

National Council of State Supervisors for Languages

2010 Annual Meeting Detailed, Long-Version Minutes November 16-18, 2010 Boston, MA

In attendance: Michele Anciaux Aoki (WA), David Beste (LA), Adriana Brandt (IUPUI-IN), Cassandra Celaya (WY), Ruta Couet (SC), Robert Crawford (WV), Greg Duncan (retired GA), Carl Falsgraf (CASLS), Phyllis Farrar (KS), Helga Fasciano (NC), Tara Fortune (CARLA), Gregory Fulkerson (DE), Ann Marie Gunter (NC), Terri Hammatt (LA), Fran Hoch (retired NC), Maki Watanabe Isoyama (Japan Foundation), Janis Jensen (retired NJ), Janice Kittok (MN), Ursula Lentz (CARLA), Mimi Met (retired NLRC/MD), Cheri Quinlan (NJ), Kenneth Relihan (NH), Don Reutershan (ME), Nancy Rhodes (CAL), Gregg Roberts (UT), Debbie Robinson (OH), Faye Rollings-Carter (retired VA), Marcia Rosenbusch (Iowa St U), Paul Sandrock (WI), Duarte Silva (CA Foreign Language Project), Helen Small (VA), Susan Spinnato (MD), Elaine Tarone (CARLA), Toni Theisen (CO), Madelyn Gonnerman Torchin (MA), Jon Valentine (GA), Jacque Van Houten (KY), Ofelia Wade (UT), Shuhan Wang (NFLC-MD), Elizabeth Webb (GA), Tom Welch (retired KY), Ryan Wertz (OH)

Tuesday, November 16, 2010

The meeting was called to order at 3:06 p.m. by NCSFL president Ruta Couet.

New members and three visiting NADSFL representatives were introduced. Brief introductions and presentation of new members were conducted. Ruta explained that NCSFL members would each introduce themselves more extensively tomorrow at the beginning of the business meeting.

CAN-DO LEARNING

LinguaFolio™ Junior Update – Debbie Robinson, OH

- Debbie reported on the summer meeting in Atlanta to standardize LinguaFolio™ Junior. The group met for several days in Decatur, GA. Participants included David Jahner, Melanie Speed, Cathy Debord, Jacque van Houten, Ann Marie Gunter, Helga Fasciano, Ruta Couet, Cassandra Celaya, Robert Crawford, Terri Hammett, Debbie Robinson, Faye Rollings-Carter, and Adriana Melnyk.
- Debbie described the process used to tackle LinguaFolio™ Junior. The group first evaluated existing documents from Kentucky, Europe, Mimi/Gregg, and others. Smaller groups worked separately on a K-2 version to develop awareness of language or a grade 3-5 transition version.
- The large working committee realized that we need more than just a tool for learners. Adriana challenged committee members to come up with a short sentence to define LinguaFolio™; they found that each individual had slightly different concepts.
- Adriana and Faye are working on a guidance document for use by STARTALK programs. STARTALK program directors and teachers are likely to be unfamiliar with LinguaFolio™;

directors are most commonly from higher education, and these critical language programs often employ untraditional teachers.

- NNELL and NCSSFL may submit a STARTALK grant in the future to continue the development of LinguaFolio™ Junior. It was noted that Jacque is the incoming president of NNELL.

Comments and reactions from members:

- Gregory asked if there is a draft available. Adriana and Faye are working on something for April. KY, WI, NE had Junior versions, but we are working toward having just one NCSSFL version of LinguaFolio™ Junior
- Carl indicated that the interculturality prompts developed by himself, Ruta, Jacque, and Debbie did not perform as well as hoped. A likely reason may be the lack of training in for STARTALK programs using them.
- The current LinguaFolio™ Can-Do's are static; CASLS research shows that they perform well. This will enable us to collect data for STARTALK using LinguaFolio™ Can-Do's.
- Duarte commented that until LinguaFolio™ Junior is institutionalized in the schools, we will continue to have issues with LinguaFolio™ use at the secondary level. Students have no idea how to assess themselves. Debbie added there are two sessions at ACTFL on LinguaFolio™. Faye will reexamine this and develop modules to post.
- Don asked about training for us. Faye responded that modules have been posted on the Web site of the University of North Carolina. Jacque pointed out that we need to train learners as well as teachers. Faye and Adriana are developing guidance for teachers, administrators, and learners. We need to approach LinguaFolio™ as a new philosophy of teaching.
- Michele asked about efforts to collect data about how LinguaFolio™ is being used elsewhere. Carl will present later on this topic as it relates to LinguaFolio™ online. Ruta added that Ali's article for the *Modern Language Journal* includes the results of her five-year longitudinal study. This will be made available to all NCSSFL members as soon as possible. In spite of all of our work, people are not clamoring to use it.
- Tom asked if NCSSFL has an implementation plan. Ruta responded that we do; we are considering moving LinguaFolio™ to its own website, which will allow learners to communicate with one another etc. Members are encouraged to share their thoughts with Debbie; all suggestions are welcome.
- Phyllis asked about LinguaFolio™ implementation in different states. A question about LinguaFolio™ use has been added to the state report.

LinguaFolio™ Online (LFO) - Carl Falsgraf, OR

- Carl reported on the use of LFO by STARTALK, what the STARTALK data tells us, the progress of a pilot beyond STARTALK use, and updated features.
- CASLS has been collaborating with NCSSFL for some time. However, since STARTALK has adopted its use, they are the first users of LFO and the funding comes from the National Foreign Language Center (NFLC) of the University of Maryland.
- The challenge is not the tool itself, but rather getting it out to the people and getting them to use it correctly.
- LFO has 13,000 users from 631 institutions and 13 LFO sponsors for \$31,000
- Carl discussed lessons learned from the STARTALK pilot.
 - It works, but it's not about the tool. Students and teachers must understand why they are using it. Context is everything (why are you studying Spanish vs. they said we have to do this); Professional development is critical (PD is different from training. LinguaFolio™ often challenges personal beliefs).
 - LinguaFolio™ haters include:

- STARTALK victims;
- judge, jury, and executioners (only I can decide about my students' performance);
- instructional delivery systems; and
- assessment nerds.
- LinguaFolio™ lovers include:
 - backwards designers (can-do statements);
 - technophiles (to integrate technology into the classroom); and
 - paradigm shifters (to save the world).
- The fundamental challenge to teachers: I can give students ownership over their own learning.
- Research shows that LFO improves goal setting (based on Ali's research), and goal setting improves learning. The Can-Do's scale well. Self-evaluation is as accurate as teacher evaluation (Steve Ross).
- Future plans for LFO:
 - Create an app for mobile devices such as iPod, iPad, and/or iPhone, which are much less expensive than computers and are always accessible;
 - Adapt LFO for ESL use to assist school divisions with high ELL populations in meeting AYP (CASLS has contracted with a school district for this)
 - Write an EDUCAUSE proposal to use LFO for students entering college with poor academic English skills;
 - Global Language Educators Network (GLEN) two year process of action research project from teachers in rural areas;
 - CASLS wants to put LFO as a free download (open source)
 - Use partners such as Avant to provide free basic service
 - Use a paid subscription service through Avant for full-service

Comments and reactions from members:

- Ruta mentioned that we have been approached by Rubicon to use the Can-Do statements and package them in their curriculum mapping. We gave them permission; they are not profiting specifically from the Can-Do's.
- Jacque noted that LinguaFolio™ is perfect for credit by proficiency.
- Tara has a concern about using LinguaFolio™ in a research sense as related to validity. Carl pointed out Ali's research/methodology and Steve Ross' research. There are tradeoffs in research. Debbie added that it is important to understand what LinguaFolio™ can and cannot be used for. There is a need for additional validated assessments.

Unveiling of Avant Assessment's New LinguaFolio™ Online – Kyle Ennis, Margie Mach, Mike Patterson

- Mike Patterson introduced emerging solutions from Avant. Avant honors the concepts of LinguaFolio™, Carl's work, independent learning by students, etc. He unveiled a new prototype, as yet unnamed, which is similar to a learning management system.

The North Carolina Story – Helga Fasciano, NC; Ann Marie Gunter, NC

- Development of new world language standards was part of North Carolina's Accountability and Curriculum Revision Effort (ACRE). This led to a Framework for Change and the state adopted the CCSSO's definition of formative assessment. NC FALCON online modules were developed to train instructors in use of the framework. There was funding to provide modules for each content area; first online NC FALCON modules are LinguaFolio™ for world language. North Carolina received Race to the Top (RTTT) funding, which was used to accelerate ACRE, and is

moving toward a learner management system that is accessible statewide. A statewide e-portfolio system modeled after LinguaFolio™ for K-12 is being developed and piloted.

Can-Do's in the Immersion Context – Greg Duncan, GA

- Utah's Dual Immersion Program Model is showing language growth and reporting it. Accountability and the need to be able to inform parents about results in second language development are important. Utah has set proficiency targets for each grade for dual immersion programs and has included internal and external testing, including teacher observation checklists created by and for immersion teachers. These were inspired by LinguaFolio™ Can-Do statements; however, students don't self-assess until 4th grade.

Ruta thanked everyone and adjourned the day's meeting at 6:17 p.m.

Wednesday, November 17, 2010

Welcome, Introductions & Officer Reports

The meeting was called to order at 8:48 by NCSSFL president Ruta Couet. Members introduced themselves. Madelyn Gonnerman-Torchin and Katherine Lopez welcomed NCSSFL members to Massachusetts and quizzed us on MA fun facts.

Secretary's Report – Helen Small, VA

- Members were asked to review the 2009 minutes. Several members made corrections.
- Susan made a motion to approve the minutes as amended, which was seconded by Elizabeth and approved by voice vote.

Treasurer's Report – Ryan Wertz, OH

- Ryan explained the multi-page report. We are now tax exempt, which means we can now deduct meeting expenses under 501 3c. Kentucky, where we are incorporated, approved our tax-free status. KY is part of a 22 state consortium. (MA not included.)
- We had modest growth this year; however, expenses more than doubled due to increased costs and inflation as well as an increase in the activities in which we are engaging. We have 78 members (38 SEA, 23 Associate, 17 Retired). Membership has held steady. Additional activities include a subgrant from CASLS (from STARTALK) to complete additional work on LinguaFolio™ and LinguaFolio™ Jr.
- We have increased costs in the area of conferences due to fewer sponsorships and rising prices. Thanks to Gregg Roberts for his hard work in getting sponsors. Income in the past year has been artificially high because of special project funding from ACTFL, which has now ended.
- Ryan forecasted a net loss of about \$1000 for next year. We also have an agreement with College Board, but no contract signed yet. A necessary new expense is hiring Joy Melnyk as a tax preparer and consultant. Joy costs us half of other proposals. Ryan expressed his thanks to Joy. We must now meet complex federal requirements and use special software for accounting. "It is literally a joy to work with Joy."
- Ryan recommended a modest increase in registration fees for the 2011 meeting in Denver. Our registration fees have not changed in recent years. Recommendations include a \$20 increase for SEA and Associate members, and a \$10 increase for retired members, for a net gain of \$900.
- Finally, Ryan was tasked to prepare an annual budget, which he hopes to have ready for the Board after taxes are done in January. It is to be posted on the members-only portion of the Web site. We run a tight ship and have avoided going into the red.

- Ryan reminded members that his term ends after this year. He will be happy to explain the duties to those interested in taking on this challenge.
- Don made a motion to approve the report, which was seconded by Helga and approved by voice vote.

Report of President-Elect (Trademarking) – Gregory Fulkerson, DE

- Gregory reported on the progress of trademarking the logo for LinguaFolio™, which was designed through a student contest sponsored by Gregg Roberts. Gregory gave a definition of trademark and summarized trademark law. Initial information indicated that it could be done simply and relatively inexpensively online through TEAS. Gregory attempted to do this online but received warnings that if any mistakes were made, the application could be denied and additional fees charged. Gregory reported this to the Board and the Board agreed to hire Mr. Meade to pursue the process at a cost of \$1,900. The LinguaFolio™ trademark paperwork was officially submitted in Sept 2010, but can take up to a year to process/approve. While awaiting approval we can start to use the ™ symbol. Ruta thanked Gregory for his work.

Report of the Past President (LinguaFolio™) – Debbie Robinson, OH

- Debbie reported on LinguaFolio™ seal of approval. Avant and Rubicon have requested that we provide them with a seal of approval.

Comments and reactions from members:

- LinguaFolio™ Online prototype as presented by Avant Assessment:
 - Board members had no idea what would be presented by Avant yesterday. No one was expecting a classroom management system.
 - Avant originally wanted to share their prototype with only the Board; Ruta wanted all to see it.
 - Carl asked members to share their comments with Avant to help steer this. They are receptive to how we want it used.
 - Don asked where we are with our negotiations with Avant. Ruta explained that the change in administration (to Mike Patterson) has delayed this. Mike contacted Ruta six weeks ago to ask if we are still interested; we want to see new updated proposal.
 - Jacque expressed concern that NADSFL was here for the presentation but didn't hear any discussion of our reactions. Ruta will send them summary of our comments.
- Seal of Approval
 - We are not trademarking the seal; we are trademarking the concept of LinguaFolio™. LinguaFolio™ has had an impact on various states, including KY, OH, NC, with ESL, Carl's work, etc.
 - We must always add the symbol ™ when we write about LinguaFolio™; the symbol will change to ® when approved.
 - Phyllis asked about the process for each state to use LinguaFolio™ materials as the basis for a state folio. Debbie explained that states can use the materials on the Web site now with the ™ symbol. The problem is with for-profit entities.
 - Phyllis asked if we are selling the rights; Debbie said we will wait to see their proposal. Carl asked about LF use by a non-profit; can use without permission and use TM. Ruta said we want to keep it available at no charge to non-profits. They may not change content.
 - Nancy asked about what we mean by "seal of approval." Debbie explained that it just means they are using our intellectual property with our blessing.
 - Ryan interjected that we must be especially careful when we ask for money for our intellectual property as a 501 3c. We must be using the money for development costs.

- **LinguaFolio™ Junior**
 - STARTALK may provide funding for development of LinguaFolio™ Jr. Adriana and Faye will be working on Interculturality prompts and LinguaFolio™ Jr.
 - Michele pointed out that it would be nice if we knew who was using LinguaFolio™. This may involve additional record keeping, but it is worth it financially to invest in staying ahead of the development. The demand is there; we must keep up. Speeding up LinguaFolio™ Jr is a high priority.
 - Jacque needs direction for NNELL Board meeting on Friday and wants to know how NNELL can participate. She can get LinguaFolio™ Jr. into the NNELL journal, Webinars, etc. Debbie is in favor of anything that is cost-free.
 - Gregory proposed that we develop a national plan for development and implementation for LinguaFolio™/ LinguaFolio™ Jr. We could work with NNELL. Ryan says we have a framework, but Debbie says it comes down to funding. Not much has happened since the meeting.
- Ruta mentioned the possibility of ordering items with the NCSSFL logo from Land's End. Information is in the booklet. Jacque quipped that it was too bad we didn't have the option this year; we could have had a Boston "Teal" Party.

Report of the Vice President (Sponsors) – Gregg Roberts, UT

- Gregg reported that we have been able to come up with enough sponsors to avoid dipping into NCSSFL funds. Members were encouraged to thank the sponsors; the list is in the program. Ruta thanked Gregg for his hard work in obtaining sponsors.
- Madelyn commented on how nice the sponsor page is in the program. Ruta thanked Debbie, who thanked Helga. Ruta will plan to continue the layout with logos.
- Faye suggested we put up a poster outside of our meeting room to show our appreciation more. Past sponsors have felt unappreciated. Gregg says we will have posters in Denver.

Report of the JNCL Delegate – Jacque Van Houten, KY

- Jacque reported that JNCL is undergoing reorganization. Information is often sent late; the office is understaffed.
- A committee has been formed to look at what we do with JNCL. JNCL produced a long survey; survey takers were frank in their comments. ACTFL and the Asia Society are at odds with JNCL. We need a different approach to the work, such as meeting with other legislators and using other tools (Web). The January Legislative Day is a blend of face to face and Skype. JNCL is trying to envision a new way to conduct business. If members have suggestions for improvements in the process, please let Jacque know.
- JNCL pushes for postsecondary education; needs to push more for K12.
- JNCL is considering whether or not for-profit organizations should be members.
- Ruta proposed we continue this discussion on our members' only site and conduct 1-2 webinars.

Report of the Website Coordinator (Members Only) – Don Reutershan, ME

- Don asked members to actually participate in discussions on the members' only site when Ruta asks. It is very easy to use.
- Updating the Web site is a constant struggle. As of today, everything up to date as far as what has been submitted.
- Members who have not yet completed their state reports should do so ASAP. They include a wealth of information.
- We need to revamp the home page and add/change photos. Faye has volunteered to assist Don in reviewing. Please make suggestions to Don for Web site improvements.
- If you don't know how to use listserv, just contact Don. Do not use CC's or attachments on the listserv.
- Ruta thanked Don and reminded him that there are no term limits on his position.
- Ryan passed around the membership list and asked members to update their contact information.

Vote on Meeting Dates for 2011 – Ruta Couet, SC

- Ruta moved that we retain Tuesday, Nov. 15, 2011, as our annual workshop day, beginning at 3 p.m. Debbie seconded the motion, which was approved by voice vote. The business meeting will take place on Wednesday and Thursday, Nov. 16-17.

Vote on Dues and Registration Fees – Ruta Couet, SC

- Ruta moved that we increase conference registration fees as described in the treasurer's report, with a \$20 increase for SEA and Associate members, and a \$10 increase for retired members. The motion was seconded by Elizabeth and approved by voice vote.

New Business – Part Two

- Ruta had Debbie pass out new NCSSFL pin to members.

Virtual WL Learning in the 21 Century

"Good" Technology-Based Learning – Ryan Wertz, OH

- Ryan warned the group that he is not an expert. His purpose is to set the tone for the remaining morning presentations on the topic of virtual language learning, activate prior knowledge, and examine and react to the draft guidance document developed in OH.
- Ohio is a local control state; they are putting together a framework to guide schools and district decision-makers when considering online course and commercially-available language learning products. They would like our input and are willing to share final document.
- Ryan first asked groups to discuss and then share out comments about what constitutes "good" technology-based language learning.
- Ryan later divided the room into five groups and tasked each with reviewing a specific section of the draft document and reporting out.

Comments and reactions from members:

- Tom commented that the title does not match the document. We are asking the wrong question.
- Terri wanted to know when the document will be ready. There is no definite date, but it is a priority.

North Carolina Virtual School – Helga Fasciano, NC; Ann Marie Gunter, NC

- The Virtual School is mandated by the state. NC has seen a huge jump in world language enrollment and has added additional languages.

- Having conversation coaches is a key component of the success of the program. Another important feature is the Culture Cafés: online meetings with discussion.
- NC has free digital textbooks and other materials available that were developed as part of a FLAP grant. See LearnNC's critical languages page at <http://www.learnnc.org/lp/pages/6427>.

Comments and reactions from members:

- Carl added that national STAMP performance data is available from the Web site (for comparison purposes).

Virginia FLAP: Chinese and Arabic - Helen Small, VA

- Virginia expanded its online language offerings through a FLAP grant to develop AP Chinese and Arabic I-III. Helen explained the curriculum development process and gave an overview of program features.

Criteria for Online WL Teachers – Ruta Couet, SC

- Presentation skipped due to a lack of time

Supervisors of the Year Awards Luncheon

- Debbie Robinson (NCSSFL) and Paula Patrick (VA – NADSFL) were honored.

International Benchmarking: What We Can Learn from Europe

- David Little presented a fascinating overview of the evolution of Council of Europe Language Policies. Jacque introduced David and gave some background information. European language policies owe a great deal to David, especially the work on learner autonomy.
- David was asked to speak about five tools: CEFR; ELP; Europass; Autobiography of intercultural encounters (AIE); and From linguistic diversity to plurilingual education: Guide for the development of language education policies in Europe
- Presentation title: The Council of Europe and Language Education: Policy and Practice.
- Part I: Overview of Tools (CEFR, ELP, EuroPass, Autobiography of Interculturality); Dissemination of Policies and Tools to Teachers and Schools; Research on Teaching and Learning; Assessments for External Validation
- Part II: Current projects on plurilingual and intercultural education; The right of learners to quality and equity in education; The role of language and intercultural skills
- The presentation was filmed and will be available to NCSSFL members.

Comments and reactions from members:

- Shuhan asked for an explanation of the profiles and typical issues. Issues in Austria included: 1) Transitions: how to avoid starting in elementary, starting again in secondary, starting again in postsecondary; 2) Changes in certification standards (Paedagogische Akademien); 3) Neighboring languages and linguistic minorities and how to do more to develop them. They also focused on German as a second language for immigrants. In the end, the profile was very different from the experts' report.
- Michele asked whether the policies only relate to languages taught in schools. Some countries don't have a long history of their own official languages. All of the policies are posted on the Web sites; the experts' reports are not posted.
- Jon asked about the ability for students to reflect in the target language and if all parts of this tool are in the target language. This is a hotly debated point. The CoE requires that all be published in the languages of the countries. However, they have developed all rubrics and checklists in all languages. Some believe they must use L1 to reflect profoundly; David disagrees. However, many reported that learners assumed they were supposed to reflect in L2. In some countries

(Spain) there are portfolios for preK; preliterate students. Most wait until age 6; developing literacy.

- Jacque asked about the validity of the CEFR. The CEFR is based on European languages – what about Chinese or other non European languages?
- Carl noted that the benchmarks developed from the framework seem to have been validated, but not the framework itself. So, Turkish immigrants learning German may need different benchmarks than another scenario. Yes; it would have to pay attention to local curriculum, etc. ACTFL guidelines are validated but not the instruments based on them; in Europe, the instruments are validated rather than the framework.
- Jon asked how the progression (A1-A2-B1) reflects how we teach. Normally we teach the highest levels and kids fill in. In many cases, kids are taught with goals related to the levels (begin with words/phrases, etc.) David said no; this should just be a description of what happens naturally as kids progress.
- Fran was interested in ESL issues and asked if there were plans to look beyond the B1 level. Here they plateau, but this is deceptive. They lack academic language. What happens beyond B1? David replied that there are no immediate plans for such research. For secondary students, children of immigrants can make up 80% of class. Perform at the age of 7-8. Post primary level: see <http://www.elsp.ie>. B2 is the level needed for school leaving exams. Instruction is focused on textbooks and exams to identify needed academic language.
- Tara was fascinated with the suggestion that kids should do the metacognitive pieces in the target language. A Canadian movement is recommending more explicit compare/contrast between L1 & L2. How does that fit into immersion contexts? David agreed that's the way to go. There is some evidence of benefits from this mix of languages. There are 160 different home languages in Ireland as well as a large Polish minority.
- David explained the Council of Europe's approach to validation of the CEFR and ELP. Originally, some levels were set arbitrarily. This led to a concern that levels may be devalued. The Language Policy Division developed a manual for linking language examinations to the CEFR. The ELP was piloted from 1998-2000. Validation will be replaced by registration on the basis of self-declaration in January 2011.

Ruta adjourned the day's meeting at 5:15 p.m.

Thursday, November 18, 2010

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

- Welcome and overview (Eileen Glisan, Ruta Couet, Rita Oleksak)
- Enrollment Surveys and Standards Grant Update (Marty Abbott)
- Common Core Standards, The Global Matrix, EdSteps (Margaret Millar)
- World Languages 21st Century Skills Map (Toni Theisen)
- H.R. 6036 and Languages in ESEA (Susan Frost)

Ruta reconvened the NCSSFL business meeting at 10:45

Race to the Top Discussion, Part 1 – Gregory Fulkerson, DE
(Defining Highly Effective Teachers; Defining Student Growth in World Languages)

- Gregory gave an overview of the requirements of RTTT. In Delaware, for example, world languages are not directly mentioned in their proposal, but two areas were impacted: 1) linking data on student achievement to teachers; 2) attracting and retaining teachers.
- DPAS II – Delaware Performance Assessment System already in place. It included an undefined student growth component. Each content area has been tasked with determining appropriate measures for student growth as part of the teacher evaluation.

Comments and reactions from members:

- Elaine pointed out that growth is organic and is not the same for all areas.
- Mimi's group added more questions, such as what are we measuring?
- David Little pointed out that growth is not vertical as is often supposed. Growth can constitute moving from one level to the next OR being able to do more tasks at a particular level. Growth can be vertical and/or horizontal.

Members attended a joint luncheon with NCSFL and NADSFL

Presentations included:

- Report from the CEFR Meeting in Leipzig (Ray Clifford)
- Introduction of the Teacher of the Year finalists (Lisa Lilley)

Ruta reconvened the NCSFL business meeting at 1:15.

- Jacque addressed the membership about the purpose of the Leipzig meeting with ACTFL guidelines and CEFR, and clarified inaccuracies in Ray's earlier presentation during lunch. Some of the cultural issues included different concepts of description of the levels. ACTFL misunderstood that LinguaFolio™ Jr. was for K-12. ACTFL also thought the meeting was about testing.

NCSFL Members' Successes – Helen Small, VA

- Helen showed a PowerPoint presentation highlighting members' successes throughout the past year.
- Janis Jenson was honored for her contributions to world language education on the occasion of her retirement. Cheri gave comments about Janis' contributions and Ruta presented her with a gift in recognition of her service.

Follow-Up of the Delegate Assembly: State Reactions – Gregory Fulkerson, DE

- Gregory asked us to work in small groups to react to various topics presented during the delegate assembly. We were asked to react to the presentations on Common Core State Standards, the Global Matrix, EdSteps, the Partnership for 21st Century Skills World Language Skills Map, and HR 6036, and find patterns in the reactions.

Comments and reactions from members:

- Michele commented that we should ask teachers to submit items from LinguaFolio™ to EdSteps.
- Elizabeth urged us to encourage teachers to submit samples to EdSteps.
- Debbie said they suggested we submit in other languages, then sign up as a rater.
- Gregg said that the common core is affecting their immersion programs right now, since they are teaching math through another language.
- Michele urged us to move forward on common core and EdSteps.
- Gregg said we need to attack monolingualism. International education folks seem to think one can be globally competent without knowing other languages.
- Elizabeth says they are slowly seeing the light and are embedding world language wording into the matrix.

- Helga felt that the presentation about HR 6036 was best. Helga would like to know how the legislation will impact the kids in the individual congressional districts. Gregg says that Susan will be at Helga's presentation; she can ask.
- Debbie says we need to support model programs across several models, not just immersion. We must support a range of program models and languages, as long as they lead to proficiency.
- Gregg added that to be cost effective, programs need to lead to proficiency.
- Adriana says this puts a huge responsibility on the profession to change attitudes about world languages. Leadership is required so we don't lose this opportunity. We must step up and succeed in developing proficient, communicatively competent students. Let's make sure the conversations don't derail us.

Race to the Top Discussion, Part 2 – Gregory Fulkerson, DE

- Gregory led a discussion seeking answers to several questions:
 - What are the proficiency targets for a year's learning?
 - How do we know when students have met the targets?
 - How do we manage data about student growth?
 - How can states form consortia to provide training on measuring growth in language proficiency?

Comments and reactions from members:

- Shuhan agreed that we can use proficiency targets, but must also develop sublevels. Otherwise a student may be at Novice High for two years and others won't understand. We must develop a more granular system.
- Tom cautioned us not to develop a system that is anti-learning. Don't make it a bad idea to have a kid not learn too much. Don't discourage learning.
- Gregory asked what we should do with these targets.
- Michele didn't think you need to define targets to define growth, unless you are awarding credit for something other than seat time.
- Helga agreed that we are looking at growth being the student moving along the language learning trajectory. The target is not Novice High to Intermediate Low, but rather that the student is gaining in language proficiency. We can use ACTFL or CEFR.
- Faye agreed that it should not be seat time. We must have anchors/targets for this purpose, but need to educate others that these are not end targets.
- Cheri suggested replacing levels I, II, III with ACTFL proficiency levels.
- Janice said they have tried it. It was hellacious because colleges didn't know how to place students based on proficiency levels.
- Gregory preferred anchors rather than targets. Proficiency anchors are not end-alls; they help transition to a proficiency-oriented approach. Helga suggested learning trajectories.
- Elizabeth agreed with the need for more granularity. Generally, states have set up the percentage of ELL's that have to make progress. Part of the problem here is that we haven't done it before and don't have the data. We need to be generous about the percentage of students that need to make progress.
- Gregory added that if using LinguaFolio™, a student with exploratory background can start out having checked off several things, but will check more by the end of the year, showing growth.
- Carl said that assessment nerds will complain, and not all can-do's are created equal. How do you determine how much growth?
- Elaine pointed out that we can't equate kids anyway. For some kids, one additional check might be huge.

- Debbie acknowledged that this is a difficult task, but our colleagues have been struggling with this for a year. We are already ahead of the game since we have proficiency descriptions. We need to hold the field accountable.
- Gregory shared a list of possible measures including national exams, LinguaFolio™, STAMP, NOELLA, AP, etc. End of Course (EOC) IPA's are included.
- Phyllis pointed out that the national exams can be used in a useful way; can get a national mean from the scores for comparison purposes. Don't dismiss them.
- Gregory said that the recommendation was to use no more than two assessments.
- Gregory thanked the NCSSFL members for their comments and input, which he found very helpful. Other states will also have to do this; NCSSFL members can work together and benefit from one another's ideas.

State Initiative: New Jersey's FLAP Grant – Cheri Quinlan, NJ

- Cheri shared information about NJ's FLAP grant. Goals included measuring and tracking proficiency and growth using OPI(C)/WPT and STAMP as well as valued incentives such as honor society membership.
- New Jersey has established articulation agreements wherein colleges have agreed to place students based on proficiency. Student proficiency growth is documented on the diploma and transcripts. Students participate in an awards ceremony and benefit from a weighted GPA.
- Students at the intermediate level may participate in community service or internships, which is added to their transcripts. Additional credit is received for growth beyond a certain level.
- Professional development for teachers over the three years of the grant includes topics such as OPI familiarization, crossing major borders workshops, LinguaFolio™, using data, MOPI, IPA training, K-16 articulation, and SLA.

STARTALK Update – Shuhan Wang

- Shuhan encouraged members to consider how we can use STARTALK to enhance what we do in our states, as well as how we can help STARTALK. The goal of STARTALK is to build capacity and infrastructure.

Comments and reactions from members:

- Debbie asked if we have data about what happens to kids after STARTALK. Shuhan acknowledged that this is a challenge; it is difficult to track kids or provide opportunities for continued learning. We are seeing FLAP grants coming out to support kids who started in STARTALK.

Project IMPACTFL – Duarte Silva, CA; Diana Kofman, CFLP

- The California Foreign Language Project (CFLP) has funding for NCSSFL members to go to Stanford in July 2011 for professional development (Model Sharing Institute). Members should refer to the CFLP Web site.

Good of the Order – Ruta Couet, SC

(Which ACTFL sessions should we sponsor next year; white paper on distributed learning; top 10 myths of language learning)

- Ruta directed our attention to the two flyers about FLAP funded initiatives in SC: Kite-LL and K-8 methods course online.
- Elizabeth commented on the white papers in the packet from the Delegate Assembly. The role of technology in language learning statement looks fine. The certification statement may be difficult.
 - Gregg suggested we post these on our members-only site and discuss.

- Ruta asked for suggestions for our six session slots for ACTFL next year. This year we did three double sessions. The deadline is in January.
 - Janis suggested she and Michele present on the topic of advocating for world languages through Common Core State Standards.
 - Duarte suggested a session on different states' approaches to teacher education/certification. Gregg pointed out that it is often a legislative decision.
 - Elizabeth suggested teacher performance effectiveness measures. This could be a double session with NADSFL on what RTTT states are doing.
 - Cheri suggested we have similar titles for all of our sessions. NADSFL started all of theirs with "Learn with NADSFL." Duarte suggested "Lead with NCSSFL."
 - Shuhan recommended that we talk about immersion programs and urban language learning. Gregg said we are doing it this year, but could do again.
 - Ruta asked if we should make LinguaFolio™ be a staple. Elizabeth suggested finding people such as NC NADSFL members to do the training as a pre-conference session.
 - Phyllis suggested linking world languages with CTE.
- Ruta asked about the white paper on distributed learning. Debbie felt we should not do this with ACTFL. We could combine it with the OH work and resurrect it.
 - Gregg questioned whether we should do dueling white papers with ACTFL.
 - Helen advocated for producing something more practical along the lines of OH document.
 - Adriana questioned the purpose of the white papers. The statement just sits there until someone uses it.
 - Elizabeth felt it is a question of context. If we have something to say, we should say it.
 - Gregg pointed out that there is a lot of expertise in this room, and we should focus our guide on that.
 - Ruta suggested we may want to strike a balance and not compete with other groups.
 - Shuhan has used white papers in the past to get things done.
 - Tom said there are valid reasons we would not agree, so as time goes on, we may indeed need to put out different perspective from ACTFL.
 - Ruta proposed talking to the original group to see what they want to do, such as a marriage of the OH document with the original position paper.
- Ruta reminded us how we can order Land's End items with NCSSFL logo.
- Janis suggested that we have a resources section of members only section with PPT's and pamphlets. Janis also thanked the Board for planning the agenda and providing stimulating conversation.
- Ruta will send out a survey monkey and asked for our feedback and suggestions for topics for next year. Do we want to continue to chunk topics/discussions? Ruta also explained why we didn't have Internet access for everyone. (\$700-800 per day.)
- Gregory supported Adriana's earlier call for a national plan for LinguaFolio™. We still have a lot of questions about this. What should be the appropriate next steps?
 - Adriana added that her concern is the perpetual issue of not all of us really understanding what it is. This is bigger than what a committee can achieve. It is dangerous to trust just one committee. There is a lot of expertise in the room and it is all of our collective responsibility. LinguaFolio™ has the potential to be huge.
 - Jon encouraged members to the members-only site to discuss it over the next 12 months.
 - Elizabeth questioned whether we have the luxury of that much time. There are external players and needs that are driving this.
 - Adriana suggested we maximize our time here by being intentional about the information shared in advance and leave time for discussion.

- Ruta agreed to make the agenda leaner and allow more time.
- Jon suggested members have six months or a year and are responsible for getting up to speed.
- Ruta suggested webinars to get us up to speed. Next year on Tuesday we can make specific decisions and develop a specific national plan of implementation.
- Gregg wanted to build in some open forum time for discussions.
- Jon reiterated that LinguaFolio™ is a key issue and we need to commit to it.
- Faye was concerned that time is an issue; the outside world moves quicker than we do.
- Ruta added that Avant will approach us with a proposal for taking our Can-Do statements. The proposed online LinguaFolio™ has flaws, so we would only feel comfortable accepting money for our intellectual property if they make the changes we want.
- Ann Marie suggested we discuss this via a webinar.
- Ruta tasked Jon and Don to work together to get things on the site; Debbie will work with Avant. Gregory will assist Debbie and plan webinars. The first discussions will take place in January.
- Ruta thanked members for participation.
- Ursula announced free teacher development modules and distributed flyers to those interested.

Ruta adjourned the meeting at 5:30 p.m.