



Minutes of the Fifty-Fifth Annual Business Meeting

November 14, 2014

Pre-Conference Webinar for Old Business via GoToWebinar

Attendees: Marty Abbott (ACTFL); Michele Aoki (Assoc.-WA); Greg Barfield (GA); David Beste (LA); Caterina Blitzer (IN); Micaela Claus-Nix (GA); Ruta Couet (SC); Robert Crawford (WV); Bob Davis (College Board); Desa Dawson (OK); Phyllis Farrar (KS); Helga Fasciano (NC); Gerhard Fischer (WI); Gregory Fulkerson (DE); Ann Marie Gunter (NC); Terri Hammatt (LA); Lisa Harris (VA); John Kaminar (AR); Jay Ketner (ME); Cristina Ladas (Assoc.-AZ); Bonnie Pechulis (MD); Cheri Quinlan (Ret); Mary Rice (CA); Bill Rivers (JNCL-NCLIS); Amanda Rollins (Japan Foundation); Paul Sandrock (ACTFL); Kathy Shelton (OH); Duarte Silva (CA); Helen Small (Assoc.-VA); Paula Sondej (OH); Susan Spinatto (MD); Madelyn Gonnerman Torchin (Assoc.-MA); Jacque VanHouten (Assoc.-KY); Shuhan Wang (Ret.); Elizabeth Webb (Assoc.-GA); Tom Welch (Ret.); Ryan Wertz (OH)

Friday, November 14, 2014

Ryan Wertz called the virtual pre-conference webinar to order at 2:07 p.m. Both the visual and audio aspects of the meeting were recorded, and this recording serves as the official minutes for this portion of the 2014 Annual Business Meeting. Members may review the webinar via the NCSSFL YouTube channel at <https://www.youtube.com/watch?v=Wziz9loSrpQ>. The agenda for the 2014 Pre-Conference Webinar for Old Business appears below:

1. **Welcome and Introduction of the NCSSFL Executive Board – Ryan Wertz (OH)**
2. **Report of the President – Ryan Wertz (OH)**
3. **Report of the Secretary – Desa Dawson (OK) for Lynn Fulton-Archer (DE)**
4. **Approval of the 2013 Minutes – Ryan Wertz (OH)**
5. **Report of the Treasurer: Financial and Membership – Lisa Harris (VA)**
6. **Approval of the Treasurer’s Report – Ryan Wertz (OH) and Lisa Harris (VA)**
7. **Report of the President Elect/Call for 2015 *Lead with NCSSFL Sessions* – Ann Marie Gunter (NC)**
8. **Report of the Vice President and Annual Meeting Sponsorship Update – Robert Crawford (WV)**
9. **Report of the LinguaFolio® Committee Chair – Ruta Couet (SC)**
10. **Report of the SSoY Award Committee Chair – Ryan Wertz (OH) for Vickie Scow (NE)**
11. **Report of the Web Coordinators – Kathy Shelton (OH) and Don Reutershan (Ret.-ME)**
12. **Report of the JNCL Delegate – Helga Fasciano (NC)**
13. **Short Tutorial of the NCSSFL Membership Portal – Lisa Harris (VA)**
14. **Address by Director William P. Rivers, JNCL-NCLIS**
15. **Address by Exec. Director Marty Abbott and Director of Education Paul Sandrock, ACTFL**
16. **Address by Exec. Director Robert Davis, College Board Chinese language & Culture Initiative**
17. **Q & A Related to Old Business**
18. **Annual Meeting Highlights and Logistics; Adjournment**



**November 18-20, 2014
San Antonio, Texas**

Attendees: Greg Barfield (GA); David Beste (LA); Micaela Claus-Nix (GA); Ruta Couet (SC); Robert Crawford (WV); Desa Dawson (OK); Greg Duncan (Ret.); Phyllis Farrar (KS); Helga Fasciano (NC); Gregory Fulkerson (DE); Lynn Fulton-Archer (DE); Paris Granville (WA); Ann Marie Gunter (NC); Jill Landis-Lee (UT); Terri Hammatt (LA); Lisa Harris (VA); Robin Holbrook (WY); Jay Ketner (ME); Cristina Ladas (AZ); Ursula Lentz (MN); Stacy Lyon (UT); Meg Malone (CAL); Mimi Met (Ret.); Erin Papa (RI); Bonnie Pechulis (MD); Cheri Quinlan (Ret.); Nancy Rhodes (CAL); Debbie Robinson (WV); Julio Rodriguez (NFLRC); Amanda Rollins (Japan Found); Vickie Scow (NE); Duarte Silva (CA); Paula Sondej (OH); Susan Spinatto (MD); Julie Sykes (CASLS); Elaine Tarone (CARLA); Madelyn Torchin (MA); Shuhan Wang (Ret.); Tom Welch (Ret.); Ryan Wertz (OH)

Location: Grand Hyatt San Antonio – Presidio B (3rd Floor)

Tuesday, November 18, 2014

Welcome and Overview

Ryan Wertz called the meeting to order at 3:04 pm, welcoming everyone to San Antonio to the Fifty-Fifth Annual Meeting of the organization. Ryan reminded the group that their gift bag contained the program and the meeting agenda as well several other items for members including “Monolingualism” bumper stickers and a NCSSFL power pack. Ryan thanked everyone who participated in the “Old Business Webinar” on Friday, November 14, and explained how holding the webinar beforehand has opened up more time for professional learning during this meeting. He reviewed the overall structure of this year’s meeting, highlighting changes including a joint keynote workshop with NADSFL and a change in the time NCSSFL participates in the ACTFL Assembly of Delegates.

NCSSFL Professional Development

Leading Large-Scale Statewide Initiatives: The Stages of Active Implementation

Gregory Fulkerson presented information from the National Implementation Research Network (NIRN) and an overview of his work with the Maryland Department of Education and WestEd. He shared two key questions that framed the work at MDE: 1) How do you know the work is going to be sustainable? and 2) How do you know the work can be replicated successfully? After sharing learning targets, Gregory asked participants to activate background knowledge by completing a “State Initiative Inventory” which then became the basis of conversation among participants. Conversation about the inventory was guided by three questions: 1) Which ones were/are successful? 2) What were/are the key factors in that success? and 3) Which ones did you lead/are you leading?

The presentation continued with an overview of Fixen’s four stages: Exploration, Installation, Initial Implementation, Full Implementation; and a definition of the work: “Implementation: A specified set of activities designed to put into practice an activity or program of known dimensions”. According to Fixen, 80% of educational initiatives fail, yet by applying the stages of Implementation, 80% of educational initiatives will succeed. Participants explored each of the stages via a jigsaw activity then summarized their learning from their “core teams” in a whole group debrief.

❖ Break: Sponsored by TWelch Consulting

Delaware Immersion and the Stages of Implementation

Lynn Fulton-Archer shared how the Stages of Implementation have been applied to the Delaware World Language Initiative. She gave participants background knowledge about the growth of immersion in the state and some of the experiences which have led to Delaware implementing the stages with new immersion programs. She shared documents created with the group, including NIRNs Hexagon Tool, used during the Exploration Stage, as well as "Leadership Strategies Aligned with the Stages of Implementation". Participants explored each of the DE-specific stage documents via a jigsaw activity then summarized their learning from their "core teams" in a whole group debrief.

North Carolina World Language Collaborative and the Elevator Speech

Ann Marie Gunter introduced the capstone activity to participants, asking them to reflect on their initiatives inventory then create an "Elevator Speech" with five to seven talking points framed in the context of purposefully moving through the implementation stages for the identified initiative. Participants were asked to record their elevator speeches and email them to Gregory Fulkerson for uploading to the members-only section of the NCSSFL web site to serve as resources for members.

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

Wednesday, November 19, 2014

❖ Breakfast: Sponsored by Middlebury Interactive Languages and Santillana, USA

Ryan Wertz welcomed the members of NCSSFL and NADSFL to the morning session, which began at 8:50am. Ryan reviewed the themes of the meetings (NCSSFL: Supporting State-Level Efforts to Increase Learner Proficiency / NADSFL: Novice is not Enough!) and introduced Fernando Rubio, keynote presenter.

NCSSFL-NADSFL Keynote Workshop

Building Toward Proficiency: What We Need to Make it Happen

Dr. Rubio began the session by sharing three learning targets for the workshop: 1) Describe the progression from performance to proficiency, 2) Describe the stages in the acquisition of new L2 features, and 3) Integrate assessment and instruction to promote learning. He continued by highlighting some of the benefits of language learning and shared several research-based infographics about language learning trends (academic benefits, comparison of language study in Europe and the US, decreasing numbers of elementary language programs, decreasing numbers of middle and high school language students, a decrease in Higher Ed students enrolling in modern languages). Dr. Rubio then discussed what "we" need in order to become proficient in languages, highlighting the work of Malcolm Gladwell, author of *The Outliers*, and the ideas of "time on task" and the "10,000 hour rule", that if you want to be an expert on anything, you have to have 10,000 hours of time on task.

Dr. Rubio framed the main portion of the keynote by sharing three questions with participants: 1) Where am I going? (What are the goals?), 2) How am I doing? (What progress is being made toward the goal), and 3) Where to next? (What activities need to be undertaken to make better progress?). He highlighted the features of both "performance" and "proficiency" and used the visuals of islands of

performance that become continents of proficiency which lead to global proficiency. With regards to question 1, he reiterated the importance of sharing program goals with all stakeholders throughout the process. He continued by highlighting the trajectory of progress and degrees of control moving from conceptual control to partial control to full control of language features giving several examples of each degree of control, ways that teachers may plan a lesson to move from one degree to another, and then sharing some functions by proficiency level and degree of control. Participants then worked in groups to design learning tasks that would move students through the degrees of control.

Continuing the workshop, Dr. Rubio highlighted the importance of good diagnostics and their role in helping students progress from one degree of control to the next and moving students from performance to proficiency. He shared a basic rubric with participants that he recommends teachers internalize and use whenever evaluating student performance. The components included the proficiency levels of novice, intermediate and advanced, identification of students being at level and demonstrating either no evidence or some evidence, and identification of students being at level and demonstrating either minimal evidence or full evidence. After group discussion at tables, Dr. Rubio shared examples of student work samples and asked participants to apply the rubric to each of the samples.

Dr. Rubio transitioned to the last segment of the workshop by discussing efficient support and feedback that teachers provide to students. He highlighted the importance of scaffolding and how student/teacher interactions in the classroom can be structured to provide scaffolding to students. He reviewed the IRE interaction model (Initiation, Response, Evaluation) in which the teacher decided what to talk about and then evaluates the student. Instead of this, we want to focus on IRF interactions (Initiation, Response, Feedback) with students in which some modeling or corrective feedback is provided and turns the interaction into a learning opportunity. Dr. Rubio shared error correction methods including recasts, explicit corrections, and prompts (clarification requests, elicitation, metalinguistic information). He stated that teachers should move away from recasts in which the teacher does the work to prompts in which the student has to do the work to make the correction. He then highlighted a process of dynamic assessment which combines teaching and assessing to help students progress in their language development and the teacher's understanding of the degree of control the student has over the linguistic features, sharing several examples of the process. He concluded the workshop by summarizing the process and sharing a cycle of design > build > teach > revise. During the design and build phase, educators need to understand proficiency development. During the teach phase, they must provide feedback to students and adapt future activities to move students forward.

❖ Break: Sponsored by Avant Assessment and World of Reading

Welcome and Wednesday Overview

NCSSFL members returned to their meeting room for the rest of the morning session. Ryan welcomed attendees back to the session and asked new members/attendees to introduce themselves. Ryan thanked members for completing the "Talents and Expertise Survey" and reminded them that results from the survey are being highlighted onscreen during transitions throughout the meeting. He made brief comments about the morning workshop then reviewed the rest of the day's agenda from the program.

Panel: *Building Proficiency through Support for High Quality Immersion Programs*

Ryan moderated a panel on immersion including Helga Fasciano (NC), Lynn Fulton-Archer (DE), Terri Hammatt (LA), Ursula Lentz (MN), and Gregg Roberts (UT). The panel was framed around three focus questions: 1) What does immersion look like in your state? 2) How is the notion of proficiency being supported in your programs? and 3) In a perfect world, what would be in place for programs? Panelist responses to the questions included the following:

North Carolina

Overview: There are over 90 programs across NC and 4 different instructional models. 26 of 115 districts (23%) have a DLI program and goal is to have 1 in every district.

Proficiency Support: NC is developing administrator guides for what they need to be looking for in the classroom, focusing on IPAs and moving from just goals and objectives to a proficiency approach.

In a Perfect World: NC doesn't have political leaders on board, the community / press is uninformed. It would be nice to not have to spend 90% of the time educating everyone.

Delaware

Overview: There are currently 12 state supported and 2 charter schools with immersion. Delaware is moving into full implementation since more than 50% of the targeted number of schools are now in place.

Proficiency Support: Proficiency training is provided to teachers 4-5 times a year (Proficiency 101 and Proficiency 102) during statewide professional learning sessions. The state is considering providing modified OPI training for immersion teachers.

In a Perfect World: There would be a district supervisor for languages in every district.

Louisiana

Overview: French was banned in 1921 and current programs began being established in the 1980s. The current DLI model requires 60% of time in French. All programs are one-way, and there is a criteria to become a state-certified program. There is a special certification for immersion teachers. Of the 191 French immersion teachers, 123 are visiting teachers.

Proficiency Support: The DELE and DELF are used as benchmark measures of student language ability.

In a Perfect World: There would be additional help with staffing, a set curriculum and standards.

Minnesota

Overview: There are currently 83 programs in the state, most of which are one-way programs.

Proficiency Support: The WIDA standards are being looked at as support for language development.

In a Perfect World: There would be a shift in culture at the Department of Education.

Utah

Overview: There are over 100 programs currently and Russian will be added as a language in the near future. There is a clear distinction between one-way and two-way models. There are currently 9 secondary programs. There is a DLI endorsement with Advanced Mid proficiency requirement, PD is provided beginning with a summer institute and continuing through the year. There is a Utah Immersion Advisory Council for principals and schools must use UT's academic programs. The secondary model will have students taking AP in 9th grade and taking college courses after that so that they will be 2 classes shy of a minor when they start college.

Proficiency Support: Students take AAPPL test starting in 3rd grade. OPI testers do mini-OPI's with a sampling of students to get some additional feedback. Chantal Thompson will teach an Immersion 101 course through Canvas for all immersion teachers so they can learn how to fill out the Student Report better.

In a Perfect World: No state spends less than Utah in the U.S. and Utah is not a Race to the Top state. Parents and community "get" immersion, but the educational establishment needs a 180 turnaround.

❖ Lunch: Sponsored by Pearson

Supervisors of the Year Awards Luncheon

Desa Dawson (OK) was named 2014 NCSSFL State Supervisor of the Year.

New Business

Meeting Dates and Location 2015

The ACTFL Conference will be held in San Diego in 2015 from November 20-21. The Board proposed the Fifty-Sixth Annual Meeting be held November 17-19 in conjunction with the ACTFL conference. The meeting will officially begin with a pre-conference webinar to take care of Old Business on Friday, November 13.

MOTION to approve meeting in San Diego November 17-19, 2015 with a November 13 pre-conference webinar: MOVE – Ruta Couet (SC) / SECOND – Susan Spinatto (MD)

There was discussion about the time of the webinar and what might be the most conducive to all members. The time was chosen in 2014 to accommodate members across 5 time zones. The discussion did not lead to any changes or modifications to the motion.

Motion **APPROVED** 25 in favor, 0 against

Dues and Registration Fees for 2015

Lisa Harris reviewed the membership numbers as of October 31, highlighting that current membership is larger than it has historically been in the past with close to 80 members. She shared a summary of operating expenses which show that we are moving into a "net loss" operating situation. The Board proposes an increase in membership rates by \$5 per year and the annual conference registration increase by \$5 as well.

MOTION to approve an increase in dues and conference registration by \$5 each for 2015. MOVE – Gerhard Fischer (WY) / SECOND – Gregg Roberts (UT)

There was discussion about the rates for retired members for both membership and conference attendance. Conversation points included the likelihood that state agencies will pay for conference registration over membership so perhaps the conference fee might be higher, the disparity between the conference rate for regular members and retired members and the similar benefits that each group receive from the conference, and the fact that all members, regardless of who attends the conference, benefit from the new online services the organization is offering. The discussion did not lead to any changes or modifications to the motion.

Motion **APPROVED** 27 in favor, 0 against, 1 abstention

Lisa shared an additional topic for discussion regarding the Tuesday dinner and payments for dinner. This year the organization was committed to spending a certain amount of money at the restaurant in order to secure the reservation. Not everyone who committed to the dinner actually attended. There was a suggestion that the registration rate for those coming on Tuesday pay a higher registration rate than those only attending on Wednesday and Thursday.

MOTION to add an additional registration category for the Tuesday workshop which would include the cost of the Tuesday dinner. MOVE – Gerhard Fischer (WY) / SECOND – Shuhan Wang (Ret)

The discussion included questions about whether adding a separate Tuesday workshop registration fee was necessary, whether or not it would be possible to embed the meal cost into a separate registration fee, concerns about members asking SEAs to cover the workshop fee with the inclusion of a meal, a suggestion that the Tuesday dinner fee be embedded in the overall conference registration fee, and created tiered registration levels, one including Tuesday and one excluding Tuesday. The discussion ended without any changes to the motion.

Motion **APPROVED** 19 in favor / 3 opposed / 5 abstentions

Membership Updates via Learning Stations

Chinese State of the Field Project Update

Shuhan Wang provided members with an update on the Chinese State of the Field project including an overview of Chinese-language learning numbers and trends across the country including an increase in student numbers and immersion programs.

AdHoc Course Codes Revision Committee

Phyllis Farrar shared updates on the work of the committee and the feedback they provided to NCES on standardizing course codes for world language courses at the national level.

NCSSFL Website Refresh Project

Ryan Wertz presented an overview of the plan to refresh the NCSSFL website, establishing a committee to carry out the work and naming Kathy Shelton as the chair. Members interested in serving on the committee were asked to submit their names to Ryan.

National Seal of Biliteracy Guidelines Creation

Michelle Aoki and Ursula Lentz provided an update on NCSSFL's role in a national group including ACTFL, TESOL, NABE, and other organizations to create national guidelines for the creation of state-level Seals of Biliteracy.

Presentation: *Southern Atlantic Language Collaborative and Discussion Group*

Lisa Harris begin the presentation by sharing background about the Collaborative which is a group of state supervisors who have signed Memorandum of Understanding to share resources, materials, and opportunities for growth. The group has come up with areas of interest for the geographical region, created documents aligned to the TELL project, engaged in common work related to MOUs, and shared research from Thomas and Collier. Ann Marie Gunter continued by sharing that the group holds annual meetings with an agenda compiled via email threads around a common theme and includes state of the state updates, hot topic discussions, action planning for the region, feedback on individual

state initiatives, and proposed meeting dates for the future. The Collaborative functions as a customized support network, a PLC for the members, and a source for the development of resources to fill a mutual need.

Members were then asked to group themselves by region to carry-out an activity to help them identify initiatives connected to building proficiency and discuss possible collaborative groups within the region in the future.

❖ Break: Sponsored by Language Testing International and CLASS

Presentation: *TELL Project Update*

Thomas Sauer shared an update on the TELL Project with meeting attendees. The TELL website has been revised to better serve educators interested in TELL.

Session: *TELL Follow-up: A North Carolina Example*

Ann Marie Gunter shared that North Carolina has taken the TELL criteria and used it to create a series of "Administrator Guides". Guides are color-coded based on the language group and program type. Each has three sections (World Language Essential Standards, ACTFL Proficiency Scales, and Appropriate Expectations based on the program) and information for the administrator. NC educators looked at the TELL Project Full Class observation tool and the statements therein. Mara Cobe continued by sharing more details about the five criteria for teacher evaluation in North Carolina and the process that they went through to match the TELL Project criteria to the NCEES criteria. Ann Marie concluded by sharing information about planning underway for providing administrator professional development for a variety of audiences based on their role and world language background.

Session: *Teacher Effectiveness Swap Shop*

Given the time of day, Ryan Wertz proposed moving the Swap Shop to an online format in December of January. Those who brought materials passed them out to participants. Members were in favor of the adjustment to the agenda to give the group time to collaborate on their regional initiatives.

Members returned to their regional workgroups to summarize key take-aways from the day regarding the following areas: NADSFL-NCSSFL Keynote Workshop, Immersion Panel, Learning Stations, TELL Project Update and Teacher Effectiveness Swap Shop. Participants were asked to summarize thoughts on the learning by writing a tweet or message with 140 characters for each presentation on post-it notes. They were then directed to place the post-it notes on the paper tweet decks.

Ryan ended the afternoon session with reminders about the evening reception and dinner, including a reception sponsored by Mandarin Matrix and a dinner sponsored by EMC. Any members who have suggestions for TELL should share them with NCSSFL members who are part of the TELL Advisory Board who will share them with the TELL Project.

The afternoon session ended at 5:30 p.m.

Thursday, November 20, 2014

❖ Breakfast: Sponsored by EF Education First

The Thursday session began at 8:35 a.m.

Panel: How Title VI Centers Can Support State Initiatives to Increase Learner Proficiency

Elaine Tarone began the session by providing an overview of the history of the LRCs and their locations.

Meg Malone – AELRC: This is the newest center, the Assessment and Evaluation Language Resource Center (AELRC), whose focus is exclusively on assessment and evaluation in languages. AELRC is based at Georgetown University and already has two resources available 1) language test overviews and 2) tutorial on how to find a good test. They also have an annotated bibliography of references of evaluation and SLO assessment in language education programs.

Elaine Tarone – CARLA: Elaine shared information about resources from CARLA, highlighting upcoming conferences, a research project on early total mandarin immersion students, and an online course on how to teach language online.

Julie Sykes – CASLS: Julie shared information about the revised InterCom newsletter that includes a topic of the week, best practice summarized in 300-500 words or less, and an activity of the week which is plug-and-play for teachers. She shared updates on LinguaFolio online with an online help character to help teachers navigate the program, inclusion of the most recent Can-Dos, and LFO To Go app for both iPhone and Android so students can document on the go and record interactions in real time.

Julio Rodriguez – NFLRC: Julio shared information about materials development for online language teachers, research priorities for the center, professional development outreach including co-hosting conferences including the SWCOLT 2016, and a curriculum development initiative.

The panel responded to questions by members about function of the centers and possible collaborations for the future including:

- Partnerships across content areas
- The possibilities for collaborations with centers regardless of geographic locations

Presentation: SCOLA K-12 Learning Modules

Ed Zachary and Linda Quistad provided an overview of the materials that SCOLA provides for language learners in more than 200 languages, highlighting a product called "Culture Corner". The product is custom-made for learners and contains authentic video clips with comprehension questions, assessment, and feedback options. Members have been granted access to the SCOLA materials through the end of January.

Presentation: Putting Proficiency-Based Learning into Perspective: Shift Happens!

Ryan Wertz shared a presentation he has been using across the state of Ohio with multiple stakeholders and audiences. The focus of the presentation is on the shift in the focus of language learning in the country. Ryan walked attendees through a series of "then and now" slides around the

following shifts: from teaching to learning, to self-regulated learning, to collaborative learning, to building proficiency, to communicative modes, the role of culture, teacher language use, rigor, learner language use, audience, curriculum creation, planning, learning tasks, role of grammar, text type, focus on careers, technology use, assessment strategies, and measuring student growth. He concluded the presentation by highlighting implications that these shifts have for teachers, learners, districts, and states.

Follow-up discussion points included:

- In some states, language teacher appeared to be of higher quality 20 years ago than today
- Conversations with administrators can be powerful in helping them see how language has changed since they themselves were language learners
- Cuts in funding have placed more students into classrooms creating new challenges

❖ Break: Sponsored by Better Chinese

Presentation: Charter Schools, Proficiency, and State-Wide World Language Innovation: A Colorado Case Study

Christina Howe spoke to attendees about charter schools and in particular, Global Village International (GVA). She framed the presentation in terms of how charter schools can help prepare students to become bilingual. She shared the definition of charter schools from the US Department of Education (2013) and provided an overview of the basics of charter school organization (multiple authorizers, existence of a board, serving as a public program) and encouraged attendees to reach out to the charter contact in their state to learn more about the programs in their state and their unique characteristics. Christina spoke about possible connections between language initiatives and charter programs that can bring two funding streams together to benefit language learning for students. Linking these two initiatives provide an opportunity to create whole school models, leverage local, state, and federal dollars, respond to demand of parents, and leverage charter flexibility.

Christina showed a promotional video about GVA and shared information about the number of GVA campuses, languages taught, program model, and students served. She ended her session by sharing several infographics providing an overview of charter numbers across the country, demographics of students served, grade spans, programs by community served (rural, suburban, urban), and teachers licensure requirements by state.

Update: Morning Session of the ACTFL Assembly of Delegates

Jay Ketner provided an update on the morning activities from the Assembly of Delegates with attendees. Topics covered included 1) ACTFL's advocacy work, 2) state highlights from Minnesota and Nevada and 3) ACTFL's 10 advocacy goals.

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

ACTFL Assembly of Delegates: Collaborating for Impact World Readiness Standards for Learning Languages

Developing Effective Teachers

Ann Marie Gunter shared efforts to support teacher leaning across the state of North Carolina while Jon Valentine shared a district perspective and efforts to improve educator effectiveness and teacher

growth. These presentations led into the presentation of and table groups working on providing feedback on the draft position statement on “Demonstrating Educator Effectiveness and Documenting Student Growth”.

Addressing Language Teacher Shortages

Terri Hammatt shared an overview of teacher needs in Louisiana. The state looks primarily for immersion teachers and is working to become “teacher independent”, able to fill their positions without having to rely so heavily on visiting international teachers. Solutions for her state include 1) recruiting immersion graduates to become immersion teachers, and 2) developing a cadre of graduates with a B.A. who meet additional qualifications who then travel to France to teach for a year and increase their proficiency to return to Louisiana as immersion teachers through a program known as *Escadrille*.

Mara Cobe shared information about the context of teacher recruitment and staffing in Charlotte-Mecklenburg School District in North Carolina. Challenges in the district include staffing for multiple languages, needs for immersion teachers, 40% annual teacher turnover in World Languages. Solutions in Charlotte-Mecklenburg include 1) multiple recruiting options (International Teacher Programs, Teach for America, Lateral Entry and Alternative Licensure programs) and 2) salary supplements in schools and additional mentoring supports.

Table groups then worked on identifying strategies for organizations in the area of “Incentives for Recruitment, Development and Retention”.

Focus on Languages and Literacy

Ali Moeller shared examples of content integration in language content and curriculum, highlighting statements from the new World-Readiness Standards for Learning Languages. She shared learning scenario ideas which give students greater ownership in language learning and in developing literacy skills in the language (role of geography and politics in shaping where French is spoken, investigation of policies and practices surrounding music sharing in France, job applications in Spanish). She spoke of the need for teachers to become curriculum designers, being given time to plan for engaging learning scenarios that turn control of learning over to the student. She highlighted an ACTFL initiative that will focus on supporting Action Research.

Paul Sandrock provided an overview of an ACTFL initiative to create Language and Literacy Collaboration Centers, a 16-month initiative to connect collaborative teams of world language educators and colleagues from other disciplines. Participants will benefit from webinars focused on language and literacy, access to model units, and collaboration opportunities with colleagues nationwide.

Ryan Wertz shared information about the movement toward Seals of Biliteracy and certifying literacy in two (or more) languages. A “National Seal of Biliteracy Task Force” has been established, bringing together NCSSFL, ACTFL, NABE and American TESOL to develop a set of guidelines for basic agreed upon standards for Seals of Biliteracy. Members are gathering feedback and anticipate sharing their guidelines in the near future.

Focus on Leadership Initiative for Language Learning (LILL)

Todd Bowen shared an overview of LILL and the overarching goals of the project including developing leadership for organizations, focusing on teaching and learning content, supporting emerging leaders in professional growth, and creating a leadership academy built around a content-based institute.

Debbie Callahan-Dingle summarized the framework for the leadership component of LILL noting that the program will be open to 30 participants nominated by their organization, who have demonstrated leadership ability and potential for growth and impact, and the ability to work with effective teachers honing their skills. She referred to the nominations process, stating that the information will be available soon online.

Arlene White spoke about the content-teams, which will be made up of up to 100 participants, who will come together for 3 days of professional development at a fee of \$450. LILL 2015 will be held July 20-24 for the Emerging Leaders and July 21-23 for content participants at the Ohio State University.

Table groups then worked on identifying steps to support leadership around languages and literacy.

An invitation to ACTFL 2015 was extended to participants as the Assembly of Delegates concluded.

Workgroup Activities and Sharing Out

NCSSFL members returned to meeting room for the rest of the afternoon session. Lisa Harris reviewed the content of the day by topic then Ann Marie Gunter framed the closing activity for the day.

Attendees returned to their regional groups, selected a reporter, and engaged in discussion around the following topics: identifying the region's main focus or initiative, the group's commonalities and/or discoveries, the type of customized support region members can provide each other, ideas for resources that regions can share and/or develop that will help with the plan, and how the Stages of Implementation might inform the plan.

NECTFL

State standards refreshment project

State supervisor recruitment effort for stated without them

Creating two interstate collaborations (New England, Mid Atlantic)

Currently in the Exploration stage

Ruta Couet offered to share the SC/KY standards with any states who may be interested in them.

PNCFL

Re-establish connections among the states (lack of conference, rural nature of the region)

In the exploration phase of how to provide support to rural teachers (remote workshop sites and collaboration)

Needs survey

Follow-up call two-three months in the future

SWCOLT

SWCOLT Plus

Virtual conference quarterly with first being held in January

Advocating for state supervisors in states where there are not one



Theme of “recognizing excellence”

Seals of Biliteracy (both K-12 and Higher Ed and revise current ones with new thinking)

Seal of Exemplary Programs based on work that has already been done in OK and PA

Standards revision with a crosswalk of the current states in the region to inform future work

CSCTFL

Focus on measuring student growth for student learning objectives

Conversation evolved to looking at problem-based learning

Efforts to move proficiency forward and measure that growth

Offer workshops and professional development for teachers on teaching for proficiency, capitalizing on teacher who currently teach this way, help them grow in practice and transition to problem-based learning

Conference call to follow-up and continue conversations

SCOLT

How to approach the shift in teaching and learning

Creating materials to share with administrators (NC example) find video clips to support the documents

Ask org for regional workspaces on the members only web pages so that all regions can see what others are working on.

Follow-up conversations focused on the need to address the stakeholder group of “publishers” and finding a way to bring publishers into the room and have conversations about the materials given that in many cases the curriculum is 90% textbook-based. Additional suggestions were made that the group might want to work to create guidelines for materials adoptions and reaching out to NADSFL to be a part of the process. Picking the right publishers will be key for this to move forward.

NCSSFL Accomplishments and Awards

Lynn Fulton-Archer shared a PowerPoint with membership highlighting “A Year in the Life of NCSSFL”.

Ryan recognized Ken Relihan on his retirement. A plaque will be sent to Ken from the organization.

Ryan also recognized Cheri Quinlan on her retirement. She was presented with a plaque from Ryan on behalf of the members.

Good of the Order

Terri Hammatt shared that Louisiana will be holding a week-long French immersion institute in July.

Ryan Wertz reminded membership that the NCSSFL listserv is available to all members to use to engage in conversation throughout the year.

Ryan also recognized the Board for the work they do on a daily basis to support NCSSFL, thanking each member for the time they have put into the conference.

MOTION to adjourn the meeting:

MOVE – Helga Fasciano (NC) / SECOND – Ursula Lentz (MN)

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

The meeting adjourned at 5:00 p.m.