



NADSFL Newsletter

The Newsletter of the
National Association of District Supervisors of Foreign Languages

Fall 2005

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From the NADSFL President

David Jahner
Gwinnett County Public Schools



September 2005

Dear NADSFL members:

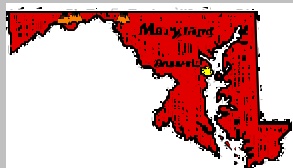
While the beginning of the school year is traditionally my favorite time of the year – new beginnings, new challenges, new teachers, and new students – this year's enthusiasm has been abated due to the tragic loss of life and destruction surrounding hurricane Katrina. Our district, like many in the Atlanta area and throughout the nation, is opening our doors to refugee students. The scope of the tragedy is incomprehensible, and it has given me cause to contemplate the importance of leadership. In the book *Good to Great*, author Jim Collins contends that one essential component all successful businesses have is a "Level 5 Leader". "Level 5 Leaders" are those people who can look hardship, tragedy and failure straight in the eye and move the organization forward to new successes. Max Depree's work, *Leadership is an Art*, reminds us that the most successful leaders view relationships with their colleagues at all levels of the organization as an essential component of success. Depree also believes that quality leaders ask thought provoking questions and listen attentively. These leadership traits are absolutely critical in order to put the Gulf Coast back on its feet as quickly as possible.

It is also with leadership in mind that I turn my thoughts to the upcoming annual NADSFL conference on November 16 and 17 at the Hyatt Regency in Baltimore, Maryland. I hope you are making plans now to attend. A copy of the conference registration form is included in this newsletter and can also be downloaded from our newly updated website at <http://www.nadsfl.org>. Leadership and developing ways to more effectively communicate with teachers, administrators, and the community at large will be some of the focuses of our time together. What does an effective, articulated language program look like? How can we communicate better with the community at large? How do we get teachers to examine assessment data to inform instruction? What does a well-designed thematic unit look like? How can we encourage teachers to bring effective practices into their classrooms? Why do we need to develop teachers to become future leaders? How do we build on the momentum created through the Year of Languages celebrations? The professional dialog and exchange of ideas we will share in Baltimore will hopefully bring each of us closer to finding answers to these complex and critical questions. I look forward to seeing you there!

Sincerely,

David Jahner
NADSFL President

Send in your
registration form now
for NADSFL 2005
in Baltimore, MD!



The Hyatt Regency
Hotel
November 16-17, 2005

World Languages & Cultures at the College Board

Marcia Wilbur, The College Board

What is Pre-AP?

Pre-AP represents the concept of using instructional strategies that encourage all students to build the skills and habits of mind to be successful in advanced courses, knowing that only long sequences of study will result in desired levels of proficiency. Pre-AP is grounded in equity, or building success for all learners. Pre-AP is not nor should it be used by institutions to label classes, designate the course that immediately precedes an AP course, or in any way used as a selective gate-keeping mechanism which monitors access to AP courses. For more information on the College Board's Equity Statement, visit "the Program" section of AP Central.

Using AP Central

AP Central is the pipeline for all information related to the courses, exams, professional development, and all other aspects of the AP Program. I cannot overemphasize how important this web site is for learning the latest information and for sharing best practices. Teachers will find a wealth of exam information such as sample test questions, student responses, course syllabi, and links for ordering publications. Teachers are encouraged to share thoughts, ideas, and strategies for teaching AP and the Pre-AP years. I invite NADSFL members to share their tips and ideas, and to encourage the teachers in their departments to do the same. By supporting each other, we all become more successful.

But AP Central offers so much more: answers to frequently asked questions, an Electronic Discussion Group (EDG) for each language, the opportunity to receive a language-specific e-newsletter twice a year with updates about changes to individual exams and courses, information on locally available grants (AP Fellows) for building vertical teams and AP offerings, and even a research section with articles which verify the known benefits of AP courses for student learning.

AP Teacher Standards

We are often asked, in this age of accountability, if there is a specific certification required in order to be an AP teacher. The answer is no; teacher licensure is a purview of state certification agencies and will always remain under local control. The College Board does, however, recognize that AP coursework is the equivalent of high level college work. For that reason, an AP Teacher Standards document will soon be published on AP Central for public comment and feedback. The standards call for world language teachers with a high degree of second language fluency and well developed pedagogy. It is always the College Board's recommendation that AP teachers attend an AP workshop at least once per year, and a summer institute is the very best way to get an in-depth understanding of all of the demands of an AP course as well as terrific ideas as to how to deliver that course to students.

2005 Conference Preview

Networking and sharing with colleagues is an important part of every NADSFL conference. The following brief descriptions highlight sessions at NADSFL 2005 in Baltimore.

What does a well articulated K-12 Program look like?

The vision of the Standards is to establish well articulated K-12 programs, but relatively few examples of these programs exist. How do you know if your program development is on the right track? NADSFL members are currently working on a project to help answer this question.

You have the assessment data: what's next?

How can supervisors and teachers thoughtfully interpret assessment data to inform classroom instruction and communicate academic progress to a variety of audiences? This session looks at one district's attempts to guide teachers and local school administrators in interpreting data.

Leading the Way to Classrooms Rich with Language

In this era, language supervisors need to showcase how world language instruction reinforces and extends skill development in English. This session provides examples of using authentic literature as the centerpiece of thematic unit development and guiding teachers through the process of determining learner outcomes and the corresponding assessments and activities that lead to those outcomes.

Applying strategies to world language classrooms

Doing Foreign Language by Dr. Heidi Hamilton highlights some of the strategies used to teach language and culture at Concordia Language Villages. The six characteristics of language instruction at the Villages will be presented along with examples of activities that engage the villagers in using language to learn language.

Being an effective leader

What skills are necessary to be an effective leader? How can we encourage today's best language teachers to be the profession's leaders of tomorrow? This session begins to answer these questions with a well-known national presenter.

Year of Languages Success Stories

How did your district celebrate the Year of Languages? Share your district's Year of Languages success stories with your colleagues! E-mail descriptions of events and/or pictures to Lynn Fulton-Archer at lfulton@scetv.org

Discover Languages

How can we continue the momentum created by the Year of Languages celebration? Be part of the planning for sustaining the campaign that keeps the focus on language advocacy in the arenas of business, education and government. NADSFL is a key partner in this endeavor and we'll be actively participating in planning this national campaign.



NADSFL Annual Meeting
 Baltimore Hyatt Regency
 November 16-17, 2005 Baltimore, MD

CONFERENCE REGISTRATION FORM

Total cost is \$50. Please return this registration form as quickly as possible. The registration fee of \$30 covers all functions and \$20 covers your membership dues. Make your check payable to NADSFL.

This year's tentative program will be available on NADSFL's Web site in fall 2005 <http://www.nadsfl.org>

Deadline for registration is Friday, October 14, 2005.

NADSFL Year of Languages Success Stories!

We would like each of you to send a brief description and/or digital picture of a Year of Languages event in your district to share with your NADSFL colleagues!

Please send your pictures and descriptions to Lynn Fulton-Archer at lfulton@scetv.org

Note – Sharing Table: Bring 125 copies of materials you are willing to share!

Meal Function Deadline And Registration Due

Friday, October 14, 2005

Please, no Pos, Faxes or Emails

Renew Membership	\$20.00
Meeting Registration Fee	\$30.00
Total:	\$50.00

Mail registration form and check made payable to **NADSFL** to:
Erwin Petri
P.O. Box 2241
Union, NJ 07083

Please place a check in the box(es) to indicate which meals you will attend.

Meal Reservations	YES	NO
Tuesday, November 15		
	I'll be there!	I can't attend
Dinner with colleagues. Meet in Hyatt Regency lobby at 6:30pm (Cost of meal paid for by participant)	<input type="checkbox"/>	<input type="checkbox"/>
Wednesday, November 16		
Holt Breakfast	<input type="checkbox"/>	<input type="checkbox"/>
Prentice Hall Luncheon (Supervisor of the Year Award)	<input type="checkbox"/>	<input type="checkbox"/>
Stevens Learning President's Reception	<input type="checkbox"/>	<input type="checkbox"/>
Thursday, November 17		
McGraw-Hill/Wright Group Breakfast	<input type="checkbox"/>	<input type="checkbox"/>
Luncheon (no sponsor as of 8/31/05)	<input type="checkbox"/>	<input type="checkbox"/>
McDougal Littell Dinner	<input type="checkbox"/>	<input type="checkbox"/>
Friday, November 18		
Fairfield Technologies Breakfast	<input type="checkbox"/>	<input type="checkbox"/>
Saturday, November 19		
Breakfast	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE PRINT CAREFULLY:

Name: _____ FAX: _____

Home Phone: _____ Work Phone: _____

School District and State: _____

E-mail address _____

2005: *The Year of Languages* Looking Back and Moving Forward!

Bret Lovejoy, Executive Director, ACTFL



Language educators have been working hard to maximize the impact of the **2005: *The Year of Languages*** initiative! Literally hundreds of teachers and professors from pre-K through graduate school have been involved in celebrating their programs, educating their administrations and school boards about the importance of language learning, and communicating the power of language learning! Adding additional impetus to this effort were resolutions in both the U.S. Senate and House of Representatives declaring 2005 as the Year of Languages in the United States. Ambassadors representing, France, Germany, Italy, Spain, Portugal, Russia, China, Japan, Britain, and Canada have also supported this endeavor by serving on the Year of Languages Honorary Council. Almost 20 Governors have issued proclamations in support and over 30 other organizations and associations have done the same.

The American Council on the Teaching of Foreign Languages (ACTFL) has chronicled this support on its dedicated website www.yearoflanguages.org. You can share in all of the excitement, enthusiasm, and passion for language learning by visiting the Picture Gallery, the Celebrity Corner or the Bulletin Board to witness events from all over the country.

There is still time to celebrate this effort as you head back to school. Informing parents and students about this initiative is critical to maximizing the impact! Put the **Year of Languages** logo on your "back to school" materials and be sure to mention it when talking to parents and administrators.

An exciting capstone event will be the ACTFL Annual Convention and Exposition scheduled for Baltimore, MD on November 18-20, 2005. The official announcement of the first ACTFL Language Teacher of the Year will be made at the Opening General Session on Friday, November 18. Other events to cap off the celebration will be held throughout the convention.

The excitement that this initiative has created will be continued in a sustained public awareness campaign that will be launched in 2006. This campaign, titled **Discover Languages** will continue to build support for language education at all levels. Stay tuned for more information on the next phase of our efforts by visiting www.actfl.org.

Thanks for "speaking up for language education" and for your support for this endeavor! We have made our voices heard and we have made a difference!

Coming up in the last months of the Year of Languages...

SEPTEMBER 2005

FOCUS: HERITAGE LANGUAGES

Emphasis will be on promoting the learning and maintenance of heritage languages including Native American as well as endangered languages and American Sign Language.

At the national level, A nationwide teleconference will feature heritage languages found across the country and efforts being made to preserve those languages.

Locally, recognize the various languages spoken by students in your school by highlighting them through your in-school morning news program or in daily announcements. Contact the Chamber of Commerce, Rotary Clubs, etc. to sponsor events locally to highlight these languages.

NOVEMBER 2005

FOCUS: CELEBRATING & LOOKING AHEAD

The culmination of *2005 The Year of Languages* will take place at the ACTFL Annual Convention in Baltimore.

Using the momentum to build a better future, the first National Language Teacher of the Year winner will be announced.

Locally, this is a great time to investigate teaching awards open to educators in your district. Be sure to nominate outstanding language teachers in your school or community for local, state or regional foreign language awards.

OCTOBER 2005

FOCUS: EARLY LANGUAGE LEARNING

The benefits of early language learning will be emphasized as well as various program models that can be used at the elementary level. Participants are encouraged to make presentations at PTA meetings and to School Boards highlighting the rationale for beginning language programs in elementary schools.

At the national level, ACTFL will organize a Saturday festival featuring elementary students who are studying languages with presentations of songs, skits, and artwork.

Locally, be sure to schedule presentations to PTAs and School Boards, organize your own festival to highlight children learning languages and encourage high school classes to visit elementary school classes.

DECEMBER 2005

FOCUS: CULTURE

Emphasis will be on promoting the learning and maintenance of heritage languages including Native American as well as endangered languages and American Sign Language.

At the national level, a culminating cultural program will be held at the Kennedy Center in Washington, D.C. and be sponsored by ACTFL and various embassies.

Locally, think about organizing a "Holidays in Different Cultures" presentation for your school or district.

SPECIAL SECTION ON ASIAN LANGUAGES***A Report on the AP Chinese Language Exam***

Yu-Lan Lin, Boston Public Schools

On December 5, 2003, the news regarding the creation of the AP Chinese exam was announced jointly by the Chinese Ambassador and the President of the College Board in Washington, D.C. This event can be considered perhaps the single most significant milestone in recent decades for the field of Chinese language education. The announcement signified that the College Board recognizes the role that China is playing in this era of rapid globalization, and that it is setting a goal to prepare our students linguistically and culturally to participate in the 21st century world community.

Soon after the announcement, in the spring of 2004, an AP Chinese Task Force was formed and charged with creating an outline for the course and drafting the exam specifications. The Task Force was comprised of 15 educators recommended by their peers in the field, representing both the K-12 and post secondary Chinese teaching fields.

The Committee met three times. During its first meeting, the Committee addressed issues such as the identification of equivalent college level courses, the target student audience, forms of Chinese characters to be used and, most importantly, the content of the exam. The Committee unanimously decided that the AP exam would be designed to reflect the three modes of communication presented in the National Standards. During the second meeting, the Committee discussed the types of tasks in each of the three modes for which the students would be tested; and in the final meeting, the Committee worked on test specifications and the AP course description. The Committee decided on the number of test items for each of the communication modes and their accompanying scoring weights. The Committee also provided a complete set of sample items. The course description delineated the AP Course content and strategies for teaching the language skills and cultural knowledge.

In the summer of 2005, an AP Chinese Development Committee was formed to refine the course outline, finalize the exam specifications and begin writing the exam questions for the first version of the AP Chinese exam. This Committee will continue to work throughout the 2005-2006 school year. The first AP Chinese course will be offered in the fall of 2006 and the first AP Chinese exam will be administered in May of 2007.

A wide array of professional development activities and teacher resources has been established by the College Board to support K-12 Chinese teachers for this first ever Chinese AP program. In addition to an online discussion event that already took place, there will be Pre-AP World Languages Strategies and Vertical Teams workshops offered throughout the country in the fall of 2005; AP Chinese workshops offered throughout the country in the spring of 2006; an AP Chinese workshop at the AP National Conference in July 2006 and weeklong AP Chinese Summer Institutes offered at various sites throughout the country in the summer of 2006. Chinese teachers are encouraged to log in on the AP Chinese Language and Culture Course homepage to access a Teacher's Resources section that features a variety of instructional materials supporting the AP Chinese course. This AP Central site also provides the most updated information for anyone in the general public who is interested in keeping up with the latest developments concerning the Chinese AP exam.

Less Commonly Taught Languages: Minigrant Competition

To augment its support of Less Commonly Taught Language (LCTL) teachers, the LCTL Project at CARLA, the University of Minnesota, will award grants of up to \$4,000 for the development and submission of sharable material for teaching a LCTL. The materials will be used to expand the LCTL Project's growing collection of web-based instructional materials.

Cooperative proposals (from between 2 and 5 LCTL teachers) are encouraged for this competitive round. The deadline for application submission is Monday, 5 December 2005.

Successful proposals will clearly demonstrate how the material would be used by a classroom teacher or by independent students. Proposed projects will preferably offer extended activities that include authentic pictures/sound/videos. Development of independent-study material and activities is also encouraged in this competition if the applicants document a national need.

For a more complete description and application form, please see the LCTL page at:

<http://www.carla.umn.edu/lctl/materials/grant.html>

SPECIAL SECTION ON ASIAN LANGUAGES

So your school is launching an Asian-Language Program?

FOREIGN LANGUAGE DEPARTMENTS are becoming increasingly interested in Asian languages such as Japanese and Chinese, but these languages are distinctly different from more traditional language offerings. As such, they need to be introduced and developed in a slightly different way. To help shed some light on ways to build success into new Asian-language programs, Cheng & Tsui Company talked with Jessica Lee Haxhi, a veteran K-5 Japanese teacher based in Connecticut, and Charlotte Mason, the co-founder of one of the first junior high Chinese programs in the country. These are some of their suggestions:

Get Buy-In from Everybody. Or if not everybody, then at least good representation and support from all the parties involved—students, parents, administration, teachers, even cultural and community groups—at the very beginning of your new Asian-language program.

Decide How Much They Need to Read. The complexity of Japanese and Chinese written characters poses a challenge for those who would teach them to non-native speakers. “You can’t just write what you say on the blackboard and expect students to understand it, if they don’t know the characters,” says Haxhi. The founder of any Asian-language program needs to decide on the basic philosophy and teaching strategies to deal with the challenge. Will you use romanization (*romaji* for Japanese, *pinyin* for Chinese)? How many characters do you want the students to have learned by the end of the term, the year, the program? Or do you want to focus on speaking and listening *before* reading and writing? Talk to education experts in the language and decide these questions early on.

Hire Trained, Enthusiastic Teachers. Make every effort to rely on professional teachers, not parents or other untrained native speakers. Mason points out that some teachers may need additional professional development to help build pedagogical skills suited to teaching in a Western classroom. You will also want to look for teachers who have confidence in students’ abilities to learn the language, and who can express that belief. “Too often, Chinese teachers do not really believe that their American students can learn Chinese,” says Mason. “This idea is then unconsciously conveyed to the students.”

Plan for Continuity. For those just starting an Asian-language program, this may feel like the cart before the horse. But program proponents should be aware of what other learning opportunities and resources are available for future levels of language learning. Where will students go at the end of your program? What do they need to know to be able to move up? This can be a problem for many students going from high school to college-level study, says Haxhi, where requirements for written proficiency may be stricter than they are used to. With both the Chinese and Japanese languages heading toward AP status, the question of preparedness and planning takes on fresh urgency for the more advanced students in your program.

Teachers and program administrators can help by being prepared and knowing which other language programs your students may feed into. Work with parents and students to be ready, by helping to locate supplemental study materials, language tutors, and online resources. Remember to look at cultural immersion programs as additional language study opportunities.

Be Your Own Best Advocate. You may have the most brilliant new language program in the state, but no one is going to know or care unless you put your program out in the public eye. That starts even before classes do. “Don’t just add the course to the school catalog and wait,” says Mason; instead, advertise the course among students, and work with administration and teachers to include Asian cultures and histories in other programs. Be proud of the students and optimistic about the possibilities (without going overboard in your claims), and be prepared to work regularly at your promotions and advocacy. In an excellent article for the Japan Foundation’s *Breeze*, Haxhi points out that advocacy comes in two stages: start-up and ongoing. “Many of us thought that once our programs were established and the students were happy, we could focus purely on our teaching,” she writes. “But administrators change, parents and students are new every year, and budgets fluctuate with the economy. Challenges to language programs can come at any time; only consistent, long-term advocacy can help them to survive.”

Additional information can be found at www.cheng-tsui.com or www.webtech.cheng-tsui.com
Print copies of the full brief are available by contacting marketing@cheng-tsui.com

SPECIAL SECTION ON ASIAN LANGUAGES

Chinese K-16 Pipeline Pilot Grant Awarded

The National Security Education Program (NSEP)/National Flagship Language Initiative (NFLI) is delighted to announce the award of its Chinese K-16 Pipeline Pilot Grant to the University of Oregon and the Portland Public School System. The grant, administered for NSEP by the Academy for Educational Development (AED) is currently in negotiation and we hope to begin formal startup of the effort on September 1.

Competition for this grant award was intense. AED received an impressive number of very strong proposals. The award is based not only on a merit review of the proposals but site visits to finalists. We are confident that the University of Oregon and the Portland Public School System are, together, well positioned to develop and implement a national model for articulated K-16 language education in the U.S.

A copy of the press release from May announcing the competition can be found on the JNCL website at www.languagepolicy.org. Click on "What's new" and scroll down.

A formal kickoff of this effort is being organized to take place in Oregon later in September. We will keep you informed of developments.



Japan Fulbright Memorial Fund

Japan Fulbright Memorial Fund Teacher Program Applications Available

The Japan Fulbright Memorial Fund (JFMF) Teacher Program allows distinguished primary and secondary school educators in the U.S. to travel to Japan for three weeks in an effort to promote greater intercultural understanding between the two nations. This year, up to 600 educators will be selected to participate in the 2006 program.

Participating educators will begin their visit in Tokyo with a practical orientation on Japanese life and culture and meetings with Japanese government officials and educators. They then will travel in groups of 20 to selected host cities outside of Tokyo where they will have direct contact with Japanese teachers and students during visits to primary and secondary schools as well as a teachers college. They also will visit cultural sites and local industries in addition to a brief homestay with a Japanese family.

The Japan Fulbright Memorial Fund, based in Tokyo, oversees all aspects of the Teacher Program. The program is sponsored by the Government of Japan and was launched in 1997 to commemorate the 50th anniversary of the U.S. government Fulbright Program, which has enabled more than 6,000 Japanese citizens to study in the U.S. on Fulbright fellowships for graduate education and research. The Institute of International Education acts as the agency for the Japan Fulbright Memorial Fund to coordinate the recruitment and pre-departure activities of the Teacher Program in the United States.

Up to six hundred educators from all 50 states and the District of Columbia will be invited to visit Japan in June, October, and November (200 in each group). To date, more than 4,600 primary and secondary educators visited Japan through the JFMF Teacher Program. Upon their return, program participants share what they have learned about Japan with their students and communities through a variety of outreach projects.

Primary and secondary school educators throughout the United States can apply to take part in one of the three trips to Japan scheduled for 2006, as guests of the Japanese Government. Teachers of all disciplines, including art, physical education, English, ESL, history, geography, math, science, and special education, from every region of the United States, are encouraged to apply. Applicants are not required or expected to have previous knowledge of Japanese or Japan.

The application deadline for all 2006 trips is December 10, 2005. For more information about the 2006 competition, please refer to <http://www.fulbrightmemorialfund.jp> or contact 1-888-527-2636 (1-888-Lapan-FMF) or jfmf@iie.org. All applications must be completed online.

Applications are available at www.iie.org/jfmf

Deadline: December 10, 2005

SPECIAL SECTION ON ASIAN LANGUAGES



Expanding Chinese-Language Capacity in the United States

A new report, entitled *Expanding Chinese Language Capacity in the United States*, calls for a national commitment to new investments in teaching Chinese language and culture. Created by Asia Society's education division, the report documents a growing consensus among national security and business leaders, educators and foreign language experts. Its analysis of the current status of Chinese language instruction concludes that the current infrastructure to support recruitment of students and teachers as well as the growth of high quality programs is woefully inadequate. The study suggests short- and long-range strategies to address the question: What would it take to have five percent of American high school students learning Chinese by 2015?

The key points of the report include:

1. Tap into major developments to advance the field.
2. Take both short-and long-term approaches to create a supply of qualified Chinese-language teachers.
3. Leverage growing interest to expand and improve Chinese-language programs
4. Incorporate research and technology to develop effective curriculum materials, assessment and delivery systems.
5. Make a long-term commitment to invest in the future.

A press release and the entire document are available for download online at

<http://www.internationale.org/news.htm#ExpandingChinese>

Web Resources for Asian Languages

<http://www.classk12.org/>

The Web site of the Chinese Language Association of Secondary-Elementary Schools offers information on professional development and resources for teachers of Chinese.

<http://www.jflalc.org/>

The Japan Foundation – Los Angeles Web site offers teachers an extensive advocacy page with links to five different resources as well as information about current issues in Japanese-language instruction, professional development and grant opportunities.

<http://www.nflrc.hawaii.edu/>

The National Foreign Language Resource Center in Hawaii undertakes projects that focus primarily on the less commonly taught languages of East Asia, Southeast Asia, and the Pacific. They offer an extensive resource page as well as links to several online courses in LCTLs developed at the University of Hawaii.

<http://www.asiasource.org/reference/language.cfm>

A resource of the Asia Society, this Web page offers Asian language resources including general resources, lessons, pronunciation guides, online dictionaries, related software and fonts.

<http://www.lmp.ucla.edu/>

The UCLA Language Materials Project is an on-line bibliographic database of teaching and learning materials for over 100 Less Commonly Taught Languages. It provides information on where to find materials and how they can be effectively used in the LCTL classroom.

Foreign language education spells success.
 Improve academic performance. Raise SAT scores. Create more opportunities for success in tomorrow's international economy. That's what learning another language can do for your child. So speak up for language education. Visit www.yearoflanguages.org.

2005 THE YEAR OF LANGUAGES

Sponsored by the American Council on the Teaching of Foreign Languages www.yearoflanguages.org

JNCL Update – Language Advocacy Efforts

Pat Barr-Harrison, NADSFL Representative to JNCL-NCLIS

The Annual JNCL/NCLIS Delegate Assembly met in Washington, D.C. May 19- 21, 2005. As your delegate, I would like to highlight some interesting and important information. Additional information, summaries and detailed texts of these items can be found at the JNCL Web site www.languagepolicy.org

LEGISLATION

S. 1089 – The National Language Coordination Act of 2005

On May 19th, at the JNCL-NCLIS Legislative Day/Delegate Assembly, Senator Daniel Akaka (D-HI) announced the introduction of the “S. 1089 – The National Language Coordination Act of 2005”. The Act would create the position of a National Language Director and a National Foreign Language Coordination Council to develop and oversee the implementation of a foreign language strategy for the federal government. It would also call for state involvement and encourage the creation of a State interagency council on foreign language coordination.

HR.115 - National Security Language Act

Introduced by Representative Rush Holt (D-NJ), this bill will improve America's foreign language education capabilities through the following initiatives: 1) International Flagship Language Initiative; 2) Science and Technology Advanced Foreign Language Grants; 3) Loan Forgiveness For Undergraduate Students in Foreign Languages Who Become Teachers or Federal Employees; 4) Encouraging Early Foreign Language Studies.

S.1117 - The United States-China Cultural Engagement Act

This bill, introduced by Senators Lieberman and Alexander provides for Chinese language instruction in American schools. It authorizes an increase of American consular activity supporting American commercial activity in China and provides for physical and virtual exchanges among a broad spectrum of individuals in the two nations.

PUBLICATIONS / MATERIALS / RESOURCES

“A Call to Action for National Foreign Language Capabilities” (A White Paper)

This document was written as a result of the National Language Conference, a gathering of leaders from government, business, academia and language associations, held in 2004. It specifically calls for seven “actions” which can be taken to improve and strengthen language capabilities in the United States. The JNCL-NCLIS Board has drafted a letter of support including a list of twelve recommendations supporting the goals of the White Paper.

“Defense Language Transformation Roadmap”

This document highlights planned changes at the Department of Defense to emphasize the importance of language proficiency. It is being called a “plan to overhaul military policy, doctrine and organizations to improve the diversity of foreign languages spoken in the armed forces; enhance the proficiency of linguists; and create new military sources of foreign language expertise outside the Defense Department.”

“The Complete Curriculum: Ensuring a place for the Arts and Foreign Languages in America's Schools”

This 32-page report includes the results of NASBE's year-long study on the state of the arts and foreign languages. The report is well researched and provides an excellent advocacy tool for the study of foreign languages highlighting the importance of an early start and is a must for all language educators.

“Oh, you've got to have this!”

The NADSFL Professional Resource Compendium



In 2006, NADSFL will produce an invaluable resource for its membership: a list of the most valuable print resources for district supervisors. What documents (books, articles, etc.) do you use regularly that you feel should be on every supervisor's reference shelf? Please share with us the five most important documents you use. Include complete bibliographic information such as author(s), title, edition (if appropriate), publisher, date and place of publication.

Titles will be accepted in the following categories: Assessment, Curriculum, FLES/Early Language Learning, Instruction, Leadership, Technology and General Resource.

Please visit <http://brock1.blogspot.com/> to contribute your “must have” titles!

ITEMS OF INTEREST

A Blog for Language Leaders

<http://brock1.blogspot.com/>

Are you new to "blogging"? Are you interested in what a blog might have to offer you as a language leader? Or simply curious about what a language supervisor has to say? Be sure to visit and bookmark the new blog created by NADSFL member and Central States Representative Steve Brock. On his site, Steve posts his thoughts and comments about important issues facing him in his position as language supervisor in Omaha, Nebraska. Topics of current postings include assessment, new teachers and professional resources. Steve invites you to visit his blog and welcomes your comments and insights!

Year of Languages Radio Series Available on CD!

<http://www.cofc.edu/linguist/>

As part of the "Year of Languages" celebration, the College of Charleston and National Museum of Language have jointly sponsored development and distribution of a series of fifty-two radio spots on languages and linguistics. The series has been aired on public radio stations in several states as well as on campus radio stations. The five-minute segments are now available for use by language professionals as part of curriculum, a motivator for languages or in many other ways. Audio files for the series are available on the ACTFL and the Year of Languages websites. The materials are also available on compact disks at cost (\$9.65 plus postage for the set of 4 disks,) from Georgia Schlauf (schlauf@cofc.edu), Director, Michael Pincus Language Resource Center, College of Charleston. Questions or comments about the series should be sent to series host, Dr. Rick Rickerson (erickerson@comcast.net).



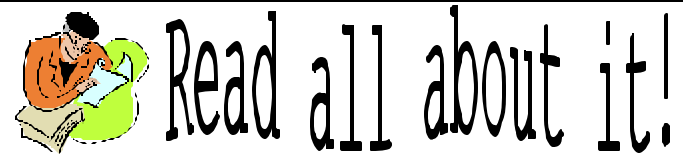
Kudos to...
NADSFL Member **Nancy Gadbois**,
named Conference Chair for
NECTFL 2006!
www.dickinson.edu/nectfl/conf.html

Teaching Resources Online!

The University of New Mexico's "Resources for Teaching About the Americas" web site is an online learning community and resource center for K-12 teachers. It offers teaching materials and promotes learning about issues related to Latina America in secondary schools. In addition to interdisciplinary lesson plans, the site also offers "news in the classroom" modules, a multimedia database and interactive community allowing teachers to submit, critique and discuss lesson plans, activities and resources. The site is located at <http://retanet.unm.edu/>

NADSFL Curriculum Resource List to be Updated!

The first resource listed on the NADSFL Resource page is our Curriculum Resource List which list topics of interest for supervisors along with the names of NADSFL members with expertise or materials to share in that area. The last update was made in 2001 and it's time for another! Please begin thinking about what you have to share with other members and how you can contribute to the list. More information about the update will be given at the conference in Baltimore!



NADSFL members quoted in the April edition of *District Administration* magazine in the article "A Year for Languages" are Marty Abbott (ACTFL), Carrie Harrington (Ft. Worth, TX), Paula Patrick (Fairfax County, VA), and Steve Brock (Omaha, NE)!! The article can be found online at: <http://www.districtadministration.com/page.cfm?p=1050>

CASLS and InterCom Highlight Language Research

The Center for Applied Second Language Studies (CASLS) at the University of Oregon welcomes Emily Spinelli, professor of Spanish at the University of Michigan-Dearborn, as the latest guest author on the homepage: <http://casls.uoregon.edu/> Emily is the editor of Foreign Language Annals, ACTFL's quarterly refereed journal. Please visit CASLS' site to read Emily's article, in which she encourages all members of the foreign language and second language acquisition fields to publish research, to read research articles in professional journals, and to use the results of this research to positively impact education.

While you are at the CASLS site, you are encouraged to take a minute to subscribe to their free service called InterCom. CASLS staff scans listservs and websites for the most helpful pieces of information related to world language education. When you subscribe, simply specify the language, level of instruction, and topics that interest you, and you will receive a weekly email digest customized to your interests.

NADSFL Year of Languages Success Stories!

At the conference in Baltimore, we will be celebrating all that we have achieved during the Year of Languages and we need your help! Please send a brief description and digital picture highlighting a Year of Languages event in your district to share with your NADSFL colleagues!

Please send your pictures and descriptions to Lynn Fulton-Archer at lfulton@scetv.org.

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National Association of District Supervisors of Foreign Languages

<http://www.nadsfl.org>

The newly redesigned NADSFL Web site is your source for up-to-date information about the organization and upcoming events!



NEWSLETTER SUBMISSIONS

Send news articles and information for upcoming issues of the NADSFL Newsletter via e-mail or FAX to:

Lynn Fulton-Archer
 e-mail: lfulton@scetv.org
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Place
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**Send in your registration form now to attend
 NADSFL 2005: November 16-17, 2005
 The Hyatt Regency Hotel, Baltimore, MD**

Please meet deadlines and share conference information with your colleagues!!