



# The IWLA Bulletin

A Newsletter for the Members of the Iowa World Language Association

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Spring 2012

## From the President: Erik Ladner

Like all of you, I have been greatly disheartened by the recent news of the proposals to close the Malcolm Price Lab School in Cedar Falls and to discontinue the French, German and Russian programs at the University of Northern Iowa. The announcement of the plan for these closures came as a shock to all of us. As President of the IWLA, I know that I speak for many when I say that our hearts go out to all of those that are potentially affected by these proposals – please know that you are in our thoughts and that we of the IWLA support you and are willing to help you in any way possible.

It is difficult for me to write on this topic given that this is still a fluid situation and that no final decision has yet to be approved by the Iowa Board of Regents or the state legislature at the time I am writing this submission. It is equally difficult for me to write about this given my personal connections to UNI's Department of Modern Languages (as it was called until its recent merger with the Department of English). I received my B.A.s in both French and Spanish from UNI and then my M.A. in Spanish shortly thereafter. I know a number of the people being directly affected by UNI President Ben Allen's proposals. I know many more that are alumni of Price Lab and the three affected language programs, including many of you presently reading this article. News such as this hits a nerve for all of us with a connection to UNI.

President Allen's announcement of a plan to close the Price Lab School and to discontinue majors in three vital world languages is representative of some of the broader problems in the current state of affairs in many college and university foreign language programs. The first

and most noteworthy is the question of funding, which is the true driving force behind decisions regarding program changes and closures. At issue at UNI is a budget shortfall of \$5 million that the university needs to close. Although enrollment has been cited as the reason for choosing to close certain programs, the primary motivation for proposing to close these programs is financial, the direct result of cuts in state appropriations that have continued to take its toll on the budgets of the three state universities.

Another disturbing trend reflected in President Allen's plan is that when faced with budget cuts, colleges and universities look at Modern Languages as an area to be cut. This is a trend we have already observed in Iowa's K-12 language programs over the last few years, a trend that is now being extended to the university level. As language teachers we already all know that viewing world languages as an optional (or worse, disposable) component in the curricula of our K-16 programs is short-sighted at best, especially in a time when our leaders continue to speak to the need to globalize our curricula to prepare our students for the 21<sup>st</sup> century. If the intent is to prepare our students for the global community, we must remind these leaders that the global community is not an English-only place and that world languages other than Spanish are not only viable in the curricula, but also critical as business and other fields of interest continue to expand their engagement in Europe, Africa and Asia.

In the face of such cuts what can we do? Many, given the short amount of time involved at the time of the announcement of the intent to

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# CONTACT INFORMATION FOR IWLA

## **Erik Ladner, President**

Central College  
Pella, Iowa 50219  
ladnere@central.edu

## **Stacy Amling, Treasurer**

1125 Hancock Dr.  
Boone, IA 50036  
Des Moines Area Community College  
slamling@dmacc.edu

## **Tracy Dinesen, President-Elect**

Simpson College  
Indianola, Iowa  
Tracy.dinesen@simpson.edu

## **Wade Petersen, Immediate Past-President**

Valley Southwoods Freshman  
High School  
625 S. 35th St.  
West Des Moines, Iowa  
50265-2053  
wadecp@netins.net

## **Kim Huegerich, Vice-President**

315 Division St.  
Jewell, Iowa 50130  
515-827-5418 ext 250  
kim\_huegerich@s-hamilton.k12.ia.us

## **Julie Wilhelm, Editor, IWLA Bulletin**

1185 Quail Avenue  
Goodell, IA 50439  
641-495-6161  
farm5@frontiernet.net  
Iowa State University  
300 Pearson, Hall  
Ames, IA 50010  
jwilhelm@iastate.edu

## **Carrie Mulvihill, Secretary**

1323 Victoria Circle  
Norwalk, IA 50211  
515-981-5474  
ejmulvihill@dmacc.edu  
Des Moines Area Community College  
Urban Campus  
1100 7th Street  
Des Moines, IA 50314

**THANKS FOR YOUR  
LEADERSHIP,  
OFFICERS OF IWLA!!**

close Price Lab, did in fact send e-mails to President Allen asking him to reconsider his decision. For those of you that did voice your concerns, thank you. At issue is how to move forward. What is clear is that we must continue to argue for our place in the curriculum. At our most recent Executive Committee meeting a few weeks ago (when the proposal to close Price Lab was first announced and prior to the announcement of the proposed cuts to the Modern Language program at UNI), we discussed the possibility of a new letter-writing campaign as well as the idea of a rally at the state capital sometime shortly after the school year ends. These are still ideas in the works - information will be provided on the IWLA website ([www.iwla.net](http://www.iwla.net)) as these plans evolve. What we now ask for is your support in helping with these campaigns as they emerge.

Having mentioned the website, I should mention a few changes that have taken place. As you may already be aware from Wade Petersen's recent e-mail blasts, we have revamped our website and are continuing to add new features. This would be an opportune time to thank Wade for the extraordinary efforts he has made in redesigning our organization's website, as well as our organization's logo. Among those changes will be the replacement of the IWLA Bulletin with our online presence via the blog feature. Given this change, this will be the final edition of the IWLA Bulletin in this format. One of the advantages of this change is that we will be able to update and post news more frequently. As we move forward with this the evolution of our website we also encourage you to register yourself on our website so we may more easily communicate with you regarding our annual conference, advocacy issues, news and job postings (another new feature just added to our website!). If you have not checked out the website lately, please take a few moments to visit it at [www.iwla.net](http://www.iwla.net) and see all of the changes.

As this is the final edition of the IWLA Bulletin, we wish to thank our bulletin editor, Julie Wilhelm, for all of her work in preparing our newsletter. Julie has been responsible for the IWLA Bulletin for many years now. During

her time as editor she has not only been responsible for the layout and organization of the Bulletin, but also for coordinating with those of us who contribute to the newsletter and also for communicating with our advertisers. On behalf of the IWLA, I wish to thank her for her dedication and her exceptional contribution to the IWLA.



2013 Central States Conference  
A joint conference of the Central States Conference on the Teaching of Foreign Languages and the Ohio Foreign Language Association

March 14 - 16, 2013  
Hilton Columbus Downtown  
Columbus, OH

For more information, contact

Patrick T. Raven  
CSCTFL Executive Director  
PO Box 251  
Milwaukee, WI 53201-0251  
Phone: 414-405-4645  
Fax: 414-276-4650  
E-mail: [CSCTFL@aol.com](mailto:CSCTFL@aol.com)  
Web: [www.cactfl.org](http://www.cactfl.org)



# Differentiating the Process: Flexible Grouping

by Wade Petersen, Past-President, IWLA

Sometimes to differentiate, we form groups based on interests or ability levels. Other times, we just want random partners or groups for variety. This forces students to work together with other students with whom they might not normally work. Whether you want your students to work in pairs, groups of three, or other sized small groups, here are some possible ideas to be flexible in how you group students:

**Index Cards:** This technique simply requires a set of index cards for the same number of students you have in a class. Before class begins, put matching stickers or symbols on index cards. If you want students to work in pairs, make sets of index cards where every two cards have a matching sticker or symbol. When you want pair work to begin, have students choose an index card (the stickers are facing downward). Students find the other student in the room who has the matching sticker or symbol. If you want students to work in groups, make matching index cards for the number of students you want per group.

**Popsicle Sticks:** I love to buy the large size popsicle sticks in boxes of 1000 at local craft stores. One technique is to put every student's name on one popsicle stick and then store them in a box (or bin) for the whole year. For totally random pairings, choose two sticks with students' names at a time. This will quickly match up partners (and students sometimes appreciate that it is totally random and that there is no hidden agenda behind their pairings). Popsicles sticks can also work at dividing students into small groups. Instead of individual names on sticks, simple color code popsicle sticks by how many groups you want to have in your class. Hold the sticks with the colored ends in your palm. Students pick a stick and then belong to the group with others who also choose that color.

**Candy:** Want to get your students even more excited about being in a group? Determine random groupings by students choosing a piece of candy. There are all sorts of cheap candies that

come in various colors. If you are concerned about health and cleanliness factors, there are types of candy that come individually wrapped. Each student picks a flavor (I've precounted the colors so that groups will form evenly). Students then get to eat the candy if their group successfully completes the activity (which they always do). I keep a stash of candy on hand; this works great for when I notice that students are having a hard time staying focused (especially during February and March of each year or in the final days of school).

**Decks of Cards:** Another creative way to divide students into groups is to have students pick a card out of a standard deck. This provides for multiple ways to group, along with ways to re-group. You can have your students report to the chosen suit (hearts, diamonds, spades, clubs). You can later alter groupings by telling students to find others with the same numbers (all the students with a seven must form a group, etc.). You can divide the class in half by telling students to separate by red cards and black cards. You can use cheap regular decks of cards for this or you can use the GIANT decks of cards available in game shops (my students love these giant playing cards). A takeoff on using a regular deck of cards is to use a deck of UNO cards. Teachers can then have students group according to color families of cards, by numbers, by functions, etc. Another variation on dividing students into partners is to use a deck of Old Maid cards. Although there are countless versions (and picture sets) used for this classic game, there are always two of every card. This works perfectly for dividing your class into pairs (and it will tap into their nostalgic phase for this old card game). Simply preselect the number of cards required for your class and sort out those pairs. The interesting twist is that this deck also has only one card with the "Old Maid." Sometimes I save this card for when my class has an odd number of students. The "Old Maid" gets to be my partner! (which to some students is a bonus and to others a penalty).

**Line-Ups:** Have all your students arrange themselves in one long line according to their birthdays (beginning with January on one end and December at the other end). Be sure students do this in French (this is a great chance to emphasize the proper way of stating a date in French format). Once students have formed their line, the teacher goes down the line and divides students into partners or small groups. **Alphabet Line-Ups** follow the same concept as birthday line-ups, only it provides a way to emphasize the French alphabet and spelling. Students must line up alphabetically according to the category given by the teacher. Spelling possibilities include: students' first names, middle names, or last names; name of their favorite celebrity or singer; name of their favorite food (by the French spelling); or anything else you can think of.

**Picture Halves:** An easy way to divide your class into partners is to take a stack of pictures (from magazines) and cut each one in half. Scramble the pictures. Each student picks a half picture and must find the other student whose picture completes it. This is a great way to divide students if you are working on clothing (ask them to describe the clothing and colors of the pictures). Another idea is to buy cheap postcards next time you are in France and cut these in half (this way you can tie in culture at the same time).

**Chopped Up Story:** This organizing activity will take longer than most and can be used by your upper-level students. Photocopy pages from a text you are reading (*Le Petit Prince*, *Le Petit Nicolas*). Photocopy the same number of pages for how many groups you want to form. Take each page and cut it into sections (usually divided at a new paragraph). The total number of sections must equal the number of students in the class. Scramble all of these small portions of text. Each student takes a piece and must find the other people to reassemble the original page of text. This will force them to think about what part of the story their portion comes from and to communicate with others (in French) about that context.

**Clock Partners:** This works especially well during a unit when you are studying how to tell time in French. Give each student a picture of a clock. Initially, students must go around and sign up other students in the class by making "appointments." Both partners write each other's name down next to the same hour on the clock. Students continue to pick others until they have their clocks filled with a name of another student next to each hour on the clock. When a teacher wants to do partner work, he or she tells the class to get together with their "3:00" partner (or whatever hour is chosen). Later, the teacher may tell students to work with other partners simply by stating an hour on the clock. **Datebook Partners** is similar to Clock Partners. Each student either has a weekly or monthly calendar. Students must make appointments with other seven other students on certain days of the week, or 12 other partners for each of the months. The teacher can then tell students to get together with their "October" appointments for an activity.



Check out the  
new IWLA logo  
and website at:  
[www.iwla.net](http://www.iwla.net)

## IWLA Executive Board Meeting

Saturday, December 3

Chips – Ankeny, Iowa

Present: Stacy Amling, Tracy Dinesen, Kim Huegerich, Karla Jensen, Erik Ladner, Carrie Morris, Wade Petersen

Call to order – 11:12AM

Approval of minutes from October 6<sup>th</sup> and October 8<sup>th</sup> meetings – Tracy Dinesen moved to approve, Kim Huegerich seconded. All approved, motion carried. Minutes approved.

2011 Conference wrap-up (financial report / other unresolved business) – Financial report - Veridian balance \$34,426.27. Still need to reimburse Elizabeth Zwanziger Page, pay Wild Apricot. Need to pay out \$1100 in outstanding grants from this year, reimburse Candi Sherwood for expenses from the conference.

-Conference was \$31,003 in total from the hotel.

-Dues and subscriptions – includes ACTFL and Wild Apricot.

-We file a 990 as a non-profit and file a postcard every year for tax purposes. If our average is over \$50,000 for 3 years, then we would have to file the EZ form.

Great note of thanks from Northwestern College. Colleges really appreciate student rates. Consider more outreach to schools to encourage student attendance. Promoting new TOP award could help to attract more students. Could write a letter to go to world language faculty to remind them of the conference. Promote at Tete a Tete at UNI as a lot of UNI students attend. Tracy talked to Ellen Schrage at ACTFL, who said again that IWLA was the best conference.

Proposed 2012 Conference changes – Thursday - Wade has proposed changes in the schedule. Have advisory council a working dinner and meeting, need to get a set number. Should help to be done earlier. It didn't seem like there were a lot of exhibitors there. Could have some things for exhibitors (desserts and beverages) on

Thursday nights in the exhibit area. They can start setting up from 7-10 on Thursday.

-Friday – Could help to open earlier at 7AM. Start opening session a little later so there is time to get food and have more people there to start the opening session. Extend breakfast slot to 9:20 and get exhibit time before the opening session. Not planning for luncheon speaker at next conference. Would provide more opportunity for people to sit and talk, and just have music during lunch. Change in exhibit break time/reception will help exhibitors to get out when they want. Getting everyone out of the space is difficult.

-Poster session is an unknown the first year as far as how it will work out. Reserve one room and have multiple displays of posters. Once space for the multiple poster presentations, people can walk around and look at different displays as their interest lies. Time slot is often highly attended, allows time for set-up after lunch, but not a lot of time after Session 3. The exhibit break following leaves some flexibility as well. If there are 5 or less, could have the presentations in the exhibit area and if there are more, set aside a space for it. Awards for poster session as well? Could invite college or high school students. Wade will work with Keeka on the timing for the session. Having the posters in the exhibit area allows for more opportunity to see them too, or could put them in the registration area on the second day so it doesn't require extra display space.

-Wade has signed the contract for next year for same price as this year. Wade guaranteed a few more rooms. Contract for parking next year is \$13. Wade giving his free room to Bea and her husband.

Saturday – Shorten exhibit break as exhibitors are usually leaving or are gone by then.

Advocacy – Rosetta Stone issue may not be anything we can proceed with as of now. Karla has heard administrators talking about replacing language teachers. We may need to work on getting facts to support. Most teachers may not be aware that this is going on. There is concern

about our members losing their jobs over it. We need to represent our members, and if the members want it, we need to pursue it. There should be a groundswell of support. We could highlight it on the webpage and in the Bulletin. Karla will put together a blurb about it, and work with Wade so that we can get the issue out there.

Changes to exhibitor payment structures/materials – Wade would like to send out contract and materials in December so planning can be done for the year. Wade worked on another form for exhibitors. There is a person interested in being the exhibit chair. Wade took out references to the Bulletin and kept with conference program and website. We may want to reduce the price for advertising so that we get more advertisers, even as low as \$50. Full page \$100, half page \$50, quarter page ad \$35. The advertising helped to cover the cost of printing and mailing, and now advertising could add income in other areas. We haven't started charging for advertising on our website as of yet. Is it legal from Wild Apricot's perspective for us to charge for advertising? Stacy or Tracy will check in. Looking at what we get now for advertising, if we change to this system, could get us more. Is there a counter feature possible from Wild Apricot so that we can track how many times the site is used? There are free counters as well. Sponsorships – take off wine and cheese sponsorship. Wade broke down into different sections. Luncheon - \$300, Breakfast \$200, Social Hour - \$200, Exhibit break - \$100, Hospitality room - \$50, Program - \$200, Folders - \$100, Nametags - \$100. Also, poster exhibit sponsorships at \$50. We may not want to specify program/folders so that if folders are donated, sponsorship could be done generically for conference materials. Take out funding of conference folders and add possibilities for Donations of materials (folders, bags, etc.) appreciated. Will include space to specify what they want to give. Raffle information stays the same. Note to retain copy for their records with the make checks payable statement. Staggered prices for date when they sign up may be

too much of a hassle. In the future, we may want to give special discounted price for advertising if they also have a booth.

Renewing our Wild Apricot account / status – Do we still need the 1100 people access on the website, we don't have that many who have signed up on the website. May want to consider the next level down at 500. Makes sense to go down but need to push getting more people to sign up. Wade can send his message out from the IWLA webpage. Just don't want to lose administration power on the website. Wade motion that we downgrade to status by one level contingent that the features we want to keep are not lost. Tracy seconded. All in favor, motion carried. Webpage promotion – recommend that people make it a favorite. Want to look into possibility of RSS feed on website. Carrie to send Tracy login and password for IWLA Twitter.

Should include IWLA booth and a banner in exhibitor hall and have people sign up on the website there. People don't go to the registration table after they sign up. Could be something for the vice president. Combine and have IWLA hospitality booth in the exhibit area, run old slide shows. Then use banner for Central States, Tete a Tete, etc. Would be helpful for sponsoring events.

At ACTFL, there was an app that would mark sessions from conference on your calendar. At this point, likely would not get a lot of users. We have fewer sessions in time slots. People have been very positive about a large at-a-glance.

IWLA Bulletin – May want to do one more Bulletin and then transition to website. Articles become blogs on the website. Secretary remind board just as deadline reminders for Bulletin, vice-president in charge of communications. Reports could be put on the blog (ACTFL, Central States) Minutes can be put on the website on Minutes tab. Announcements when Reports are available. Advisory Council reports. Tracy motioned to end the Bulletin after the spring edi-

tion (to account for paid advertising) and change to posting information in the blog portion of webpage and extend the opportunity to current paid advertisers for full-page advertising in the conference program. Anyone paying for advertising in fall bulletin will automatically get conference program advertising free. Stacy seconded. All in favor, motion carried. Wade will let Julie know as he needs to get all the exhibitor information. Thanks so much to Julie for all her years of service as the Bulletin Editor! Wade will send a thank you and small gift on behalf of IWLA

Finalizing "TOP" materials – Have first nomination for TOP award and first grant application. TOP award to have one other letter of recommendation and something about their future plans so that they have some type of a portfolio and response from students or teacher. TOYs have to have 2-3 other letters of recommendation and also a narrative. For TOP, could include a resume, lesson plan, personal narrative, why they chose teaching field, philosophy in the classroom. Also show proof of success in student teaching experience. Resume, essay, proof of completion is required now, but could add further requirements for submissions from nominees in addition to letter of nomination. Proof of student teaching participation if students haven't finished student teaching yet—letter from student teaching supervisor saying that they have completed or are in the process of completing student teaching. Tracy will create packets for when nominees are being considered including what further is needed.

-Wade will send an e-mail blast in Jan/Feb, send out TOP information and nomination form to get more nominations. Remind that we are willing to give more than one, up to three. Need a rubric and point-based system for grants, educator of the year and rubric for the TOP award. Can post rubric online. Deadline for August 1 for nominees to submit materials.

-Order honorary plaques in late August, September, brainstorm what we want the plaque to have on it. Would like to use a quote from Dr.

Oates, but could be difficult to get engraved with the current company we use for this award. May want to consider changing the gift for the outgoing president from a letter opener to a paperweight or something more current.

By-laws for dues/membership – Do we need to change by-laws to make the changes of dues permanent? We are currently working within the by-laws that don't currently specify how much dues are. Carrie doesn't recommend that the by-laws be changed so that we don't have to change and then change again at a later date.

Grants - A grant has been submitted, Tracy will suggest that they base it on a project. Questions have arisen about how many we fund and how much we fund. Grant committee can decide to partially fund, but may need to question fairness to teachers as this difference could mean a project isn't completed. Grant committee should be given a number of grants that can be funded. As President-Elect, Tracy will send blind information to the committee, they will score based on a rubric and then tell Tracy what they want to fund. Tracy Dinesen made a motion, Wade Petersen seconded that grant availability be set at \$2000. All in favor, motion carried.

If we have funds available, could have people who apply for scholarships, apply for hotel costs, conference scholarships, but could add a lot of complexity. Give away 2 conference registrations each year. Could up the number of names that are drawn for free registration. Haven't advertised that we draw for free registrations. Draw 2 names for free iPads from early bird registration. Could be gift law violation, Carrie will research. Reasoning for people not coming, school budgets, rotation system, could pull out the name of a person from the e-mail for a free conference registration. Could be a carrot for those who have signed up for the membership on website. Get an entry by membership on website, follow on Twitter, and friending on Facebook. February 1 – free conference registration. Tracy Dinesen motion that free confer-

ence registration be given to 1 person who is registered on website with deadline of February 1, seconded by Kim Huegerich . 2<sup>nd</sup> conference registration drawing by April 1. All approved, motion carried.

Discussion of role of World Languages in the Iowa Core Curriculum –Karla thinks this could be a big can of worms. We don't want to sit back and do nothing, but we may not even have agreement among ourselves. Need to consider if we want it to be a requirement in the curriculum or just determine what our curriculum should be. Should find out this month if foreign language is a part at all of the Dept. of Education budget. Many potential benchmarks to consider—ACTFL, Linguafolio, European standards, Wisconsin system. Need to determine what the focus of the board is for the next couple years in addition to the conference. In the past, have been working toward a Department of Education representative. Could support less commonly taught languages, FLES, dual language, standards, ESL, 1:1 schools, saving/protecting current programs, curricular resources, culture in foreign language teaching. Need to be at classroom level of help.

Next meeting – meet at Chip's at some time in February. Erik send e-mail out in January. Stacy Amling motion to adjourn. Wade Petersen seconded. All approved, motion carried. Meeting adjourned at 2:30PM  
Respectfully submitted,  
Carrie Morris

**Interim Decisions:**

Wade Peterson made a motion via e-mail, seconded by Carrie Morris to fully fund Keeka's trip to Central States within her role as a Central States board member. Erik Ladner declared the motion was carried on February 4, 2012.

Tracy Dinesen made a motion via e-mail to support Shanon Shreffler's request for funding her registration (\$100) to attend Central States Conference as our NNELL rep. Erik amended the motion to include \$130, as the early bird rate had passed. Carrie seconded and Erik declared the motion was carried on February 4, 2012.

**IWLA Executive Board Meeting**

Saturday, February 25  
Chips – Ankeny, Iowa

Present: Stacy Amling, Tracy Dinesen, Kim Huegerich, Karla Jensen, Erik Ladner, Carrie Morris, Wade Petersen

Call to order – 11:12AM

Approval of minutes from December 3, 2011 meeting – Karla Jensen moved to approve, Stacy Amling seconded. All approved, motion carried. Minutes approved.

**Treasurer's Report** – Stacy – Veridian account \$32,752.88. Another 2 months worth of interest is on Bank of America, set at \$24,176.55, likely about \$30 more. Stacy was charged overdraft fees due to Wild Apricot renewal error and Tracy made a motion and Kim seconded to reimburse her for \$45 in bank charges. For the error, Wild Apricot agreed to give us an additional month in our subscription.

-Still have 2 grants to pay of the 4 that were awarded for a total of \$600--Peggy Guetzko and Yabla subscription, West Hancock flip cameras. Stacy has contacted West Hancock and will work out our payment. Still need to reimburse Lisa Sobotka (Best of Iowa) and Kat Dierking (Central States Rep) after Central States conference.

-Stacy will work with Jason Dinesen to file our tax return postcard. Stacy has continued with the budget information so that we can compare from year to year different aspects of our spending. ACTFL expenses vary less, but Central States depends more on where the conference is and how many people are going. Grants allotted are \$2000.

Old Business

**Advocacy** – Karla looked into the Rosetta Stone issue. There isn't a lot of research out there, and a lot comes from RS themselves. ACTFL or AATSP have come out with a statement. Karla feels that right now it should be tabled as there is no research out there. Provides good practice for supplementary use, but does not replace an instructor. Online education could make this a more emerging issue as well, but is unknown where world languages will be involved. Some

junior high students are being given the opportunity for Spanish practice online, perhaps through Rosetta Stone, so this is an issue that will likely be coming up in the future. We may not actually know about how it works until it's in our schools. May want to put statement on the website so that we have a response when people ask us. We have no legal backing to force schools to do anything. ACTFL is creating an advocacy team, Karla will be involved in this along with Tammy and Carrie, so more can be discussed when there is more information.

-On the supervisor front, It's frustrating to continue writing letters and see nothing happening. May need to brainstorm on next steps. Tracy met with Jason Glass at Simpson. From Governor Branstad's understanding, world languages are a part of the core. Currently, the House and Senate are working out their plans. Last time around, Glass was very interested in reorganization of the department after working on federal requirements. He may not be where he wants to be even. His reorganization plans are likely on hold.

-Glass believes world languages should be in the core, sees the value of dual immersion, etc., but is bothered by the fact that there are no standards. ACTFL standards exist, but they are implemented differently in different states. Wisconsin has a requirement for world languages in high school. There may be some who are concerned about working with all students, students with IEPs, who may need differentiated standards. The sheer numbers could even be an issue. Each school would have to add foreign language teachers. If you're going to expect it, there has to be money behind it. There needs to be support for innovation, accepting failure from time to time. It may be up to us to stand up and say that we need state standards. Each teacher will need standards and curriculum. Need to set up a multi-year plan of implementation. We should take time for committee forming, writing, getting input, putting it out to everyone. General education curriculum forming was a 5-year process. It will take time. There need to be suggested assessment plans. It may just be something for the committee, board will be a part of it, but not be the driving force behind it. First contact should come from Erik in order to set up

the committee. It would help if whoever is on the committee is prepared for a multi-year commitment, so it doesn't have to be passed off from person to person. Do we need to put an action plan in motion? Need to figure out the qualities of a person to spearhead. Karla won't be able to spearhead it for the time being. Will it be a 3 or 5-year plan? What languages will we start with? In WI, there are some general standards, and then specific standards for each language. Could help to get the skeleton and framework in place. Then could sent it out to the AATs and they can come up with some of the requirements. It would be good to give these organizations a role. Then have to roll it out to the members. When we roll it out to the members, it may be an entire day of the conference. People will be looking to us. We can set it up, but we can't create the standards and run them. Tracy will come up with mock-up document to jump off from. Want to have first meeting date set for the next conference in order to get people involved.

-UNI is likely planning to close Price Lab. It may very well be a done deal. We should be in touch with our colleagues there.

#### **Old Business**

TOP Awards-There have been two nominees, Tracy has put together rubrics to determine recipients based on letters of recommendation, essay, resume, and documentation patterned off of EOTY award. Want to see mastery or potential in a wide range of areas. For now student teachers and 1<sup>st</sup> year teachers are eligible but we will open up to 2<sup>nd</sup> year, could be in 3<sup>rd</sup> year when they receive the award. Plan to award up to 3 recipients. We may want to consider paying for registration if winners are from far away. Also, student teacher may not have completed student teaching by the current April 30<sup>th</sup> deadline. For rubric, would be good to increase points for insight and passion since it is in honor of Michael Oates.

Grants-We need to make it clear that grants are for creative and innovative ideas that will directly affect all students and go above and beyond, not classroom supplies. Tracy has put together a rubric. On 100 point rubric, we may need to set a minimum of 70-80 points before the grant will be awarded. Grants are limited to

\$500, but can award less if expense is less. Need to make policies clear to applicants in advance. Tracy will contact Grace to see if she wishes to continue serving as chair.

Awards-Educator of the Year (EOTY)-Tracy has created a rubric, and wondered if we want to consider evidence of innovation or passion. Knowledge of academic standards may not be analyzed as much as needed. Change wording on vocabulary to resume/CV. Want candidates to show excellence in teaching and dedication to the profession, but as it is the IWLA award, service to the organization needs to be considered. Distinguished Service Award-We may not have a current record of all who have received it. May want to include this on website so people know when submitting nominations.

Bulletin-Last issue this spring, deadline for submission is March 15. Wade sent Julie a gift card to show our appreciation of her service. Julie was grateful for the gift. Thanks again, Julie, for your years of service!

#### **New Business**

Exhibits-Christine McCormick and Amanda De-Groote have agreed to serve as conference exhibit chairs. Wade has given them materials to use for planning. Christine is getting letters out to vendors.

Website Drawing-Wade announced in e-mail blast and Jessica Upton from Pleasant Valley was the winner. The drawing increased number of website members from 72 to 136. Plan to have a computer at the registration desk at the conference to get people to sign up. We had discussed drawing for an iPad (not a gift law violation to do so) but it could be seen as going overboard.

IWLA Leadership-The goal is to have multiple candidates for Vice-President to choose from, we should all be working to recruit interested parties. It is a progressive job and a 4-year process that we want the organization to be able to choose for. Instead of letter opener for Past-Presidents, Wade has found options for the same price for engraved crystal item.

Conference-Drake credit no longer an option. Need to take option off of website and note that credit is no longer available. To do the tech workshop for credit, would have to be connected to a class. It's a state mandate that is causing the change.

Poster Session-Wade has a handout, hasn't gone out to general public. Will go out in blast, perhaps in March. Encourage presentations and new option for the poster session.

Conference Report – Need to invite Governor Branstad, Jason Glass, invite John Scott. Tech workshop was free last year, plan to do so again this year. Need to look into the e-mail line on the registration form, some are not getting receipts, but are not including their e-mail address as they think it's optional.

Logo and Motto- put website address on the logo. This motto may be more user friendly. Karla motion to approve the logo and slogan. Carrie seconded. All approved. Motion carried. Marketing-Want to have small items for members to be reminded to use the website, expense of about \$2000. Café Press has options like mouse pads, magnets, etc. that could have the logo and website on it. We could consider tote bags as a raffle item. Something we could put in conference folders would be ideal. Need to get a large sign for tables, perhaps darker colors with white lettering. Advisory council gift perhaps for a magnet, tote bags, etc. Could buy a set of things to give to them.

Website-Need to add the new logo to the website, switch out the logo on the forms. Wade will send out a new color logo to the board. Job postings link doesn't have the same functionality for us. Wade will ask Paulino how they did theirs so that anyone could post a job link. MN has a Swap Shop tab. People can advertise if they want to get rid of things, people who want to ask for things. Add it to the website. Wade will be setting the website up to accommodate Bulletin archive. May want to dually put what is in the Bulletin in the blog. Carrie to notify board to get blog entries done. Need to take a look at and revise advocacy section, needs to reflect what we do, maybe add some new things.

Next meeting – hold for May 5. Erik to look into Ames Public Library, Des Moines Public Library, or Simpson.

Adjournment- Karla moved to adjourn, Tracy seconded. Meeting adjourned at 2:25PM.

Respectfully submitted,  
Carrie Morris  
IWLA Secretary

What is twitter? Everyone is talking about tweeting, but how can it benefit ME? What is a tweet? How do I tweet? What is a retweet? What is a tweep? What is a hashtag? Why do I need to tweet? How would I possibly use it with my students? So many questions!

“Surround yourself with good people and good things will happen to you.” This is where you start – the people you follow. You can start with your world language colleagues. Find people you respect and want to learn from. When you find their twitter handle, known as their account name, you can start to develop your Personal Learning Network (PLN). Your team of international colleagues can give you wonderful links to resources, professional blogs, new ideas, new opportunities, and collaboration. Be sure to follow a variety of tweeps, people using twitter, such as fellow teachers, administrators, curriculum directors, technology directors, native speakers, and anyone else you think could enrich your classroom. Start with a few people, check out who they are following, and follow them.

You are following some people, now you can start tweeting! Tweeting is like a status update on your wall in Facebook. You only have 140 characters to say something so make your tweets effectively short. What do you say? Look at who you are following. What are they saying? Contribute to the conversation. Post a cool new idea that you can share. Talk about an idea you are using in your classroom today. Share successes you had today. Post a link to a new website you just found or a resource to help out someone else. Be sure to try URL shorteners, such as <http://bit.ly>, <http://tinyurl.com>, <http://ow.ly>, or <http://goo.gl> to maximize your limited number of characters. Ever wonder about a new strategy? Post a question and put the power of twitter to work for you.

Aside from posting an original status, you can also retweet something that someone else has already tweeted. Unlike Facebook, there is no

like button so you can retweet someone else’s tweet. Perhaps they share something that speaks to you or that you think your followers will benefit from. A retweet can also show appreciation to another tweep.

Hashtags can be a very powerful tool within twitter. There are literally thousands of hastags and you can even create your own. Using hashtags can tap into a wealth of other tweeps to view your tweets. Imagine, you need a resource for a lesson your are creating for next week, but don’t know where to turn. Create a tweet and add a hashtag, or two, or more to get a broader audience who has just the resource you are looking for! Perhaps you are creating an activity that you want feedback for or want to collect some data for your students to analyze. Put a hashtag with your tweet to solicit help from people worldwide to respond. Some world language hashtags that are helpful are #langchat #spanish #french #german #chinese #flteach #ellchat #tesol #charlando #iwla12. Try the A-Z Dictionary Of Educational Twitter Hashtags: [bit.ly/uRIm3l](http://bit.ly/uRIm3l)

You are now well on the road to developing a PLN. Start to enter conversations with other people around the world in your target language or about the latest research topics, best practices, or what people are experimenting with in their classrooms. Using hashtags, engage in weekly professional conversations. For example, every Tuesday evening there is a discussion on #edchat. Every Thursday evening there is a discussion on #langchat. #flipclass just started an evening chat on Monday nights. Be sure to add the appropriate hashtag to each of your tweets if you want to join these conversation.

Personally, I have met a number of professionals that have led to research supporting change in my classroom. Some of these discussions include standards-based grading and reporting (#sbar) and flipped classroom (#flipclass). I have regular discussions with leading administrators,

curriculum directors, and colleagues from around the state to around the country who have already forged the way with systematic changes I want to make. This is due to hashtag conversations and shared resources to research and professional blog posts.

Bringing the world into your classroom can be challenging. Connecting to students in their world is frightening for some teachers. Here are some ways that I have used twitter in the classroom.

*\*Classroom highlights* – Post what will happen in class to get kids excited about coming. Post what happened in class to communicate with parents about what is going on daily or weekly.

*\*Ticket out/in* – Have students post a one-sentence summary about what they learned or complete a bellringer-type activity to grade later. This can also become a formative assessment for students after some practice and establishment of routine.

*\*Vocabulary enrichment* – Have the students search using one or more of their vocabulary words in the target language. They can see the word being used in context. While they may not understand every tweet it is used in, they should be able to find one that does make some sense to them. The contextual, real-world application is more powerful than just memorizing word lists.

*\*Enrichment activities* – Post news, fun videos, language or cultural encounter opportunities, fun blog posts, holiday links, trivia questions, #charlando question topics. You are limited only by your creativity!

*\*hold conversations* – create a hashtag for your classes for your students to use and post comments for the class. Students have a digital conversation using the hashtag, either in or out of class. For example, South Hamilton Spanish I students use #shspn1, South Hamilton Spanish II students use #shspn2, and so on.

*\*Communication with students* – Let's face it, learning happens anytime, anywhere, and this is our students' natural way of life so let's enter their world! Give them your twitter handle and

they can ask you questions, tell you a language encounter they had, share a song with you, turn in an assignment, answer a trivia question, or a host of other communication strategies. If you're not comfortable handing out your twitter handle, have them post to your classroom hashtag or create a school-safe account.

*\*Data analysis* – Last year we set up a Google Form to ask people around the world what they were doing at a given time and what the weather was doing. The link to the survey was then put on twitter with some hashtags soliciting help with answering the survey. It was retweeted a few times to earn us some additional exposure. We used the data from the 4 questions to discuss in class - ¿Qué tiempo hace? ¿Qué hora es? ¿A qué hora anda @donakimberly a su casa? ¿Qué va a hacer @donakimberly a las 8 y media de la noche? ¿Quién escribe un examen para mañana? ¿Cómo se llama la person quien produce un video educativo? ¿Qué hace @donakimberly cuando está lloviendo? We got responses from over 30 people in 8 different countries! Each one had a time stamp so we knew what time they answered in our time zone and also what time it was where they were. Lots of great communicative opportunities are offered through hashtags.

*\*#charlando* Weekly, and sometimes daily, a question is posed on this hashtag. People from all over the world log on to answer the question. Sometimes my class has posed a question and then answered it. It's fun to check back and see who else has responded to the question that day. Of course, it's all done in the target language.

Some of our Executive Board's twitter handles:

**IWLA @iwla**

**Stacy Amling @stacyamling**

**Tracy Dinesen @tracy\_dinesen**

**Carrie Morris @cjmorris93**

**Kim Huegerich @donakimberly**

# ACTFL News

## American Council for the Teaching of Foreign Languages

By Elizabeth Zwanziger Page

Over 6000 world language educators gathered in downtown Denver, Colorado for hundreds of sessions about the many aspects of language teaching. President Barbara Mondloch and Keynote Speaker Milton Chen, of the George Lucas Educational Foundation and Edutopia ([www.edutopia.org/](http://www.edutopia.org/)), presented the opening session for the convention, with the theme *Empowering Language Educators Through Collaboration*. The following will provide a glimpse of the highlights of this year's convention with the hot topics in general and from the opening session.

As was the case last year in Boston, it is evident that the 'critical languages' of Chinese, Japanese, and Arabic are becoming more and more popular as languages to study at the elementary and secondary levels. This was reflected both in the number of presentations offered and the increasing availability of textbooks and other educational materials in these languages as seen in the exhibit hall. The ACTFL teacher of the year is Yo Azama, a Japanese teacher from California, one of the western states in the USA where the teaching of Asian languages is booming.

Themes that stand out from the 2011 convention were 21<sup>st</sup> Century Skills and Technology. Chen, author of the book *Education nation – 6 leading edges of innovation in our schools*, spoke on six areas in which he proposes that schools and educators can provide 21<sup>st</sup> century students with the tools they need to succeed in their lives. They are:

*Thinking*. Thinking entails changing one's mindset about what school and classes look like. We are all taking on new roles, evolving with the times, which should be done with reflection.

*Curriculum and assessment*. Write the 21<sup>st</sup> century job description – that's what our curriculum should look like and what we should assess. Schools should be learning centers. We need to 'globalize' the curriculum, teach and learn about different points of view.

*Technology*. Think of digital devices as 'weapons of mass instruction.' Learning is now public via

digital devices. Students can share and publish their work instantly.

*Time/place*. We are now teaching and learning for a new age in a smaller world.

*Co-teaching*. It's the end of the solo practitioner and the rise of the team collaborator. Students are team members and scholars. Teachers are mentors and leaders.

*Youth*. Children as scholars are our greatest assets, and a nation is only as good as its education system. Our students are not the only kids on the (global) block. Students need to develop tolerance, understanding, and acceptance of other diverse collaborators.

Tying his keynote message to the convention's conference theme, Chen emphasized the fact that we are now teaching the collaboration generation: teaching and learning for a new age. Chen and President Mondloch both highlighted the fact that rich collaboration occurs between students, between teacher, as well as between teachers and students, and that we are in the education game together. World language educators have the privilege to teach students communication skills, an understanding of different perspectives, and how to function as a global citizen.

### ACTFL Delegate Assembly

November 17, 2011

By Elizabeth Zwanziger Page

Hundreds language teachers, department chairs, and administrators from across the country gathered for the ACTFL Delegate Assembly the day before the convention to talk about initiatives and collaborate with colleagues from similar and different states and regions of the United States.

The political aspect of the delegate assembly charged representatives to valorize foreign languages in the education community. Susan Frost of the Sheridan group, a social change organization that supports ACTFL's mission, spoke of making second language proficiency the norm in the United States as it is in all other industrialized countries. Along with its linguistic benefits,

language learning will break down the barriers of cultural understanding.

Frost made reference to the Tom Friedman book, *That Used to Be Us: How America Fell Behind in the World It Invented and How We Can Come Back*, which discusses Asia surpassing the United States in education and in the world market.

How and if they take a foreign language defines who they will be, what their future is, whether they belong in a global community, whether they will be able to get a job. Having language skills and a global perspective has become a job issue. English does not always cut the mustard. What many employers around the world want to know is can this person add value, adapt and reinvent in the fast-growing global market.

These ideas directly relate to the 21<sup>st</sup> Century Skills we now see in the Iowa Core Curriculum. ACTFL, in collaboration with the Partnership for 21<sup>st</sup> Century Skills, has developed a 21<sup>st</sup> Century Skills World Language Map that outlines clearly and succinctly how world language classes help students meet benchmarks in the 21<sup>st</sup> Century Skills of Health, Civic, and Technology Literacy as well as Communication, Global Awareness, and Entrepreneurship. The document aligns with the ACTFL National Standards, and includes suggestions for assessment in the interpretive, interpersonal, and presentational modes. Check out this valuable resource online at <http://www.p21.org/tools-and-resources/1017-educators#SkillsMaps>.

**ACTFL Conference**  
**November 16-18, 2012**

Philadelphia, PA

Find registration information at:

**www.actfl.org**

**IWLA**  
**2012 Conference**

**Des Moines**  
**October 12 & 13**  
**Downtown Marriott**

**www.iwla.net**  
**for registration**  
**information**

