

**2009 NCSSTL Annual Meeting  
Detailed, Long-Version Minutes  
November 17-19, 2009  
San Diego, CA**

**In attendance:** Michele Anciaux-Aoki (WA), Walter Bartz (retired IN), Anita Bruce (retired HI), Karen Cárdenas (SD), Cassandra Celaya (WY), Ruta Couet (SC), Robert Crawford (WV), Carl Falsgraf (CASLS), Phyllis Farrar (KS), Helga Fasciano (NC), Tara Fortune (CARLA), Lynette Fujimori (retired HI), Gregory Fulkerson (DE), Susan Grier (retired AR), Ann Marie Gunter (NC), Terri Hammatt (LA), Mary Ann Hansen (retired CT), Paul Hoekstra (retired IA), Janice Kittok (MN), Judy Klopp (OK State U), Ashley Lenker (JNCL), Ursula Lentz (CARLA), Katherine Lopez-Natale (MA), Leah Mason (NCLRC), Barbara Medina (CO), Jackie Moase-Burke (MI), Ali Moeller (U Nebraska-Lincoln), Don Reutershan (ME), Nancy Rhodes (CAL), Terry Richards (CO), Jill Robbins (NCLRC), Gregg Roberts (UT), Debbie Robinson (OH), Faye Rollings-Carter (retired VA), Marcia Rosenbusch (NFLRC), Paul Sandrock (WI), Duarte Silva (CA Foreign Language Project), Helen Small (VA), Susan Spinnato (MD), Elaine Tarone (CARLA), Toni Theisen (CO), Jon Valentine (GA), Jacque Van Houten (KY), Shuhan Wang (NFLC), Elizabeth Webb (GA), Tom Welch (retired KY), Ryan Wertz (OH)

**Tuesday, November 17, 2009**

The meeting was called to order at 3:07 p.m. by NCSSTL president Debbie Robinson. Introductions and presentation of new members were conducted. Debbie explained that the NCSSTL agendas would be copied and distributed later; the meeting packets were lost by UPS.

Immersion Education Workshop:

- Dual Language and Immersion Education - Tara Fortune (CARLA, University of Minnesota)
- North Carolina Dual Language/Immersion Programs - Ann Marie Gunter (NC DPI)
- Louisiana's French Immersion Programs 1991-2009 – Terri Hammatt (LA DOE)
- Dual Immersion: Chinese, French, & Spanish - Gregg Roberts (Utah DOE)

Agendas were distributed and the meeting was adjourned at 6:15 p.m.

**Wednesday, November 18, 2009**

**Welcome, Introductions, and Officer Reports**

The meeting was called to order at 8:45 a.m. by NCSSTL President Debbie Robinson. Prior to beginning the reports, Debbie shared Carl Falsgraf's musical debut video with the membership.

Duarte Silva welcomed the NCSSFL members on behalf of California. He expressed regret that Arleen Burns (CA) was unable to attend and presented an overview of the work of the California DOE. The PowerPoint presentation will be posted on the new NCSSFL members-only Web pages.

Debbie Robinson asked members to reintroduce themselves and gave a special welcome to associate and retired members.

### **President's Report – Debbie Robinson**

During the past year, Debbie has been involved in the following projects on behalf of NCSSFL:

- Worked with NFLC and CCSSO on a teacher shortage initiative
- Collaborated with ACTFL on the enrollment survey
- Chaired the standards impact survey, which will lead to standards revision at national level
- Participated on the STARTALK advisory board and provided input on student curriculum templates
- Participated on the planning committee for the National Chinese Language Conference
- Collaborated with Hanban and College Board on in-service for visiting Chinese teachers
- Worked with LinguaFolio for STARTALK
- Developed a new logo for NCSSFL
- Oversaw Web site changes adding a new members-only section

### **Secretary's Report – Debbie Robinson in the Absence of Arleen Burns**

- Arleen was commended for her work as secretary over the past two years, specifically for the ways she has helped to plan this meeting and been instrumental in keeping the organization going through careful note-taking during numerous conference calls.
- Members were asked to review a printout of the 2008 minutes.
- Elizabeth Webb made a motion to approve the 2008 minutes, which was seconded by Don Reutershan and approved by voice vote.

### **Treasurer's Report – Ryan Wertz**

- We currently have 79 members; 40 regular SEA (35 states), 22 associate, and 17 retired SEA. Three former members have allowed their memberships to lapse and are being contacted.
- New members are being recruited; LA now has a second foreign language specialist.
- NCSSFL is transitioning to a 501 (c)3 status with the assistance of Joy Melnyk, Adriana's mother, who is working pro bono to establish our non-profit status. This status will require some changes to our bylaws.
- NCSSFL will not invest money because so much flows in and out

- It is recommended that the treasurer work closely with the Executive Board to establish a formal annual budget.
- It is recommended that NCSFL not increase the current dues or conference registration fees, given the amount of money we have.
- A new accounting system has been put into place using free software from MicroSoft.

#### **President-elect's Report (LinguaFolio) – Ruta Couet**

- Ryan's outstanding work as treasurer was recognized and he was commended for his willingness to remain treasurer through the next term. Other members were encouraged to take on this responsibility next time.
- LinguaFolio has been updated, including some added components such as can-do's for non-European languages, interculturality changes, parent-child can-do's, and places for teachers to add can-do's directly related to instruction.
- LinguaFolio will always be a work in progress, but it is moving forward. Many thanks to Carl and Faye Rollings-Carter for their assistance.
- Students will be able to use LinguaFolio to rate themselves in multiple languages. Additional comments about LinguaFolio from members:
- Jacque Bott Van Houten added that LinguaFolio has been expanded to cover ACTFL levels from Novice Low to Superior and teachers can also add their own can-do's to reflect classroom instruction. Kentucky universities now require a competency level of Novice Low rather than seat time for admission purposes.
- Ann Marie Gunter shared that North Carolina is applying LinguaFolio can-do's to ESL.
- Ali Moeller has collected all of her data for the longitudinal LinguaFolio study and will present at ACTFL.
- Carl explained that the pilot has been delayed until after January 1 because of ongoing work on the Web site and some funding issues. Carl showed the new intercultural piece from the LinguaFolio Online site. Students write what they feel, know, act. For culture, LinguaFolio Online has no scale or can-do's; it uses a qualitative approach. LinguaFolio Online is increasing its capacity to be able to serve 50-100,000 students. The difficulty is deciding how to choose the students and states that will participate. STARTALK has first choice, but is a summer program, so LinguaFolio Online will be available during the school year to others. The first step is encouraging schools and divisions to implement the program.

#### **Web site Coordinator's Report – Don Reutershan**

- Members were asked to verify the accuracy of their information on a printed membership list.
- Most members have completed their state reports.
- New photos are needed for the site, and other updates are needed as well (reports, publications, links, resources, etc.).
- Debbie thanked Don for his outstanding work.

#### **Vice President's Report (Sponsors) – Debbie Robinson in the absence of Helga Fasciano**

- Helga is to be commended for her hard work, as it is becoming increasingly difficult to identify sponsors for meals and events.

### **Past President's Report – Jacque Bott Van Houten (JNCL)**

- Represented NCSSFL for JNCL-NCLIS
- Referred members to the notes on pages 30-34 in the meeting booklet
- Thanked NCSSFL colleagues for their support on behalf of those members who lost loved ones over the past year.

Debbie mentioned several members who were not at the NCSSFL meeting because they were caring for ailing parents.

### **New Business, Part One – Debbie Robinson Vote on By-laws and Officers**

- Ruta Couet presented the slate of officers nominated for 2010-12:
  - President Elect: Gregory Fulkerson
  - Vice President: Gregg Roberts
  - Treasurer: Ryan Wertz
  - Secretary: Helen Small
- Ruta asked for a motion to accept the slate as presented. Mary Ann Hansen made a motion to accept; which was seconded by Faye and approved by voice vote.
- Debbie presented proposed changes to the bylaws:
  - Article IV, sect. 3, allowing voting by means other than a written ballot
    - Gregg made a motion to accept, which was seconded by Jon Valentine and approved by voice vote.
  - Added amendment – Article 10 – required by our new status as a 501 (c) 3 non-profit organization, which states that if we dissolve, we give our funds to a like-minded organization.
    - Terri Hammatt made a motion to accept, which was seconded by Ann Marie and approved by voice vote.
  - The other two items will be voted on next month via the polling option of the members-only section of the Web site.

Additional morning agenda items for discussion were tabled until later to allow the meeting to remain on schedule.

### **Updates**

#### **Report – Revisiting Assessment and Credit by Proficiency – Michelle Anciaux-Aoki:**

- Michelle referred the members to her printed World Language Credit for Proficiency Report
- Jan Kittok noted that students in Minnesota can receive a certificate of proficiency, which is meant to motivate them. Students (or districts, booster clubs, etc.) pay

for the assessments, so there is no need for legislative funding. The MN DOE prints the certificates.

- Elizabeth pointed out that teachers must also keep up their proficiency in the languages they teach and cited the need for professional development support.

### **STARTALK – Shuhan Wang**

- Shuhan is now working with Catherine Ingold and Betsy Hart of the NFLC, which administers the national STARTALK program.
- STARTALK is not only for student/teacher programs, but also has an emphasis on infrastructure building.
- Some STARTALK projects use blended learning, online components, etc.
- STARTALK is building databases for student learning, teacher preparation, etc.
- The focus is not just on increasing the number of teachers of critical need languages, but also their effectiveness.
- STARTALK has been a victim of its own success; the programs are very intensive offering the equivalent of one semester to one year of study, but then the students often have nowhere to go. We must think bigger and work together.
- There is a need to develop a framework to give students recognition based on proficiency.
- More than 20 states are sending teams to a December certification summit on teacher shortages. Hopefully, this will impact a national roadmap and the Obama administration. Members should let Shuhan know if they are interested and didn't know about it. It was funded as a plus-up with leftover STARTALK money.
- LinguaFolio Online has also received plus-up STARTALK funding to develop online professional development modules for teachers, which will include clips on various topics such as teaching in the target language.
- STARTALK should work closely with NCSSFL to move the country forward with languages.

### **Celebrating NCSSFL Members' Successes – Debbie Robinson**

- Debbie congratulated Gregg for being named NCSSFL Supervisor of the Year. She then announced several others who had been honored or have retired. (See page 35 of the NCSSFL booklet.)
- Jacque roasted Mary Ann, who retired recently after 22 years at her DOE. Jacque presented Mary Ann with a Lifetime Achievement Award.
- Debbie asked for other announcements: Ann Marie has been accepted to the graduate program in policy studies at NC State.
- Debbie also referred members to page 34 of the booklet as a reminder of committees, appointments, and duties.

### **Report – EdSteps Global Competencies Skills Framework – Paul Sandrock, Gregg Roberts, Michele Aoki, and Others**

- The project is funded by the Gates Foundation and was created as part of the CCSSO EdSteps Project in partnership with the Asia Society Partnership for Global Learning.

- EdSteps aims to create new and meaningful ways to assess the skills in learners of all ages in context using the power of student work.
- The Web site [www.edsteps.org](http://www.edsteps.org) was created to collect evidence for the competencies.
- EdSteps hopes to collect 50,000 pieces of student work. Evaluators will compare two pieces of work at a time. Multiple raters will see each students' work, ranking them compared to others as they proceed. This will determine the final benchmarks.
- Michele reviewed the Global Competency Matrix (not a rubric), which is to be used holistically. Other subject areas are also "finding themselves" in the matrix, such as science or social studies. Paul stressed the importance of this, because it must not be only the domain of social studies and foreign language.
- NCSSFL members should encourage the world language students in our states to submit evidence.
- The NCSSFL representatives explained to the matrix committee that it is impossible to be globally competent without speaking another language. However, it is important to find middle ground with stakeholders who are monolingual.

Additional comments and reactions from members:

- Nebraska is developing a global competency certificate for students. Ali is on the committee and pointed out that we need to go to the European model of plurilingualism; one will never reach L1 competency in L2.
- Shuhan added that we need to be part of the mainstream. Our linguistic and cultural core is part of global competence.
- Elizabeth agreed with Ali that the matrix is super work. Her superintendent has been involved in the project. She would like to see rubrics developed to show that higher levels can only be achieved by those who also have linguistic competence. Monolinguals can't always rely on the higher global competence of the other who speaks English.
- Elaine Tarone added that we need to show Americans who can use languages at high levels to their colleagues.
- Mary Ann added that if you study one language, it gives you some global competence in other languages by extension, because you understand that there will be differences.
- Jacque liked the idea of submitting world language work, but asked who we are competing with? Social studies? Are our colleagues in other countries going to submit in English?
- Debbie expressed concern about how to entice teachers to participate.
- Paul said that information about submitting work is on the handout. Students can submit written work, PowerPoint projects, art, songs, etc.
- Helga wondered if LinguaFolio could be incorporated, especially with student reflections. This would reveal how the study of language has contributed to reaching a level of global competency.

- Michele noted that the student work is submitted anonymously, not as part of a competition.
- Ali saw resistance to delineating language competency in this. She felt that matrix committee members may see the need later, once the matrix is used.
- Katherine Lopez-Natale wants to know how students will reach these competencies.
- Paul said the question is determining the difference that speaking another language makes, which can be teased out later. (i.e., “What made you globally competent?”) Just knowing a language does not make you globally competent.
- Debbie suggested adding language to say “in English or another language.”
- Gregory Fulkerson suggested simple changes in the existing wording – “use appropriate languageS, behaviorS, strategieS”, etc.
- Paul invites us to continue to give him our reactions and ideas. The project will continue and the timeline extends to January 2012, followed by implementation in schools. The work is just beginning.

**Report – Brick & Mortar to Virtual Foreign Language Learning in the 21<sup>st</sup> Century  
– Carl Falsgraf and Tom Welch**

- Angela Davila is the chair of the group, but could not attend the meeting because she did not receive approval to travel. She works for the federal government.
- Carl began by reviewing the results of the technology survey he had administered to the members via the Web prior to the meeting. Most members could explain or teach anything except the terms “breadcrumb,” “CALL,” and “CMC.” Michele explained breadcrumbs to the rest of the members.
- The purpose of the report was to lay the groundwork for a white paper on technology, especially Web 2.0, which allows real time interaction. This will turn our field upside down. We must be proactive in dealing with issues, such as calls from districts about Rosetta Stone and similar products. We need to have an official statement by our national organization.
  - Don asked if ACTFL is also preparing a statement. Debbie pointed us to page 37 of the meeting packet, where we should approve the statement put together jointly by our group and ACTFL. Don clarified that he thought Bret Lovejoy was going to have a conversation with Rosetta Stone. Debbie will find out. Ruta pointed out that Rosetta Stone claimed in a conference call that they are aligned to all state standards. This is not true; all they have is a laundry list of verbs, vocabulary, and grammar.
  - Elizabeth made a motion to accept the statement on page 37, which was seconded by Ann Marie and approved by voice vote. During the ensuing discussion, Mary Ann pointed out the contradiction of mentioning the requirement for instructor in main statement supporting distance learning, but stating in the definition below that distance learning can happen with or without a teacher. Helga Fasciano felt this meant that learning could be asynchronous, where a teacher is not present all the time. Carl felt we needed to vote rather than wordsmith; he explained that this includes the traditional distance education model as well as looking forward toward 2.0 technologies where there might not be a teacher present. Jacque pointed

out that there is nothing in the definition that touches on interculturality. Carl explained that Rosetta Stone does not fit the statement because it is not standards-based and does not include the interpersonal mode. Debbie reminded us that this is a starting point and pointed us to the draft white paper included in the meeting packet. This could include the items that Jacque and Mary Ann have pointed out. Debbie suggested tabling the vote and continuing with the presentation for now. The vote was withdrawn. Carl suggested revisiting it after the presentation.

- Tom explained the task ahead, which involved developing goals for various models of instruction. Members went from table to table to add comments related to the questions below comparing brick and mortar schools, virtual learning, blended classrooms, computer-driven instruction, and guided independent learning for each question. Then members circulated again to prioritize top answers.
  1. What are the major challenges for the model?
  2. Who/what drives decisions about assessment?
  3. How is student learning assessed?
  4. What are the major threats to the model?
  5. What are the goals for the classroom?
  6. Who controls the goals, sequencing, timing, and curriculum?
  7. What are the major advantages of the model?
  8. How is credit earned?
  9. How is program success defined?
- Tom described activity as “chaordic”, a combination of chaotic and ordered, and stressed our responsibility to examine these issues.
- Helga noted that for UNC, there is no face to face instruction in level one language classes. One of the assumptions is that students must have already had two levels of language prior to entry, so very few should be taking the classes. The same trend is showing up in other places.
- Groups reported out:
  - Helga noted that proficiency was not part of credit.
  - Paul found that student control, an advantage in other models, did not appear anywhere in brick and mortar.
  - Another issue for brick and mortar schools is not finding quality teachers, etc.
  - Jacque pointed out that we are still looking at things systemically.
  - Shuhan was struck by the blurring of the boundary between real and virtual worlds.
  - Michele noted that computer assisted learning seemed to be vendor-driven, which is similar to being textbook-driven.
  - Marcia Rosenbusch pointed out that some of us were only thinking of high school.
  - Tom referenced the book “What Would Google Do?” which asserts that the age of the middle man is dead. The middle man in education is the teacher. Another takeaway from the book: do what you do best and outsource the rest. The teacher is no longer the only source. Guided

independent learning can still take place in classroom, but not in the traditional way.

- Elizabeth recommended the book “The Dumbest Generation,” which states that you can’t just throw students into technology without guidance. We must teach them to be critical thinkers and consumers. They must develop critical literacy skills.
- Ali spoke about the zone of proximal development and the need for scaffolding; this is especially critical in the virtual environment.
- Tom spoke about the growing shift of responsibility onto the learner.
- Terri expressed concern that this would not be happening if we were talking about math. In spite of shortages, her state just hired multitudes of math teachers.
- Tom clarified that he is not advocating fewer teachers—guided independent learning is still guided by an instructor.
- Carl pointed out that 99 percent of those who speak a language learned it through guided independent learning. This is not true for algebra. Now we have access to speakers of other languages more readily—the teacher is no longer the only source. We need to be proactive rather than defensive. How can we give learners access to that whole community? Carl showed some examples of things that can be done now technologically.
  - Mandarin Chinese Camp in Second Life. About 1.5 million people have Second Life accounts. Carl showed videos of what kids did in the camp. The facilitators were future teachers in China, with ten participants from all over the US who were already intermediate speakers. Camp activities centered on an environmental theme. There was a real negotiation of meaning; students could join other groups to discuss and had to work in groups to complete tasks, etc. Gregory asked about motivation; Carl said the students continue to meet in the virtual world even though the program is over.
  - Carl showed several social networks for language learning such as italki.com and demonstrated how one can connect with someone who wants to learn your language for live video chats, etc. This gives the students something that teachers can’t provide. They can meet up virtually with peers in the target country through Skype, LiveMocha.com, etc.
- Carl posed the question: “How do we document that kids are actually learning something if kids are using these media?” The answer is LinguaFolio! Carl pointed out LinguaFolio’s multiple language rating ability, advanced/superior levels, etc. The teacher becomes a facilitator guiding students toward learning resources. Carl showed that one can record exchanges on italki.com as evidence of can-do’s. People are out there learning independently right now whether we like it or not. Jacques added that learners can upload evidence on their own computers, even if LinguaFolio is not available to all. Elizabeth talked about GA’s title II

funding for schools using mobile devices to learn. This allows students access far beyond textbooks. It is difficult to get teachers to look at tools they may have seen as the “enemy” as being useful in learning. Carl says that the iPod is one of the most useful pieces of technology for learning; you can easily plug in a microphone and record evidence of speaking.

- DOD schools have championed a blended approach. Blended combines in-class instruction and independent work, supported by CALL. There are many advantages, but pitfalls such as computer drill & kill and mechanical grammar practice must be avoided.
- CMC stands for Computer Mediated Communication, including Skype. This allows for negotiating meaning, working collaboratively, etc.
- The question was raised about how accuracy is addressed in immersion settings. Ali agreed that research has found that accuracy is not the focus in content-based instruction. There are strategies to deal with accuracy. Elaine clarified her concern that students learning on their own may not get any correction. Tom says this is exactly why the teacher is necessary. The teacher/student relationship of trust allows for correction. This can be accomplished in a blended environment. Debbie pointed out that this is no different than when we have kids doing pair work. This is just one mode. Carl says in the virtual world it is possible to wander around and correct; if students are producing evidence, the teacher will hear/see the errors and can assist. The new LinguaFolio allows for external verification by a teacher. Ali added that students initially rate themselves too high when using LinguaFolio, but after putting in evidence they typically readjust their ratings much lower. The act of producing evidence allows them to see what they really did/didn't know. Elizabeth pointed out that LinguaFolio can be very helpful in allowing teachers to choose which evidence to examine. Students should choose what they feel is truly their best work. Katherine stressed the importance of having a trained conversational partner for the purpose of accuracy.
- Carl explained the last task for members: a grid with possible student goals for learning language and the best learning model(s) for each.
- Debbie followed up with where we go from here after thanking Carl and Tom for a wonderful presentation. We will post the scenarios and Carl will post our results after we submit them to him. Debbie suggested that rather than a white paper, we should take the information generated from the charts to develop guidelines that can be shared. The following members volunteered to work with Carl and Tom as worker bees: Helen, Michele, and Pam; the following members volunteered as critical reviewers: Ann Marie, Helga, Toni Theisen, Gregory, and Elaine.

The meeting was adjourned by Debbie Robinson at 4:58 p.m.

**Thursday, Nov. 19, 2009**

**Members participated in the morning session of the Assembly of Delegates.**

- Welcome, introductions, overviews (Janine Erickson, Debbie Robinson, Rita Oleksak)
- Update on State, National, and International initiatives
- Panel I: Language Education and National Priorities
- Panel II: Language Education Priorities: Perspectives from the States
- JNCL/NCLIS update (Dave Edwards)
- Enrollment Survey and Standards Grant Update (Marty Abbott)

Debbie reconvened the NCSSFL business meeting at 1:25 p.m.

Debbie announced two items needing a vote:

- The next NCSSFL meeting will take place in Boston from November 16-18, 2010.
  - Gregory made a motion to approve the dates, which was seconded by Susan Spinnato and approved by voice vote.
- Dues and conference registration fees will not change.
  - Gregg made a motion to approve, which was seconded by Elizabeth and approved by voice vote

Debbie commented that the Assembly of Delegates was worthwhile and praised the organizers.

Debbie introduced guest speaker Paul Ruppert. Mary Ann and Debbie had initially met Mr. Ruppert at the NCLC meeting in Chicago.

**Presentation – The Role of Business Partnerships in Promoting Foreign Language Instruction – Paul Ruppert (Global Point View, Ltd.)**

He is not a foreign language specialist, but has spent time in China. Highlights from the presentation included:

- Communications industry – over one trillion text messages were sent in 2009. By 2015, approximately 10 trillion will be sent globally.
- Every five minutes for the next six years, 2,267 people in Asia will buy their first handset (7.55 people per second).
- Question: Can America be considered economically secure if we can't have dialogues in languages other than English? Since 9/11, there has been a lot of thunder, but not much lightning in language learning outcomes. This is due to the typical "hype" cycle: technology (or other) trigger, peak of inflated expectations, trough of disillusionment, slope of enlightenment, plateau of productivity.
- How do we change the status quo? We must think like tribes. Tribes are people connected to ideas. Examples: Twitter, Facebook, AARP, soccer moms, congregations, sports fans, stockholders, etc. The world is segmented at a micro level. We are well-positioned to reach out to other tribes.
- Find heretics. It is no longer a world where one leader or central authority can affect change. Avoid hunting down the leviathans; this eats up energy.

- If I'm selling to you I speak your language, if I'm buying from you... *then you need to speak to me in Chinese* (written in Chinese on the slide).
- Start with the answer and know your objective before you start. Discard linear thinking; operate outside the box. Find your wedge (hot topic that gets through). Be ruthless and have passion. Find tribal chiefs; influencers rather than industry leaders. Make leaders out of spotlight makers.
- Assess the big four: time, money, talent, people. Know what you want to ask for and think of how you will manage the assets. Be a partner in the process. Be prepared to overcome the objections. Be proactive and positive. Remember your audience. Work the OODA loop: Observe, Orient, Decide, Act. Be a renegade and go tell a story.

Questions and comments from the members:

- Debbie will post the PPT presentation on the NCSSFL members-only pages.
- Michele noted that in the national language roadmap, some states feel left out of the loop and expressed an interest in getting states together to ask for funding. Everything is competitive—we are all competing for same funding. Does it make sense for us to go after federal funding as a group, or should we go the route of alternate funding? Debbie pointed out that Mr. Ruppert is a business person – not an expert in the Flagship programs. Michele clarified she just wants his insight. Answer: perspective is often driven by where you sit. It is necessary to be entrepreneurial. The federal government may be indifferent to our needs because of other priorities. There is no one answer. The situation is very much like start-up modeling. Dr. Susan Duggan (The Language Flagship) said the process of creating the language roadmap is one thing; implementing it is a whole other animal. She added that it is worth considering having NCSSFL pull together as a tribe to pursue funding. Dr. Duggan wants to bring business into the process. Mr. Ruppert stressed the importance of finding the right partners.
- Mary Ann noted that NCSSFL is one of the most cohesive tribes she has been involved with, but the federal government forces us to compete against each other. It would be good if we could work together to divide funds.
- Carl asked what a heretic in government would look like. A heretic in business is natural; however, we are employed by big, notoriously conservative agencies and are not allowed to fail. Answer: Newt Gingrich. He was a renegade/heretic and changed the party. However, you have to work within the margins you have. Mr. Ruppert suggested partnering with someone else and making the rules of the game. Those who change the rules rule the game.
- Dr. Duggan mentioned a report on the Web about what business wants and needs. We need to broaden the dialog.
- Debbie thanked the presenter and gave directions to the cruise ship for the evening Twilight Champagne Cruise celebrating the 50<sup>th</sup> anniversary of NCSSFL.
- Debbie summarized the main takeaway from the presentation as the need to form partnerships. We can share success stories on the members-only part of the NCSSFL site. Dr. Duggan added that we need to find partners who get it.
- Debbie also thanked Mr. Gervin, who served on one of the panels during the Delegate Assembly, for staying with us for this session.

### **Old business: College Board/NCSSFL Collaboration - Peter Negroni and Keith Cothrun**

- Mr. Negroni thanked us for the work we do. He has worked with College Board for ten years and has been trying to focus on languages. He has been involved with two Chinese Bridge Delegations to China; there is no relationship more important for world peace than between the US and China. President Obama has said he wants 100,000 students to go to China. Mr. Negroni is working on developing a program in partnership with the Chinese government in which an AP program will be implemented across all of mainland China.
- Mr. Cothrun explained that he is representing Selena Cantor and Carol Lin Tao, mothers of small children. He sees the Guest Teacher Program as a short term solution to a long term problem. Mr. Cothrun reviewed the MOU with NCSSFL and discussed the three compensation options for guest teachers, pointing out that the recent changes are positive in that they require school divisions to have a financial commitment from the beginning, which improves the chance that the program will continue beyond the guest teacher's three years. He also reviewed the typical profile of a guest teacher, selection process, screening, visa status, and benefits to schools and districts.

#### Questions and comments from members:

- Michele asked whether the comparable salary must include benefits. Mr. Cothrun clarified that it is a base salary only.
- The question of health insurance was raised. Debbie said that divisions pay for health insurance as part of the visa. Michele pointed out that a district can't predict if they are getting a three-year or thirty-year teacher, which affects local compensation. Debbie stressed that this is why NCSSFL members should participate in the interview process. Mr. Negroni added that College Board has a new contract with Hanban to recruit many more teachers. They are working on a marketing campaign to help prospective visiting teachers understand what is involved.
- Don asked if there was anything the College Board could do about keeping teachers for the full three years—some leave after one year and this is a problem for the school. Mr. Negroni pointed out that the opposite situation may also exist; sometimes you wish the teacher wanted to leave. You do the best you can. He felt we must do a better job with the interview process. Debbie pointed out that many guest teachers have young children and want to go home, but that we can't discriminate based on such factors.
- Mary Ann added that one factor of success is the guest teacher's proficiency level of English. She recommended we use the computerized OPI before they get to the interview stage.
- Jackie Moase-Burke asked what is being used as a measure of proficiency. Mr. Cothrun explained that the only measure is the interview. However, many have traveled eight to ten hours to get to the interview site and are tired and stressed.

### **Embassy of Spain – Pedro Pablo Rey (Not on agenda)**

- Pedro distributed a brochure and gave a PPT overview explaining programs and services offered through the Embassy’s Education Office on behalf of the Ministry of Education of Spain.
- Debbie thanked the Embassy for the information and for sponsoring breakfast on Wednesday.

### **New Business, Part Three:**

#### **Avant Assessment/NCSSFL Collaboration, LFO – Kyle Ennis on Behalf of David Bong**

- Debbie introduced Kyle Ennis and new Avant Assessment president Mike Patterson.
- Avant Assessment is very excited about LinguaFolio. Although Avant Assessment already offers formative and summative assessments, LinguaFolio fills in the gaps. LinguaFolio has the power to change how students are learning through self assessment.
- Avant Assessment is working on the product side to find ways to support LinguaFolio with the goal of touching every language student. The online version is still under development; Avant Assessment is monitoring the data coming in and increasing functionality.
- Mr. Ennis expressed appreciation for the work NCSSFL has done to make LinguaFolio a reality.

#### Questions and comments from members:

- Faye asked whether LinguaFolio would continue to be available to all students. She pointed out that there are differences in how individual states operate. In VA, any product created by representatives of the DOE must remain in the public domain and be available to all. During consultation with lawyers as the South Atlantic Language Consortium among Georgia, North Carolina, South Carolina, and Virginia was established, it was made clear that no money could be earned from the product. NCSSFL represents mostly state departments of education and we must be careful not to give over our rights. Is there a legal advisory group to ensure that we are not breaking any laws?
- Mr. Ennis explained that this aspect is being investigated and more research needs to be done.
- Debbie clarified that we don’t yet have all the answers, but David Bong assures that the goal is to keep some version of LinguaFolio free and available to all. However, there may be an enhanced, paid version for specific purposes.
- Carl added that the content belongs to NCSSFL and the technology belongs to the University of Oregon; both components are needed for this to work.
- Helga stressed that this must not be mutually exclusive—North Carolina is using an assessment concept that is based on LinguaFolio. States should still be able to use content that is free for their own purposes.

- Carl pointed out that the Council of Europe has not been proprietary—we have borrowed heavily from their Common European Framework of Reference. Initially each state created its own LinguaFolio, so the concept of intellectual property is murky.
- Ali expressed concern that LinguaFolio may become inaccessible when attached to a price.
- Faye conceded that we can't expect Avant Assessment to do everything for free if we also want them to expand access.
- Debbie felt there are other places where Avant Assessment can profit from LinguaFolio, such as when adding outside assessments as validation.

**Presentation – California Model: United Approaches to Language Education – Duarte Silva, Lorraine D’Ambruoso, Nicole Naditz, Christine Lanphere (CLTA)**  
Highlights from the presentation about advocacy included:

- Advocacy should be the primary tool of a language association and is the responsibility of every educator. Advocacy is included in the requirements to become National Board certified teachers.
- Beliefs should be expressed with clarity without trying to sway opinion. It is important to rely on non-partisan analysis, research studies, reports, and other relevant information aimed at informing and educating the general public as well as policy makers.
- Advocacy is not the same as lobbying. According to the IRS, a 501 (c) 3 non-profit organization cannot devote substantial time or money to lobbying.
- The California Language Teachers Association has an advisor/consultant for advocacy and lobbying. This individual monitors legislation.
- Actions include writing letters to support/oppose upcoming legislation, explaining the rationale for action, being prepared to testify, and creating a welcome packet with a policy brief for new legislators.
- It is beneficial to build alliances with other constituents, such as partner associations (ESL or administrators’ professional organizations), parents/students, state PTA, business representatives, individuals in the political arena, etc.
- A well-planned advocacy agenda includes communicating a focused message in a positive manner, monitoring the political scene and level of public support for specific issues, and activating a plan of action when needed.
- Debbie thanked the presenters and noted how the presentation tied in with the previous presentation by Paul Ruppert focused on collaboration.

**Report – ACTFL Delegate Assembly – Jon Valentine**

- ACTFL Membership information:
  - New online community section on the Web site for members
  - ACTFL Smartbrief
  - Position papers will be posted on the Web for longer public comment
  - Working on an expansion of OPIC (90,000 OPICS in English were taken in Korea last year)

- Student video podcast competition
- 2010 conference theme: Gateway to Global Communities
- Pat Steadman spoke about advocacy and lobbying. He stressed the importance of:
  - Meeting legislators repeatedly in various locales
  - Effective and carefully chosen words—teachers are often too wordy
  - Agreeing on the terminology to be used
  - Being engaged in issues year round
  - Using voice mail rather than e-mail
- Four position papers have been posted on the Web:
  - Use of the target language
  - Heritage/native speakers
  - Class size
  - Professional responsibilities of ACTFL members

### **New Business, Part Four/For the Good of the Order:**

- Debbie had asked Ryan to investigate cost of us putting our name on some of the publications that come out of ACTFL. We would do this to raise awareness of who we are.
  - Susan Grier suggested posting upcoming legislation on our members-only pages to alert others to possible problems.
  - Ryan showed the cost of putting the NCSSFL name onto various publications.
    - ACTFL Smartbrief – from \$2,900-\$12,200. The ACTFL Smartbrief is published by the ASCD Smartbrief, so the costs are the same.
    - Language Educator and Language Magazine are a bit less expensive.
  - Michele asked if they could tell us how many people clicked on the link, to know how worthwhile it may be.
  - Debbie reported that Jacque was interested in this, but is not here to share her vision.
  - Shuhan wondered why we would do this—we have no product or service. What is the purpose?
  - Helga felt it would be better to co-sponsor white papers, etc.
  - Michele added that it might be more worthwhile to attach the NCSSFL brand to LinguaFolio.
  - Debbie indicated that this was not an issue to be voted on; she just wanted to share the idea. We can use our listserv to discuss this later.
- Don announced that many NCSSFL members had funded their own travel, including our officers. He suggested adding an honorarium for officers, so they are not funding their own travel.
  - Phyllis Farrar agreed—most other organizations do this. We have enough in our treasury to support the elected leadership.

- Faye agreed that it should go into Ryan's new budget. Debbie reminded the members that our revenues may decrease again, when the current grants/initiatives end.
- Elizabeth suggested evaluating this on a yearly basis and writing it in as a flexible item.
- Phyllis felt we should build it in as a self-sustaining item through dues/conference fees. Find out what we have/can get and make a long-term plan.
- Helga made a motion that the new executive board should consider adding an honorarium to the budget to cover travel for officers. Faye seconded the motion and it was approved by voice vote.
- Ryan reminded everyone to send him an e-mail with the year they became a member if prior to 2006. He is updating the membership information.
- Elizabeth reminded the members that we will take the annual NCCSSFL group photo during the cruise.
- Ruta asked who was attending the Embassy of Spain luncheon to plan for tables.
- Debbie symbolically passed the gavel to Ruta and thanked the membership for the opportunity to serve as president. Ruta will officially take over as new NCCSSFL president on January 1, 2010.

President Debbie Robinson adjourned the business meeting at 5:20 p.m. and reminded members of the 50<sup>th</sup> anniversary Twilight Champagne Cruise to take place from 6:15-8:30 p.m.

Minutes Respectfully Submitted by Arleen Burns, NCCSSFL Secretary