

## Minutes of the Fifty-Eighth Annual Business Meeting

November 9, 2017

Pre-Conference Webinar via GoToWebinar

**Attendees:** Aoki, Michele (WA); Buck, Lulu (CO); Call, Stephanie (NE); Canche, Jeena (HI); Couet, Ruta (SC); Dawson, Desa (OK); De Torres Nuñez (KY); Delfosse, Pam (WI); Farrar, Phyllis (KS); Fulkerson, Gregory (DE); Fulton-Archer, Lynn (DE); Gunter, Ann Marie (NC); Harris, Lisa (VA); Ladas, Cristina (AZ); Nicholson, Debbie (WV); Peszat, Regina (KS); Roberts, Gregg (UT); Rodriguez, Julio (HI); Sandrock, Paul (ACTFL); Shelton, Kathy (OH); Silva, Duarte (CA); Spinnato, Susan (MD); Torchin, Madelyn Gonnerman (MA); Wade, Ofelia (UT); Wallace, Patrick (GA); Wang, Shuhan (DE); Wertz, Ryan (OH);

### Thursday, November 09, 2017

Ann Marie Gunter called the virtual pre-conference webinar to order at 2:01 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 2017 Annual Business Meeting. The meeting was adjourned at 3:47pm. Members may review the webinar recording via the NCSSFL Google Drive Folder at [https://drive.google.com/file/d/16PccgNjoNWQEPS\\_5UowiBQbVg7ZOhowd/view](https://drive.google.com/file/d/16PccgNjoNWQEPS_5UowiBQbVg7ZOhowd/view) The agenda for the 2017 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 and Approval of the 2016 minutes – Ann Marie Gunter, NC  
**MOTION** to approve the 2016 Annual Meeting Minutes: MOVE – Ruta Couet (SC) / SECOND – Regina Peszat (KS) / Motion **APPROVED** via Polling Question (76% approve, 24% abstain)
4. Report of the Treasurer: Financial and Membership – Lisa Harris, VA  
**MOTION** to approve the 2017 Treasurer Report: MOVE – Desa Dawson (OK) / SECOND – Gregg Roberts (UT) / Motion **APPROVED** via Polling Question (80% approve, 20% abstain)
5. Report of the Technology Coordinator – Kathy Shelton, OH
6. Report of the President Elect & 2017 *Lead with NCSSFL* Sessions – Ofelia Wade, UT
7. Responses to Officer Reports & Call for Members to Volunteer for Projects – Ann Marie Gunter, NC
8. Standing and AdHoc Committee Reports
  - a. Bylaws Committee and Supervisor of the Year Award Committee – Ryan Wertz, OH
  - b. Historical Records Committee – Fran Hoch, NC and/or Jill Woerner, IN
  - c. LinguaFolio Committee – Ruta Couet, SC
  - d. Professional Resources Committee – Ursula Lentz, MN
9. Responses to Committee Reports & Call for Committee Members/Chairs – Ann Marie Gunter, NC
10. New Business
  - a. Nominating Committee Report: Election Results – Ryan Wertz, OH

- b. Vote on Meeting Dates and Location for 2018 – Ann Marie Gunter, NC  
**MOTION** to hold the 2018 Annual Meeting November 13-15, 2018 in New Orleans, LA:  
MOVE – Gregory Fulkerson (DE) / SECOND – Desa Dawson (OK) / Motion **APPROVED** via  
Polling Question (88% approve, 12% abstain)
- c. Vote on Dues and Registration Fees for 2018 – Lisa Harris, NC  
**MOTION** to maintain member dues and meeting registration rates at \$40 and \$150  
respectively for 2018: MOVE – Patrick Wallace (GA) / SECOND – Desa Dawson (OK) /  
Motion **APPROVED** via Polling Question (80% approve, 20% abstain)
- 11. Call for 2018 Lead with NCSSFL Sessions – Ofelia Wade, UT
- 12. Annual Meeting Reminders and Adjournment – Ann Marie Gunter, NC  
**MOTION** to adjourn at 3:45pm: MOVE – Debbie Nicholson (WV) / SECOND – Stephanie Call (NE) /  
Motion **APPROVED** via Polling Question (94% approve, 6% abstain)

**November 14-16, 2017  
Nashville, Tennessee**

Attendees: Aoki, Michele (WA); Barfield, Greg (GA); Braud, Michele (LA); Buck, Lulu (CO); Call, Stephanie (NE); Canche, Jeenna (HI); De Torres, Alfonso (KY); Delfosse, Pam (WI); Duncan, Gregory (GA); Farrar, Phyllis (KS); Fortune, Tara (MN); Fulkerson, Gregory (DE); Fulton-Archer, Lynn (DE); Gunter, Ann Marie (NC); Harris, Lisa (VA); Hart, Betsy (Assoc); Knight, Stephanie (Assoc); Ladas, Cristina (Assoc); Landes Lee, Jill (UT); Leite, Jamie (UT); Lentz, Ursula (MN); Mau, Brandee (UT); Nichols, William (Assoc); Nicholson, Debbie (WV); Paesani, Kate (Assoc); Papa, Erin (RI); Pechulis, Bonnie (MD); Peszat, Regina (KS); Rhodes, Nancy (Assoc); Roberts, Gregg (UT); Robinson, Debbie (OH); Rodriguez, Julio (Assoc); Rollings-Carter, Faye (VA); Sandrock, Paul (WI); Schubach, Carolyn (UT); Shelton, Kathy (OH); Silva, Duarte (Assoc); Smith, Phil (NV); Spinnato, Susan (MD); Sykes, Julie (Assoc); Theisen, Toni (Assoc); Torchin, Madelyn Gonnerman (Assoc); Van Houten, Jackie (KY); Wade, Ofelia (UT); Wang, Shuhan (DE); Wallace, Patrick (GA); Welch, Tom (KY); Wertz, Ryan (OH); Zarrow, Ted (MA)

Location: Omni Nashville Hotel

## Tuesday, November 14, 2017

### **Welcome and Overview**

Ann Marie welcomed the workshop participants at 2:34pm. She facilitated introductions of the workshop participants and provided an overview of the afternoon. She shared that the Tuesday afternoon workshop focus was "Using Language Assessment to Impact Policy." The workshop is designed to be interactive for all participants and result in participants developing an action plan for professional development in the area of language assessment and language policy. 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 2017 Annual Meeting materials: <https://ncssfl.weebly.com/2017-annual-meeting.html> The agenda for the workshop is provided below:



2:30-2:40	Welcome & Focusing Today's Learning	Ann Marie Gunter (NC)
2:40-3:00	Using Language Assessment to Impact Policy	Meg Malone (ACTFL)
3:00-4:00	Supporting Proficiency-Based Goals and Outcomes at the K-12 Level: Snapshots from the States	Alfonso De Torres Núñez (KY) Kristin Davin (UNC-Charlotte) Pam Delfosse (WI) Madelyn Gonnerman Torchin (MaFLA) Ted Zarrow (MaFLA)
4:00-5:00	Evaluating Student Growth & Educator Effectiveness: Roundtable Sessions	Teacher/Principal Evaluation Systems led by Michele Aoki (Seattle Public Schools) Senate Bill 191 or Educator Effectiveness for All Teachers led by Lulu Buck (CO) Hawaii's Educator Effectiveness System led by Jeenna Canche (HI) State Law on Pre & Post Assessments for Every Course led by Patrick Wallace (GA) Measurements of Student Growth at the Local Level led by Ryan Wertz (OH)
5:00-5:20	Finalize Action Plans	
5:20-5:50	Gallery Walk & Share Out	
5:50-6:00	Announcements and Adjournment	Ann Marie Gunter, NC

Members were reminded that the NCSSFL Networking Dinner would take place at Chauhan Ale & Masala House from 7:00-9:00pm. Wednesday meal events will be held in conjunction with NADSFL members. Members are encouraged to talk with Ryan Wertz to sign up to staff the NCSSFL booth during the ACTFL convention.

The afternoon workshop ended at 6:02 p.m.

## Wednesday, November 15, 2017

### ❖ Breakfast

Ann Marie Gunter welcomed the members of NCSSFL and NADSFL to the morning session, which began at 8:30am. She provided a brief overview of the morning session for attendees.

### **NCSSFL-NADSFL Joint Session: Showcasing the Language Resource Centers (LRCs) Initiatives & Projects**

Julie Sykes began the Joint Session by providing an overview of the LRC system across the country. She shared that each center has a distinct focus that allows them to capitalize on limited federal funding allocated to the LRCs. She invited attendees to be sure to engage the LRCs in conversation about what states and districts need to ensure that world language needs continue to be met through the next round of federal funding.

Ann Marie shared that via fall surveys, six areas were identified for deeper discussion: Assessment, Classroom Materials, Heritage Learners, Immersion Education, Professional Development, Research and Advocacy. Ann Marie shared the structure of the session with participants. Attendees received a “Dance Card” and were asked to fill it out with five of the six topics that they wanted to learn more about. Through a series of 15-minute rounds, participants learned about each of the topics from one of the LRCs. The LRCs presented as follows:

- Assessment – CASLS, University of Oregon, Julie Sykes
- Classroom Materials – CERCLL, Chantelle Woerner
- Heritage Learners – CILC, City University of New York, Alberta Gatti
- Immersion Education – CARLA, University of Minnesota, Kate Paesani
- Professional Development – NFLRC, University of Hawai’i, Julio Rodriguez
- Research and Advocacy – CULTR, Georgia State University, Bill Nichols

Each presenter provided an overview of the work their specific LRC is doing around their topic. They also shared a handout during their session that highlighted work and initiatives at other LRCs across the country related to that topic. Presenter handouts can be found online at the NCSSFL Weebly in the 2017 Annual Meeting materials: <https://ncssfl.weebly.com/2017-annual-meeting.html>

At the conclusion of the Roundtables, Ann Marie thanked the presenters for sharing information with the group. She had participants identify one immediate take-away from the morning session and share with a partner at their table. Ann Marie concluded the morning joint session by reminding participants of the break and the locations of the individual NADSFL and NCSSFL meetings.

### ❖ Break

### **Welcome to the 58<sup>th</sup> Annual Meeting & Professional Development Conference: Showcasing Experience & Expertise**

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 at 10:45am. She shared an overview of the meeting agenda and highlighted that the agenda was

designed to explore topics more deeply and spend time learning from each other and thinking through application of information to our own contexts. She shared that over the course of the past two years, NCSSFL has had 25 new members join the organization. She reviewed the meeting program, drawing attendee attention to the layout and content. She also invited members to review the list of NCSSFL committees and get involved in one or more committee in the coming year. Since there is no current NCSSFL member from Tennessee, Alfonso Nunez de Torres welcomed member to the south and shared greetings from the neighboring state of Kentucky. He wished everyone a productive meeting and moments of collaboration and learning. Julie Sykes welcomed members to Tennessee on behalf of CASLS member and Nashville resident Stephanie Knight. She shared an overview of some of the items in the meeting gift bags and wished everyone a learning-filled meeting.

### **Introductions and Sharing of Experience & Expertise**

Ann Marie shared an overview of previous NCSSFL meetings in Nashville and shared that both NADSFL and ACTFL were celebrating milestone birthdays and celebrations this year. Ann Marie transitioned to introductions through three activities. The first was for members to line up chronologically by year that they joined NCSSFL. Brief introductions were made in the whole group setting. Next, the group split into two lines and people found new partners and exchanged information about professional and personal roles. The second activity was for members to respond to two questions with their partner and with their table group.

- What professional experience(s) did you gain this year that you would like to share and discuss with others?
- What expertise did you develop or expand this year that you could share and discuss with others?

Participants then shared out their responses around professional experiences and expertise with the whole group. Ann Marie reminded attendees to listen carefully and note which topics and people they might want to connect with over the course of the meeting.

<b>NCSSFL Member</b>	<b>Experience</b>	<b>Expertise</b>
Julie Sykes	Creating meaningful collaborative partnerships to acquire and use funding	Scaling LinguaFolio online
Georgia Geerlings	Managing schools and programs, Differentiating needs of ES/MS/HS	Building relationships with teachers, vertical alignment of curriculum
Ursula Lentz	WIDA and ACCESS framework alignment with ACTFL	Working with native speakers of English to develop assessments
Ofelia Wade	Refinement and continuation of secondary curriculum work in Utah Immersion; LinguaFolio being embedded in grade 7-8 immersion	Helping teachers take professional learning and applying it to the classroom
Kathy Shelton	Co-Chair of the Can-Do revision and leading a project with diverse stakeholders	Deeper understanding of proficiency levels, Can-Dos, and Interculturality

Jill Landis-Lee	Digging into design of courses for secondary heritage students	How to look at early college programs and whether or not they predict success for students
Madelyn Gonnerman Torchin	Summer Proficiency Institute and integration of Latin	
Erin Papa	Advocacy for language programs	Process of lobbying for a state supervisor for languages
Ryan Wertz	Seal of Biliteracy creation	J-1 Visa program administration, training, and support
Gregory Fulkerson	Equity and creating an Equity Literacy Framework	Large-scale implementation of initiatives, how to “scale up without screwing up”
Lulu Buck	Seal of Biliteracy creation and implementation and Title funding to support the language supervisor program	Equity and Cultural Responsiveness Training
Toni Theisen	Sharing organizational history for world languages	
Brandee Mau	Launching a Russian immersion program	Supports for the immersion teachers with regards to both language and content objectives
Jeenna Canche	Online professional learning for teachers	Second language acquisition and its application in the classroom
Nancy Rhodes	Proposal review for STARTALK and developing interrater reliability	Using self-assessment with students, especially adult ESL students

Given the time, Ann Marie paused the introductions and sharing of experiences and the group transitioned to lunch.

❖ Lunch

**Supervisors of the Year Awards Luncheon**

Helga Fasciano (NC) was named 2017 NCSSFL State Supervisor of the Year.

**State-of-the-States Update on Seals of Biliteracy**

Ann Marie welcomed attendees back to the meeting and congratulated Helga Fasciano on receiving the State Supervisor of the Year award. She shared that introductions and areas of experience / expertise will continue through the afternoon.

She began the afternoon by providing an overview of the Seal of Biliteracy movement. While California was the first to adopt the Seal of Biliteracy, there are now 29 states which have a Seal of Biliteracy in

place. Participants reflected on where their state is in the implementation process. Through an interactive activity, participants indicated the date of implementation of their Seals and the number of languages in which seals have been awarded to date, ranging from 1 in Ohio and Delaware to more than 40 in Washington state. Participants also indicated whether or not different levels of Seals were available and the populations outside of public schools that may apply for and/or receive the Seal of Biliteracy.

Ann Marie introduced Kristin Davin from the University of North Carolina Charlotte who recently wrote an article for Foreign Language Annals entitled *Seal of Biliteracy: Variations in Policy and Outcome*. Kristin provided attendees with an overview of her research and findings as follows:

- There are vast variations in the awarding of the Seals across the country.
- 7 states offer multiple tiers of the Seal of Biliteracy
- Minimum requirements vary across states ranging from Intermediate Low to Advanced Mid
- Acceptable forms of evidence vary across states. Examples include minimum GPA in a world language, certification by indigenous tribes, points gained by completing various requirements.
- Private schools are eligible to participate in three states although they must go through a state test or process to demonstrate language ability

Kristin continued by highlighting challenges including finding assessments in less commonly taught languages to assess proficiency and the cost of language assessments in general. She also highlighted innovations in awarding Seals including DOE development of assessments in additional languages, districts uniting to lower the cost of tests, and working with ACTFL to develop local assessments. She also discussed challenges and innovations regarding raising public awareness about the Seal. Challenges include recognition of Seals by universities and colleges, reducing ambiguity of what Seals may mean across states, and raising awareness of Seals among businesses.

Kristin shared an overview of the limited existing research on Seals of Biliteracy and identified two areas of future research:

- How is the Seal of Biliteracy influencing earners' post-secondary opportunities?
- To what extent are business and universities aware of the Seal of Biliteracy?
- To what extent does proficiency assessment promote positive washback on teacher's instructional practices?
- To what extent does the Seal of Biliteracy influence retention in world language programs?

She concluded by sharing a list of ACTFL sessions that focus on the Seal of Biliteracy. She invited attendees to provide feedback and clarification to her online via a padlet page at <http://www.bit.ly/sealofbiliteracy2017> or via email at [kdavin@uncc.edu](mailto:kdavin@uncc.edu)

Ann Marie asked participants to spend a few minutes at their table discussing questions or issues about implementation that they may have and post comments to the padlet site that Kristin created.

❖ Break

NCSSFL Member	Experience	Expertise
Debbie Robinson	Articulation of language programs	

Ted Zarrow	Developing PD to keep kids engaged in language learning	Crosswalks between Latin language practices and other WL language practices
Stephanie Call	J-1 Visiting Teacher induction and cultural reports	World Language curriculum writing and helping teachers understand the process
Alfonso Nunez de Torres	Professional learning structures for teachers and embedding them within a structures system	Experience as a former J-1 Visiting Teacher from Spain, triangulation of world languages and workforce development
Debbie Robinson	Providing feedback for the module assignments for Chinese Guest Teachers	Developing community partnerships to support LCTL instruction

### Working with the New NCSSFL-ACTFL Can-Do Statements

Kathy Shelton and Lisa Harris provided an overview of the new Can-Do Statements. They began by highlighting the importance of the template created by the Interculturality Statements Committee. They shared the names of the committee members and explained that they had worked to ensure that varied instructional contexts were represented on the committee. They shared the overall timeline of the project which began in September 2016 and ended October 2017. The committee met three times face-to-face and worked in “mode” groups throughout the process. Each group met online multiple times over the life of the project. Feedback was provided in an ongoing manner among the committee but was also provided by more than 470 practitioners through online surveys and focus groups. The statements were published on the ACTFL website on October 20, 2017.

They walked through the website itself, highlighting each of the sections and the content contained therein. Documents include: overview and introduction; all benchmarks; novice level; intermediate level; advanced level; superior-distinguished level; intercultural communication; intercultural reflection tool. They reviewed the elements of the new document which include: mode of communication; proficiency benchmark; language functions for each benchmark; performance indicators that show progression across each sublevel and mode. The new Can-Dos also include reference to text types and contexts. Kathy also provided a brief summary of the Intercultural Can-Do Statements, which are organized across major proficiency levels and are not broken into sub-levels. She shared an example of the Intercultural Reflection Tool and how it can be used in an instructional setting. Next steps within NCSSFL include updating the current documents on the website, the issuance of an RFP for continuing work on updating LinguaFolio, and migrating professional development modules from the NCDPI website to the NCSSFL website.

Ryan Wertz continued the session by stating that the work of the Can-Do statements will now fall under the auspices of the LinguaFolio Committee. He encouraged members to volunteer to serve on the committee if they are interested in this work. Next, Ryan shared a print copy of the general document with participants and led them through a “LinguaFolio Norming Activity.” The activity was structured as follows:

- Participants identified a second language that they speak that they would reflect upon through the activity
- Participants reviewed the first page of the document and the elements it contains



- Kathy Shelton summarized the interpretive document and the function questions; then participants rated their ability in their second language in the interpretive mode
- Debbie Nicholson summarized the interpersonal document and the function questions; then participants rated their ability in their second language in the interpersonal mode
- Lynn Fulton-Archer summarized the presentational document and the function questions; then participants rated their ability in their second language in the presentational mode
- Jacque Van Houten summarized the intercultural document and the fact that they arranged only by levels and not sublevels and the focus on showing what you know about culture through the use of language; then participants rated their ability in their second language in the intercultural realm

Comments about the first page included the inclusion of sign language more clearly, the connections that can be made between the intercultural statements and other content areas, and the visual appeal of the document. Ryan concluded the session by reminding participants of the importance of the front matter, especially when providing professional learning for teachers in the field.

Debbie Nicholson shared the framework for the next activity. Six topics were identified for further discussion led by members of the LinguaFolio Committee. Participants chose one topic to investigate further during a 10-minute roundtable. The topics included:

- Customizing LinguaFolio® for your Context – Stephanie Knight, CASLS
- Incorporating Can-Do Statements into State Standards – Alfonso de Torres-Núñez, KY
- LinguaFolio® Training Institutes, Workshops and Sessions – Lisa Harris, VA
- The New MOU for the NCSSFL-ACTFL Partnership – Ann Marie Gunter, NC
- Online LinguaFolio® Training Modules & Resources – Faye Rollings-Carter, Retired - VA

Summaries of the content of the roundtables can be found online at the NCSSFL Weebly in the 2017 Annual Meeting materials: <https://ncssfl.weebly.com/2017-annual-meeting.html>

The session concluded with a summary of LinguaFolio Online (LFO) by Julie Sykes at CASLS. She shared that LFO should be updated by January 31 with the new Can-Do statements. She also provided attendees with information about how to set up an LFO demo account which allows for exploration of the tool.

❖ Break

### **Building on Success with Dual Language / Immersion**

Ofelia Wade provided attendees with an overview of Dual Language/Immersion programs across the country. She showed a short video clip to frame the trajectory of dual language / immersion programs for participants. The video showed a student who is aware of his language-learning trajectory and that he still has places to go in the development of his language. She highlighted several successful trends in immersion that we are seeing across the country including the following:

- The passage of Prop 58 in California which will expand immersion programs in that state
- The impact of the Seal of Biliteracy movement and the positive momentum in raising the awareness of bilingualism and multiculturalism
- The shift toward systematically mainstreaming immersion programs in school districts

- Looking at dual immersion through the lens of equitable access by all learners
- Looking at programs through the lens of proficiency and ensuring that programs set proficiency targets and use data to impact student learning
- Articulation of immersion programs into secondary settings

Ofelia shared the framework for the rest of the session during which participants attended two of the following roundtable discussions based on their own interests:

- DL/I Programs in Small & Rural Districts “Southern Style” – Michele Braud (LA)
- DL/I Programs in Small & Rural Districts “Northern Style” – Erin Papa (RI)
- English Learners in DL/I Programs – Jamie Leite (UT)
- Higher Education or Postsecondary Options for DL/I Graduates: Flagships & Dual Enrollment – Debbie Robinson, Retired (OH)
- Moving to Secondary Immersion: Language Continuation – Jill Landes-Lee & Leo Valladares (UT)
- Moving to Secondary Immersion: Content Continuation – Ann Marie Gunter (NC)
- Professional Development for Stakeholders – Lynn Fulton-Archer (DE)
- Supporting Rapidly Expanding DL/I Programs in a State Where There is No State Funding: What is Georgia Doing? – Gregory Barfield & Patrick Wallace (GA)

Summaries of the content of the roundtables can be found online at the NCSSFL Weebly in the 2017 Annual Meeting materials: <https://ncssfl.weebly.com/2017-annual-meeting.html>

Ann Marie ended the afternoon session by thanking presenters for their contributions during the first day of the meeting. She highlighted meeting location changes for the Thursday sessions and reminded participants that NCSSFL will be participating in the morning session of the ACTFL Assembly of Delegates. NSCCFL-only sessions will resume at 1:00pm on Thursday.

The afternoon session ended at 5:08 p.m.

## Thursday, November 16, 2017

- ❖ ACTFL Assembly of Delegates/NADSFL/NCSFFL Breakfast: Sponsored by EF Education First

The NCSSFL meeting resumed at 8:37am with members participating in the morning session of the ACTFL Assembly of Delegates. Meeting materials are available at <http://goo.gl/t6b8Xe>

### **Welcome and Overview: Connect Across Organizations**

Desa Dawson, ACTFL President, welcomed attendees and thanked participating organizations for all they do to support language learners and language educators locally, regionally, nationally, and internationally. She presented NCSSFL President Ann Marie Gunter and NADSFL President Jen Carson who welcomed attendees as well. Desa continued by providing attendees with an overview of the LILL Project (Leadership Initiative for Language Learning) and recognized those LILL participants present. Desa provided an overview of the agenda for the day and directed attendees to where they could find meeting materials.

### **Moving into Action on Teacher Recruitment and Retention**

Desa provided an overview of teacher staffing across the country. She framed the conversation with several data points:

- Only 1/3 of teacher attrition is due to retirement.
- Beginning teachers without sound preparation are two and a half times more likely to leave the profession after one year in the classroom
- Teachers without mentors leave the classroom at two times the rate of those who do receive mentoring

She introduced the next speaker, Dr. Richard Ingersoll from University of Pennsylvania, whose research focuses on teacher supply, demand, and quality. The title of Dr. Ingersoll's presentation was "Why Schools Have Difficulty Staffing Their Classrooms with Qualified Teachers." He began his presentation by stating that there is a shortage of teachers, that we make too few teachers, and there is too much attrition in the field. While international recruitment is an option, it is not sustainable. His research data comes from "The Schools and Staffing Survey," a national survey of educational staffing. He shared a summary of attrition across professions and showed data that illustrated the "revolving door" challenge facing schools across all content areas and across foreign languages specifically. His data show that 1/3 of foreign language teachers turn over each year with approximately 14,000 teachers coming into the profession and 15,000 teachers leaving the profession each year. He shared data as well about attrition and retention in urban and suburban schools, high poverty and low poverty schools. His next data set revealed reasons why foreign language teachers leave the profession with more than 50% citing that they were dissatisfied and followed that with data that defined "dissatisfaction." He discussed several of the specific reasons including student discipline problems and poor salary and compensation. He stressed the importance of retaining teachers and not simply recruiting them. He concluded by sharing overviews of several research studies that show which aspects of teacher preparation led to reduced attrition rates, how teacher induction can help reduce attrition, and how supporting teachers and giving them voice in school leadership can have positive effects on retention.

Desa thanked Dr. Ingersoll for his remarks and turned the conversation to teacher recruitment. She presented an overview of the new "Educators Rising" campaign on the ACTFL website. She introduced Bill Anderson who talked about his experience using these materials with his students in his district. He

highlighted several activities that have already happened during the implementation of the campaign including a German student who has taught language lesson on “Teach German Day” and bringing in student teachers and teacher candidates from a local teacher preparation program to shadow current teachers in the school.

Desa returned to the podium and shared several quotes by Linda Darling-Hammond of the Learning Policy Institute regarding teacher retention and support. She transitioned the session into small group discussions, asking participants to work on the “Guide for Action” documents at their tables. She asked groups to focus their discussions around the questions “What my organization/institution can do?” and “What collaborations can help make this happen?”

❖ Break

### **Moving Forward with the AAAS Report and *Lead with Languages* Campaign: Advocacy and Legislative Panel**

Desa brought the group back together and introduced the participants of the Advocacy and Legislative Panel: Marty Abbott ACTFL Executive Director, Bill Rivers JNCL-NCLIS Executive Director; Matt Schlesinger Sheridan Group

Bill Rivers began by sharing an overview of the AAAS (American Academy of Arts and Sciences) study timeline, report, and implementation of recommendations. The first report produced was a statistical portrait of language education in the US. The final report “America’s Languages: Investing in Language Education for the 21<sup>st</sup> Century” included the following recommendations:

- Increase the number of language teachers
- Supplement language instruction across partnerships
- Support heritage languages
- Provide targeted attention to Native American languages
- Promote opportunities for student to learn languages abroad

Bill shared that a working group has been established to implement the recommendations. The group is comprised of a variety stakeholders across the language profession and has already created a “Call to Action” petition. They are developing a document identifying best practices for each of the recommendations and organizing events across the country to supplement AAAS outreach efforts.

Matt Schlesinger continued by sharing an overview of the ACTFL Federal Policy Priorities. He provided an summary of the Every Student Succeeds Act (ESSA) and it’s connection to world languages and the ACTFL Policy Priorities. He provided details about the following: Title II-A and its connection to preparing, training and recruiting high quality teachers; the connection between Title II-A and the reauthorization of the Higher Education Act; advocating for the use of Title III funds in Two-Way immersion programs; Title IV-A and the “well-rounded” block grant program which can be used to support language programs; Title VI of the HEA and international study programs; Language Flagship Programs and their role in supporting less commonly taught languages. Bill also provided a list of current proposed legislation in Congress related to language education.

Marty Abbott next provided an overview of the Lead with Languages campaign. It has reached its goal of raising \$1M to support education activities and is now seeking a match grant from the Mellon Foundation of \$500,000. She reviewed sections of the website and the social media components of the

campaign. To date, three contests have run on the site: Concordia Language Villages scholarship giveaway; Eurail train ticket giveaway; "Japanese with Manga" Drawing Competition. Roundtable events have also been held in multiple locations with others being planned. Marty shared several other ways in which educators can support the campaign and encouraged attendees to visit the Lead with Languages campaign in the exhibit hall.

Desa returned to the podium and transitioned the session into small group discussions, asking participants to choose one of the recommendations from the AAAS study to discuss at their tables. She asked that participants enter information from their conversations into the AOD padlet at <https://padlet.com/psandrock/4vumlyg9cwsk>

### **Moving Together as Leaders**

Desa concluded the morning session of the AoD by thanking delegates for their engagement and contributions to the conversations around the topics.

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

### **Debrief on Assembly of Delegates (AoD)**

As attendees came back into the room, Ann Marie asked everyone to complete a short survey to provide feedback on the Assembly of Delegates session using the link <http://bit.ly/AoDdebrief>

### **Exploring Teacher Shortages & Certification Options**

Betsy Hart (NFLC) began the afternoon session by highlighting some of the recent work of STARTALK in the area of teacher recruitment, certification, and retention. STARTALK has a federal mandate to help support teacher preparation, but she stated that the task is overwhelmingly challenging given that each of the 50 states have different certification requirements and processes. She shared that a recent project worked to identify the requirements from each of the states to help provide a point of departure for future work. Betsy continued by sharing a brief overview of the STARTALK program in general and their goals. All STARTALK programs are summer programs and a large number of them are targeted specifically to teachers.

Duarte Silva continued the session by highlighting work that has been done in California through the STARTALK program. He summarized teacher shortage data and the backgrounds of the participants in the California STARTALK program. He also identified some of the barriers and challenges that many candidates face and/or perceive as they think about becoming teachers. Duarte continued by sharing and overview of the LandCred website with attendees. The site includes data about credentialing processes and requirements in each states. Duarte shared an example of how to use the aspects of LangCred through a case study of New Mexico.

Thomas Sauer continued by sharing details and data about programs over the last ten years. There have been more than 12,000 participants in almost 600 STARTALK teacher programs. He shared an overview of the common curriculum template that all programs use, which is based on TELL and aligned to CAEP. In summer 2017 most of the 49 teacher programs focused on reflective practice, planning and designing learning experiences, and providing comprehensible input. There was a lack of programs that focused on assessment and creation of resources. He highlighted that there are resources and modules available to support teacher certification, however there are not systematic structures in place yet to help break down certification challenges.

Greta Lundgaard continued by asking participants to commit to helping develop pathways that lead to credentialing in each of the 50 states. Greta then asked attendees to work at their tables to discuss and jot down ideas about how to create new pathways to credentialing.

### **A Kentucky Tale: Connecting Global Competency, World Languages, and Economic Development**

Alfonso de Torres Nunez provided an overview of the current context for world language education in Kentucky. He shared the top five industries in Kentucky; economic data regarding Kentucky exports and foreign investments; and the locations of international investments in the state. He encouraged attendees to reach out to their state Department of Commerce to help find data about their own states. He continued by sharing world language enrollment trends in Kentucky and identified the top three languages taught in the state. He also shared maps of the state showing where each language is taught in the state then triangulated the economic investment maps and the main transportation corridors, with where different languages are taught. Alfonso concluded his presentation with a several recommendations for members on how to connect languages and economics including seeking commonalities between business and education (vision, mission, interests) and identifying needs that businesses have that world language programs can help support.

❖ Break

### **State Showcase of Expertise and Experience: An Unconference Session**

Given the earlier delays and the change in layout of the meeting room, the Unconference Session was eliminated from the schedule. Ann Marie stated that the experience and expertise information that was shared by members on Wednesday will be reviewed by the Board and used to help guide professional learning opportunities for membership in the coming year.

### **National Showcase of Experience & Expertise: Analyzing the NCSSFL State Reports**

The meeting continued with membership examining the State Reports. Ann Marie and Ofelia divided participants into five groups. Each group received a set of questions from the state report and were asked to group the questions into categories that made sense to them.

### **NCSSFL Accomplishments and Awards**

Lynn Fulton-Archer shared the 2017 annual slideshow with attendees which highlighted member events and accomplishments from 2017.

Ofelia Wade presented Ann Marie with a thank you gift for her leadership and service to NCSSFL as president for the past two years.

Ann Marie recognized the current Board members and thanked them for their service. She also presented the new Board members to the membership.

- President – Ofelia Wade (UT)
- President-Elect – Lisa Harris (VA)
- Treasurer – Alfonso de Torres Nunez (KY)
- Secretary – Debbie Nicholson (WV)
- Technology Coordinator – Kathy Shelton (OH)

Ann Marie then called up the new members who were in attendance including: Patrick Wallace (GA), Jeena Canche (HI), Regina Peszat (KS), Ted Zarrow, (MA), Stefanie Call (NE), Karl Bowman (UT), and Pam Delfosse (WI). Each received their NCSSFL pin from member Phil Smith. After the pinning, Ann Marie recognized the NCSSFL retirees – Gregg Roberts (UT) and Gerhard Fischer (WI). She thanked them for their service and indicated that she hopes they continue to be active in the organization through committee work and meeting attendance.

#### **Afternoon Assembly of Delegates Update**

Pam Delfosse (WI) provided an update on the afternoon activities from the Assembly of Delegates to attendees. The afternoon session focused on two main agenda items: 1) Developing organizational capacity around supporting educators and 2) Connecting organization initiatives to develop learner proficiency. Case studies from several locations were shared as examples of how to support educators. The first was a FLANC initiative to increase outreach and engagement. The second was a CT COLT project to consolidate resources and reflect on their efficacy as a world language organization that led to offering more professional learning and creating modules for educators. Additional presentations were made regarding initiatives to develop learner proficiency. These included an overview and walk-thru of the new Can-Do Statements and the Statements for Intercultural Communication framed as a deconstruction of the communication and culture standards of the national standards. A case study from ICTFL was shared to highlight how an organization can fill gaps that exist in state structures to support learner proficiency development.

#### **Announcements and Good of the Order**

- The NCSSFL-NASDFL Networking Reception will be held this evening from 5:30-7:30
- Friday breakfast will begin at 7:00am with NADSFL
- Phil Smith thanked the membership for inviting him to attend the meeting
- Ryan Wertz encouraged members to please volunteer for the NCSFSL Booth in the Exhibit Hall
- Certificates of participation for attendees will be available on the way out of the meeting room
- The Annual Meeting Survey will be shared with members via email.
- The Executive Board will meet at 5:15pm
- The ACTFL Call for Proposals is open with a submission deadline of January 12, 2018

**MOTION** to adjourn the meeting:

MOVE – Ted Zarrow (MA) / SECOND – Michele Braud (LA)

Motion **APPROVED** Unanimously in favor

The meeting adjourned at 5:05pm

Sponsors for the 2017 Annual Meeting Included:

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                                 This is Language  
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                                 CIEE  
                                 Education Office – Embassy of Spain  
                                 Language Testing International  
                                 Participate  
                                 Pearson  
                                 Santillana USA
  
- ❖ Intermediate:       Center for Applied Linguistics  
                                 CLASS – Chinese Language Association of Secondary-Elementary Schools  
                                 FilmArobics  
                                 Minds Abroad  
                                 Sans Learning Systems  
                                 World of Reading