

Minutes of the Fifty-Seventh Annual Business Meeting

November 10, 2016

Pre-Conference Webinar via GoToWebinar

Attendees: Lulu Buck (CO); Michaela Claus-Nix (GA); Ruta Couet (Ret); Desa Dawson (OK); Helga Fasciano (NC); Lynn Fulton-Archer (DE); David Greer (NJ); Ann Marie Gunter (NC); Lisa Harris (VA); Jay Ketner (ME); Stephanie Knight (Assoc-CASLS); Letty Kraus (CA); Cristina Ladas (Assoc-AZ); Ursula Lentz (MN); Stacy Lyon (UT); Meg Malone (Assoc-AELRC); Ali Moeller (NE); Jonathan Moore (AZ); David Nance (AR); Erin Papa (Assoc-RI); Bonnie Pechulis (MD); Don Reutershan (Ret); Kathy Shelton (OH); Duarte Silva (Assoc-CWLP); Paula Sondej (OH); Susan Spinnato (MD); Madelyn Gonnerman Torchin (Assoc-MA); Ofelia Wade (UT); Tom Welch (Ret); Ryan Wertz (OH); Jill Woerner (IN)

Thursday, November 10, 2016

Ann Marie Gunter called the virtual pre-conference webinar to order at 2:05 p.m. Both the visual and audio aspects of the meeting were recorded, and the recording serves as the official minutes for this portion of the 2016 Annual Business Meeting. The meeting was adjourned at 3:31pm. Members may review the webinar recording via the NCSSFL Google Drive Folder at https://drive.google.com/file/d/oB2gW_poV4OfSN3VIX29mUXIFNDQ/view The agenda for the 2016 Pre-Conference Webinar appears below:

1. Welcome and Introduction of the NCSSFL Executive Board – Ann Marie Gunter, NC
2. Report of the President – Ann Marie Gunter, NC
3. Report of the Secretary – Lynn Fulton Archer, DE
Approval of the 2015 Minutes – Ann Marie Gunter, NC
Minutes approved via Polling Question (95% approve, 5% abstain)
4. Report of the Treasurer: Financial and Membership – Lisa Harris, VA
Approval of the Treasurer's Report – Lisa Harris, VA
Treasurer's Report approved via Polling Question (87% approve, 13% abstain)
5. Report of the Vice President and Scholarship Update – Jay Ketner, ME
6. Report of the President Elect & 2016 *Lead with NCSSFL* Sessions – Ofelia Wade, UT
7. Report of the Immediate Past President – Ryan Wertz, OH
8. Report of the Technology Coordinator & Website Refresh Committee – Kathy Shelton, OH
9. Responses to Officer Reports – Ann Marie Gunter, NC
10. Report of the Bylaws Committee – Ryan Wertz, OH
11. Report of the Historical Records Committee Co-Chairs – Jill Woerner, IN
12. Report of the Resource Curation Committee – Michaela Claus-Nix, GA
13. Report of the State Supervisor Positions Advocacy Committee – Gregg Roberts, UT
14. Report of the State Supervisor of the Year (SSoY) Award Committee – Lisa Harris, VA
15. Responses to Committee Reports – Ann Marie Gunter, NC
16. New Business

Vote on Meeting Dates and Location for 2017 – Ann Marie Gunter, NC

MOTION to hold the 2017 Annual Meeting November 14-16, 2017 in Nashville, TN: MOVE – Desa Dawson (OH) / SECOND – Stacy Lyon (VA) / Motion **APPROVED**

Vote on Dues and Registration Fees for 2017 – Lisa Harris, VA

MOTION to maintain member dues and meeting registration rates to remain at \$40 and \$150 respectively for 2017: MOVE – Helga Fasciano (OH) / SECOND – Tom Welch (Ret-KY) / Motion **APPROVED**

17. Call for 2017 Lead with NCSSFL Sessions – Ofelia Wade, UT

18. Annual Meeting Reminders and Adjournment – Ann Marie Gunter, NC

MOTION to adjourn at 4:32pm: MOVE – Desa Dawson (OK) / SECOND – Jill Woerner (IN) / Motion **APPROVED**

November 15-17, 2016 Boston, Massachusetts

Attendees: Lulu Buck (CO); Ruta Couet (Ret); Angela Davila (WA); Alfonso de Torres (KY); Greg Duncan (Ret); David Ellis (Assoc-NFLC); Gerhard Fischer (WI); Gregory Fulkerson (DE); Lynn Fulton-Archer (DE); David Greer (NJ); Ann Marie Gunter (NC); Terri Hammatt (Ret); Lisa Harris (VA); Betsy Hart (Assoc-NFLC); Jay Ketner (ME); Stephanie Knight (Assoc-CASLS); Letty Kraus (CA); Cristina Ladas (Assoc-AZ); Jill Landes-Lee (UT); Jamie Leite (UT); Ursula Lentz (MN); Lois Lovell (UT); Stacy Lyon (UT); Brandee Mau (UT); Jonathan Moore (AZ); Kaye Murdock (UT); David Nance (AR); William Nichols (Assoc-CULTR); Debbie Nicholson (WV); Kate Paesani (CARLA); Erin Papa (Assoc-RI); Bonnie Pechulis (MD); Don Reutershan (Ret); Nancy Rhodes (Assoc-CAL); Debbie Robinson (Ret); Julio Rodriguez (Assoc-NFLRC); Amanda Rollins (Assoc-Japan Foundation); Paul Sandrock (Ret); Carolyn Schubach (UT); Kathy Shelton (OH); Duarte Silva (Assoc-CWLP); Paula Sondej (OH); Susan Spinnato (MD); Julie Sykes (Assoc-CASLS); Toni Theisen (Assoc-CO); Madelyn Gonnerman Torchin (Assoc-MA); Ofelia Wade (UT); Shuhan Wang (Ret); Tom Welch (Ret); Ryan Wertz (OH); Jill Woerner (IN)

Location: Westin Boston Waterfront Hotel – Rooms 7 Faneuil and 9 Hale

Tuesday, November 15, 2016

Welcome and Overview

Ann Marie welcomed the workshop participants at 2:35pm. She provided an overview of the afternoon and stated that she looked forward to three days of learning and engaging conversations among members. She shared that the Tuesday afternoon workshop would focus on LinguaFolio and provide differentiated sessions for both “novice-intermediate” and “advanced-distinguished” LinguaFolio users. Members were able to choose the strand they attended during the middle portion of the workshop. Given that the workshop occurred outside of the official meeting time, no minutes were taken during the workshop. Workshop materials, including PowerPoint presentations, handouts, and video of several portions of the afternoon can be found online at the NCSSFL Weebly in the 2016 Annual Meeting materials: <http://ncssfll.weebly.com/2016-annual-meeting.html>. The agenda for the workshop is provided below:

2:30-2:40	Welcome to Boston	
2:40-3:00	Overview of Can-Do Learning and LinguaFolio Rediscovery Workshop	
3:00-4:00	LinguaFolio 101 Novice-Intermediate Users	LinguaFolio Refresher Advanced-Distinguished Users
	Part 1: Best Practices in Implementing LinguaFolio – Ryan Wertz	Research Updates – Ali Moeller Intercultural Can-Dos – Kathy Shelton
4:00-4:15	Break / Transition	
4:15-5:15	Part 2: Best Practices in Implementing LinguaFolio – Ryan Wertz	ASL Can-Do Statements – Ruta Couet LinguaFolio Online – Stephanie Knight
5:15-5:20	Transition to Whole Group	
5:20-5:50	Successful Implementation Plans	
5:50-6:00	Announcements and Adjournment	

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

Wednesday, November 16, 2016

❖ Breakfast

Ann Marie Gunter and Leslie Baldwin welcomed the members of NCSSFL and NADSFL to the morning session, which began at 8:40am. They introduced Adrian Seegar who facilitated the morning workshop.

NCSSFL-NADSFL Joint Session: Designing & Leading Interactive Conferences and Professional Development Sessions that Have Greater Impact

The morning session was led by author and workshop facilitator Adrian Seegar. He started by stating that “experiential learning is the most powerful kind of learning”. Adrian’s goal was to have participants experience the learning environment first hand. He shared six covenants as organizing principles that framed the workshop.

The first activity consisted of everyone responding to three questions individually and then sharing their responses in small groups of five people:

- 1) How did I get here?
- 2) What would I like to have happen?
- 3) What experience or expertise do I have that others may find useful?

Adrian stressed that there are no wrong answers to these questions and that they are designed to help build rapport within a group and bring to light topics for peer learning. Oftentimes a comment that one person shares in an offhanded manner or only in passing can lead to a powerful learning session later.

After the individual processing time, Adrian gave each group time to share their responses to the three questions with their group. He shared a protocol (a series of bells) to help participants time their sharing.

Adrian transitioned to the next activity by having participants move their chairs to the side of the room to create a large empty space in the middle of the room. He led participants through a series of questions (body voting) to help people get to know each other including:

- US Map: Participants physically positioning themselves in the empty space according to where they are from according to the US map then introducing themselves to others in the same area.
- Experience Line: Participants arranging themselves in a line according to the number of years of experience they “have with education,” with participants being able to define what “experience” meant to them. An alternate version of this would be participants arranging themselves by the number of years of experience they have with professional development.
- Teacher Impact: Participants arranging themselves according to the number of teachers they directly support.

At this point, Adrian drew participant’s attention to two things: first, that this type of professional development requires much more space than traditional professional development, and second, that you get a much better idea of the experience and expertise of others and the commonalities that may exist within the group. He then continued with additional body mapping activities including:

- Languages Supported: Participants arranging themselves according to the number of languages they support.
- Establishment of State Seal of Biliteracy: Participants arranging themselves in four groups according to approved, under construction, early stages, or not on the radar.
- TELL Project: Participants arranging themselves in a spectrum of implementation of the TELL Project from not implemented at all to full implementation with teachers
- State Participants: Participants arranging themselves by state and then sharing the number of participants by number from each state in alphabetical order.

Adrian emphasized that this approach to professional learning is about building relationships and people learning about each other from the start. This gives people the opportunity to find nuggets of information about others that may lead to focused and engaging learning later. Adrian concluded this section of the workshop by having participants rearrange their chairs again in a series of arcs to mimic theater-style seating with aisles and rows.

Adrian continued by leading participants through a “crowdsourcing” activity. Participants were provided with four post-it notes of different colors. Participants wrote one topic on each post-it, three topics they would like to learn about and one that they would like to offer information about. As post-its were written, participants took them to facilitators who read them out loud and then placed them on the walls. Offers for sessions were specifically identified as such.

The activity transitioned to a “Fish Bowl” activity. Participants first paired up and answered the question “If you could learn one thing from this workshop that you haven’t learned yet, what would it be?” In the Fish Bowl activity, anyone can talk, but they must be seated in a chair within the fish bowl. People move to the fishbowl and ask questions and the facilitator responds. Questions asked included:

- How to take the interpersonal learning from this session to presentational language back in our communities? Where can materials and information be housed after the session to help facilitate collaboration? One suggestion was for NFLRCs to house materials. Another suggestion was for Open Educational Resources to be used more fully.
- What do you do when you have two very different skill levels within a group of workshop participants? Suggestions included possible having people do homework before attending or staggering arrival times for those who feel like they need more information or already have a base of knowledge, pre-identifying skills or needs prior to the start of the workshop, and tapping into the expertise of those people who are ready to teach to their colleagues.

Adrian then summarized briefly some of the information that participants will be able to find in the book they were provided. He highlighted the importance of ensuring there is a beginning, middle, and end to a professional learning session. In the beginning, establishing relationships is important and well as uncovering the needs, the wants, and the resources in the room. Next, a “program” is created based on the crowdsourcing to match the desired needs and wants with the available resources. The middle of the conference is the actual running of the program with people moving from session to session. The end is important in that wrapping up and processing the learning is important. Providing structured sessions near the end that reinforce at an individual level first and then a group level next that help people identify what they want to change professionally after the conference is done. This helps consolidate learning. The conclusion included a public evaluation of the conference and uncovering of new initiatives. Adrian strongly encouraged that when this approach is run, that it should be the only thing happening at that time to give everyone the opportunity to participate and learn from the

structure of peer learning. To wrap up this section, he had participants complete a final pair activity: “Share one takeaway from this workshop that will change how you do professional development.”

He concluded with a public “plus/delta” activity during which those who wanted to share things they liked speaking at one microphone and those who had suggestions for change to speak at another microphone. Specific plus/delta comments can be found online at the NCSSFL Weebly site with the Annual Meeting materials. <http://ncssfll.weebly.com/2016-annual-meeting.html>

❖ Break

Welcome and Wednesday Overview

NCSSFL members transitioned to their meeting room for the rest of the morning session. Ann Marie welcomed attendees back to the session and officially convened the NCSSFL standalone session. She highlighted the desire to begin this year’s meeting in a different format and stated the crowdsourcing wall that was created in the morning session will be brought into the meeting room. Participants introduced themselves by identifying their name, organization, and highlighting one activity that they want to implement from the morning session. Madelyn Gonnerman Torchin welcomed attendees to Massachusetts and Boston on behalf of the Massachusetts Foreign Language Association. She shared updates on world languages in Massachusetts including continued efforts to create a Seal of Biliteracy, to fill a vacant position of Director of Literature and Humanities, and Ted Zarrow becoming a named advocate for languages within the state and a future NCSSFL member.

NCSSFL Social Media

Jay Ketner (ME) discussed recent efforts to create a stronger social media presence for NCSSFL. During the past year, Jay has claimed social media names for the organization including NCSSFL on Facebook (added as administrator by Tom Welch who originally created the page), Twitter, and LinkedIn. He highlighted that our presence will help increase visibility and awareness of the organization’s mission, crosslink website updates, and share national events in a timely manner. He encouraged members to share the Facebook page and encourage more “likes” of the page and reminded them that the page belongs to and represents the organization as a whole and can be used to promote state-level events as well by sending a private message to the page. He shared the Twitter handle of @NCSSFL and encouraged participants to tweet using the hashtag #NCSSFL2016 for this meeting. He highlighted that Twitter use tends to be a different kind of platform and reaches a different audience than Facebook. As he closed, Jay highlighted the desire to create a broader communications strategy for the organization, which include weekly posts from the organization to help keep NCSSFL in the public eye.

❖ Lunch

Supervisors of the Year Awards Luncheon

Ryan Wertz (OH) was named 2016 NCSSFL State Supervisor of the Year.

NCSSFL Website Highlights

Kathy Shelton (OH) highlighted some features of the new website. She encouraged members to provide her with photos to include on their respective state pages. Additional highlights included the addition of a clickable map to the “State Reports” page that allows access to the state page in order to access the state report. The State Reports page also allows for download of an excel spreadsheet with specific information about each state report question. Within each state page, a new link has been

placed if a Seal of Biliteracy is in place. A new page has been added highlighting the Seal of Biliteracy movement. A clickable map takes web visitors outside the NCSSFL site to the Seal of Biliteracy page on each individual state website or legislature. She reminded members of the new Forum page and encouraged them to use that feature on the website instead of email to ask questions and share information. Using the forum also provides an archive of topics to make searching for previous conversations easier.

Connecting K-20 PD to LangTalks

Lea Graner-Kennedy (NADSFL) and Bill Nichols (CULTR) shared an overview of the LangTalks initiative that has grown out of the LILL project. LangTalks is a series of short, TEDTalk types of videos that provide educators with short professional learning sessions on a variety of topics. There are currently about 12 videos in the development pipeline, with videos designed to answer the demands of K-16 world language educators. The videos will be research-based and will promote best pedagogical practices in language acquisition and will be created by teachers themselves. Once a topic is accepted, the presenter creates a PowerPoint that is evaluated by the members of the Editorial Board as part of a vetting process to ensure video and content quality. Once the PowerPoint is approved, the presenter creates their video. Videos are not yet available but will be housed on both the ACTFL and CULTR websites. The committee is actively looking for video presenters and encouraged NCSSFL members to submit names of potential presenters. Additional information can be found online at <http://www.langtalks.org>.

LinguaFolio Conversation

Ryan Wertz (OH) facilitated a conversation about LinguaFolio based on questions that were raised during the LinguaFolio workshop held on Tuesday afternoon. He categorized the questions into six areas:

- 1) Proficiency vs. Achievement + Grading
- 2) Implementing LinguaFolio
- 3) Transportability of LinguaFolio
- 4) Reflecting on the Current LinguaFolio
- 5) The Future of LinguaFolio
- 6) Research Related to LinguaFolio

Summaries of the small group conversations can be found online at the NCSSFL Weebly in the 2016 Annual Meeting materials: <http://ncssfl.weebly.com/2016-annual-meeting.html>

Principles of Effective World Language Programs / NADSFL's Principles Document

Jen Carson and Debbie Callahan-Dingle (NADSFL) shared an overview of the NCSSFL "Principles of Effective World Language Programs" to attendees. The document consists of four sections (program design, curriculum, assessment and teacher effectiveness) which can be entered at any point. The document includes sections describing each section, indicators of that facet, indicators of leadership behavior supporting the facet, and resources for the facet. They highlighted that there are many ways in which the document could be used not only by regular district supervisors, but also by school-level department chairs, supervisors without a world language background, or state-level supervisors. They engaged attendees in sharing additional possible uses and will provide additional updates in the future.

❖ Break

Dual Language / Immersion Initiatives Impacting Policy

During this session, participants attended two of the following roundtable discussions based on their own interests:

- Building the Kentucky DL/I Principal Cadre – Alfonso de Torres Nunez (KY)
- Creating DL/I Programs at the Local Level – Cristina Ladas (AZ)
- Designing PD for New and Expanding DL/I Programs – Lynn Fulton-Archer (DE)
- Indiana Legislation & Pilot Program Grants – Jill Woerner (IN)
- Research Highlights from the 6th International Immersion Conference – Kate Paesani (CARLA)

Summaries of the information shared during each of the roundtable can be found online at the NCSSFL Weebly in the 2016 Annual Meeting materials: <http://ncssfl.weebly.com/2016-annual-meeting.html>

Resource Repository Tour on the NCSSFL Website / Invitation to contribute

Michaela Claus-Nix (GA) and Ursula Lentz (MN) shared an overview of the Resource Repository which is housed within the NCSSFL website. A rubric has been created for the committee to evaluate resource submissions and once approved, the resource is posted to the website. Currently there are four resources included in the repository. Members are encouraged to submit resources for inclusion.

Ann Marie ended the afternoon session by thanking presenters for their contributions during the first day of the meeting. She highlighted several handouts available for members on the back table and reminded members that Thursday's meal events are being held in a different location. She highlighted the Thursday agenda components, noting that the Hot Topic session will be moved to tomorrow.

The afternoon session ended at 5:04 p.m.

Thursday, November 17, 2016

❖ Breakfast

The Thursday session began at 8:31 a.m. Ann Marie welcomed members to the Thursday session and provided an overview of the agenda for the day.

Defining Language in the 21st Century Curriculum: ACTFL Position Statement

Lynnette Fujimori provided attendees with an overview of the ACTFL position statement on world language and computer coding. She indicated that in creating this position statement, it was important to value both computer coding and world languages. From the world language perspective, the focus turned to the communicative focus of world language and the intercultural value of world language. She highlighted elements of the position statements including the recommendation that students study both world language and computer coding, information about how computer coding is not equivalent to a world language with regards to relationship to standards and the Merriam Webster definition of a "language." She shared several quotes from those in the computer science / computer coding world which support the position statement in stating that coding is not equivalent to a foreign language. Lynnette shared that the position statement has been approved by the Board and will soon appear on the ACTFL website.

US China Strong RFP Pillars and Plans

Ryan Wertz (OH) shared an overview of the NCSSFL involvement in the US China Strong initiative. He provided background information about the origins and history of the movement and an overview of how NCSSFL became involved including NCSSFL being represented on the 100K Strong Task Force Committee. The Task force issued an RFP for partners in three pillars: teacher training, curriculum, and technology. Jay Ketner continued by explaining how NCSSFL partnered with ACTFL to submit two proposals to the Task Force, one in the pillar of "Teacher training" and the other in the "Curriculum" pillar. Both proposals have been accepted and work will now move forward with ACTFL in carrying out the implementation of the proposals. Jay identified work that has been done to date including planning calls and identified anticipated next steps in going forward.

Historical Records Committee – Part 1

Don Reutershan (ME) summarized the focus of the committee and provided the attendees with an overview of the committee's work to date. Jill provided members with an overview of the activity attendees were going to be involved in to provide feedback to the committee on which documents should be kept for the repository.

World Café Micro Session

Ann Marie described the framework for the world café session. The table topics were identified from the crowdsourcing activity with Adrian Segar on Wednesday morning. Attendees chose one topic to discuss in small group to answer the question "What experiences and ideas about (topic) can we share today that could impact language policy and educator PD in the future?" and then identified the 2-3 most salient points to share out with the larger group. The topics and sharing points were:

- 1) Advocacy for world language program K-20
- 2) Competency-based education
- 3) Dual Language / immersion sequences K-20

- a. Equity and access to programs and materials to support student recruitment and enrollment
 - b. Retention data for programs including K-12 transitions, high school graduation rates, college admission rates, and accessibility of appropriate programs for students at the university level
 - c. L2 proficiency including research, expectations, and outcomes particularly in programs with L2 literacy development blocks (Immersion 2.0)
- 4) Intercultural competence
 - 5) LinguaFolio implementation
 - a. Accessing LinguaFolio is Easy
 - 6) Implementing Seals of Biliteracy

Ann Marie highlighted the guidelines for engagement with the group as well as a timeline for the group discussions. During the last minutes of the session, each group identified their take-aways on chart paper. Photos of the small group take-aways can be found online at the NCSSFL Weebly in the 2016 Annual Meeting materials: <http://ncssfll.weebly.com/2016-annual-meeting.html>

❖ Break

Historical Records Committee – Part 2

After synthesizing the results of the previous small group work that focused on identifying which documents to maintain, Jill and Don asked groups to provide additional feedback on documents in two categories: position papers and publications. Each group provided feedback to the Committee either through Google Docs or a google Survey form. The committee will review the feedback and use it to make decisions about which documents are kept and where they are housed.

Partnerships to Support Policy & PD: The Project-Based Language Learning (PBL) Initiative

Julio Rodriguez (NFLRC) provided an overview of the PBL project that the NFLRC is in the middle of implementing. He provided an overview of PBL and the project method, key components of the project, and several frameworks that have been used to engage participants in meaningful project design. The PBL project is adapting a framework created by the Buck Institute and interpret it for implementation in foreign language classrooms. The focus in the PBL initiative is for language to be front and center in the project. Each PBL cycle includes interested people completing an online institute and proposing a project. Successful completion results in participants receiving a badge that allows them to apply for the summer institutes. Approximately 20 participants are chosen to attend the intensive summer institute. After completing the summer institute, participants work to develop a full project that once vetted is placed in a PBL repository. Participants receive badges for completing additional tasks related to the project. Areas of focus for each of the intensive summer institutes are overview (2015), interculturality (2016), career pathways (2017), and professional learning (2018).

Cherice Montgomery shared insights into her role in work directly with teachers in the project and identified areas of challenge that have been revealed through the first two cycles of the PBL Initiative.

Partnering to Share Data & Expertise: Contributing to Language Research

Meg Malone provided an overview of the new Center for Assessment, Research, and Development (CARD) at ACTFL. The mission of CARD includes supporting preK-12 schools and institutions of higher education and developing and maintaining high-quality language proficiency assessments. CARD is

involved with the ACTFL Research Priorities Initiative to support empirical research in six priority areas. CARD is reaching out to NCSSFL as a partner given the organizations direct connection to programs across the country. Meg highlighted her desire to involve NCSSFL specifically regarding Priority 4 – High-Performing Language Programs. Meg shared areas of collaboration including enrollment data, test data, general program information, connections to people who can support research, and identifying appropriate research questions to ask. She encouraged attendees to reach out to her to determine possible research questions for contexts as appropriate.

Morning Assembly of Delegates Update

Lulu Buck (CO) provided an update on the morning activities from the Assembly of Delegates with attendees. The focus of the morning was leading change with a focus on advocacy. Topics covered included: 1) sharing a framework for leading change; 2) showcasing examples of success from Illinois and New York; 3) Leading Advocacy from the nation perspective including language and problem-solving in global contexts; and 4) Highlighting state organization efforts to advocate including New Jersey, Wisconsin, and Nevada.

NCSSFL Accomplishments and Awards

Lynn shared the annual slideshow which highlighted events and accomplishments from 2017.

Ann Marie recognized the NCSSFL retirees – Ruta Couet (SC), Phyllis Farrar (KS), Terri Hammatt (LA), and Elaine Tarone (CARLA) – as well as Joy Melnyk, our accountant. She thanked them for their service and indicated that she hopes for them to continue being included in the organization.

Ann Marie then called up the five new members who were in attendance including: Jonathan Moore, Lulu Bick, Bill Nichols, Kate Paesani, Jill Woerner. Each received their NCSSFL pin from an experienced NCSSFL member with whom they share some sort of geographic or organizational relationship.

Good of the Order

Additional items included:

- The Annual Meeting Survey will be shared with members via email.
- Lunch today will be held with the Assembly of Delegates. Members were invited to attend the afternoon session of the Assembly of Delegates.
- The Executive Board will meet at 4:00pm
- The Presidents Reception will be held this evening
- Friday breakfast will begin at 7:30 and include an Assembly of Delegates debrief with NADSFL
- Members were encouraged to download the ACTFL app
- Ryan Wertz encouraged members to please volunteer for the NCSFSL Booth in the Exhibit Hall
- Tom Welch informed attendees about the Kentucky party location and time
- Lisa Harris reminded members to pay her for Tuesday dinner or dues
- Certificates of participation for attendees will be available after the convention

MOTION to adjourn the meeting:

MOVE – Toni Theisen (CO) / SECOND – Alfonso de Torres Nunez (KY)

Motion **APPROVED** Unanimously in favor / zero against

The meeting adjourned at 12:10 p.m.

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

Sponsors for the 2017 Annual Meeting Included:

- ❖ Distinguished: Middlebury Interactive Languages
Stevens Learning Systems
- ❖ Superior: Center for Applied Linguistics
Education Office – Embassy of Spain
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