009 logistics
- Involved in International Education Conference with Shuhan
- Planned Assembly program with ACTFL and NADSFL
- Worked with Faye Rollins-Carter on history of LinguaFolio
- Involved in Utah's Governor's Summit
- Hired consultant to work on graphics for LinguaFolio
- Revising Startalk templates for teacher and student programs
- Working with Shuhan on December 12 meeting on shortage of teachers
- Welcomed new members; kept Web site updated
- Forwarded information to members on various topics
- Planned agenda and activities for annual business meeting

3. Elizabeth Webb made a motion to approve the 2007 meeting minutes, which was seconded by Don Reutershan and approved by voice vote.

Secretary's report-Arleen Burns (given by Debbie Robinson):

- Worked to recruit members for NCSSFL from Alabama, Alaska, Arizona, Idaho, Illinois, Iowa, Michigan, Missouri, Montana, Nevada, North Dakota, Rhode Island, and Washington
- Took minutes from Executive Committee meetings

Treasurer's Report-Ryan Wertz:

- Past year was a year of growth for NCSSFL
- We have had a number of new members
- In the past it was customary to pay dues and conference registrations at the same time; last year changed to paying dues at the beginning of the membership year; bank account is now steadier on an ongoing basis
- Current membership year began October 15, 2008 through October 14, 2009

4. Pam Delfosse made a motion to approve the Treasurer's Report, which was seconded by Ann Tollefson and approved by voice vote.

Vice-President's Report-Helga Fasciano:

- Distributed a sheet with 2008 NCSSFL events
- Used information from Ryan to get numbers for sponsors
- Same sponsors for Wednesday, Thursday events for many years
- Due to merger, we lost Wednesday morning sponsorship
- Members should stop by exhibit hall and/or send a thank you note to Sponsors
- College Board is the sponsor on Thursday morning; no sponsor for Thursday evening

JNCL and Past President's Report-Jacque Bott Van Houten:

- On JNCL Executive Board
 - Legislative Days moved from first to second weekend of May
 - Preparation includes advice on making visits to legislators, including committee participation and who is sponsoring bills; after visits, folks report back
 - This year there was a large amount of federal support for Startalk
 - Support for next year unknown at this time
 - JNCL is acknowledging need for our organization
 - Discussion on elimination of Advancement Placement tests
5. Ann reiterated importance of meeting legislators and federal program directors who can help your state.
6. Jacque noted that Debbie is doing a super job as president; Debbie acknowledged Jacque as a great mentor.

State Reports, Web & Listserv Updates Report-Don Reutershan:

- Liaison to Webmaster
 - Distributing membership list from the Web site for changes to be made
 - Appreciates members for completing state reports
 - Information from Web site is being used nationally
 - Reports can be updated at any time
 - Changed word "foreign" to "world" in all questions in report; added new question about credit for proficiency
 - Members should not "reply to all" unless necessary
 - Members should review Web site for appropriate logos, updated reports, whether links still work, and updating Publications page
 - Large files should be sent to Debbie for distribution
 - Members Only page would be good for posting LinguaFolio, discussions and polling members
 - Need to get estimate from Webmaster; live chat may also be an option
7. Debbie thanked Don for being the point person with the Webmaster (the Boulevard Group – Mark Beck); the service is good at \$495/year after initial set-up.

President-Elect Report; LinguaFolio Update-Ruta Couet:

- LinguaFolio has come a long way in the past five years
- Now trying to have a NCSSFL LinguaFolio with broad "Can Dos" in common
- We also need to develop the interculturality piece
- Doing research on what the Europeans are doing
- Need guidance for school districts and teachers.
- Developing PowerPoint for LinguaFolio Professional Development with notes for presenter
- Need to share that on secure site for NCSSFL members

- We need some money to do some things together
 - Catherine Ingold has suggested that we ask for some Startalk money
 - We were invited by Carl to CASLS in August to discuss all the issues facing LinguaFolio; list and budget have been developed
8. Debbie displayed proposed logos for LinguaFolio; critique: two people in image, but LinguaFolio is each person's property; characters need to look more positive.
- 9, Considering a partnership with Avant Assessment. We heard about possible future if LinguaFolio were available online. NCSSFL would receive royalties from online LinguaFolio (and have intellectual property rights). Ruta is our point person for LinguaFolio.

Critical Issues Papers

1. Debbie suggested taking fifteen minutes to choose one, make edits, then finalize.
2. Tom Welch encouraged us to think about an "open architectural structure" approach to the three papers so they can be combined.
3. Debbie asked us to send any comments we were not able to give.
4. Ann Tollefson suggests that there needs to be one person who writes, but multiple people contribute key concepts.

Technology:

- Ann Tollefson noted that last paragraph may get further edited (based on feedback from the SIG)
- Debbie gave the group five minutes to review before taking a straw poll
- Note that this is just a beginning
- Debbie pointed out that associate members are not allowed to vote
- A straw poll was taken and the paper was approved
- There was a question about how the paper would be used
- Cathy Keatley pointed out that the paper could be of interest to the new administration; she had just come from a meeting about the education agenda in the Obama administration that had been discussing technology

Critical Languages:

- Need to make key message that all kids need to learn languages.
- Ali noted we need to look more to plurilingualism – learning languages for different reasons
- Need to not emphasize bilingualism, but change the whole paradigm – different languages for different purposes
- Debbie – reorganize Web page with organizers that link to the papers
- Shuhan noted that it's ironic that we're engaging in "language wars" in this paper; biggest need is: World Language Education: A Critical Need for Children in the 21st Century
- Tom Welch notes that we're focusing on teaching rather than learning
- Debbie-perhaps drop last paragraph?
- Elaine Tarone-need to reconceptualize the argument (e.g., for French).

- Point needs to be that there needs to be room for more than one language
- This is still on the wiki for group edits

Teacher Licensure

- Fran-basis concerns about some of the terminology (e.g., “federal licensure”
- There have been problems with ACTFL NCATE.
- Under #3, recognizing National Board Certification as a pathway to licensure doesn’t make sense
- This document needs more work to ensure that regions are included
- Debbie clarified that National Board Certification might apply for a teacher moving from one state to another; perhaps some of the language could be “softened.”
- Elizabeth Webb suggested incorporating Ali’s research (i.e. native speakers don’t necessarily produce students with the highest proficiency)
- Cheri Quinlan comment – should we change from “foreign” to “world” languages?

Praxis II Revisions by Educational Testing Service-Marty Abbott, ACTFL

- .ETS Praxis II exams not in alignment with student standards so now being revised
- Thirty-two states asked for exams to be separate (language and pedagogy)
- Scheduled to review the exams in December
- Then state licensure personnel will review for alignment and setting cut scores
- ETS may leave old exams available
- They are not realigning Latin; redoing Spanish, French, and German; Chinese coming

Enrollment Survey w/NCSSFL

- We’ll hear update at ACTFL meeting
- We can give updated information to Sheila at Delegate Assembly

Standards Impact Grant from Dept. of Education

- June Phillips and Marty Abbot co-directing the three-year International Research and Studies grant
- There will be four task forces headed up by Sandy Magnon looking at the literature; Debbie Robinson (institutional impact); another one will be looking at impact on professional development (Eileen Glisan)
- Developing standards for some languages that don’t have standards (such as Startalk for Urdu and Persian, June Phillips, interim chair)

Certification/Licensure OPI/WPT-Elvira Swender, ACTFL

- Elvira provided update on states using ACTFL OPI and WPT as part of teacher certification process

- In some states, both OPI and WPT for all languages
- Some for just less commonly taught languages
- Texas has gone this direction to have highly qualified teachers in all these languages
- NY has gone this direction in lieu of requiring a number of credits in the language
- For those states considering using ACTFL tests, ACTFL LTI works with individual states
- The tests are on-demand
- Many programs encourage students to take the exam soon after international experience
- LTI provides state customized pages to meet state needs
- There is a retest policy for candidates not meeting the criteria
- Several questions about meaning of “Teacher Certification” – does that apply to all teacher certification?
- If we have updates, send them to: eswinder@actfl.org
- Skype vs. telephone interviews for OPI not currently available but being piloted currently. **Also, the OPIc, a computer-based assessment.**

Annual Business Meeting Part Two Recognition of Members’ Achievements

1. Recognition of Maria Fierro-Treviño (TX) and Susan Crooks (GA) for their retirements; showed photos.

Recognition of Members’ Achievements

- Helga Fasciano (NC) will be NCSSFL’s delegate to the ACTFL Delegate Assembly
- Jacque Bott Van Houten (KY) is the official NCSSFL delegate to JNCL-NCLIS
- Ann Tollefson (WY) recognized her committee on technology
- LinguaFolio Committee recognized on November 18
- China Initiative Committee recognized
- Ines Garcia (TX) sends her love; is trying to get The Ohio State University to archive NCSSFL information; Charles Hancock of The OSU is helping her along with the process
- Helga Fasciano (NC) offered a correction to handout: Mary Ann Hansen is of CT, not KY
- Debbie recognized Jacque Bott Van Houten (KY) as NCSSFL 2008 State Supervisor of the Year, as well as president-elect of NNELL
- Paul Sandrock (WI) won the Florence Steiner Award
- Tom Welch (KY): Impactful program
- Desa Dawson (OK) and Terri Hammatt (LA) received *l’Ordre National des Palmes Academiques* by the French government
- Ruta Couet (SC) and Ann Tollefson (WY) were part of the team to develop a handbook on Understanding by Design for the world language

programs. They will give a presentation tomorrow during the joint NCSSFL/NADSFL portion of the business meeting.

- Gregory Fulkerson (DE) shepherded the *Delaware World Languages K-12 Program Implementation Manual* that resulted from work by the state's World Languages Task Force
 - Ohio recognized as the 2008 Goldman-Sachs Award for International Education; Debbie Robinson and Ryan Wertz worked with the department's coordinator of international education on the application
 - María Treviño (TX) implemented the Texas Middle School Program for AP Spanish; worked with certification to implement OPI requirements for less-commonly taught languages; was member of a committee to roll out state rules for Dual Language Immersion
2. Floor opened for additional recognitions:
- Shuhan Wang (Asia Society) brought up Ohio's Chinese Sesame Street video program
 - Kansas successfully revised an eight-year-old standards document; was greatly improved and approved by the Board this summer (per Phyllis Farrar)

Annual Business Meeting Part Two

Credit by Proficiency

1. Debbie Robinson shared a PowerPoint on Credit by Proficiency and set the context for the discussion: How does performance factor into credit? Looking at learning wherever it takes place.
2. NCSSFL has the duty to develop recommendations on what a unit of proficiency looks like.
3. ACTFL Performance Guidelines give us a common yardstick to discuss proficiency.
4. Looking at how proficient teachers are and subsequent impact on student proficiency.
5. Carl Falsgraf remarked on the impressive statistic that 40% of majors reach Superior; Debbie Robinson commented that this study does include native speakers.
6. AP wrestling with correlation to ACTFL Performance Guidelines; what does a 3, 4, or 5 mean? Continues to beg the question of credit vs. placement.
7. Carl Falsgraf mentioned that construct for AP is not proficiency, but should correlate to second year in college.
8. Toni Theisen mentioned need to correlate also to IB and the more performance-based nature of those tests.
9. Debbie offered to send out PowerPoint over e-mail.

Small-Group Discussions on Credit by Proficiency

Members had ten minutes to meet in groups to list the opportunities (optimists) and challengers (naysayers) associated with developing a common framework

for granting world language credit by proficiency. What are the challenges of us putting forth some guidance on this issue that we can all agree on?

Sharing Out

Naysayer group: Fran Hoch

- There is no common purpose for giving credit, or for denying credit
- Systems are local, and many are not amenable to change – “if it ain’t broke, don’t fix it”
- Different languages present different challenges along the proficiency continuum
- Some states are far behind culturally, politically, and instructionally
- Post-secondary departments vary wildly
- Supervisors don’t all agree on how to address this issue
- We have a hard time reconciling reality with ideals
- Assessment measures are limited: cost, time consuming, mode of delivery, appropriateness for different ages, consistency across districts, number of skills tested
- Public expectations and real possibilities don’t match: how can you give credit for so little gain?
- Can we put out a statement that does more good than harm?

Challenges from the Exec. Board: Ryan Wertz

- Lack of understanding at the local level of what language proficiency really means and entails
- Changing thinking and educator preparation practices of the old dinosaurs
- Facilitating an understanding between grade spans and post-secondary programs
- Change the content of post-secondary programs and courses
- Using the OPI and WPT instead of the AP test for awarding credit

Opportunities: Elizabeth Webb

- Is it legitimate for me to give credit for proficiency? If so, how?
- Opportunity for NCSSFL to give advice
- Key = multiple measures
- Districts won’t spend lots of money on multiple measures; need something more pragmatic
- Empower high schools and districts to do this assessment
- Looking at college entrance, particularly in the case of heritage speakers who need credit
- Another key = what we would need to do in our framework is look at evidence; determine cut scores and conduct research to make recommendations
- Give districts multiple ways to triangulate
- Determine what proficiency means

Rationale Stage: Toni Theisen

- Jumping on proficiency bandwagon, like other content areas
- Career market is looking at performance; don't want numbers, want to understand what students can do
- Should take advantage of popularity of career tech, and align ourselves with that movement
- Change: "Yes We Can!" – it's the right time
- There is some common consensus among us
- Need to convince the corporate world that K-12 is legitimate
- Reinvent the stories of language learning journeys
- Promoting international education is not just the job of world language education; it's the entire school's job
- No one could have anticipated that the global economy would look as it does now

Opportunities: Ryan Wertz

NCSSFL now has an opportunity to define proficiency and make it more transparent

- Opportunity to promote learner autonomy in ways that were previously impossible due to artificial constraints developed over time
- Opportunity to develop AP into an OPI type test for P-16 alignment
- Opportunity for true paradigm shift – from teaching foreign language to teaching functional language through a content area

Follow-Up Discussion

1. Ann Tollefson-Why take the lower of the two scores to determine proficiency?
2. Michele Aoki-Looking at higher proficiency in some skills being able to trump/compensate for lower proficiency in other skills.
3. Mary Ann Hansen-Need to consider issue of heritage speakers, who have oral/aural proficiency but may lack writing.
4. Debbie Robinson-Will be in touch with next steps for this project/policy position.

Tom Welch-Web and Classroom 2.0

1. Tom explained the advances on the Web with social networking to open up possibilities for varied strategies.
2. Tom explained such topics as Nings and vokis,
3. Classroom 2.0 is a powerful site – breaks linear relationships by moving into a networked one; things can connect to each other and break hierarchies.
4. Capacity for system to deliver resources for learning has changed dramatically in the past 10 years; now, a geometric system for resource for learning and for teaching.
5. Debbie- Access and security – how to address those issues vis-à-vis implementation?
6. Tom-we need to work with districts to enable this implementation and get policies in line to take advantage of the full range of resources.

7. Toni Theisen-Requires time investment to show the power these resources can have to convince districts/administrators/etc.
8. Cheri Quinlan-New Jersey had an institute on this, and teachers went home with webcams. Many teachers were able to get sites to open up because of their enthusiasm and willingness to advocate.
9. Tom: itv.com – look at broadcasts and films in other languages

Ann Tollefson-White Paper on Distance/Technology-Supported Language Learning

- Ann handed out a graphic organizer document that outlined seven concepts to organize the white paper
 - Task for NCSSFL members: Write any thoughts/statements on Post-Its that correspond with these concepts. There will be seven papers, one addressing each of the concepts, on the wall; stick Post-It to the appropriate paper when done
 - Ann plans to take home the ideas to add to her already fleshed-out ideas on content for the white paper; asked NCSSFL members to look at ideas, and react to ideas – e-mail her with specifics as they come to mind
1. Discussed nature of ACTFL Special Interest Group on technology/distance learning and limitations.
 2. Must make statement about teachers' fear of being replaced by technology.
 3. Want to address that standards should not change for online delivery; students should still be expected to achieve the same.
 4. Send sources that might be helpful (publication, Web site) to Ann for inclusion.
 5. Plan to write document with one voice, send to NCSSFL for comments, and then eventually send it to ACTFL SIG. There will be no opportunity for group editing.
 6. Debbie expressed appreciation for Ann's work.

Carl Falsgraf (CASLS): Testimony on Classroom 2.0

- Provided personal experience

Debbie Robinson-J-1 Visa Update

- With input from NCSSFL members throughout the year, prepared handout to provide consistent information on J-1 visa regulations
- Need to be sure that disseminated information is consistent
- There is no penalty to extend stay beyond one year
- Good idea to be conservative with program length, rather than cancel visas due to the teacher leaving early
- Issuing J-2 is a sponsor decision
- As a J-1, should be here teaching K-12, not higher education

Professional Learning Communities for NCSSFL Members

Debbie defined Professional Learning Community (PLC) concept for NCSSFL:

- It is the individual who provides the most effective route for accomplishing systemic change; individuals change systems, acting separately and together.
- It is important to nurture and celebrate the work of each individual staff member for personal growth to effect change.
- We must become life-long learners through embracing inquiry if we hope for teachers and students to become lifelong learners.
- Procedure for starting to develop PLCs: There will be two facilitators for each group, and each group will have 45 minutes to begin discussing the selected topic and develop a plan to continue communication throughout the next year.

Group Share Out

Language Attainment in Early Language Programs

Facilitators: Cheri Quinlan and Ryan Wertz

- How do we reach out to early language experts to involve them?
- Interested in Obama's plan for early language learning; wish to reach out to his advisors for this
- Need: More research to answer questions that the general education population has for us. We've been providing good answers, but they don't seem to be working – need to be introspective and find new ways to communicate benefits of early language instruction to constituents
- Need: Familiarize ourselves with new research on how early language learning has benefited professionals, and find ways to communicate/showcase these models
- Need: Study policies and practices in other countries on early second language learning

STEM and World Languages: The New(est) Frontier

Facilitators: Tom Welch and Pam Delfosse

- Looking at ideas of stories as powerful vehicle – How do we use world languages to contribute to STEM initiatives?
- Action: Look at using a Ning (or other) site to communicate stories to build a bank of illustrations of ways that world languages contribute to STEM success for the U.S.
- Action: Provide uniform messages; look at dual language immersion and how it can impact STEM, particularly math and science; look at how we can contribute to ed tech; look at role of language flagships in this
- Look at differentiation: look at student interests via STEM concepts and show how differentiation through language classroom can have impact on STEM-related courses as well
- Show how monolingualism can have an adverse effect on STEM-related initiatives; English-only can be a detriment on research end and consequently competition

Technology and Assessment

Facilitators: Carl Falsgraf and Jody Klopp

- What is the role of technology in creating an environment through which language can be learned?
- What are the roles of teachers and students?
- What is the interaction in face-to-face and online?
- What are the student characteristics that make them successful in online environments?
- Realization that we have no idea if online courses lead to proficiency or not
- We don't know the difference between an online textbook-based course and one that incorporates multiple resources
- Need: Determine/find a pathway towards proficiency, and determine what resources led students to proficiency
- Carl Falsgraf (CASLS) views STAMP as a 1.0 application; looks at LinguaFolio as a 2.0 application

Building Capacity in Preparation for a Language Mandate

Group wished to continue discussion and did not report out during the sharing session.

November 20, 2009 Meeting

Avant Assessment

1. Kyle Ennis from Avant Assessment spoke to NADSFL/NCSSFL over breakfast.
2. Kyle appreciates our feedback and input to improve the assessment.
3. He stated that the Italian classpack and the Arabic STAMP will be launched this coming week.
4. Those interested in signing up for a pilot can contact Carl.

Understanding by Design for Programs-NCSSFL/NADSFL

Starting with the End in Mind

Planning and Evaluating Language Programs

- Ruta Couet, Ann Tollefson, Mimi Met, Jennifer Eddy, Greg Duncan, Martin Smith, Marci Still, and Ann Tollefson have been working for over three years on an application of the principles of UBD for the administration of effective world language programs
- NFC and NLRC donated the necessary funds for this process
- The purpose of this session was to take participants through the thinking process of the core group
- We were asked to identify an exemplary language program and to name the criteria we used in recognizing it as high quality

- Jennfier Eddy presented the stages of Backward Design, describing the process as recursive
- Mimi Met talked about the importance of key stakeholders
- Effective policy makers should be knowledgeable, crafting policies that support program goals
- The most critical component of an effective program is that instruction be provided by highly effective teachers who start with the end in mind; focusing on learner outcome and goals and planning learning once they know what assessments will be
- Mimi emphasized that each of the three stages of BD involve research, best practices, shared and sustained inquiry, consensus building, and initiatives that involve all stakeholders

ACTFL Assembly of Delegates

- Report on Enrollment Surveys (Nancy Rhodes)
- Report on National Board for Professional Teaching Standards Changes (Marty Abbott)
- Report on the Standards Impact Grant (June Phillips)
- Report on a National Language Policy Initiative (Heidi Brynes)
- Recognition of John Bademas: “The Next President and Policies on Foreign language and International Education”

Report from CAL on Foreign Language Enrollment Survey

- Nancy Rhodes and Ingrid Pufahl reported on the 2007 national survey of foreign languages, sharing initial findings from elementary and middle schools
- Numbers show decline in the enrollment

Report from ACTFL on K-12 Public Schools

- ACTFL is working on another study that is reporting foreign language enrollments by state and school.

Annual Business Meeting Part Three

College Board Update-Carol Lin and Keith Cothrun

Chinese Guest Teacher Program

- Collaboration with NCSSFL (2007) and similar to Spanish Visiting Teacher Program
- 2008-2009 statistics: 192 Chinese guest teachers in 32 states (OH, OK, KY have the most) in 130 K-12 host institutions (90 public and 40 private)
- Qualifications:
Teaching certificate in China
Speak standard Mandarin
Interviewed by College Board and NCSSFL Interview Committee (screened by Hanban first)
- Guest teachers come on J-1 visa and can stay for up to three years

- Pre-departure orientation program and annual Professional Development summer institute
- Hanban provides teacher stipends (\$1000/month + extra \$1000 for first month) and air tickets
- New change: Host school provides the guest teacher with a partial salary but **cannot count housing and transportation as they do now.**
- District (TBD): commensurate to that of a US teacher with similar responsibilities and education in the same district
- Guest teachers need to be full-time (planning and interdisciplinary collaboration could be counted, but union rules may prevent this)
- District must still facilitate auto insurance for guest teacher **in some states.**
- Hanban is largest guest teacher program in US.
- Contact: Carol T. Lin clin@collegeboard.org

Questions and Comments:

- Issues with paying teachers depending on state average salaries
- Districts that started with Hanban teachers switch to state teachers when possible, which means the guest teacher program will end in that state **(OH)**
- Hanban will continue stipend and IIE, College Board's sponsor, comply with new US Department of State rules about compensation based on education and experience
- Spain's Visiting Assistants program will also be affected. Changes are happening almost monthly
- Many districts will not be able to pay a salary because of budget cuts and economy; will this lead to Hanban being an elitist program?
- Let's work proactively with legislators, new Secretary of State, etc. to address this.
- Perhaps these new changes could be phased in?
- Numbers will probably go down in 2009-2010
- Suggestion: Put a NCSSFL committee together to approach this issue:
- Committee members: Jacque (KY), Michelle (WA), Mary Ann (CT), Debbie Robinson (OH)

National K-12 Foreign Language Resource Center-Marcia Rosenbusch

The foci for the 2006-2010 funding round will be as follows:

- Early language learning
- Mandarin Chinese
- Creation of instructional units
- Language proficiency
- Student, administrator and parent attitudes
- Student progress on standardized assessments

National Capitol Language Resource Center-Jill Robbins

Projects and accomplishments during 2008 are as follows:

- Opened first National Museum of Language in College Park, Maryland

- Cooperated with all language resource centers to create the Language Resource Center brochure
- Hosted 18 summer institutes

Center for Advanced Research on Language Acquisition-Ursula Lentz and Elaine Tarone

Examples of recent activities for the center include the following:

- Planning the Language Resource Center Brochure and the Language Teacher Education Conference
- Promoting the 50th anniversary of Title VI in Washington, D.C.
- Providing support for language immersion programs conference during fall 2009
- Maintaining the Less Commonly Taught Language searchable database
- FLAP Grant: Minneapolis public schools ACES Project (Arabic and Chinese)

Asia Society-Shuhan Wang

Examples of major projects administered or supported include the following:

- States Institute on International Education
- Administration of the Goldman Sachs Award
- International Studies Schools Network
- International Benchmarking
- Chinese Language Initiatives
- Going Global: A Guidebook to assist secondary schools in developing students' international studies and knowledge
- National Chinese Language Conference
- School directory Web site with data on Chinese Language Schools
- U.S.-China Institute Program

National Foreign Language Center and Startalk-Catherine Ingold

Highlights of Startalk program include the following:

- 2007-Arabic and Chinese: 874 students and 450 teachers served
- 2008-2600 students and 1040 teachers served in 31 states
- Languages in past year include Arabic, Chinese, Persian, Hindi and Urdu; Turkish and Swahili will be added for 2009

Center for Applied Second Language Studies-Carl Falsgraf

Highlights for the center include the following:

- Western Initiative for Language Leadership-leadership development for teachers in rural areas
- Southern Initiative for Language Leadership- leadership development for teachers in rural areas
- NOELLA assessments: online assessment for grades three to six in Chinese, French, Japanese, and Korean
- STAMP assessments: appropriate for grade seven and above

- LinguaFolio (in collaboration with NFLC and NCSSFL) as online assessment with enhanced features as in a 2.0 interactive system
- Flagship Program in conjunction with the University of Oregon and Portland Public Schools to foster local professionals proficient in Chinese

Japan Foundation-Maki Watanabe Isoyama and Mari Shogase

Examples of activities and projects include the following:

- Japanese Speech Contest
- Japanese Language Advocacy Programs
- AP Japanese Language and Culture
- Japanese Online Instructional Network for Teachers
- Japanese Language Proficiency Test
- Grant programs for professional development for teachers of Japanese

Goethe Institut-Eva Marquardt

Examples of projects include the following:

- Transatlantic Outreach Program
- Seminars and travel to Germany
- German-American Partnership Program

Embassy of France-Catherine Petillon

Examples of projects include the following:

- Promotional campaign: The World Speaks French
- Study grant to France
- Assistantship program
- Partnerships with DOEs and select French school districts
- MOUs with nine states; three in progress

Spanish Ministry of Education-Pedro Pablo Rey Rodil

Examples of projects include the following:

- Visiting Teachers Program
- International Spanish Academies
- North American Language and Cultural Assistants
- Spanish Language and Cultural Assistants
- Quetzal Route Scholarship
- Resource Centers
- Spanish Schools in the U.S.

New Business

2009 Meeting Dates (ACTFL November 20-22, 2009)

- November 17-19, 2009 for NCSSFL (2 ½ days before ACTFL); ACTFL will start later because of travel-Debbie will check on this

- We don't have enough time when we meet. Go to all day Tuesday? Travel was difficult. Reconsider time with ACTFL Delegate Assembly? If we start Tuesday morning, many members won't be able to be present until Tuesday afternoon.
- Restructure the agenda? Small group discussions were great! We stopped having LRC and Embassy folks all come, and only had a select few. Request was made to re-establish this because of new members. Too many people with LRCs and embassies-have them set up table talks and we browse around within a certain schedule. Embassy and LRCs won't be on the schedule next year. State reports are all done online now.
- Meetings at regional conferences? Has been done in the past, but many travel restrictions.

Preparing for NCSSFL's 50th Anniversary (San Diego, CA)

- Start lobbying DOEs to go next year. Debbie will send agenda and letter of support early again to help with this. Duarte: CA is very excited about this and he handed out buttons for us and to share with colleagues and at regional meetings.
- Should Executive Board members who can't get travel permission be provided travel support by NCSSFL? Many of us will be in tight times this coming year. Is there something that our meeting could be tied to that is very concrete? Maybe Title III? Not everyone has responsibility for ESL. Official letter, like we get for regional meetings, might work. Detailed agenda with objectives? Debbie needs help with this from people who have moved up in position. If it's just a money issue, there may be a way to address this. Title VI centers letter of support might help?
- Committee: Paul, Elizabeth, Fran and Helga will work on something to help with this.
- Should NCSSFL consider a new logo? Debbie Brown (WV) designed/recommended original logo. Maybe it would be good to have a new logo, and then we could get lapel pins like NADSFL.

2009 Dues and Registration Fees

Ruta moved that they stay the same. Susan seconded. Motion carried.

NCSSFL Proposals for ACTFL 2009

- ACTFL has said we can have NCSSFL-sponsored sessions.
- Four PLCs will each put in a session and designate it a NCSSFL session (tied to theme)
- Designate your sessions as NCSSFL sessions.
- 2009 Theme: Speaking Up for Languages: The Power of Many Voices

NCSSFL Incorporation

- By-laws and Articles of Incorporation for 501c3 completed
- We are now officially NCSSFL Inc. (incorporated in Kentucky) as of November 2007.

- Recognized Vickie Scow's son (Aaron Scow) because he provided extensive pro bono legal assistance to help with this process. His work and his office helped us get articles of incorporation filed with Kentucky.
- Ryan is beginning the process of formalizing tax process, and may need to get help from tax accountant. Adriana Melnyk's mother has done this and may be able to help.
- Requirement:: In our organizing documents, we need two clauses:

1. Dissolution clause describing what would happen to funds if NCSSFL ended. Must specify who funds would go to. Fran Hoch has experience with 501c3 and says only the TYPES of organizations that funds would be dispersed to have to be listed, with some examples.

2. Clause to state that we do not pay officers. A. Scow's office is checking into this. We may just have to amend Articles of Incorporation, which does not require a vote. If a vote is required, we can probably authorize an online vote.

Web site

- What about a Members-only webpage to post documents for collaborative projects, polling and voting?
- Free options: private wiki; limitation of space but \$10/month to add to it.
- Adriana, Ann Marie and Don will work on this and present options

Minutes Respectfully Submitted by Arleen Burns, **NCSSFL** Secretary