



The IWLA Bulletin

A Newsletter for the Members of the Iowa World Language Association

Volume XVII I No. 1

Fall 2011

From the President: Wade Petersen

“Concurrent” Education in Iowa Classrooms Explained

There has been a lot of concern during the past year about students in our upper-level world language classes who receive dual (high school + community college) credit for taking a 4th year Spanish/French/German class. In fact, some of you have seen editorials in *The Des Moines Register* about this issue. Many school districts are facing changes to their curriculum in how they handle “concurrent” high school and community college credit for the same class. This becomes especially apparent as school districts prepare for site visits for accreditation with the state.

I spent quite a bit of time on the phone with the Iowa Department of Education and digging through the Iowa Code on this issue to separate fact from fiction. I hope the following information will clarify this for our Iowa world language teachers.

First of all, this is NOT a new law or requirement; consequently, this does not “go into effect” next year or the following year. The rules for concurrent education have already been on the books for a few years, but the Dept. of Education has just started to enforce them (the representative at the DOE said that their ability to monitor curriculum in schools has finally caught up with the law and they are better able to examine whether school’s curriculum is aligned with the Iowa Code).

In plain language, a school CANNOT offer

“concurrent” credit (high school and community college credit) for a 4th year language class (Spanish IV, French IV, etc.). ***

There is a way around this...continue reading until the end of this article! The class offered for “concurrent” credit MUST be separate and more advanced than what is offered to all students at the 4th year. The main document that gives information on this is **Chapter 12 of the Iowa Code (page 15):**

h. Foreign language (four units). The foreign language program shall be a four-unit sequence of uninterrupted study in at least one language. Foreign language instruction shall include listening comprehension appropriate to the level of instruction; rateable oral proficiency; reading comprehension appropriate to the level of instruction; writing proficiency appropriate to the level of instruction and cultural awareness.

All high schools shall offer and teach the first two units of the sequence. The third and fourth units must be offered. However, the department of education may, on an annual basis, waive the third and fourth unit requirements upon the request of the board. The board must document that a licensed/certificated teacher was employed and assigned a schedule that would have allowed students to enroll, that the class was properly scheduled, that students were aware of the course offerings, and that no students enrolled.

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Sharpening the Saw at the 2011 IWLA Conference

By: Sara Blanco, Past President

A colleague once told me August is like one long Sunday for teachers. We are full of anticipation and busy organizing and preparing for a successful new year. I hope that all of you have had time away from work over the summer to renew your spirit and recharge the battery.

As you start the school year I encourage you to continue sharpening the saw by attending the annual IWLA conference in Des Moines. We return again this year to the beautiful venue at the Downtown Marriott. Listed below are highlights of this year's conference. I hope to see you in October!

Survival Guide to the 21st Century Language Learner
October 7, 8, 2011
Downtown Des Moines Marriott Hotel

Speakers

We have two outstanding speakers. Our keynote, Teacher, Author, Speaker, Ellen Bernard Shrager will be speaking about teacher burnout and working with the new generation of students. She will also be presenting several follow-up sessions, including a breakfast session for beginning teachers. The luncheon speaker is the 2010 Iowa and National Teacher of the Year, Sarah Brown Wessling. Her speaking topic is about developing deliberateness in your teaching.

Sessions

Featured sessions include the "Iowa All-Star" sessions, which are 2010 sessions nominated for an encore at the 2011 conference. There will be a plethora of new sessions as well, all sure to motivate and jump start your teaching this school year.

Technology Workshop

The Saturday afternoon technology work-

shop is being offered for the third consecutive year at the DMACC Urban Campus. It is free of cost this year to those pre-registered for the conference. Be sure to pre-register for the workshop as availability is limited.

When: Saturday, October 8, 1:30-4:30pm
How to register: Go to www.iwla.net and click on Events link. Find the Technology Workshop Event listing and register online.

Register for Conference

For general conference information, including information about speakers and sessions, directions to the Downtown Marriott, and parking information go to: <http://www.iwla.net/Default.aspx?pageId=797184>

To register for the conference go to the IWLA website and print the registration form. Send this form and your payment to our Registration Chair, Bea Houston.

*Early Bird Registration deadline is

September 9.

*Regular Registration deadline is

September 23.

*Conference Room Rate deadline at Marriott is **September 15.**

Registration form (includes information on room reservations at Marriott):

<http://www.iwla.net/Resources/Documents/IWLA%20Registration%20Form%202011.pdf>



enrolled.

This means that each Iowa high school must offer and teach two years of at least one foreign language. Each school must offer third and fourth levels of that same language (as long as they have one student sign up, those courses must be taught). So legally, a school must offer four years of world language as its own separate curriculum. A school, cannot “double-up” and offer the 4th year as both a part of its mandated curriculum and also as an option for community college credit. This is specifically addressed on the Iowa Department of Education’s website as a common question:

http://educateiowa.gov/index.php?option=com_content&view=article&id=1856&Itemid=2596#ConcurrentEnrollment

Senior Year Plus Guide

F.A.Q. Addendum

5.23.11

12.5(5)

Q. May a district apply for and receive a waiver for the third or fourth year of a foreign language and offer one or more foreign language courses in the same language via concurrent enrollment?

A. No. This option is not available to districts. All Iowa school districts are required to offer-and-teach a four-unit sequence of uninterrupted study in at least one language per 281—IAC 12.5(5)(h). A waiver provision is provided for the 3rd and 4th units if all of the following occur:

- * The class is properly scheduled, and students are aware of the course offerings;***
- * The district can document the 3rd and 4th units of the foreign language sequence is assigned a schedule that allows students to enroll;***
- * The district can document it employs a teacher with the corresponding licensure /endorsements to teach the four-unit sequence of***

foreign language;

**** The district can document the local school board has approved the request to be waived from the 3rd and 4th sequential units of the foreign language.***

Concurrent enrollment, part of the Senior Year Plus Program, is designed to supplement the basic high school program (offer-and-teach) by providing college level courses to students who have exhausted all local opportunities and are who are prepared for college level coursework. It is not intended to supplant the basic high school program and provide weighted dollars to the district at the same time. Districts may not allow students to complete the first two units of foreign language, bypass the 3rd and 4th units, concurrently enroll in college level foreign language, file a waiver with the Department assuring that no students enrolled in the 3rd and 4th units, and apply for supplemental weighting. The waiver provision only applies in situations where no students enrolled in the class. Concurrent enrollment is an option for only those students who are ready for the challenges of college level work.

Foreign language courses may be offered for concurrent enrollment provided all Senior Year Plus requirements are met and the courses are not used to meet district minimum accreditation requirements. A district may request and receive a waiver (provided all requirements are met), if the concurrent enrollment course(s) is in another foreign language. Additionally, foreign language courses may be offered through concurrent enrollment within the same language used to meet district “offer and teach” accreditation requirements provided those requirements are satisfied using high school credit only offerings (i.e., four Carnegie units offered and taught, etc.).

So how can my school get around this?

Iowa Code says that you must offer four years of **ONE** world language and that you cannot offer concurrent credit for that language, **BUT** if your school offers a second language, you can do what you want, meaning, you can give concurrent credit for a 4th year course in a second language. So this can be good and bad news for schools. If your school has at least two world languages, one of those two languages can offer college-credit for the 4th year class, and the other language cannot offer college-credit for the 4th year class. I know that this has the potential to create bad feelings within a department and between languages.

Another option is that schools may offer a separate, concurrent college-level class available for seniors. A senior would need to take, for example, Spanish IV and another separate “College” Spanish class at the same time.

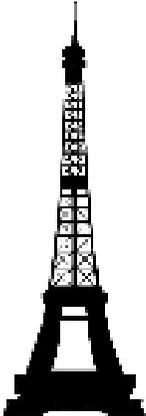
Of course, another way to avoid this would be to start offering world languages in the middle school or junior high for credit. This way, a student could complete a Level IV class as a junior, and then take a concurrent dual-credit class as a senior (Spanish V / French V / German V). Some schools are already doing this, but for others, this might take some political maneuvering with your local curriculum director and/or school board.



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VISTAS IN EDUCATION

Iowa's Foreign Language Curriculum: Where Are We Going?

By: Erik Ladner

Several months ago Wade Petersen reported on the outcome of our meeting with Jason Glass, Director of the Iowa DOE, and the discussion that we had regarding the establishment of a full-time FL consultant position in the DOE. Although in the current economic environment the development of such a position does not seem possible, we found Director Glass to be a very candid, forward-thinking gentleman who is receptive and supportive of the importance of FL education in Iowa's K-12 curriculum. Two very important points were raised during that discussion that merit mention. The first is that the proposed Iowa Core Curriculum drafted prior to the 2010 elections was to be re-evaluated. Given that FL education was not included, or even mentioned, in that ICC proposal, I see this as a potential opportunity for our field of study to build an argument for a more pronounced roll of modern languages in Iowa schools in coming years. In this context Director Glass raised a second point, namely that there are no uniform guidelines for FL education in Iowa. In raising this issue he expressed his desire to see the IWLA take a leading role in developing such guidelines in recognition of the fact that we, the FL teachers of Iowa, are the true experts in this field.

I can imagine the thoughts that may be going through your head at this point. Core curriculum? Uniform guidelines? Before I continue, I think a few disclaimers are necessary in order to avoid a general panic. First, beyond Director Glass's mention of his desire to see uniform guidelines, no action or decision has taken place to date as to how FL should (or should not?) figure into a revised Iowa Core Curriculum, nor has a discussion even begun regarding the establishment of curriculum guidelines for FL education in Iowa. Second, given the current economic situation of Iowa, movement in any direction by the Iowa Legislature regarding changes to

the ICC will be slow. Time, therefore, is on our side to discuss these issues at length. Finally, I feel I should offer a personal disclaimer by saying that the contents of this article reflect my personal thoughts and opinions on this topic and do not necessarily represent the views of the IWLA Executive Board. My only goal in writing this article is to begin a conversation with you and among you. With that in mind, I pose to you the following questions to consider:

How would the inclusion of foreign language as part of the K-12 Iowa Core Curriculum affect us and our schools? I will start by saying that I see Director Glass's support of FL as an opportunity for us to elevate the role of modern languages in the state of Iowa and that we should continue to pursue its express inclusion in a revised ICC. In a survey we conducted last year we established that the vast majority of our members (70%) already support that FL education be included in a revised ICC. The principal issue in making this a reality is financial, an issue that Director Glass clearly recognizes in the inclusion of FL would require the hiring of additional teachers. Beyond this, I would ask you to consider what other impacts the inclusion of modern languages in the ICC may have on your school?

What would a foreign language requirement look like? In an ideal world in which education was given unlimited funding (please, indulge me by closing your eyes and dreaming of such a wonderful world for a second!), FL education would begin in Kindergarten and continue until they day students graduate from high school and produce proficient, superior-level speakers. As wonderful as this would be, there would be significant financial obstacles to making such a vision of FL education universal throughout Iowa. With this in mind, how many years of FL education can we realistically *require* all

students to complete? Given that most Iowa colleges and universities have identified three years of high school language as being the number to fulfill their foreign-language requirements, I might suggest this number as a starting point, but should we push for more? Four years? Five? Or possibly require FLES and make FL a comprehensive part of the K-12 curriculum?

What would uniform guidelines for FL curriculum look like? This is probably the elephant in the room that no one wants to discuss. As I mentioned in my last article for the spring newsletter, although many Iowa colleges and universities equate three years of high school language as being the equivalent of their language requirement, increasingly colleges (including my employer, Central College) are looking at proficiency and not number of years of study. This is a trend that is likely to become the norm in the near future. What I have observed from our placement testing is that the number of years of study do not produce uniform results. I have observed cases in which one student with four years of language may place into an advanced course, while another student with the same number of years of study may place into a beginning course. Although this is very anecdotal and reflects in large part the individual student's abilities, it also points to the need for uniform benchmarks in the K-12 curriculum. The question becomes what should these benchmarks be for each level of a foreign language? Should such benchmarks be universal for all languages, or in recognition of the unique challenges in learning certain languages (such as different alphabets in Russian or Chinese, for example), should each language have its own guidelines? Should ACTFL oral and written proficiency guidelines be the basis for the development of such guidelines, or should we look to other models? These (and many others) are the hard questions that would need to be considered in the development of any guidelines.

I reiterate that my goal in this article is to begin a discussion with you and among you; I do not propose any course of action. I will close by arguing that we as an organization should take up the challenge and begin these discussions now with the end goal of being able to propose a comprehensive vision of FL education for Iowa schools. As we continue to argue for the inclusion of languages in the ICC, I also advocate that we as FL teachers proactively approach the development of proposals for curriculum guidelines, lest we lose our voice in the discussion and, possibly, our argument of relevance in the curriculum.

I welcome any and all of your thoughts and opinions - this is, after all, supposed to be a dialog. Please feel free to e-mail me at ladnere@central.edu . It is also my hope that a forum or panel discussion will be offered at the 2011 IWLA Conference this October in which we can discuss these questions at

Deadlines:

Winter issue Nov. 15,2011

Spring issue—March 15, 2012

REMINDER:

All editions of the IWLA bulletin are published only online. To read back issues check the IWLA website, www.iwla.net

Iowa World Language Association

Executive Board Minutes

Call to order – Sat, April 2, 12:14PM

Attendees – Sara Blanco, Wade Petersen, Tracy Dinesen, Stacy Amling, Carrie Mulvihill

Review and approval of minutes of December 4, 2010 meeting – Spelling correction of 2011 conference speaker.

Motion by Stacy Amling to approve the minutes, Sara Blanco second. Motion carried, minutes approved.

Old Business:

2011 Conference

Technology Workshop - Had considered offering technology workshop during Friday conference, but will leave it as separate piece on Saturday so as not to interfere with conference presentations. Include in the survey information to see if people would be more willing to do the tech workshop if it were Friday afternoon and built in to everything else. Sat PM 1:30 to 4:30 as before. Blast in May. Get information about presenters and topics to include in May e-mail blast. Could repeat some of old sessions as well. Plan to do registration from the website. Can pick sections and selections. Stacy will check with presenters. Carrie to put together form and add workshop as an event on website and send registration form to Wade and Tracy with workshop titles. Tech workshop Motion by Sara Blanco to offer \$100 honorarium to tech workshop presenters. Wade Petersen second. Motion carried.

Exhibitors - Army booth invitation. Teacher's Discovery will likely do a raffle but not a booth. Iowa and Des Moines Sister cities – information for teachers and how to get information for student pen pals, letter writing, e-mails. Good representation from colleges.

Registration – dry run this year for a few people to try the website for registration.

Some schools would rather cut checks and others would rather use a credit card. Tracy to contact Bea and get her involved to see what works and what doesn't. Plan to do registration traditionally. Want to make Bea a part of the process.

Awards

Grants – Wade will make sure Grants form is updated and e-mail it out at the end of the month. We could include grant ideas in the form. People likely don't realize how simple it is.

√Need to have paperwork completed from award nominees and then later vote.

√New award – Future teacher/Beginning teacher – Michael Oates Promising Educator. Wade will put together a proposal and send it out to Board. Goal is to start with award for fall 2012 so we can plan and hopefully make announcement of new award at this year's conference. Wade suggests keeping it with President Elect, rather than combining with other Advisory Position. We can discuss further this summer. After we get the criteria established, we can contact the family to get permission and share it.

√ISEA Language Matters secondary award for teachers with exchange programs. We need to think about eligible teachers to get \$250 award. Discussion of whether we need to assign this to President Elect as part of awards duties. We as a Board selected someone last year due to time constraints but would like to open it up to all and have a formal nomination procedure for consideration. Website information—get picture and information to Tracy and Wade for website/promotion and to recognize our teachers.

Website

√Want to consider adding web person to Ad-

visory Council or having an officer responsible. Need something concrete. Natural for VP as part of communication however secretary or treasurer often tend to stay. May wait until fall to decide. Currently, if there is a problem with the domain, Tracy is the contact. If we need to create a new position, need to put it on the ballot. If we have webpage person, should add Facebook, Twitter, etc.

√For immediate future, website maintenance will be by Vice President. Can have duties assigned as needed. With administrative access for all, it may not be too difficult.

√Tracy motion to have VP serve as website guru for one year and re-evaluate after. Sara seconded. Motion carried.

√Set goals for officers to write blogs, post comments on Facebook. Each officer posts one comment on Facebook and blogs 2 times per month. If we want members to be more active, we need to be more active.

√Need write up for meeting with Jason Glass with photo.

√Membership on new website – Officers to sign up and create accounts. Once website is up, Wade wants to e-mail blast out. All go in and create accounts on the webpage. Once a member, easier to register for events. Will be able to sort list once there are more members.

Corporate membership can be charged and renewed annually. Could be option for exhibitors.

Central States – Kat Dierking had additional expenses from Central States. Karla motion to fully reimburse her. Tracy seconded. Motion carried.

New Business

Strategies for continued advocacy - We need to figure out as a Board what the next step is. We've got some momentum through the meetings with DOE and Senate Educa-

tion committee this spring. Jason Glass gave us some suggestions to pursue. What are our curriculum guides or goals? We need to be prepared for this.

√Karla report on Advocacy activities: Four things to conquer next. 1) She has another letter to editor in progress. 2) We should follow up with Jason Glass. Send out follow-up letter in June to him about us and to see if they've set up the committees or IA Education Summit. 3) Increase business contacts. Karla is looking for suggestions or input. Jason Glass mentioned the importance of making connections with business world to gain support for World Language Education. 4) Pursue more about college credit. Dialogue between upper level H.S. teachers and universities with accepting credit. IWLA session for conference? Major universities can't ignore this issue. Students end up having to wait to get in to the levels they are ready for. Work together to make sure students are successful and moving forward.

√Wade's idea for Karla: Contact Governor Branstad again. Mention again 1991 Simon award for Central States & The 1983 Task Force and 10-years later. Re-emphasize our interest in meeting with him or someone in his office. Stacy suggested contacting other members of Ed Committee (member from Marshalltown, etc.).

Goals - Looking down the road, what are our ideals for Iowa's World Language Curriculum? Other states have adapted the 5 (or 6) Cs of ACTFL Standards. Should we conduct a summit with World Language professionals from around the state to get the work in place? Sara heard from her Curriculum Director that we NEED to have that in place.

√May want to set up work time this summer & perhaps Marcia Rosenbusch could be involved to help us. When we included this in

the post-conference survey, we did get some volunteers. Could organize a curriculum summit. Wade could lead it with Marcia to help merge people's thoughts. Marcia brings the national perspective to the table and much experience, but we want it to represent Iowa. We need to do the research and perhaps assign teachers to read about specific curricula in other states to educate ourselves about this.

√Karla has corresponded about information related to FL consultants. The downside is that if we do this first, there is the possibility that a FL consultant could undo it or choose not to accept it. If we want to jump into this, we need to include it in an upcoming email blast to build consensus and get list of names. We could start with a strategy session to lay out direction. 4 months after that, meet again to discuss reading and make plans. It's probably time to pursue this in greater detail. State should be more likely to support and fund it if we are better organized.

√Concerns about future IWLA officers being put off by the demands of what this has become. We may want to look at investing some of our IWLA money into the summit—paying for food, work space, etc. We should contact Marcia Rosenbusch about this, put together a strategic plan, and get it to the Board for comment and changes. Try to send out to teachers in the May email blast.

√Rejoining JNCL or other membership to build our professional ties. Stacy will send the website to Karla for exploring because they don't post membership rates on the website.

√Getting students more involved. It's easier to get leave if bringing students. Try poster sessions or other idea to promote student work. We have had a large new crop of first-time attendees the last two years.

√One possibility would be to get work samples and give awards to students/schools as a way to get more recognition of what students can do and to help promote our mission. Activities like this give us more of a presence. Wade suggested delegating this to Sara for this year's conference. This could include samples of student work for display in the exhibit area.

√Send nominees for President-Elect to Sara.
Adjournment

Sara Blanco moved to adjourn and Karla Jensen seconded. Meeting adjourned at 2:19 pm.



2012 Central States Conference
A joint conference of the Central States Conference on the
Teaching of Foreign Languages
and the Wisconsin Association For
Language Teachers

March 8 – 10, 2012
Hyatt Regency Milwaukee
Milwaukee, WI

For more information, contact

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Iowa World Language Association

Advisory Council and Executive Board Minutes

Call to Order – Saturday, April 2, 9:14AM
Approval of minutes of October 7 Advisory Board meeting – Spelling error noted for correction. Motion to approve by Stacy Amling. Second by Kerisa Baedke. Motion carried, minutes approved.

Treasurer's report

--No Statement for April yet. \$23,976.31 is in savings. Main checking balance is \$28,766.48. Continuing to support conference travel and grants. Still funding available for grants. Stacy still working to consistently record transactions and put them in categories which help to compare and maintain budget. Useful for comparison to look at expenses in categories from year to year.

--Biennial report has been filed to Secretary of State's office to maintain tax-free status. 990EZ being prepared. Ended 2010 ahead about \$6000. That was slightly down from past years. Need to get some other expenses approved that reimbursement is still needed for, payment of taxes.

--Thank you Stacy for detailed reports! We should be spending more money to support members through grants and other means. We have enough to help get through lean years, but should make a goal to kick back \$6000 to teachers. May want to consider lowering registration for a future year. Perhaps provide grants for hotel rooms. Or could apply for \$200 scholarship to pay for sub, registration or for hotel, etc. Could target districts or buildings where there is only one teacher. Or do a drawing and have 3 registrations for Central States. Giving away an iPad or flip camera (special for teachers 2 for \$150). Could do a bigger raffle. May be worthwhile going to the Apple Store. Could comp parking at Downtown Marriott for Friday. IWLA could put up money to create an Iowa chapter of NNELL. Could look at students and upcoming teachers and ways to get them involved in IWLA—scholarships for study abroad, student competition. It could be good PR to have the opportunity, increas-

ing representation, help students document something with a flip camera, put on Facebook, connect to all of their friends, etc. Executive Board to consider these ideas. Please e-mail any other ideas to the Executive Board.

--Kerisa Baedka motion to approve treasurer's report. Second by Tracy Dinesen. Motion carried.

Reports of Advisory Council Members:

AATF President - Chele Raasch

--It was noted that the French National Exam was administered. Organization was improved from previous years.

AATG President - Pam Peters

--Spring meeting in April.

AATSP President - Magdalena Mujica Voy

--Jason Noble will be doing another technology workshop, and has set a site up to collect e-mail addresses to blast e-mail messages for AATSP. RSS feeds are also being considered.

--Café Latinos continue around the state and will be posted on the AATSP website.

--Will offer a technology workshop in the fall, tentatively in Pella.

--Considering a teacher trip for credit with host family stays for next summer.

--Looking into setting up mentor activities to assist new teachers.

AMICI President - John Gruber-Miller

--Valley and Xavier may be the only high schools that offer Latin. Some students who study at smaller colleges are not minors or majors but associated with religion or philosophy.

--Classics enrollments steady at ISU, Grinnell, Loras, Coe and Luther; excellent at Cornell and U of I, where faculty positions are being added.

--At Cornell, recently had a successful production of *Electra*.

Japanese Association Representative - Sachiko Murphy

--CR Kennedy high school teacher is starting Japanese Language Culture Teachers of Iowa – JLCTIA. By-laws have been created, applying for non-profit status. Have 6 high schools and some colleges, but numbers at colleges are a bit unknown. IWLA is glad to help JLCTIA organize. Messages via the e-mail blast, links from the website, etc.

--Earthquake and tsunami relief fund drives have been done at Central Campus. Have raised \$1,000 and other funds are being raised. Sachiko's drive is being done through the American Red Cross. Koma high school students came to Des Moines. There were concerns that the students wouldn't be able to come, still aftershocks. Sachiko planning trip to Japan in June.

--Iowa and Yamanashi's 50th anniversary sister state is happening this year. As of now, they are still planning to come. Festivals and ceremonies have been cancelled in Japan, but may still be occurring here.

--First Language and Culture Day at Valley High School. Current, modern traditions, animae, were observed as opposed to as much of the traditional elements. Drake University is having a Language and Culture workshop for Japanese students.

--Des Moines has a Sister City relationship with Kofu – Students do letter exchange, about 2/3 of students get a letter back. In Japan, one school used letters from Sachiko in their classes and students sent things back. Students excited to get back stickers, receipts, coins. Sachiko has connections to get letters from France, Russia, and China. Mexican sister city relationship no longer exists.

--In order to have more at the conference for Japanese teachers to do, perhaps someone could be brought in through the new organization. If there were 1-2 Japanese specific presentations, it would help. The letter exchange would be a good presentation to talk about and it doesn't have to be just Japanese centered, but the items presented would be

useful to any world language teacher. Could have a session sharing time for LCTLs, Chinese, Japanese, Arabic. CARLA Institute at University of Minnesota could have helpful information. Central Campus has lots of technical questions. TPRs group would be good to connect with.

ACTFL Representative - Elizabeth Zwanziger

-- President Eileen Glisan and Keynote Speaker Richard Haass, President of the Council on Foreign Relations presented the opening session for this year's convention, with the theme *Gateway to Global Communities*.

--Haass spoke of the importance of learning any foreign language, none of which more relevant than the other, though he did focus on the emerging importance of Asia. Where English was once seen as the lingua franca of the business world, this is becoming less and less the case.

-- President Glisan spoke of micro-blogging formats such as cellphone texting, instant messaging, Skype, Twitter, and Facebook can be used as effective learning tools for language learning and digital storytelling in the target language.

--With world language enrollments down nationally, we need to be our own advocates in touting the many aspects of global citizenship that we teach in the world language classroom.

--President Glisan also touched on the need to recruit, prepare, and retain highly motivated future language teachers, as well as strengthening professional unity. The articulation of American language programs should begin in the elementary years and continue through the post-secondary level, where language itself should be intertwined with literature and culture. She called for more emphasis on linking research to instruction, and ACTFL is working to provide ways to fund this type of research and its dissemination.

--ACTFL Executive Director Bret Lovejoy kicked off the delegate assembly session centered around a discussion of 'high leverage teaching practices', a term used to describe the practices of teachers that are "essential for skillful beginning teachers to understand, take responsibility for, and be prepared to carry out in order to enact their core instructional responsibilities" (Ball & Forzani, 2009, p. 504). The TEI Curriculum Group proposes the following characteristics of high leverage teaching practices: are powerful in advancing student learning; can be unpacked or broken down and taught to beginning teachers; are unlikely to be learned well only through experience; can be assessed: can be justified to teacher candidates as being meaningful and useful for becoming skilled practitioners both now and later.

--The delegates were asked to brainstorm and present a list for world language teachers. A few of the most common responses were the exclusive use of the target language, implementation of authentic materials as support, and providing opportunities to touch the four skills of listening, speaking, reading, and writing (among many others). What are high leverage world language teaching practices for you? Please feel free to share them with ACTFL or let me know so that I may communicate this to the assembly.

FLES Representative - Jeanette Borich (no report)

Middle School Representative - Susan Sandholm-Peterson

--Department of Education director Jason Glass visit at her school. She took the opportunity to remind him of our need for a full-time foreign language supervisor. It is vitally important that we all speak with one voice and share the same message.

Central States Representative - Kathy Dierking

Keeka Baedke had a report as a Central States board member and now committee chair.

Indianapolis site was great. Attendance was down. Celebrated with IWLA members. Chinatsa Sazawa and Katya Koubek were represented in the author's event. Paulino Brener attended, representing Minnesota.

--Candi or Sara could go to leadership event and get some ideas about NNELL.

--All Aboard the 21st Century Express, can present something research based. Want people to submit to it for research-based studies/presentations.

--Wade submitted the follow-up press release for Educator of the Year award to the Des Moines Register and they responded with some follow-up questions. Some states recognize their award winners early so that they have more time to get their portfolio done. Keeka or Candi would be glad to help people with materials.

--Central States is nominating Dr. Anne Lair to the national organization for the ACTFL Nelson Brooks Award.

--Next Central States conference is March 8-10, 2012 in Milwaukee. (FLESFest will be a part, one registration for both conferences.) 2013 – Columbus, 2014 – Denver, 2015 – St. Louis. Central States would be willing to have Iowa host Central States, but IWLA needs to request it. Central States will need to know how many people attend our conference to determine how many people from the state will attend. Minnesota—400 teachers, Indiana—200 teachers. 1992 was last time Iowa hosted, and it was a combined state/Central States conference. State organization gets paid to host. IWLA would provide local workers. It's the first time in many years that they have considered us. We could put in for 2016 or 2017. Central States would provide Local Chair or Program Chair. Financial obligations are of Central States. Could have IWLA conference in one of the other ends of the state that year and then do Central States in Des Moines.

--People seem to be afraid to present at Central States, but it's exactly like IWLA.

Keeka would like to include a message in next e-mail blast about presenting at Central States. Proposals due on April 12. They had a room that was being taped so that the sessions could be made available outside of the conference. Paulino will be social networker for Central States.

Community College Representative - Bea Houston (no report)

Private College Representative - Coralie Turner

--Let's promote the IWLA conference by encouraging students in various groups to attend the conference--Education Clubs, Spanish Clubs, and Diversity groups on our campuses to bring students, even pay for the conference cost. We need to make it known that there are many workshops in English as well as target languages. The availability of free materials is also a motivating factor.

--This year Grand View is taking a group of students to visit the Spanish Toast Masters group. This group would be an excellent group to bring to the IWLA to present and perhaps have a table. Few people know they exist. Their meetings provide a great way to improve and maintain fluency. (They meet at the Urbandale Library on the 1st and 3rd Thursdays of the month at 6:30)

--In preparing for the conference I was sent several articles to read and the link below had some ideas I think we should all ponder. Those who participate in MLA may be familiar with the article. We need to work together to "make profound connections among language-teaching professionals at all levels as well as among local, state, and federal entities that have a role in shaping how language programs are structured and funded." *Foreign Languages and Higher Education: New Structures for a Changed World*. http://www.mla.org/pdf/forlang_news_pdf.pdf

Public University Representative - Terri Gebel (no report)

Linguafolio Representative - Patricia Calkins (no report)

Other Reports:

IWLA Archivist & Historian - Juan Trujillo

--Want to find out who did the first IFLA conference. Jim Becker, Lowell Hoeft – 1982?

IWLA Bulletin Editor - Julie Wilhelm (report)

--Will only be posted on website. More people are starting to rely on getting information via the website. Not printing the Bulletin will allow more money to be spent on scholarships and grants. Julie got \$350 for ads in the bulletin, would cost about \$900 without, total cost of about \$400.

--Julie wants to know format of Bulletin for publication on the website.

Grants - Grace Valdez (no report)

Conference Committee Reports:

Registration - Bea Houston (no report)

Exhibitor Liaison - Julie Wilhelm and Regina Schantz (report)

--Need form updated for exhibitors. Julie would like it put online.

Local Chair - Candace Sherwood

Program Chair - Keeka Baedke and Stephanie Laouras

Stephanie is moving, but Kate Falvey is willing to serve. She has served on AATG. Some proposals have been submitted already. Need post-conference ballots from Best of Iowa in order to bring back "All Stars", and they can be called featured sessions. If people get submissions made on time, Keeka will be able to get program information out with enough advance notice.

Old Business:

Department of Education / Senate Education Committee Presentation Follow-up

--Meeting with Jason Glass. He was invited to the fall conference. IWLA made presence known with goal of getting full-time person in DOE. At Senate presentation, some Senators had some follow-up statements. Others

asked questions. Senator Quirnbach will keep us in mind. He was going to meet with Jason Glass. We should consider who else could be invited that may come. Karla sent follow-up letters to both of them.

--Education Summit that was referred to will be in late July—July 25-26. IWLA may want to be involved. (Karla is planning to attend.)

--Updating documentation to “Iowa World Language Association” in incorporation papers. Need to make sure that we are all listed correctly. Need to find out what paperwork needs to be done to get things changed. Need to get listed on Iowa Department of Education website.

New Business:

Conference Update - Sara Blanco

--Sara is getting a mailing list, addresses for teachers and schools in the state for Save the Date cards. Sara wants to target people who don't come to the conference. Sara will include write-up about the speakers until there is a featured session list.

--Theme is Survival Guide to the 21st Century Language Learner. Speaker budget is low. Sara did get the contract rate down from what the hotel was wanting, down to \$27,000 from \$30,000.

Relaunch of IWLA website - Carrie Mulvihill and Tracy Dinesen

--Will be able to make changes and updates. There will be a member directory that people can get on. Blog entries, teacher's corner, lots of new ideas. Include information from UNI's Tête-à-Tête Conference (April 9) and a new award.

--Teacher of Promise, Outstanding Future Teacher, New Educator, Beginning Teacher. These are given in other states, we could do this in Iowa also. Could help to draw more college people into the conference to find out about us. Makes IWLA a part of their lives - and could help them to stay in Iowa and sup-

port them. This would be a strong award to give every year. Student teacher, TA, 1st or 2nd year teacher. Suggest that materials include a lesson since they don't have profession-wide experience. Submit a lesson, essay about how they incorporate ____, teaching philosophies, etc. Need to be nominated by a cooperating teacher or colleague. Michael Oates Award. Perhaps a separate person should be in charge of it, treated separately as Teacher of the year, Grants, Scholarships.

Reminders:

--*IWLA Bulletin* deadline for submissions of articles for fall issue – July 1.

--Deadline for conference presentation proposals – June 15 (on website)

--Next Advisory Council Meeting – Thursday, October 6, 2011

SUMMER SEMINAR IN SPAIN FOR SPANISH TEACHERS



June, 2012

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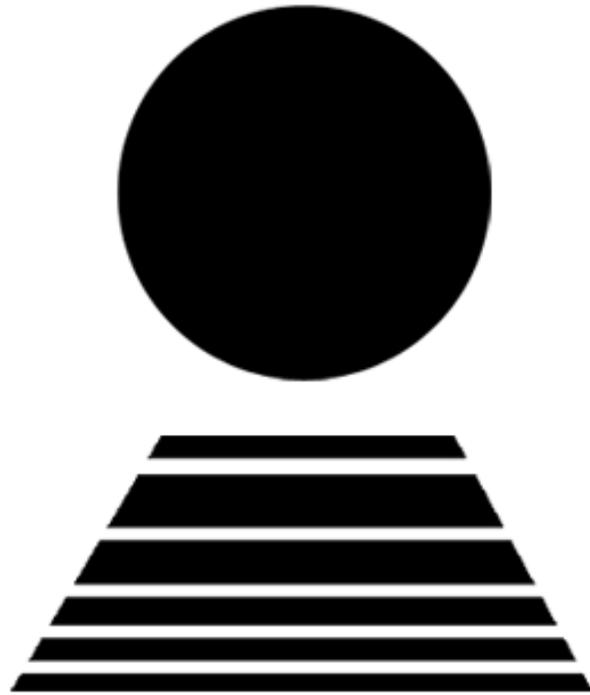
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Application deadline: March 15, 2012

For more information contact:

Julie Wilhelm
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Iowa State University
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jwilhelm@iastate.edu

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Taking Chances

By: Karla Jensen

Back in January on a really cold day, I began thinking about the summer. I travel with students every other summer. But, this summer wasn't my year to travel with students, and I was looking for a travel/missions opportunity. Like many teachers, my heart and passion are in service. I was hoping to find a way to use my Spanish to help others. I almost talked myself out of going—the money, the time, all the phone calls, emails, and paperwork to make the arrangements, the uncertainty of doing something totally different and new, etc... But, I decided to take a chance and go. What I ended up doing while serving others was a wonderful experience that I will never forget.

In early June, several flights and a taxi ride later, I arrived at Jaime & Hildegarde (Pochy) Morales' house in Arica, Chile (the northernmost city in Chile). Some of you may know Pochy from IWLA and their time in Iowa. It was a beautiful week due to the wonderful hospitality they and the people of Arica showed me. I jumped right in by attending and speaking in Spanish to a group of parents at a school where the focus is changing to a more communicative style of teaching the students English. I was excited and nervous and I'm sure I didn't say everything perfectly, but the experience was still great. I visited several schools and spoke with many classes, mostly in Spanish, from kindergarten through the university. I brought along a video of my school, Southeast Polk Senior High, that I took just before school was out and showed it to many of the students. I met many different dedicated teachers in the schools and at lunch and dinner meetings.

The university students there in Chile went on strike shortly after I arrived. The government was proposing deep cuts in funding for public universities. The cuts have a chance of effectively ending public university education in Chile. Despite the strike, over half of the practicum students showed

up to hear me speak. I spoke with them in Spanish about methodology and how I apply it to teaching a second language. These students will become English teachers there in Chile in a few months. They were concerned about many of the same issues we are: student discipline, how to teach “in” the language rather than talk about the language in the students' native language, how to keep students motivated and interested, etc... For me, it was one of those “this is why I do what I do” experiences. In addition, while at the university I ran into a former student who was there studying.

In between school appearances, I was able to do some sight seeing with one of the university students, Tiare. She graciously showed me her family's farm, a hummingbird preserve, the Valle de Azapa, a museum with the world's oldest mummies, the Morro, the coast, etc.. Also, Pochy and I did some shopping in el Centro, saw the church built by Eiffel, and saw the parade to celebrate el 7 de junio, commemorating victory in a battle with Peru. It was a beautiful week of speaking Spanish, speaking and observing in the schools, and for friendships. I feel like I have so much to share with my students about the schools, culture, language, and life there! The next time I visit, I plan to bring my students with me!

My second week was equally as impressive, but for very different reasons. I flew back to Lima to meet the mission team that I would be working with. We went to a big grocery store in Lima to get lunch supplies for the week as there was no grocery store where we were headed—Lunahuana, Peru. In the summer, tourists go there to do some white water rafting. But, in the winter (as it is now in Peru) there aren't many tourists, although it never gets very cold. The mission team from Most Ministries, in conjunction with the Lutheran Church World Missions team, hosted an eyeglass and dental clinic for 5 days in 5 different “anexos” or annexes (kind of like

villages). One was remote enough that we had to hike across a valley and over a bamboo pole bridge carrying all of our supplies. The adventure was fun and something I will never forget.

Over the course of the 5 days, we gave out over 700 pairs of eyeglasses. It was exhausting at times but also invigorating and exciting because it makes such a dramatic difference in so many people's lives. Most of the people we helped had never had glasses, and probably could never have afforded them any other way. I was a translator and heard so many beautiful stories. I remember a little old lady with tears in her eyes who told me how thankful she was because she had never had glasses before and hadn't been able to see much in a long time and now could see beautifully with her "new" glasses. All the glasses were used glasses donated to Most Ministries and saved up for mission trips such as these. (I know where I will be donating all my old glasses in the future.) Although the general population is quite poor, the area is beautiful in a valley of the Andes mountains complete with some interesting Inca ruins. After our week in Lunahuana, it was time to go back to Lima, and were able to spend a day sight-seeing with a walking tour of Miraflores and a visit to the Indian Marketplace. Before I left Lima again for home, I also met up with another former student who is now a missionary/teacher there.

I hope to organize a student trip and do another eyeglass clinic somewhere in the Spanish-speaking world. I would love to give the students another travel option that is a great way to see a little more of the world, but also to have a more authentic experience than a tour and to help others while using the Spanish they are learning in the classroom in a real way. I can't wait to share all that I have learned and done with my students this fall and potentially to travel with some of them in a new and more service-oriented way in the future.

An Activity to Encourage Language Use Outside of the Classroom

By: Tracy Dinesen

We all have limited time with our students, whether you see them once a week or 5 days a week. This is in direct conflict with what we know as educators: the more contact you have with the language, the more likely you are to improve and integrate language and culture into your life. Getting students to truly engage with the language and integrate it into their daily lives is a struggle. How do you convince a teenager that extra work and time outside of class is worth it? How do you require students to do something independently and verify they have completed the task? I'd like to share an idea with you, one that worked well for me and a colleague, and one that may work for you.

Taking a page from the local library's summer reading program, a colleague and I created an activity called "Around the Spanish Speaking World in 15 weeks." (This project is based on a semester long timeline but it can be extended or shortened based on your needs). We required 10 outside of class activities for first semester students, 20 activities for second semester and 25 activities for the third semester (yes we visited some cities as well as countries themselves to reach this number). We did not worry about verifying every activity rather we made the entire project worth 100 points and asked students to document their progress throughout the semester. We left the level of documentation up to the students and received a wide variety of documentation, ranging from a reflective journal entry, to screen captures, to original short stories. As students completed an activity they would add the activity to the map, attach the documentation they had to the form and move on to next country/city on the list. The activities range from the simple

(watch a YouTube video, listen to a Spanish song) to the more advanced (read a Spanish story or listen to a digital book in Spanish, order a meal in a restaurant in Spanish, talk with a Skype partner for 30 minutes) and were tailored according to the level of the students. The students were allowed to choose their activities but the majority of the outside of class activities could only be done once or twice, (only the most advanced could be repeated without limits). Here are some of our ideas and resources that you may find useful:

- Attend a Conversation Table or Skype with a partner on the Mixxer (<http://www.language-exchanges.org/>) (no limit).
- Volunteer an hour with an organization that serves native Spanish speakers (no limit).
- Read/listen to a digital story in Spanish (<http://www.milcuentos.com/>)
- Write and record your own Spanish story in Voice Thread and share it with the class.
- Change the language on your ipod to Spanish (limit 1)
- Update your Facebook status in Spanish.
- Send an email in Spanish to all your classmates and professor through the course page.
- Attend the Latino Heritage Festival.
- Attend the “Día de los muertos” celebration at the Des Moines Art Center.
- Listen to music in Spanish (specify what)
- Watch a YouTube in Spanish (specify what)
- Watch a movie in Spanish. (specify what)
- Watch a TV show or the news in Spanish.
- Attend a church service in Spanish.
- Read a brief article, comic strip, advertisement written in Spanish (specify what)
- Cook a dish from a recipe written in Spanish and provide the recipe.
- Invite a Spanish-speaking international student to lunch.
- Shop in Spanish at a Spanish-speaking store.
- Order food in Spanish at a Spanish-speaking restaurant.

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7th Tête-à Tête annual meeting

By: Anne Lair

As usual, our mentoring program for teachers of languages in Iowa, Tête-à-Tête, was very productive this year. Between the three sister institutions we had over 60 participants. Thank you to all those who came and also to those who shared teaching tips. This is what makes the event more worthy. The UNI event featured the following presenters:

- Ms. Sara Blanco and Dr. Elizabeth Zwanziger from Northern University High School,
- Dr. John Storm and Mr. John Balong from UNI.

Tête-à-Tête was a joint program with the Conference on the State of Languages for K-12 Language Education in Iowa, which was hosted by the Department of Modern Languages and the College of Humanities and Fine Arts at UNI. The conference offered:

- Best Practices in Language Integration (Dr. Marcia Rosenbusch, ISU, and Dr. Pamela Wesely, UI)
- Case Studies on Saving the Languages in K-12 Schools
- Round Table Discussion: Reflecting on Issues Raised Throughout the Day
- Dinner and Keynote Address, "Creating a Common Focus for Learning Languages" given by Mr. Paul Sandrock, Associate Director for Professional Development at the American Council on the Teaching of Foreign Languages (ACTFL)

The conference brought people from different horizons, which is what made it so successful. We also would like to thank IWLA officers (Wade Petersen and Sara Blanco) for participating in that event!

American Association of Teachers of French - Iowa Chapter News

By: Elizabeth Zwanziger

Here are some highlights from the AATF Iowa Chapter during the 2010-2011 academic year. First, we would like to thank Pat Westphal and Michele Raasch for serving as Co-Presidents for the past several years. Their service to our profession is greatly appreciated. The following new officers were elected: Anne Lair and Elizabeth Zwanziger Page as Co-Presidents, Michele Raash, Sheila Conrad as Secretary, Marianne Sandberg as Treasurer, and Amy Walton as Administrator for the National French Contest.

Amy Walton did an outstanding job administering the National French Contest – *Le Concours* – this year. Participation in this exam allows students to shine and show off their French skills, provides an advocacy tool for French programs, and demonstrates to parents and administrators the outstanding work being done by French teachers. 950 Iowa students took the written *Concours*, 11 of them placing nationally. These students are products of 22 teachers at 17 schools across the state. 45 of these students went on to the Oral French Contest, for the second year in a row at the University of Northern Iowa. Thank you to the seven other French teachers who volunteered their time and energy to run this event for our students and *félicitations* to all of the participants! As Amy moves on to graduate work, she should be recognized for her fine service as the *Concours* administrator. Bettendorf French teacher Sheila Conrad will take the reins in this position for the coming year.

AATF Iowa has a new digital presence, thanks to Secretary Sheila Conrad, who has created a Facebook page where we can share news, ideas, and comments. We would love

to have more photos of French class events, as well as discussion and chat topics. Please visit and contribute! *Merci*, Sheila for this tool! Facebook has also been the venue for several chat sessions put on by the national office.

The Annual Tête-à-Tête, run by Anne Lair at the University of Northern Iowa was a huge success yet again for teachers of French, German, and Spanish alike. About a dozen French teachers from across Iowa met for an AATF Iowa chapter meeting, where we shared news about schools hiring French teachers, resources available to French teachers, and gauged interest in the continuation of the *Concours Oral*.

This summer, the *Union des Français à l'étranger* contacted the AATF with an interest in finding potential members who would want to support its double mission, which is to welcome Francophones to our state and to support them and companies that hire them. There are currently delegates from nine cities across Iowa. If you are interesting in being involved with this partnership, please consult the website at <http://www.ufe-iowa.org/>.

Remember to plan special activities for National French Week in early November. *Vive le français!*

NOTICE

At press time the list of conference sessions was not available. Please check www.iwla.net for the complete list.

Register Now for Third Annual Technology Workshop

Plans are underway for the Third Annual Technology Workshop to be held in conjunction with our fall 2011 IWLA conference with one particularly exciting change: it will be FREE this year. It will be held at DMACC's Urban Campus--the same location we've used in the two previous years, which is just a short drive from the Marriott Downtown. It is scheduled to take place following the Saturday activities of the fall conference, from 1:30 to 4:30. We are offering online registration (to hold your spot at the workshop) through our newly revamped website (www.iwla.net). One other change from previous years is that you will not have to select specific sessions to attend when you register online, but instead you will have the option to attend whichever session interests you most on a space-available basis at the workshop.

Our featured presenters for 2011 will be: Paulino Brener, Kristine Jimenez, Christine McCormick, and Jason Noble. Their topics will include webpage creation, using Google-Docs, working with Moodle, and more. Since the workshops are held in a computer lab, you will have the opportunity to try out each of the features during the sessions and to evaluate how it might work in your own classrooms.

License renewal and Drake graduate credit will be offered through Heartland AEA and more information will be posted on the website and emailed out in the blasts as it becomes available. For planning purposes, those who choose to take it for credit will be asked to document the sessions they attend and submit 1-2 lesson plans describing how they incorporated a new technology application into a classroom lesson.

Central States Report

By: Kat Dierking

As I boarded the airplane headed to Indianapolis, I begin to think of a world without languages. It would be a world without communication, a world with barriers between people, and a world of restrictions and confinements. That is what we do as foreign language educators, we expand not only the brain capacity of our students but we expand their communication levels. We broaden their spectrum of knowledge, culture, and communication.

I was privileged to be able to attend the Central States Conference at the Hyatt Regency Hotel in Indianapolis this last spring. It not only was a good break from school, but a great learning experience. There were many activities that took place at the hotel to be able to communicate with other language educators.

My first evening at the conference I headed down to the main level to enjoy some appetizers and conversation and I found myself sitting at the table with one of the advisory committee chairpersons. Her name was Phyllis Ferrar and she is the World Languages/ESOL Program Consultant for the Kansas State Department of Education. It was a great conversation because of our own efforts in Iowa to gain someone in this same position for our state. My first stage of communication had begun, I could not wait for the Delegates assembly and the keynote speaker.

The Delegates Assembly was a great way to see how other state organizations across the Central States work and maintain membership. Some great ideas were shared and discussed as well as hearing from the 2009 ACTFL Teacher of the Year, Lisa Lilley about her experiences in advocacy in the last year. We also discussed some ideas for the

next years to come in Central States and our own state organizations.

The keynote speaker for the conference was Yong Zhao. Yong is a Professor at Michigan State University and author of *Catching Up or Leading the Way, American Education in the Age of Globalization*. His message was very inspiring and nothing but a standing ovation was deserved. He discussed the test scores of America compared to other nations, but lead into how our nation is the leader of innovation above all of these other nations. He discussed his thoughts on why we shouldn't focus as much on standardized tests and how other countries are designing their educational systems on ours. It was a great energizer for educators of any kind.

Much like our own conference, Central States has vendors, awards ceremonies, and learning sessions. Of the many sessions I attended, I had two favorites. The first was a session on music and video in the classroom and the second was web 2.0 ideas for language classrooms. I enjoyed all of the sessions attended, even the Best of Iowa from our IWLA President, Wade Peterson. Also, our own Candace Sherwood was a finalist for the Central States Conference Teacher of the Year. She was recognized as well as two other finalists. I would love to see more Iowa educators be able to attend this conference. It was a very encouraging and inspiring. I look forward to sharing more of what I have learned in our fall conference and hope to learn more in the years to come.

At press time there were no candidates for vice-president or ACTFL Representative. If you are interested in finding out more about the positions please contact an officer for more information. Officer contact information may be found on page two of the bulletin.

Advocacy News

By: Karla Jensen

As you may know, one of the main focus points of the Executive Board of IWLA has been to seek representation at the state level for world language education, which we felt would be best served through a full time world language person to represent our concerns, advocate for world language education, and seek out the grants available related to world language instruction. We continue to work toward this goal. As you also may know, a group of us met with Iowa's Director of Education Jason Glass on Feb. 25 of this year to discuss issues related to world language education and share our belief that a full time world language person is essential. We also met with the Iowa Senate Education Committee on March 9. Following those meetings, there were thank-you and follow-up letters. From the information and ideas we gleaned from those meetings, it was our understanding that Director Glass plans to reorganize Iowa's Department of Education this fall and seemed to agree that it was important that world language education be a part of that. In our follow-up letters to him and to Gov. Branstad, we urged them to make world language education a priority and see that it is a part of the re-organization as it is an essential part of the world-class education that they claim they want for Iowa students. We did feel some support from them and from the Senate Education Committee, but like everything today it may come down to budget. Of course, our position is that we can't afford not to fund this and need to make world language education more of a priority.

The current focus toward those same goals are the Education Summit and the Town Hall Meetings that Gov. Terry Branstad and Lt. Gov. Kim Reynolds are holding in the month of July. The deadline for signing up for the Education Summit is July 10, so it may be too late to sign up for it when this bulletin comes out. As Advocacy Chair, I plan to attend the Education Summit on July 25th and

26th to advocate for world language instruction being an important part of world-class schools. As noted in the action point above, you can be involved in this process by attending one of the town hall meetings to make sure they get the message to make world language education a priority. For more information on the town hall meetings, go to: <http://iowaeducation.iowa.gov/education-summit/attend-town-hall-meetings>. I would love it if we could fill each meeting with a number of world language educators!!!

In addition to all of the above advocacy items, I wrote a letter to the editor to the Des Moines Register to advocate for world language education. As of this point, they have opted not to print it. I hope to pursue this further. I also want to further some business contacts and proponents of world language education to build our support base. If you have any contacts, ideas, comments, or advocacy items, please email me at karla.jensen@mchsi.com or jensenk@sepolk.k12.ia.us.

Positions up for election this fall:

Vice-President
Advocacy Chair
ACTFL Representative
Secretary

See candidate statements throughout the bulletin.

Candidate for Secretary-Carrie Morris

I have had the pleasure of serving as your IWLA Secretary since 2007. I teach Spanish at Des Moines Area Community College on the Urban Campus. During my time of service, I have had the opportunity to work on a variety of projects and support the other members of the Executive Board. Besides my duties of taking minutes and distributing them, I have also supported efforts in advocacy, coordination of the technology workshop, and working on the IWLA website. If re-elected for another term, I would be glad to continue with these projects as well as others in order to make our organization even stronger. It's been an exciting time to be involved in IWLA, and I hope that you'll give me an opportunity to continue in this capacity.



I.W.L.A.

Iowa World Language Association
www.iwla.net

I.W.L.A. Fall Conference Registration Form October 7-8, 2011

Des Moines Downtown Marriott, 700 Grand, Des Moines, IA 50309

Name: First (Given): _____ Last (Family): _____

School Affiliation: _____ Language(s) taught: _____

Language Level(s) Taught: _____ Elementary _____ Middle _____ Secondary _____ Post Secondary

Please check if you are a: _____ 1st Year Teacher _____ 1st Time Conference Attendee

Please provide BOTH addresses below and check your preferred mailing address:

_____ Home Address: _____ City/State/Zip: _____

_____ School Address: _____ City/State/Zip: _____

Phone (with area code): _____ *Visit www.iwla.net for much more conference information!*

Email: *Please PRINT clearly!* (for I.W.L.A. purposes only; necessary to receive receipt)

REGISTRATION OPTIONS:

- _____ \$120 **EARLY BIRD** Registration (*postmarked by 9/9)
- _____ \$130 **REGULAR** Registration (*postmarked between 9/10 and 9/23)
- _____ \$140 **ON-SITE** Registration (*postmarked after 9/23 or at conference)
- _____ \$70 **SATURDAY ONLY** Registration (*On-site Registration also \$70)
- _____ \$50 **CONFERENCE** for: _____ Student OR _____ Retiree
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TOTAL \$ _____ (**No** refunds can be issued after September 23, 2011)

PAYMENT METHOD: (**No** Purchase Orders Accepted!)

Personal Check # _____ School Check # _____
**Please make checks payable to Iowa World Language Assn. (or I.W.L.A.)*

OTHER OPTIONS:

- _____ I request a **VEGETARIAN MEAL** (only check if YES)
*Please note: Requests made with **ONSITE** registration may not be feasible.*
- _____ I do **not** want my image included on the I.W.L.A. website.

Return this form with payment to:

Bea Houston, IWLA Membership Chair
Western Iowa Tech Community College
4647 Stone Avenue
Sioux City, IA 51106

Questions? Email Bea at beatrice_houston@mywitcc.com or call: 712-274-8733, ext 3218

Conference Fee Includes:

- Conference Registration
- Access to All Conference Sessions and Exhibitors
- Friday Continental Breakfast
- Friday Awards Luncheon
- Saturday Continental Breakfast and Brunch (lunch is **not** served)
- Refreshment breaks

Please make your own lodging arrangements.

I.W.L.A. has negotiated a special conference rate of \$115 with the Downtown Marriott. Deadline to guarantee this rate: **THURSDAY, SEPTEMBER 15, 2011.**

GROUP CODE: IWLIWLA

Direct link is:
<http://www.marriott.com/hotels/travel/dsmia?groupCode=iwliwla&app=resvlink&fromDate=10/6/11&toDate=10/8/11>

You may also call 515-245-5500 and request the I.W.L.A. **Conference** block of rooms.



What is the National Language Service Corps?

The National Language Service Corps (NLSC) is a Congressionally-authorized civilian corps of volunteers with certified expertise in languages important to the well-being of the United States. NLSC members are willing to serve as on-call Federal employees, using their diverse language skills across local, state and federal agencies. The opportunities for service include emergency relief as well as service in support of domestic and international crises—wherever language skills are needed. The NLSC, a major component of the National Security Language Initiative, is currently in its pilot stage and its development is overseen by the National Security Education Program in the U.S. Department of Defense. Fully implemented, NLSC is expected to include more than 30,000 members in over 150 languages.

Facts about the NLSC

- NLSC is a national asset designed to provide a surge capability for the full range of language needs
- NLSC will notify and place its members on assignment wherever needed to support national needs
- NLSC provides its Members the opportunity to help people in their community and from their culture and background.

□ NLSC is the first organization of its kind in the United States to gather a network of people speaking foreign languages, dedicated to the good of all, and offering an opportunity to improve cross-cultural communication.

□ The NLSC is recruiting for speakers of: Mandarin, Hindi, Vietnamese, Indonesian, Russian, Hausa, Swahili, Somali, Thai and Marshallese.

□ Charter Members will make a major contribution to establishing a national capability for using the power of language and communication to support the security and welfare of the nation.

□ Members are prepared for placement as a member of a government team in support of federal departments and agencies. Member readiness includes working culture of supported organization

□ The NLSC certifies the language skill proficiency levels of its Members who must generally possess ILR 3/3/3 Proficiency (Listening/reading/Speaking) in a foreign language and in English.

□ NLSC offers a dedicated sponsor pool for specific specialized support to any agency including advanced training and qualifications such high level security

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"I feel more prepared for this trip and more at ease than all my other trips (with another organization). That is all due to L&F's hard work and help!"
Carmen Gwenigale,
Iowa City, IA

(Left) Iowa City West student poses outside El Escorial in Spain.

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**FRENCH OR SPANISH
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- Make language-learning relevant to real life!
- Promote cultural awareness through direct interaction!
- Increase community support of your language program!

(Right) The Kenealy family, from Waverly, IA, welcomed Gemma Roldan from Spain for 4 weeks.



The experience lasts only a few weeks but the friendships last a lifetime!