

**NCSFL Workshop**  
**November 13-15, 2012**  
**Philadelphia, PA**

**Members in attendance at meeting:** Michele Aoki, WA; Greg Barfield, GA; David Beste, LA; Ruby Costea, MD; Ruta Couet, SC; Desa Dawson Duncan, OK; Carl Falsgraf, (CASLS); Phyllis Farrar, KS; Helga Fasciano, NC; Gerhard Fischer, WI; Tara Fortune, (CARLA); Gregory Fulkerson; Ann Marie Gunter, NC; Terri Hammatt, LA; Lisa Harris, WV; Janis Jensen, (School for Global Education and Innovation); John "Don" Kaminar, AR; Cristina Ladas, (AZLA); Ursula Lentz, MN; Jackie Moase-Burke, MI; Ali Moeller, (University of Nebraska); Kaye Murdock, UT; Cheri Quinlan, NJ; Don Reutershan, ME; Nancy Rhodes, (CAL); Gregg Roberts, UT; Debbie Robinson, (retired from OH); Faye Rollings-Carter, (retired from VA?), Paul Sandrock, (ACTFL); Susan Spinnato, MD; Elaine Tarone, (CARLA); Ann Tollefson, (retired from WY); Madelyn Gonnerman Torchin, (MFLA); Jon Valentine, GA; Jacque Van Houten, KY; Ofelia Wade, UT; Shuhan Wang, (STARTALK); Tom Welch; (TWelch Consulting); Ryan Wertz, OH

**NCSFL Profession Development**  
**Tuesday, 2:45 PM**

**World Languages: Gateways to Economic Competitiveness**

Gregory Fulkerson welcomed participants and, after giving an overview of the topic, he introduced Maureen McLaughlin, Senior Advisor to the Secretary and Director of International Affairs, U.S. Department of Education. Rafael Navarrez assisted the presenter as well.

Presentation topic: Succeeding Globally through International Education and Engagement

McLaughlin said the agency's goal is simultaneously to strengthen U.S. education while advancing our international priorities.

The following topics were addressed:

Why an International Focus at the Department of Education?

- Economic competitiveness and jobs
  - Firms are having trouble finding employees who have cultural and language skills
- Global challenges
  - Climate change, disease, international crises etc.
- National security and diplomacy
  - Civic and global awareness is required today
- A diverse U.S. society
  - The U.S. is a country of immigrants
  - Appreciation of diverse viewpoints is a must

International Strategy Framework hopes to:

1. Increase global competencies
2. Learn from other countries
3. Engage in education diplomacy
4. Develop integrated and coordinated activities and programs

A world-class education for all is not a zero sum game; it is a win-win for everyone.

Internationally recognized benchmarks are not just viewed for a small portion of individuals, but for all students.

The USDE also recognizes the importance of *Global Competencies: 21<sup>st</sup> Century Skills Applied to the World* developed by the Chief State School Officers and Asia Society where students understand the world through disciplinary study.

Key components:

- Investigate the world
- Recognize perspectives
- Take action
- Communicate ideas

The focus of their work will be:

1. Implementation of internationally benchmarked standards
2. Development of career and college ready standards
3. Promotion of global competence and perspective

Speaking another language and understanding other cultures' perspectives are both important in relating to the world whether in business, national defense, economic development, or other areas. Language study is recognized as aiding in the development of English skills as well.

While on tour of immersion schools, Secretary Duncan was very impressed with the model in Lexington, KY.

<http://fcpstv.pegcentral.com/player.php?video=371d32fd0fde9918166ff34612f35693>

Q&A Discussion

Where is the implementation and policy that is beyond the framework? Helga Fasciano  
*The framework is the beginning of the work.*

How can we make the case? Maureen McLaughlin

*Often the advocacy becomes personality-based, unfortunately, and individuals in key positions are responsible for making decisions about promoting and funding programs.*

*Funding is an issue—FLAP is gone.*

*It is helpful to align with federal framework.*

What plans are in place to see that goals are met, and how will the process be monitored?

Gregory Fulkerson

*Can elevate the discussion and awareness of need to see that world language study is not just a luxury.*

*Are waiting for reauthorization of higher education and funding*

Could you speak to the issues in *A World-Class Education* where foreign language is playing a key role in education reform in other countries? Gregory Fulkerson

*Most of the countries we read about that are tied to language study have English resources available in those countries. We need to make some very tough policy decisions about which languages should be studied as well as what other countries are in our best interest to include. We need to look at what the Anglophone countries are doing. There may be many interesting things to learn from what they are doing.*

*Information from The open doors report indicate that students coming here and students going overseas to study are increasing. 14 of the top 25 are not European countries today—good trend.*

One of our biggest roles at the state level is advocacy because the funding and policies are not in place to support language programs. What else are you planning to do to promote language learning—particularly at an early age? Jacque Van Houten

*Strategy is just the beginning, and we will be working along, but we do not have specific steps planned at this point. We will be looking for ways to promote languages.*

Looking at the students who already bring language into schools from the U.S. but are not supported in their languages, could we combine these two efforts. Michele Aoki

*We would like to hear more from you. What are suggestions you have about things that work well?*

*Please write an email or send us your thoughts.*

[Maureen.McLaughlin@ed.gov](mailto:Maureen.McLaughlin@ed.gov)

[Rafael.Navarrez@ed.gov](mailto:Rafael.Navarrez@ed.gov)

#### Follow-up NCSSFL participant responses/questions/discussions

- Our organization would be willing to organize a Webinar with you and give you some of our ideas. Ruta Couet
- Could a bubble space for innovation at the department be developed in which foreign languages could search for new ways to increase foreign language skills? Tom Welch
- Participants all introduced themselves. New members were heartily welcomed.
- Question that was not asked—Why is it that education does not communicate with other departments of the U.S. government about role of foreign language study?

- Gregory Fulkerson then introduced the book by Vivien Stewart given to participants and later shared the Kentucky video about immersion study with participants. Bilingual vs. multilingual issues were discussed.
- Shuhan offered to conduct a Webinar from Singapore with participants.

#### **3:45 PM Break sponsored by a Friend of NCSSFL**

#### **How do states connect language learning to 21<sup>st</sup> Century programs or other initiatives?**

##### Maryland—RRTT Funding—Susan Spinnato

Invited to include a project in Race to the Top—was funded with over 1 million dollars.

- Chose to do immersion with a STEM focus in interdisciplinary/cross disciplinary programs
- Initiated start-up and tech funding for new STEM/World Language programs.
- Created new elementary programs before/after school as well as in-school programs.

#### STEM curriculum modules

- For RTTT programs and beyond
- Summer curriculum workshops
- K-1 modules complete
- Grades 2-3 modules in revision

Languages across grade levels are using the modules. The modules are on the MD Website.

#### Created MD STEM Standards of Practice aligned with the 5 Cs

- Engagement
- Exploration
- Explanation
- Elaboration
- Evaluation

Question: Are LEAs excited about programs, and are the programs sustainable?

Monetary concerns are an issue, but schools were given start-up money. Fitting it into the school day is also an issue.

Question: How did you find the teachers and the curriculum writers? Those LEAs who have an interest came forward.

Tom Welch spoke to the KAHN Academy resources easily being used to tie core content with languages.

FREE RESOURCE

Kentucky—Connecting Languages to Jobs—Jacque Van Houten

Longview Grant to get administrators and business people to look at how to internationalize curriculum

- Looking at opportunities for job shadowing for technical school students at companies in foreign countries.
- Working with early childhood programs to send students to Spain as interns.
- Using funds generated to create start-up programs in art at the elementary level to create immersion programs—grants to study how to implement and other grants to start the programs.
- Combining arts and languages—art is taught in the language.
- No longer assess foreign languages, but there are now program reviews which include foreign languages.

Video

Georgia—Career Tech—Jon Valentine

Global Workforce Development Initiative

- doing outreach to companies
- language du jour has always been a problem
- more important to give students higher proficiency levels
- help career tech realize how to develop courses they need in order to establish immersion programs
- teach language as a competitive advantage
- need to link to career
- career-based exchanges
- appeal to base-sense of people: compare to competition with Utah kids LOL
- must answer question “How does learning French (substitute any language) give you a competitive advantage in . . . ?”

Delaware—Governor’s World Language Expansion Initiative—Gregory Fulkerson

When CIGNA expanded in Belgium rather than Delaware, the governor was not happy. He asked the DOE how to keep jobs in Delaware by increasing students’ proficiency in languages. The answer was immersion programs—20 schools in 2020. 2 million dollars were delegated to programs. Which languages? Secretary of Labor wanted to keep Delaware domestically viable—Spanish. Chinese was chosen for international competitiveness. Other languages will follow, given funding.

Video

**Creating Global Professionals to Meet our Economic and National Security Needs: The Language Flagship—Debbie Robinson**

DOD language needs:

- 3.3 million personnel, but only 7.92% with reported language skills
- 258,786 individuals (140,000 w/Spanish)
- 36,983 positions w/specific language requirements
- 81% filled
- 28% filled at required level of proficiency

(Senate testimony Dr. Laura Junior Deputy Assistant Secretary for Defense Readiness)

The Language Flagship

- Focus on reconfiguring undergraduate programs and interventions to develop higher proficiency
- Pathways for all students, no prior language experience necessary
- Articulation of domestic curriculum and overseas programs

Goal is to create high school students with proficiency in a language to then major in area where they can use language skills.

Leveraging Partnerships:

- SEAs
- Universities
- LEAs
- ACTFL
- DoDEA
- LRCs
- AATs
- NSLI
- STARTALK

Portland Public Schools/University of Oregon K-16 Chinese Language Flagship was the first of the nation’s k-16 Chinese language flagship program. It is a replication model for other schools.

Utah’s K-12 Chinese Language Flagship (F-CAP) Flagship-Chinese Acquisition Pipeline took the Portland model and is using it to build immersion programs.

Language Flagship K-12 linkages funds

- Pre-collegiate courses, workshops, experiences
- K-16 Teacher development workshops

- Materials and curriculum development

Strategic Foreign Languages Expansion Program (S-FLEP)

- Long sequence, articulated K-12 programs
- 50/50 dual immersion: secondary content-based or subject-matter language learning;
- Incorporate technology; don't supplant teacher/student interaction
- Increase/institute HS graduation requirements;
- Professional development;
- Student assessment; and
- Program and curriculum evaluation.

Grants June 15, 2012 – 2015

- 5% of district or 30% of school must be military personnel students
- Funds are probably not going to fund more flagship programs—the approach is to develop “regional” centers to serve more students.
- K-12 pipeline called “pool” now.

State World Language Road Maps—Where are we now? Carl Falsgraf

- Ohio, Texas, and Oregon were the original
- Utah and RI followed
- Local roadmaps followed in Salt Lake City, Austin, San Francisco, New York City, Washington D.C.

Oregon Roadmap—By 2025, every Oregon graduate will be proficient in English and one other language.

Language proficiency does not have much value in our society.

Approach

- Place value on language proficiency
- Create a market for proficiency
- Develop group and individual incentives
- Provide policy and academic support

Proficiency incentives

- K-16 Flagship (model district)
- Teacher incentive program
- Credit for proficiency
- Language education bonds
- Enhanced diplomas

Educational Support

- Office of Language Acquisition

- Network of school to work internships
- Study abroad
- Online language learning
- Information clearinghouse
- Language proficiency registry

Communications & Outreach

- Stakeholders outreach strategy
- Public outreach strategy

Utah—Sandy Talbot

John Huntsman, previous governor, and Gregg Roberts who helped maneuver the political waters sponsored 3 language summits (Governor/International/Metro Language Series) to conduct a needs analysis. Education official actually discussed challenges they faced in implementing programs. The questions you ask are all important. What has been the impact on your business because you have not had employees who do not have proficiency in languages?

The roadmap has had impact because all parties were heard and collaborated to create the roadmap. The advocacy has to go beyond one person.

<http://www.thelanguageflagship.org/business/roadmaps-and-reports>

Texas Roadmap—Greta Lundgaard

- In Texas there has only been one school district that established a program through private funds that has been successful. There is a lot of room for growth. The political climate does not look favorable.

**6:45 PM Adjourn**

Reception: Reservations at Brazilian steak house.

**Wednesday, November 14, 2012**

**NCSSFL/NADSFL Breakfast Sponsored by Embassy of Spain and Santillana**

**8:30 AM**

Gregory opened the meeting by introducing Cheri Quinlan to welcome the members as the representative from the Tri-State Area.

Old Business

*Approval of the 2011 minutes*—Desa Dawson

The minutes were approved after recording corrections from Ryan Wertz and Helga Fasciano.

*Approval of Treasurer's report—Jon Valentine*

Jon presented the Treasurer's report and it was approved.

*Report of the President-Elect—Terri Hammatt*

Action Plan

- Fostering and promoting state level positions; by 2020 have a representative from each state at the NCSSFL Conference
- Table at ACTFL and regional meetings
- Members will take a more active role and decide on content of meeting—cards handed out to seek input
- By 2015 NCSSFL will develop position statements on critical issues in the profession
- Recommend utilizing active and retired members who would like to collaborate to work on white papers

*Report of the Vice President—Ann Marie Gunter*

Ann Marie pointed out who the sponsors are for our meeting as well as the link [todaysmeet.com/NCSSFL2012](http://todaysmeet.com/NCSSFL2012) to express opinions about our discussions. She also noted the ACTFL app to create an individual itinerary.

*Report of JNCL Delegate—Jacque Van Houten*

Jacque said there was not much to report due to the lack of education legislation in the recent past. The organization is changing and there are new thoughts about how the group will continue. For profit groups will be allowed limited participation, along with the non-profit and educational organization participation. Bill Rivers has replaced Dave Edwards. Organizations have been somewhat reluctant to pay dues in the recent past and the fiscal concerns are being addressed.

She also reported that there is a good collaboration with ACTFL now. With all of the reorganization, efforts to get the word out about world language education to all concerned have improved. ACTFL is still working with the Sheridan Group as well.

Gregory Fulkerson recognized Helga Fasciano as the new JNCL representative.

*Report of Website Coordinator—Don Reutershan*

- Don reminded members that state reports need to be updated if they have not yet been completed.
- A media report was added to the resource pages.
- LinguaFolio information is available.
- Will be sending a request to check the links in each state.
- Photos need to be changed.
- Looking for recommendations for improvements and suggestions for other content.

- LinguaFolio® registration is now on Website.
- Listserv: need to update if you have changed email. Reregister if necessary.

Question: Is it possible to put a state report on for those states who do not have a representative at the DOE?

Answer: This would need to be considered by the Executive Board. Don and Desa will work on

*Report of the Past President—Ruta Couet*

Thanked membership for kindness about mother's death. Also thanked previous Executive Board members from last year who helped and supported her Presidency.

*LinguaFolio® Report—Ruta Couet*

Jacque gave short history of LinguaFolio® and the proposed alignment with the new ACTFL proficiency guidelines. She reported that NCSSFL has been collaborating with ACTFL to revise the "Can-do" statements; however, we still need to protect our work. David Odom, attorney, had been advising NCSSFL, but Aaron Scow replaced David Odom and is working with NCSSFL at this point. She noted that NCSSFL draws the line at companies who make a profit from our work even though we want LinguaFolio® to be used by educators. Carl Falsgraf explained CASLS' role with LF and the need to keep what we have intact for the moment for research purposes.

**New Business**

- Vote on Meeting Dates for 2013—Helga Fasciano moved that NCSSFL meet in conjunction with ACTFL on Nov 19-21, 2013 after being amended by Tom Welch to reflect the appropriate date. Susan Spinnato seconded the motion. The motion carried.
- Jon Valentine recommended no change for current dues and registration fees for 2013. Phyllis Farrar seconded the recommendation. The motion carried.
- Terri Hammatt announced the Lead with NCSSFL 6 sessions for ACTFL 2012.
  - Can-do Learning with LinguaFolio®
  - E-LinguaFolio
  - Creating 21<sup>st</sup> Century Job Skills
  - Embracing the Standards of Common Core Literacy
  - There's more to TELL

Terri then announced the ACTFL theme for 2013: *New Spaces, New Realities* and explained how members could propose Lead with NCSSFL sessions by January 9, 2013.

Gregory Fulkerson then announced his resignation as President due to change of job and the decision of the Executive Board to appoint a one-year interim President. He then thanked the Executive Board members for their work this past year.

**10:15 PM Break sponsored by World of Reading & CLASS**

**NCSSFL Purpose 2: Collaborating with Other Organizations to Advance and Support Quality WL Teaching, Learning and Leadership**

*Partnership with ACTFL on Alignment Work*—Elvira Swender, ACTFL

- Years of “wouldn’t it be great if ...”
- Face-to-face meeting in Alexandria
  - June 5-6, 2012
  - Preliminary discussions and completion of Interpersonal Statements

Progress to date

- Overarching global statements
  - All modes
  - All levels
  - Mid sublevel is also aligned to new ACTFL Performance Descriptors for Language Learners
- Bold statements
- Examples
- Proposed alignment work was presented in a PowerPoint to members

Elvira also announced that NCSSFL members will have unlimited SIG membership if you are a regular SEA member and that the state DOE would be given one free membership to ACTFL for non-WL person.

College Board Update—Ryan Wertz

- 6 years of collaboration (since 2006)
- Single largest stream of revenue for NCSSFL
- Shared program goals and programs offered

Ryan announced the 2013 National Chinese Language Conference would take place on April 7-9, 2013, in Boston, MA. The theme of the conference is *Engage the Future*. He highly recommended the professional development opportunity.

Elements of the Chinese Guest Teacher Program include:

- \$13,000 and benefits savings to schools
- Members provide promotion and outreach to schools, teacher selection and matching, orientation for schools, pre-service orientation, etc.
- In 2012-13, 172 teachers are teaching in over 230 public and private schools in 30 states.
- Since 2007, over 700 guest teachers have taught in 38 states.
- The guest trainee program is a new program whose goal is to enhance the local Chinese program and support expanded enrichment activities. Go to [www.collegeboard.org/guestteacher](http://www.collegeboard.org/guestteacher) or [www.collegeboard.org/guestteacher](http://www.collegeboard.org/guestteacher) for information and applications.
- Deadline to apply for a guest teacher is January 31, 2013.

Program challenges:

- The timeframe is sometimes difficult for districts to manage!
- Need more time and flexibility.
- Members shared challenges that guest teachers have. Ali Moeller shared information from student’s master’s thesis who studied this issue.

Ryan promised to share members’ comments and concerns with College Board officials.

Jon Valentine stressed the importance of the College Board Guest Teacher Program as a source of revenue and reminded members that their role in the process is valued.

Partnership with the Embassy of Spain—Xavier Gisbert da Cruz, Education Counselor

Special programs

- Visiting teachers
- International Academy Schools ISA network
- Language Assistant programs—U.S. college students serve as assistants in schools in Spain

Members concerns:

- Would it be possible to consider short-term internships with businesses?
- Can NCSSFL members know the interview schedule dates earlier?

These questions will be considered for the process next year.

**12:00 PM Supervisors of the Year Awards Luncheon sponsored by Pearson Education**

**Business Meeting continued**

Khan Academy

Tom Welch introduced members to Khan Academy at [www.khanacademy.org](http://www.khanacademy.org). Kids can learn anything anywhere at any time. Khan was given a \$10,000 prize from Google for innovation and established the Khan Academy. All instruction is free online.

LinguaFolio®—Jacque Van Houten

Jacque explained the importance of the link with ACTFL

Can-Do Learning Product

- Each state and/or district is free to work with LinguaFolio® to benefit specific programs
- The collaboration with ACTFL will create one tool to support all language learners
- Will allow students to develop customized statements

Jacque shared resources with the participants:

- Internet resource <http://goo.gl/oQx19> which is a living document where Can-Do statements from Thomas Sauer’s work in Kentucky are used in a learner profile and the targets in each of the 3 modes are listed thematically

- [creativelanguageclass.wordpress.com](http://creativelanguageclass.wordpress.com) blog at WordPress.com
- Ali Moeller's research on LinguaFolio® in the MLA Journal [amoeller2@un.edu](mailto:amoeller2@un.edu)

Debbie Robinson LinguaFolio Jr. at <http://lfnetwork.uoregon.edu/linguafolio-jr/>

Helga Fasciano shared the resources from the 2012 ACTFL/CEFR Conference in Austria [www.unileipzig.de/actflcefr](http://www.unileipzig.de/actflcefr)

Helga ended with a call for action:

- Want to know if anyone is successfully implementing LinguaFolio®
- There are now two national organizations moving the work forward
- E-LinguaFolio® is available from North Carolina

Note: NCSSFL helped support travel for Helga to attend the conference)

### 3:00 PM Break Sponsored by Avant Assessment and SANS

Overview of Interculturality and LinguaFolio's Role—Jacque Van Houten

SKYPE Session with Michael Byrum

What is the role of intercultural competence? Needs to be linked to curriculum, study, and language.

Intercultural encounters are included in a portfolio to document self-evaluation (reflection) that might or might not be used with the CEFR to demonstrate intercultural competence.

How is interculturality addressed in the teacher preparation programs? Communicative objectives, linguistic objectives, intercultural objectives are parts of the lesson plan. He has a model of 5 subcompetencies of interculturality attitudinal, knowledge-based, compare and contrast. . . , discovery of new things, critical cultural awareness of values, beliefs, and behaviors.

The question of teaching in the target language is an interesting one when it comes to teaching about culture. Intercultural speaker is a term used to describe a person's progress in intercultural competence—more skilled in finding out things for themselves about another culture—not being more like a native speaker. Putting that competence on a numerical scale for purposes of assessment is difficult.

How competent could we expect a Novice level student to be in regard to interculturality? Saying that having knowledge about country x or culture y is not important b/c it is a result of developing skill in investigation; however, to eliminate the knowledge dimension would be counterintuitive to some, but it truly is more helpful to identify what a student has observed or gleaned. It is important to use action verbs.

Should interculturality be a language teacher's "burden"? Or should it be accomplished by teachers in other content areas?

Ruta Couet shared the collaborative work of KY and SC that correlated language competencies with intercultural competencies. It is a work in progress. Participants were asked to offer feedback on two documents.

Members had various ideas and experiences in defining interculturality and developing frameworks to describe various levels of competence.

Gregory Fulkerson closed the meeting at the end of the day by taking a few minutes to process reactions to the discussions with a partner.

Take-aways:

- Global competence is easier to define and deal with than is interculturality.
- Some were lost in the discussion.
- There seem to be tentacles all over the place, but LinguaFolio® seems to be what is bringing everything together.
- Evidence of collaboration.
- We still need to help those states without state supervisors.
- We have a microcosm represented here in our organization that certainly supports members in their home states.

### 5:30 – 7:30 PM NADSFL/NCSSFL Reception sponsored by NADSFL & NCSSFL

Thursday, November 15, 2012

7:30 AM AOD, NADSFL and NCSSFL

8:30 AM Assembly of Delegates

Welcome and Overview—Dave McAlpine, ACTFL President

Welcome from Co-Sponsors—Gregory Fulkerson, President, NCSSFL

Greta Lundgaard, President of NADSFL

### National Initiatives Impacting Language Education

Presentation and discussion on proposed position statement that incorporates the four strands:

- Connecting Languages with the Common Core State Standards (CCSS)  
CCSS and Literacy: This is the point of departure
- Connecting Languages with STEM Education  
How are languages represented under the STEM umbrella?
- Connecting with Languages for Special Purposes  
Transitions from high school to postsecondary (2- and 4-year institutions)  
Multiple options for students to continue language learning  
Showcase CIBER (USDE)  
MLA Task Force Report (beyond literature track only)

- Connecting Languages with College and Career Readiness (CCR)  
Changing the content of learning languages (learner-centered approaches to language learning; 21<sup>st</sup> Century Skills Map)

Discussion: Rotation One

World Café approach (everyone was involved in discussions around CCSS, STEM, Special Purposes, and CCR)

Discussion: Rotation Two

Continuation of discussions with delegates providing further reaction and guidance for developing a guide for holding the conversation back in their organization/institution

Each delegate identified for himself/herself and his or her institution the answer to the question: What do you plan to do next to carry forth the conversation?

After summary and reflection about what was heard, feared, and cheered, delegates then returned to the original station and shared reflections via microphone.

The ACTFL 2013 Call for Proposals was announced along with the change moving from “keywords” to “learning target areas” as modeled.

**12:00 PM Joint Lunch AOD, NCSSFL and NADSFL**

**Thursday, November 15, 2012 (continued)**

**1:30 PM The Intersection of Effective Learning and Effective Teaching: A discussion w/NADSFL**

Introductions

Joint debrief of AOD

Take-aways from the morning’s discussion:

- Need to talk to counselors—gate keepers of scheduling and promoting content areas
- Rejuvenated about energy coming out of ACTFL and JNCL
- Need to connect with parents
- Need to find connection with other subject areas
- Need to come up with another inclusive term other than “core”
- Greta Lundgaard expressed thanks to Ralph Pohlmeier and Stevens Learning for the support for world languages

Measuring Teacher Effectiveness—Maryland and Ohio Examples

Maryland and Ohio shared their states’ perspectives from the state level and district level

What does the measure of Teacher Effectiveness look like?

*Student Learning Objective:* How to define

*Comment:* Teacher effectiveness might need to be viewed over a longer period of time in our subject area, rather than one year.

*Comment:* Compare a student’s batting average over time to performance level at any particular time.

How is this playing out at the district level?

There are a variety of evaluation models and assessments being developed at both the state and district levels.

**3:15 Break sponsored by Better Chinese**

**3:40 PM Reflection on Teacher Effectiveness Work with NADSFL: Moderated Panel Discussion on**

**Teacher Effectiveness**

Moderator—Ann Marie Gunter

Delaware—Gregory Fulkerson

North Carolina—Helga Fasciano

West Virginia—Robert Crawford

Washington—Michele Anciaux Aoki

Gregory Fulkerson awarded Debbie Robinson with a plaque for her many years of service upon her retirement and adjourned the meeting at 5:00 PM.

**6:00 PM Presidents’ Reception sponsored by Stevens Learning Systems**

Respectfully submitted,

Desa Dawson