

Minutes
Fifty-Fourth Annual Business Meeting
November 19 – 21, 2013
Orlando, FL

Members in Attendance:

Gregory Fulkerson (MD); Jon Valentine (GA); Michelle Aoki (WA); Ruta Couet (SC); Lisa Harris (VA); Phyllis Farrar (KS); Debora Nicholson (WV); Don Reutershan (ME, retired); Desa Dawson (OK); Kathy Shelton (OH); Jacque VanHouten (KY); Ursula Lantz (MN); Ann Marie Gunter (NC); Robert Crawford (WV); Juan Carlos Morales (DE); Vickie Scow (NE); Lynn Fulton Archer (DE); Lois Lovell (UT); Bonnie Pechulis (MD); Ruby Costea (MD); Madelyn Gonnerman Torchin (MaFLA); Shuhan Wang (independent?); Cristine Ladas (AZ); Jackie Moase-Burke (MI); Paula Sondej (OH); Helga Fasciano (NC); John Kaminar (AR); Ofelia Wade (USOE); Lynette Fujimori (HI); Robin Holbrook (WY); Erin Papa (RIFLA); Gerhard Fischer (WI); Ali Moeller (University of Nebraska); Kaye Murdock (USOE); Meg Malone (CAL); Adriana Brandt (Indiana University); Nancy Rhodes (CAL); Terri Hammett (LA); Paul Sandrock (ACTFL); Greg Duncan (InterPrep); Cheri Quinlan (NJ); Ann Tollefson (WY, retired); Susan Spinnato (MD)

Tuesday, November 19, 2013

NCSSFL Professional Development

Moving Forward: State Innovation Stories

Welcome and Overview

Desa Dawson (OK), President, welcomed the participants and called the meeting to order at 3:04p.m. After introducing herself, Desa asked new members to raise their hands. Desa reviewed the initial page of the agenda and recognized the break sponsor, TWelch Consulting, and then introduced Ryan Wertz to begin the first panel presentation. Ryan set the context for the presentations with a review of the federal stimulus act and Race to the Top.

Presentation: Teacher Effectiveness/Student Growth

Ryan Wertz (OH), Lisa Harris (VA), and Susan Spinnato (MD) presented on initiatives around teacher evaluation and efforts to measure student academic progress. The following questions were addressed:

1. Has your state developed a framework for measuring teacher effectiveness? If so, what percentage of an educator's evaluation will be based on a measurement of student growth and what percentage will be based on the more traditional educator standards elements?

OH – Received Race to the Top Grant in 2nd phase of competition. No overt mention of world languages or international education; however, world languages are included in the evaluation process. 50% of a teacher's evaluation will be based on a measurement of their students' academic growth over the course of the evaluative period. In Ohio, that period starts at the beginning of the school year and finishes at the end of April.

VA – New teacher standards approved in 2011 and became effective in July 2012. There are 7 standards, somewhat based on Danielson work, with Standards 1-6 making up 10% of the rating each and Standard 7:

Student Academic Progress being the other 40%. Measuring student growth is a division level decision with a number of methods that may be considered. Document called the VA-FLPD Framework developed with the state organization: <http://flavaweb.org/> under the workshops tab; teachers and administrators appreciate the user-friendliness of this document, especially the appendices which are based on TELL. Teacher evaluations must include the 7 performance standards, summative rating, student academic progress must be 40% based on the ESEA flexibility waiver.

MD – Four standards based on Charlotte Danielson. Model is in full implementation. Localities develop their own model.

2. With regard to student academic growth, exactly what is to be measured in your state in the world language classroom? Who made that determination?

OH – change of students' overall language proficiency, achievement measures not good enough, Ryan recommended measures, but localities can make final decision.

VA – Division level decision in Virginia.

MD – presented graphic model

3. What tools or instruments will be used in your state to measure students' academic growth? In your opinion, do these constitute the most effective way to measure student growth based on your initial experiences? Why or why not?

OH – Has caused professional development workshops to fill up and a new focus on the need to change practice.

VA – Student Academic (SMART) goals are the main focus. Other options include LinguaFolio®, Integrated Performance Assessments, Division developed common assessments.

MD – presented graphic model

4. How are you addressing or enhancing the non-growth elements of your teacher effectiveness framework? How are you building the capacity of language teacher evaluators so that they recognize/acknowledge research-based best practices in the communicative world language classroom?

OH – Depending on the content area, student growth in Ohio is being measured in one of three ways: 1) Value-Added Data is being used in content areas that have state assessments. 2) Some content areas have approved Vendor Assessments. However, no vendor assessments were approved for world languages due to the inability of any of our nationally valid and reliable assessments to measure proficiency at a finite enough level as required for student growth measurement. 3) For non-assessed content areas with no vendor approved assessment, which includes world languages, locally determined measures - with strong guidance from the Ohio department of Education – are to be used.

No vendor assessments were approved. Ohio will use Student Learning Objectives. Teachers are most commonly writing one SLO for each level of students that they teach. Within each SLO, teachers are required to differentiate the learning goals for different subgroups of learners, including those with learning

disabilities, those who are native or heritage speakers of the language, and those who are identified as gifted and talented.

With regard to the growth measures being used, the Ohio Dept. of Educ. is recommending the use of LinguaFolio®, specifically the Can-Do statements supported by a portfolio or dossier of student work that serves as supportive evidence to the Can-Do's. Ohio also recommends the use of integrated performance assessments, both for the purpose of measuring proficiency at the beginning, middle and end of the evaluative period as well as to measure performance at the end of each thematic unit of study.

Ohio also suggests the use of a standardized measurement of proficiency across modes via an assessment such as the AAPPL or the STAMP for older learners or the NOELLA for younger learners every few years in order to measure learners' proficiency growth against state recommended proficiency targets.

VA – Virginia Foreign Language Professional Development Framework posted on the Web at <http://flavaweb.org/> under the workshop tab.

MD - Continuing Professional Development Courses, MFLA Conference, World Language Academies, Local School System Initiatives

5. How does the element of "local control" fit into the policies you have created in your state around evaluating world language teachers and measuring the academic growth of their students?

OH – Actively promotes the TELL framework and teacher evaluation tools throughout the state of Ohio. (Handout "Measuring Student Growth in World Languages")

VA – DOE provides "guidance" only. Virginia Foreign Language Professional Development Framework posted on the Web at <http://flavaweb.org/> under the workshop tab.

MD - Local control is absolute; however, there are a manageable number of local school systems, and DOE staff meet regularly with them.

6. Are you using your new teacher effectiveness system to leverage systemic change in the way world languages are taught in your state? If so, how? If not, what factors limit your ability to do so?

OH – there is an expectation that the recommendations will be given serious consideration. A system of audits is being developed and put into place to ensure that districts that report abnormally high levels of growth, or conversely abnormally low levels of growth, receive some immediate attention.

VA – professional development offerings include the development of student academic goals, comprehensive effort to make all pd offerings align with needs as identified in the TELL Self-Assessment Inventory.

MD - Statewide SLO Convening, World Language Briefings, Exemplars, Drop box, Wiki, World Language Academies 2014

7. How are you going about the process of enacting change? If you have partners, who are they and what are their roles?

OH – Partnering with Ohio Foreign Language Association to disseminate accurate information, to develop tools and resources and to help meet demand for PD around the new standards, proficiency, assessment, SLO development, growth measurement and many other topics related to best practices in communicative language teaching and learning.

VA – FLAVA Conference correlations, Washington & Lee University FLTWS (webinars), VCU Title VI, Teacher Development Wiki (Kathryn Murphy-Judy), Regional PD workshops, VDOE Institutes

MD – SLOs, Integrated Performance Based Assessment, Exemplar, MD LinguaFolio® Jr. Online Rubrics

8. What advice would you share with others whose states are just beginning to retool their teacher evaluation systems?

OH – 1) pay attention today what all of us are presenting. For the first time teachers in traditionally non-assessed areas like ours will be held accountable for student growth, which for us is students' proficiency in language. 2) Get involved. Be proactive about advocating for language teachers and ensuring that processes that are being developed promote best practices in our field and do not perpetuate those practices which have proven ineffective over the past decades. 3) Put LinguaFolio® to work for your teachers. It may not be perfect, but it's really the only thing that allows us to measure language proficiency growth on a finite-enough level to quantify growth as envisioned by these new evaluation systems. 4) Don't try to do this all by yourself. Collaborate with those who are little further ahead in the process get your state association on board and capacitate them to lead when it comes time to educate your teachers and to provide them with information and training.

VA – Review available research and hire a consultant if no capacity inside; Look at what you have and see what works and doesn't work; Limit number of standards to a manageable amount; Stakeholder input: Major associations including teacher groups; Be transparent; Encourage divisions to send the right people for training; Frequent communications and updates; Encourage divisions to communicate early and often with teachers and others

MD - Ongoing professional development, Involve teachers in SLO writing, Provide exemplars, Include Higher Ed.

Questions and discussion followed the presentations. Desa announced that the presentations will be available on the member section of the website.

[Teacher Effectiveness/ Student Growth](#)

Ann Marie Gunter (NC) presented on Teacher Effectiveness with a specific focus on student growth measures. The presentation is available on the member section of the NCSSFL website.

NC has six standards. Standard 6, contribution to student academic success is new. There are 5 rating categories for the first 5 standards, and 3 rating categories for the student academic standard. Standard 6 for World Languages does not include a multiple choice test, but rather an Analysis of Student Work (ASW). Used for performance based areas. The important point is to measure growth between two points in time, but the two points are not necessarily the beginning and end. Blind review of student work submitted by teachers. Teachers receive 6 separate ratings each year and a single overall status that is determined once a teacher has three years of growth data for standard 6. Three possible ratings: In need of improvement,

effective, or highly effective. The overall status is based on a three year rolling average. Piloted in Arts Education, Healthful Living, and World Languages. More pilots planned in additional areas.

Lynn Fulton-Archer (DE) presented on Delaware and the Common Core with a Focus on Disciplinary Literacy. Delaware is working on a project called Common Ground for the Common Core. Schools were invited to invite a team to participate. There are a few high school teams that have world language teachers on the team. Focusing on what literacy looks like in the content areas. Professional development includes Statewide Convenings (1 or 2 times per year), Team Meetings (quarterly), and Individual Webinars (monthly). Currently originate from math and English. The Initiative includes “Developing Strategic Learners” based on the book Classroom Strategies for Interactive Learning (Buehl, 2013) with topics including: fostering comprehension, frontloading, questioning for understanding, mentoring reading (gradual release of responsibility – demonstrated with chart from page 45 of the book), and strategies for scaffolding. Delaware Teacher Leader Network meets quarterly in professional development. Immersion teachers have quarterly PD sessions as well. Classroom visits and instructional visits for immersion teachers. Piloting six specific walkthrough documents based on TELL immersion documents.

Desa announced the schedule for the next day and Jon described the plans for the group dinner. Members can write a check to Jon now or send to him afterward. Ryan gave directions to the restaurant, Copper Canyon Grill.

Ryan asked all members to work on topics for the “Forecasting the Future – What’s Next” round table discussions to take place the next afternoon. Members were asked to develop a learning goal for tomorrow and write it on an index card as an exit ticket. Members were also asked to write themes and/or topics on sticky notes to be completed between now and lunch the next day. The themes will determine table talk topics.

The meeting adjourned at 6:10pm

Wednesday, November 20, 2013

After a joint NCSFSL/NADSFL Breakfast, the meeting reconvened at 8:30 for the Business Meeting. Desa opened the meeting and Ann Marie Gunter welcomed the members on behalf of SCOLT. Ann Marie encouraged members to attend the SCOLT conference. Members introduced themselves by table during the Call of the States.

Old Business

- Approval of the 2012 Minutes, Desa Dawson (OK) presented the minutes to the membership for review and approval. Corrections include: Correct state, Lisa Harris from Virginia, Shuhan represented STARTALK, Add Debbie Nicholson and Robert Crawford (WV), Add Greg Duncan, Correct Desa's name, page 13 correct spelling for Khan Academy. A motion to approve the minutes was made by Phyllis Farrar, 2nd by Don Reutershan. The minutes were approved as amended by a unanimous vote. (Madelyn Torchin added that the attendance roster should show MaFLA next to her name).
- Approval of the Treasurer's Report, Jon Valentine, GA, provided a handout with account totals and explained the addition of the money market account and the split of STARTALK grant funds and operating funds. Current balance is about \$65,000 in the combined accounts. The Board does not plan to recommend an increase in dues. Motion to approve the Treasurer's report was introduced by Jacque Van Houten and seconded by Ruta Couet. The motion passed with a unanimous vote.
- Desa Dawson (OK) gave the Report of the President. Desa recognized the work of the officers and the additional appointments and elections that took place to fill vacancies. NCSFSL received a \$100,000 STARTALK grant and Desa expressed the appreciation of STARTALK for the work done by NCSFSL. Members are encouraged to contact states without membership to appoint a representative to NCSFSL and NCSFSL leadership plans to work with the new secretary in this effort.
- Ryan Wertz (OH) gave the Report of the President-Elect. 2013 ACTFL Sessions, reports that NCSFSL has 5 ACTFL sessions in the 2013 Lead with NCSFSL line-up. Ryan listed the titles, times, and locations for each of the 5 sessions from the ACTFL program. Ryan also mentioned the ACTFL/NCSFSL session on the revised "Can-Do" statements. ACTFL will use a new process for submitting proposals for the 2014 Lead with NCSFSL submissions. The process will be a "blind review" and Ryan shared 6 steps to complete. 1) Note the different type of sessions as: the 60 minute session, roundtable, electronic poster. 2) Note the 4 focus areas: Planning for the learning, Learning and Teaching, Assessment, and Collaboration. Choose a focus area and two keywords for the proposed session. 3) Write a strong proposal. 4) Do not include Lead with NCSFSL in the title. Include the catchphrase "in this Lead with NCSFSL session..." in the abstract. NCSFSL will put forth 3 members to participate in the blind review process. 5) Send Ryan an email with the session name, presenter names, and abstract so he can keep track of how many are submitted and selected. We have been assured 3 – 5 proposals will be selected. Note that the deadline for submission is January 15th with no extensions using the electronic submission process on the ACTFL website.
- Ann Marie Gunter (NC) gave the Report of the Vice President. Page 35-39 of the program has a list of the 2013 sponsor information. There is an ACTFL app to mark exhibits. Members are encouraged to visit the booths of sponsors.

- Lisa Harris (VA) gave the Report of the Secretary. Current membership: 58 total which is 6 members fewer – primarily associates (See Membership Report as of 11/15/13 on Treasurer’s Report). Desa will be working to contact states that do not have a NCSSFL member; new features on website will streamline registration and membership dues process and make it possible to submit payments online. An analysis of membership over the past several years will be shared in the near future. We currently have 30 states represented with approximately 27 who have a member at the DOE. Tom Welch volunteered to do a geographic analysis by number of students in states that lack NCSSFL membership. This may impact decisions moving forward about how we balance initiatives, projects, and scope, with the opportunity for members to lead small group work so that we can do more as an organization. Members expressed a need to have a greater flow of communication in order to be more involved individually for the benefit of NCSSFL. Desa pointed out committee positions and opportunities for members to participate other than just the Executive Board.
- Jacque Van Houten (KY) gave the Report of the LinguaFolio® Chair. NCSSFL received 1–3 questions a week regarding LinguaFolio®, most often about permission to use and how to use the materials. An FAQ document will be developed for posting. Jacque recognized the research work done by Ali Moeller.
- Helga Fasciano (NC) gave the Report of the JNCL Delegate. JNCL has grown under the leadership of Bill Rivers. Members were encouraged to respond to calls for information from JNCL. A dues restructuring for JNCL reduced the NCSSFL dues from about \$1,200 per annum to \$82.50 for this year. Clay Pell was a driving force for increased momentum, but has since resigned. JNCL is now in the black as an organization under Bill Rivers.
- Don Reutershan (ME) gave the Report of the Web Coordinator. Currently 21 states have updated the state reports. We received 64,000 hits on the NCSSFL website for the month of September, and 58,000 in October. In September, there were 3,500 unique visitors. There are two new questions on the state reports this year, one about the Seal of Biliteracy and one about Common Core. Don continues to upload documents and will post the PowerPoint presentations from the 2013 meeting as they are received. Updates are planned for the banner and pictures. The new server has made access easier. We will be transitioning to a tech coordinator for NCSSFL in the future.
- Ryan Wertz (OH) gave the Report of College Board Activities. NCSSFL is collaborating with College Board and receives compensation for partnering on activities including: Chinese Guest Teacher Interviews, advertising and promoting the guest teacher program, host institution orientations (led by Ryan for last few years), training of teachers in China for pre-departure and after arrival in the U.S., and ongoing PD during the guest teachers’ stay. This is NCSSFL’s main source of revenue.
- Lisa Harris (VA) presented a PowerPoint of NCSSFL Members’ 2013 Successes.

New Business

Cheri Quinlan moved to approve the next annual Meeting Dates for 2014, San Antonio, TX, November 18–20, 2014. The motion was seconded by Helga Fasciano and passed unanimously.

Jon Valentine recommended that the Dues and Registration Fees remain the same for 2014. Ruta seconded and the motion passed unanimously.

Don recognized the nominating committee and announced the election results and Slate of Officers. 21 members voted and unanimously approved the slate of officers as:

- President Elect – Ann Marie Gunter
- Vice President – Robert Crawford
- Treasurer – Lisa Harris
- Secretary – Sandy Talbot declined the position due to family reasons. Lynn Fulton-Archer was proposed as a new nominee and an online vote will be held within the next 30 days.

Don recognized the Bylaws committee and explained the amendments to Bylaws as voted on electronically. 18 people voted to accept the bylaws as described in the program. A retired associate membership category was added, duties of president were updated to include committee appointments, vice-president duties were more clearly defined, and some clauses were added to the treasurer's duties. Additional areas addressed included filling vacancies on the Executive Board and removal from office based on recommendation from Joy Melnyk. Additional committees were added including Supervisor of the Year and LinguaFolio®.

10:15-10:30 Break Sponsored by Avant Assessment and World of Reading

Avant Assessment is moving back to its focus on language assessment and sunsetting the iCan program. They are working with Qatar Foundation to develop an Arabic assessment and a placement test. New STAMP test in Hebrew under development as a prototype for what the new STAMP tests will look like. An English Language test will debut in the spring and new prototypes of STAMP tests will debut next year.

New Business (continued)

NCSSFL STARTALK: *Desa Dawson (OK) and Gregory Fulkerson (MD)*

- Gregory presented a PowerPoint overview of the program. STARTALK was invited to submit a proposal for a summer institute. The institute was hosted by the Maryland DOE in Baltimore on June 26-28, 2013. Gregory Fulkerson, Desa Dawson, Debbie Robinson, and Lynn Fulton Archer took leadership roles, along with Greta Lundgaard from NADSFL. 10 teams of 3 people from 8 states participated. Short and long term goals were shared, as well as an analysis of what worked well and challenges. Gregory recognized North Carolina for providing the online learning platform.
- Desa shared concerns related to capacity of NCSSFL to expand the program. STARTALK would like to see a 3 stage approach with 3 institutes over a three year period. The proposal would be due by December 6, 2013. NCSSFL will need to decide quickly how we want to move forward.

J-1 Visa Issues for International Guest Teachers: *Vickie Scow (NE) and Michele Aoki (WA)*

- Hadija Wilson, *Program Officer II/ARO, Institute of International Education*, joined the meeting via GoToMeeting and presented a PowerPoint. IIE is a designated visa sponsor. The process to request a visa was reviewed and detailed on the presentation which will be posted on the NCSSFL member website. The presentation also included information on Teacher Eligibility, Timeline, Costs, Responsibilities of the State DOE, Responsibilities of IIE.
- Vickie asked Hadija to address when teachers are validated. Per Hadija, the teachers are validated soon after arrival and then updated when they report to their host state.

- Vickie addressed the issue of allocations not being available and suggested this be a priority issue for the NCSSFL board to address with the State Department. Hadija stated that early requests for the number of teacher allocations will help ensure enough allocations are available.

12:00 **Supervisors of the Year Awards Luncheon** – Vickie Scow was recognized as the 2013 NCSSFL Supervisor of the Year.

New Business (continued)

NCSSFL LinguaFolio® Collaboration with ACTFL: *Elvira Swender (ACTFL), Jacque Van Houten (KY), Ali Moeller (NE), Ruta Couet, (SC)*

- The new Can-Do Statements are available now on the ACTFL website under publications. An interactive version is in the works. Combination of two documents, NCSSFL LinguaFolio® and ACTFL Proficiency Guidelines 2012, into one cohesive set of statements. The purpose of the document is to provide a greater understanding of the ACTFL proficiency levels, show how performance points to proficiency, and to provide a means to “unpack” the Standards.
- The Can-Do Statements are organized by communicative mode using the ACTFL Proficiency Guidelines aligned to a Can-Do Global Benchmark. The Bold Statements are the indicators for the level and mode, and the Target statements are a checklist to provide instructional focus, create class evidence, and emphasize “re-spiraling.”
- Ali presented an update to the research on LinguaFolio® with a PowerPoint presentation. Completed a 5 year longitudinal study on Goal Setting and Student Achievement. Looked for relationship between goal setting and language performance and general trends in goal setting from beginning through advanced learners. Findings were presented that demonstrate the relationship between goal setting and higher proficiency levels; and findings from a LinguaFolio® post-secondary level study on the relationship between goal setting and self-regulation. A new dissertation ExPost Facto study was just finished on the relationship between LinguaFolio® and academic outcomes on ACT and SAT scores in other content areas. Positive outcomes were identified in academic performance and development of self-regulation skills.

LinguaFolio® Interculturality:

- Ruta shared a PowerPoint on Interculturality. The new refreshed ACTFL standards will reflect changes to the Cultures Goal. A definition of interculturality was shared as well as graphics to demonstrate the relationship between language competence and cultural knowledge. Byram’s model of five kinds of knowledge; attitudes, knowledge of social groups, knowledge of interpreting and relating, knowledge of discover and interaction, and critical cultural awareness formed the basis of the interculturality statements; along with the ILR Intercultural Communication ranking system. A list of Intercultural Competencies was shared. South Carolina and Kentucky are piloting the Interculturality statements. Ruta and Jacque will share Word documents of the new statements in their states with any NCSSFL member who requests it.

LinguaFolio® Online – Future Directions : *Julie Sykes, CASLS*

- New with the site or coming soon are the updated Can Do statements, the Student Experience, Expanded Teacher and Peer Rater System, and additional tasks and sample evidence at a variety of levels. Agreements with different states make the system available for \$2 per student per year, sold in batches of a minimum of 250 per batch. The site is customized for the state with the agreements.

- The online version now has an iPad/ mobile version “LFO To Go”. Currently available for iPhone or iPad only. Free if you have a LinguaFolio® Account. Superior will be added by January.

Possibilities for Collaboration with LRCs and NRCs- NCSSFL Conversations with U.S. ED: *Ryan Wertz, OH*

- Tara and Lynn attended an international conference in Singapore with Clay Pell from the U.S. ED. They were able to talk with him about NCSSFL and as a follow-up, Secretary Pell contacted Desa and Ryan to discuss NCSSFL members, initiatives, partnerships and the work we do. Sec. Pell invited NCSSFL to send an observer to attend the International and Foreign Language Education Joint Technical Assistance Workshop”- held every four years for current and potential Title VI centers. The entities that receive Title VI funds are mandated to spend part of their funds on K-12 outreach. Ryan attended to represent NCSSFL. Clay Pell expressed frustration with the lack of sufficient K-12 outreach on the part of these centers and spoke with Ryan about potential collaborations that could be established with LRCs, NRCs, and other Title VI centers and Ryan was asked to share a presentation with Rep. Holt on possible partnerships. Because Rep. Holt was not able to attend in person, Ryan had extra time to present and addressed the audience with information on NCSSFL, what we do collectively and individually as states, how we work collaboratively with College Board and other organizations, and areas where the Title VI centers could collaborate with us.
- Ryan shared that the State Reports are being looked at closely by all these organizations. It is important to put careful thought into updating the state reports. A number of groups expressed interest in associate membership in NCSSFL. Ryan asked for them to also assist in advocating for state supervisors to be added in states that currently have none.
- The presentation Ryan shared with the group is posted on the Members’ Section of the NCSSFL website.

Qatar Foundation International Programs: *John Compton, Kelly Doffing*

- QFI promotes Arabic language programs in the U.S. with direct school support, teaching and materials development. Most schools that receive funding support are Title I. QFI doesn’t hold open competition grants but does accept unsolicited proposals.
- Teacher Initiative Grants (\$1,000) are available to support teacher initiated programs. Rolling applications are accepted monthly. Examples are available on the QFI website.
- Curriculum Development Grants (up to 25K) are available to develop K-12 Arabic curricula, lesson plans, and modules. Open to any institution.
- Teacher PD is available for teachers to attend conferences and workshops, fellowships, and other training events. Teacher Fellowships (up to 25K) are available to current or prospective teachers to obtain teaching endorsements in Arabic.
- Summer Student Programs provides needs-based scholarships to students for summer Arabic studies.
- QFI is partnering with organizations to support online Arabic initiatives.
- Website “Al-Masdar” launches today as a one stop location for Arabic resources, including QFI initiatives, reviews of instructional materials, a repository of supplemental materials, a job board, and news and notifications.

3:15-3:30 **Break**

Sponsored by *Language Testing International and CLASS*

LTI presented on updates to the AAPPL and language assessments currently available and newly revised.

Forecasting the Future – A Roundtable Discussion: *Ryan Wertz, OH and Thomas Welch, IL*

Ryan and Tom facilitated a round table discussion of topics generated by members. Groups reported out prognostications on 5 topics:

Group 1 - Learning anytime, anywhere, anyhow/ technologies

- The role of the teacher will change. The new role will be influenced by political realities. NCSSFL's role will be to ensure that the change is for positive reasons and towards positive outcomes so as to avoid the development of a chasm that separates groups in society based on education and lack of education.
- Blended learning will be a big part of future classrooms. The increased availability of authentic resources via technology will challenge teachers to improve their own intercultural competence. The teacher's authority will no longer be based on being the gatekeeper of knowledge. Teachers with low proficiency themselves will need to grow or will be replaced. Some chaos will occur during this shift.
- Education is in danger of being de-professionalized. Companies are becoming arbiters of knowledge. Organizations like Teach for America will jeopardize the concept of teacher credentialing as a necessity to teach. NCSSFL's role is to demonstrate how teaching is still relevant and to put forth competing programs such as *LinguaFolio*® to mitigate the outsourcing to non-language organizations.
- Technologies can be harnessed to move the changes that are coming in a positive direction. Techniques such as "gaming" will be used to support language acquisition. The learner will need to be the center of the future classroom. NCSSFL's role will be to validate products that reach students.
- The demand for language learning will increase; therefore, the desire to make money off the process will increase. NCSSFL's role will be to encourage language teacher entrepreneurship to ensure new products, tools and resources come from a language acquisition perspective.
- The role of the teacher will be to facilitate learning and will rely heavily on the relationship with students. There is a danger of the in-person teacher being replaced by technology. NCSSFL's role is to encourage teachers to embrace technology, communicate the effective use of technology, and voice the need for an in-person presence to facilitate the learning process to ensure the trajectory of learning is maintained.
- There will be an increased need for partnerships with state organizations to encourage shared leadership. Teacher groups need to be a part of conversations about initiatives that will affect the profession. States with strong partnerships will be models for others. The role of NCSSFL will be to provide leadership opportunities to ensure that teachers remain excited about the profession; and to frame the discussions to ensure we can influence both current teachers as well as teacher preparation programs.
- There is a need for clear strategies for developing language programs, especially dual immersion programs. NCSSFL's role will be to communicate the research findings on the academic benefits of dual immersion programs and to support current and potential programs to ensure their success. NCSSFL should advocate for a better coordination across subject areas that are taught in immersion languages and in the development of shared resources aligned with common core standards. The future may include a consortium to lead the development of resources in other languages and for other languages.
- Students will continue to learn languages outside of classroom time and in some cases, instead of in traditional programs. NCSSFL could serve as a conduit for resources or a repository of user friendly resources to be used in non-traditional settings as well as before, during, and after formal instruction. An example of this is the *LinguaFolio*® that travels with students which could be supplemented with continuing language acquisition resources. There is a need for resources to be categorized by proficiency level.

Group 2 - Bridging the K-12 and postsecondary education gap

- We first must look at what's under our control and what is not. i.e., let's consider what counselors, administrators, etc., are telling learners about language learning ("You only need two years of language to go to college.") and try to work with those individuals to affect change in attitude and messaging.
- Find a way to nationalize our performance standards and measures DESPITE the local control nature of our educational system.
- We need to approach higher education officials as an organization and engage them – call them out on the fragmentation of their systems for placement and for measuring performance and proficiency.
- Use research like Dr. Ali Moeller's to discuss positive correlations between autonomous, communicative learning and goal-setting and results. Must use facts, data, research, hard evidence, etc., to sway the thinking of fossilized language department heads.
- We need to help post-secondary language educators understand that we are the tsunami and they are the sitting ducks.
- Provide post-secondary institutions with appropriate tools that sufficiently correlate the ACTFL Proficiency Guidelines and other proficiency measurement tools being used such as the CEFR.
- Explore partnerships with organizations like The Language Partnership which are attempting to bring proficiency-based language learning to the post-secondary level.
- Find out if institutions are offering a graduate level certificate for language teaching for students with language degrees. If not, encourage them to do so.
- Convince post-secondary institutions to recognize seals of Biliteracy issued at the K-12 level and support those learners with the opportunities to take advanced, proficiency-focused language courses. Also, offer a similar seal of biliteracy or similar recognition at the post-secondary level that continues the tradition of recognizing biliteracy.

Notes: Round #2

- Begin with what we know and with those that we most frequently work with. i.e., promote ways to earn credit outside the seat time paradigm and continue to promote and deliver PD on proficiency-based learning in order to continue to promote widespread change at the K-12 level, which ultimately will have to act as a catalyst for needed changes at the post-secondary level.
- Explore ways with our universities to collaborate on the development of placement exams.
- Work to ensure that we work with post-secondary institutions so that we all have a similar understanding of proficiency and articulation.
- Work with post-secondary institutions to understand that most learners aren't learning another language just to learn it for the beauty and pleasure of doing so. The majority are learning it to strengthen their career pathways in a global economy. They need to be made to understand their learners' needs and how they will lose students if they don't accommodate them soon.
- Work with other areas and departments of universities to build language components into programs like nursing or engineering. Also, build into other workforce preparation programs, such as those at technical and community colleges, to give students options other than traditional language and literature course options in humanities programs.
- Community college instructors could lead the way in thinking about how language instruction could look in comparison to how it's currently taught.
- Promote language-learning with a purpose that sidesteps traditional pathways. For example, promote study abroad, internships abroad, volunteerism abroad, MOOCS and other hands-on or technology-based means of learning language. Identify and use successful models that are at the post-secondary level and highlight/advertise them.
- Work with post-secondary programs to develop the first two years' worth of courses to build learners' communicative competency...and then allow them to pick their track: literature or something else.

- Because approaching and working with university partners requires you to come with facts, data and statistics in hand, work to develop a menu of their data needs to help us to prepare for engaging them.
- Continue to drive home the point with university language programs that their survival is completely dependent on their collaboration with K-12 and with learners who have very diverse learning needs.

Group 3 - World languages as a required/integrated part of the curriculum

- Where could we go regarding WORLD LANGUAGES AS A REQUIRED/INTEGRATED PART OF THE CURRICULUM?
- We must prepare for the integration of language and culture that focuses on intercultural competence, more than on language proficiency. Government agencies and businesses say that intercultural competence is as important as language ability, but there is still no way to build business and governmental relationships without advanced level language skills.
- The future is not about language teaching/learning, but about learning content through language.
- The profession must provide exemplars for teaching culture or for learning in an intercultural way. Learners need hands-on cultural experiences.
- Learners must become ethnographers and discoverers.
- Service learning will become increasingly important. This will make learning more personally meaningful by connecting learning to an essential question to become critical thinkers (as demonstrated by the standards in the Common Core State Standards).
- Economic competitiveness mandates that every American have a set of world language skills.
- Teachers will struggle with developing the skills to teach all students and to integrate language and culture to help students reach the levels of intercultural competence necessary for working in a global environment at home and abroad.
- The profession must free teachers from their memories of how they learned a language.
- Research has shown that a teacher's language proficiency level does not have to be an impediment to a student developing higher levels of language proficiency. If the student is motivated to learn, he/she can access technology and native speakers to increase his/her language proficiency beyond the capabilities of the teacher.
- Integration with areas like STEM is inevitable in this century.
- The work world demands that students be able to do something with languages (ACTFL).
- The value of language learning will be increased when communities start to see student language successes. The future is about individual learner successes not about program success.
- Individualization of world language learning via technology will be the future of language learning. Technology will allow learners to identify their own language learning needs, set their own learning targets and let them choose the content of their language learning experience. A teacher's control over student learning is over.
- PD must change for teachers. PD must help them see that they are learners and how to synthesize information from a multitude of initiatives.
- Language learning must start early or not start at all. We do a disservice to the student and the tax payer when we start programs late in a learner's K-12 experience.
- In the future, students completing a world language graduation requirement will not be sufficient. They must be able to demonstrate proficiency.
- Teachers must help learners understand the reason for learning another language: "I'm learning Chinese/French/Spanish in order to ..."

Group 4 - Teacher Evaluation/ Accountability/ Data driven support for teachers/ Assessment of the future

ROTATION ONE

LinguaFolio®: concerned that there is confusion in the field about role and purpose of LFO

- NOT a summative assessment of anything
- Cannot be linked to teacher evaluation – LF can house student samples, but purpose of LFO is not to collect samples for teacher evaluation
- Should a teacher have their own LF? (both for language and for practice) Can we adapt LF for language educators?
- Does TELL do this sufficiently enough for our purposes? Would it need to be a hybrid of LFO and TELL?
- LFO is about LANGUAGE LEARNING, not about RESPONSE TO INSTRUCTION. Measure of student learning, not teacher effectiveness.
- Is the emphasis on language learning (in and outside of school) the way to get around the desire to use this as a teacher evaluation tool?
- We need to be careful about the role of the teacher in LFO (i.e. the evaluation of performance, the sample tasks). Must be clear.
- Need to consider an alternative way to present LFO so that the intention is clear to teachers
- In Europe, many places are not using it anymore because teachers can't wrap heads around it and utilize it in the appropriate way

Issue #1: people using assessments for teacher evaluation that were not developed for those purposes

- assessment of learning and assessment for learning, and role of student
- need to get kids to see their own growth and role, and it has to be connected to the real world

Teachers using data for decision-making

- When you say “data-driven decision making,” people think of quantitative measures and statistics
- What do statistics tell us?
- LFO can help us understand performance-based assessment in new way
- How can data be collected and used to make decisions?
- SLO challenge forcing teachers and departments to measures that are contrary to what we know is effective pedagogy (i.e. pre-post grammar measures across department, common departmental exams to show growth rather than have a conversation about what performance should look like)
- People getting caught up in individual systems (checklist mentality) rather than taking a step back to have meaningful conversations about goals, outcomes, student learning
- How do we facilitate a thoughtful process and conversation about assessment within the current system? How do we help teachers think differently about student growth in their programs? What is the process?
- Assessment needs to not be linked to instruction anymore - need to measure learner progress. Learner progress is not parallel to teacher instruction.
- Would teachers see supporting individual learners’ growth as distinctly different from the challenges of differentiated instruction?

Teacher leadership issue in our profession

- Why is it that we all have to leave the classroom to be leaders and learn more? Why can't learners actually benefit from teacher growth in expertise, rather than the profession as a whole?
- Reinforces the idea that the role of the teacher is to lead instruction

- Moving beyond compliance to agents of change – how do we help teachers utilize waivers to formulate and drive their own agendas?

Other barriers (structural and systemic)

- Helping teachers re-conceptualize their roles within the classroom (sage on the stage?)
- Schedule
- Need to protect teachers from COMPLIANCE instead focus on meaning.
- Also need to protect STUDENTS from compliance so we can focus on meaning – can't be based solely on yet another initiative from the state department
- Assessment of instruction to assessment of meaning
 - What are the steps along this pathway/trajectory?
- If we're being change agents, how can we support teachers in moving in this direction?
 - What if we could get gaming into assessment?
 - Relevance, developing a community of learners, encouraging learners to use the TL to develop relationships with one another
 - Communities and relationships might be different
 - Relationships are key to success in so many things
- Is AAPPL authentic and more real?
- WE AREN'T TEACHING KIDS WHAT THEY WANT TO LEARN
 - How do we find out what they want to learn?
 - More voice?
 - Is curriculum about the magical list of topics that is engaging, or about how to engage the individual learners in our setting?
 - What is motivation all about? autonomy, mastery, purpose
 - Blended approach (meeting learners between where we think they need to go and where they want to go)
- Then, what does this mean for assessment?
 - What are our goals, and how will we get there? Learners need to self-assess
 - Might also encourage students to learn beyond the classroom
- How do we recognize (assess, validate) learning that happens outside of the classroom?
- LinguaFolio®: teacher implementation and use
- We have no scale to show fine-grained gains that learners make – everything is too holistic.
 - Consider how WIDA shows the fine-grained nature
 - Doesn't match what our needs are (that students aren't immersed in the language, and that progress is so gradual. can't tip scale/register growth for a very long time)
 - Language teachers aren't working together (applied linguists and language teachers not communicating)
- What actions can we take?
 - Describe more. We jump right to analysis before starting with description (in particular with quantitative statistics)
 - Do we need to dialog more with fields outside of world language?
- Need to focus at the PROGRAM level, too – do we need to focus on achievements (e.g. recognize state-wide, etc.)
 - Using assessment to drive programmatic decision making
 - Shifting from punitive to celebratory
 - What data does a department gather? What questions are they asking to get that data?

Group 5 - Advocating and collaboration

- Every age does come to an end- language learning is no longer bound to school opportunities
- ESL and Immersion Program working on literacy - better job of supporting L1 - alignment of literacy standards - talking about languages for a purpose rather than a foreign language, integrate content; can learn from other content strategies such as WL and ESL; create the need for understanding second language acquisition; heritage language population -
- Recognizing the languages that students bring with them and many are learning these languages outside of the school environment (after school and Saturday school) - it should not be viewed as a deficit - two communities need to get together;
- Potential action: Subcommittee to develop the concept of language learning whether in English or a language learning; cognitive benefit FAQs or pictograms - two points; legislator it is economics and workforce; to parents is academic benefits; student voice; parent voice; OELA has always maintained that literacy in two languages; federal connections; ELP Standards; providing parents with information to advocate; sound bites on building sustainability;
- Prognostication: Language learning; language arts for all languages
- Concept messaging that you need it for a career is the same bandwagon that Arts education is following: what should the new concept messaging be?
- John Zogby: The Way We Will Be; - current generation is very different and they are the first globals - they in their mind do not accept restrictions
- Shrinking budgets and disinterested legislators ; habit of focusing on one language only; again how do we message to the legislators: student voice; how do we educate the teachers on how to embrace the technology as a help rather than a threat to expand the programs; looking for the philanthropic champions for language learning
- Collaboration ties to other cause organizations; non-profits; promoting of NCSSFL with the game changers;
- Action Items: Policy Briefs or Sound Bites to hook them back to the policy briefs Alliances or alignment ; a list of things that other WL teachers have done with other content areas - relationships with iEarn, P21 Summit

Shuhan announced that the Asia Society will be sending an announcement soon about a new forum for sharing resources called CELIN.

The meeting adjourned at 5:10p.m.

Thursday, November 21, 2013

Delegate Assembly

Advocacy and Effectiveness: Power of Collaboration

Creating a Multilingual-Multicultural Global Work Force

Toni Theisen, ACTFL President, gave the Welcome and Overview, followed by a **Welcome from Co-Sponsors** Desa Dawson, President of NCSSFL and Alyssa Villarreal, President of NADSFL.

Advocacy and Effectiveness: Creating a Multilingual-Multicultural Global Work Force

A new ACTFL advocacy initiative will launch in 2014. The presentation began with a "Lead with Languages" video clip. Advocate for effectiveness in evaluation processes and for student learning. Themes: Independent learners and flipped classrooms.

What is the goal? How do we chart progress toward the goal?

ACTFL Resources to shape new messaging for advocacy and new approaches to document effectiveness (Standards, Assessment, Curriculum, and Learning Targets)

Paul Sandrock discussed Backward Design.

- 1) What are the goals? (Identify desired results)
 - Refreshed World Readiness Standards for language learning developed by the Standards Collaborative Board.
 - Our "Common Core" - the 5Cs and the 11 descriptive standards. State Standards in over 40 states, local curricula based on these standards, teacher preparation based on these standards.
 - Summary of the refreshed standards was provided in the handouts.
- 2) How will you and learners know when you reached the goal? (Identify acceptable evidence).
 - Elvira and Jacque co-presented an introduction to the new Can-do statements. Combination of two documents, NCSSFL *LinguaFolio*® and ACTFL Proficiency Guidelines 2012, into one cohesive set of statements. The purpose of the document is to provide a greater understanding of the ACTFL proficiency levels, show how performance points to proficiency, and to provide a means to "unpack" the Standards. The Can-Do Statements are organized by communicative mode using the ACTFL Proficiency Guidelines aligned to a Can-Do Global Benchmark. The Bold Statements are the indicators for the level and mode, and the Target statements are a checklist to provide instructional focus, create class evidence, and emphasize "re-spiraling."
 - Integrated Performance Assessments. There is a revised manual online at the ACTFL website along with 2 other new publications.
- 3) What does it take to get there? (Plan learning experiences and instruction)
 - There is new publication and app on the ACTFL website called "The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design"

A table conversation followed the presentation on how educators will use these initiatives and the resulting documents to influence language teaching and learning. Discussions were framed around the following:

- Address teacher effectiveness/ evaluation role in providing evidence to meet requirements of your state's formula.
- Support language learners: in instructional settings or as independent learners

- Advocate for language programs: early start, longer sequences.

Two states presented on how to measure teacher effectiveness and student growth. Ann Marie and Leslie Baldwin presented on North Carolina's efforts on Statewide Professional Collaboration. NC formed a K-20 World Language Collaborative Team that developed PD materials and tools housed on a World Languages Wiki. Ryan presented with Martha Pero and Teri Weichart on the Ohio initiative to develop an evaluation framework and student growth measures. Ohio works with the state language organization and has developed a "Weebly" resource clearinghouse.

What is our message?

Table groups worked to create a draft position statement on documenting student growth and demonstrating teacher effectiveness. The discussion was framed around three questions: 1) What data should be collected? 2) How do educators collect the right data? 3) How do educators analyze and use the data (to match local or state systems or requirements, PK-16)?

Jacque presented on the development of LinguaFolio® and the changes over time to include the concept of Interculturality. Paul reviewed the Global Competence Matrix. Table groups worked to provide feedback on the draft position statement on Reaching Global Competence. Board members collected comments.

Demonstration of Asia Society and Longview Foundation

Jennifer Manise, Executive Director, Longview Foundation and Heather Singmaster, Senior Program Associate, Education, The Asia Society presented the new U.S. Global Heat Map located on the Web at: <http://mappingthenation.net>. If your state is not represented in the map, send data to Heather Singmaster.

Legislative and Advocacy Showcase

Marty Abbott met with Rosetta Stone and shared with them that if they want to market with ACTFL they will have to stop aggressively marketing for eliminating teachers.

Jill Allen Murray of The Sheridan Group and William Rivers of JNCL/NCLIS, shared information about current legislative and advocacy efforts. Jill shared a flowchart of development of the legislative agenda along with the current action items on the agenda. Priority #1 is getting a National Academies Report which could then be used to drive the development of policies to increase funding for and increase recognition of the positive work of foreign language learning. Next steps include pursuing the NA report, champion-building for Foreign Language in Congress, and developing state specific action plans. Bill gave an update of Federal Foreign Language programs: FLAP still unfunded, Dept of Defense level funding, STARTALK level funded, 10-20% proposed decreased in exchange and language programs, uncertainty in FY14 appropriations. Current legislation was reviewed including ESEA proposals, and the introduction of the Foreign Language Education Partnership Act that would create funding for sequences of K-12 education; and a Biliteracy Education Seal and Teaching Act (BEST Act) that would grant funding for states to develop Biliteracy diplomas and improve FL teaching. JNCL legislative priorities include: Staff briefings; Fund FLAP; Increase funding for Title VI/F-H; maintain funding for STARTALK, Defense Language Program, and State Dept exchanges and language program; keep FLAP in ESEA. JNCL has a white paper available online regarding FL and STEM at www.languagepolicy.org. Bill highlighted new and expanded partnerships with ACTFL and other organizations.

1:15 *NCSSFL members moved back to room W106 for the afternoon meeting in W106*

Ralph from Stevens Learning System extended an invitation for us to join a Dinner/ President's Reception this evening at Cuba Libre.

Conversation Carryover from Delegate Assembly, Ann Marie Gunter, NC

Ann Marie led the members through an activity to recap thoughts from the Delegate Assembly. Topic discussions were separated by language for discussion in language groups. Takeaways:

1) Creating a Multilingual-Multicultural Global Workforce

Getting the message out is key.

2) Demonstrating Teacher Effectiveness

What does it mean? % of Teacher Evaluation, not just a number, how to measure, how to improve, looking at practice, need for support, using data for improvement, how different from other content, how to support expansion of TELL

3) Documenting Student Growth

When is it appropriate to use LinguaFolio®, student awareness and ownership of their own learning, setting goals based on rubrics, connection between growth and standards, need to share growth, relationship to instruction?

4) Using Data to plan for the future

Mapping the Nation as a tool, how to collect data, what data to collect, how to interpret data, how to use data to inform practice, how to share information from data

Seal of Biliteracy, Michele Aoki (WA) and Ursula Lentz (MN)

Michele shared an overview presentation on the Seal of Biliteracy that included current efforts, purpose, CA criteria, and recommendations from WA. Ursula shared information from WI and MN. MN has a World Language Proficiency Certificate. The presentation with information and questions to consider will be uploaded to the NCSSFL member section. Discussion from the group:

- Are any states considering differentiated proficiency level requirements for languages that take longer to learn?
- There is a need for a correlation between assessments and proficiency levels.
- NJ is working with professional organizations that came together to develop a seal outside the DOE or legislative process.

German Education Advisors

Andrea Christ, Deputy Head of Cultural Affairs from the German Embassy (ku-2@wash.diplo.de) presented the German Language Advisor Team for the U.S. and gave an overview of the new GLA program. German Language training is top priority with the U.S. as a focus country. There are 9 GLA. Three goals: Target all U.S. schools to offer cutting edge language training, liaise and support local government and administrative offices, build network of support for schools and programs in the U.S.

The GLAs introduced themselves and the regions they serve. The 9 **German Language Advisors** to represent the new form of supporting the German language in the USA are the following:

1. Mrs. Petra Reuter, Atlanta, GA – petra.reuter@web.de
2. Mrs. Julia Ibold, Los Angeles, CA – losangeles@auslandsschulwesen.de
3. Mr. Gert Wilhelm, Washington, DC – Wilhelm-zfa@gmx.com
4. Mr. Björn Technau, New York, NY – technau@newyork.goethe.org
5. Mrs. Anka Fehling, Chicago, IL – Chicago@auslandsschulwesen.de

6. Mrs. Anja Schmidt, Chicago, IL (not present but will arrive later)
7. Mr. Alexander Wildgans, San Francisco, CA – sanfrancisco@auslandsschulwesen.de
8. Mrs. Natascha Milde, Olympia, WA – Olympia@auslandsschulwesen.de
9. Mrs. Irene Mrázek, Denver, CO. – denver@auslandsschulwesen.de

Update on NCSSFL-College Board Collaboration

Lisa Huang Healy, Associate Director of Chinese Language and Culture Initiatives at The College Board presented a PowerPoint on the Chinese Guest Teacher and Trainee Program. The presentations included background and overview information on the program. Over 800 guest teachers have been placed in U.S. schools as of 2013. New program is the Guest Trainee Program, not teachers of record but act as Teacher Aids. Hanban provides the stipend for the Guest Trainees and the District provides housing and transportation. Hanban is willing to sign an MOU with individual states to meet special needs. 2014 applications will be announced in mid-December with a Jan 20 deadline to submit. Interviews will take place in early March with a tentative pre-departure training for teaching in June-July in Beijing for 6 weeks and end of July at UCLA for 10 days.

3:15-3:30 **Break Sponsored by Better Chinese**

NCSSFL members moved to meet with NADSFL for a joint presentation on Research on Dual Language Learning, Wayne Thomas and Virginia Collier, Professors Emeritus from George Mason University

Helga introduced Drs. Thomas and Collier who presented a PowerPoint presentation titled *Dual Language Education: A Marriage of Our Two Fields*. Research is available in book form. Books are available for sale on the ACTFL website; 2008 book, 2012 book, 2013 edition of the first book in Spanish. Presentation highlights:

- Definitions of dual language, two-way and one-way, 90/10, 50/50, and other combinations. All versions, if done correctly, include reading in the target language first.
- The most effective for ESL gap closure is the two-way 90/10 program. Comparison of Canadian Immersion and American Structured Immersion.
- "Dual language is for everybody. It's the mainstream.." Be sure to include ELLs in any lottery to enter the program. It's the right thing to do legally, ethically, and morally. Have your low scoring English speaking groups represented as well.
- Non-negotiables of dual language include min 50% instructional time in target language, including elective time; separation of the two languages for instruction; preK -12 commitments, not just elementary.
- Remedial education vs. enrichment education (dual language) comparison.
- Research includes only "well implemented" programs of all types, no new or poorly implemented programs are included to avoid confounding variables. This provides data on the effects of the actual program, not the implementation.
- Characteristics of a well implemented program: Admin must be committed, well thought out staff development, partnerships, teaching strategies such as cooperative learning, engaged students.
- Findings from 28 years of research: (see also Kathryn Linholm Leary from CA – longitudinal research in CA.): Students in dual language programs:
 - Eng learners score higher than Eng only classes
 - Master English faster and better than Eng only instruction
 - Outperform peers not in bilingual class

- Subgroups score higher, including AA and Students with exceptionalities score higher on state tests
- Student engagement, attendance, and overall interest is higher
- Fewer behavioral referrals
- Costs are less than with separate language instruction programs
- Develops the brain, cognitive advantages in many areas
- Same age peers are an important part of the program.
- Graphic of gap closures with dual language vs. one way programs. Between program differences show up in late elementary, middle and high school. The first 4 years show minimal differences, differences show up when the cognitive demand for instruction increases beginning in about 4th - 5th grade.
- Don't automatically discount special needs students from dual language programs – it may well be the most appropriate placement for them.
- Effects of Dual Language Programs are not just statistically significant, they are practically significant. "Get up out of your seat and do something" significant.
- Why are they so powerful? Path analysis – primary effect of increased cognitive stimulation leads to higher student achievement and recycles back as an achievement amplifier in a positive feedback loop
- Achievement gaps look smaller with an easy test due to ceiling effect. Norm referenced tests with higher difficulty test items show much larger gaps. Implications for measuring achievement gaps and gap closure.

Debrief from Delegate Assembly Afternoon Session *Kathy Shelton, OH*

Afternoon focus was on creating state action plans. Sample plans from other states are on the ACTFL website. A PollEverywhere gathered info on several questions to gather data for action items. The questions were based on the items in the ACTFL Action Plan development handout. Massachusetts shared their strategy. Participants shared two minute advocacy success stories. Small groups worked together to draft ideas for their own action plans. Details of the poll results and action item suggestions are included in a PowerPoint that will be posted on the NCSSEFL website member section.

An invitation to attend ACTFL 2014 was issued to all. The theme will be "Reaching Global Competence" and the keynote speaker will be a well-known National Geographic photographer.

Ryan recognized Don for his years of service and wished him well in his retirement. Ryan presented Don with a retirement plaque. Carl and Marcia will receive recognition plaques but were not present to receive them in person.

Presentation of the 2014 NCSSEFL Board

Desa asked Don to officially announce the 2014 Board.

Pres – Ryan Wertz (OH)

Pres. Elect – Ann Marie Gunter (NC)

VP – Robert Crawford (WV)

Sec – Lynn Fulton Archer (DE)

Treasurer – Lisa Harris (VA)

Desa gave a farewell as outgoing president. Ryan presented Desa with a gift from the membership. The meeting adjourned at 5:30 p.m. with a reminder of the President's Reception at 6:00pm at Cubra Libre sponsored by Stevens Learning, Inc.

Friday, November 22, 2013

7:00-8:00 NCSSFL/NADSFL Continental Breakfast

Sponsored by VIF International Education, Vista Higher Learning and Embassy of Spain



***NCSSFL will affect
state and national
policy and practice in
language education
by communicating
best practices across
international
boundaries.***