The Iowa World Language Association is working on behalf of its 1200 world language teachers! On Friday, February 25, the Executive Board of the IWLA met with Jason Glass, the new head of the Iowa Department of Education. He was gracious enough to meet with us, despite a hectic schedule. This was a great step in making our voices and concerns heard for the future of world languages in Iowa. Mr. Glass was very open with us about his goals for Iowa and his vision of how world languages must be included in a redesign of the whole educational system. He sees the importance of world languages being a part of a world-class education to produce students that are prepared for our global economy.

Our main goal was to convince the Department of Education to seriously consider funding a full-time World Language Consultant at the Iowa Department of Education. This position would provide Iowa teachers with someone who is committed to providing Iowa’s children with the opportunities they need to study a world language that will prepare them for the 21st century. Financially, we see this person’s potential to act as a guiding force in grant writing and acquisition of funds for world language education. Director Glass was very supportive of the pursuit of such grants (he really wants to hire one to two full-time grant writers to go after million of dollars for all of Iowa’s programs).

As Mr. Glass is new to Iowa, he has had a lot of meetings with many groups to “educate” himself about Iowa’s educational programs. Obviously, he let us know that his budget has been cut and that his immediate priority this year is to save Iowa programs that currently bring in millions of dollars from federal sources. We know money is tight right now. Mr. Glass is very optimistic about Iowa’s resources (we’re better off than many states). His vision of next year (and also that of Governor Branstad) is to submit a redesign of the Iowa Department of Education. He acknowledged the fact that we really need a full-time consultant for world languages (that’s good news for us!) but said positions will need to be re-aligned to accomplish this. He currently feels his hands are tied as to reassigning positions; with a broad-sweeping change, he would have freedom to move people to better serve the needs of the state.

The IWLA Board shared the history of the IWLA (IFLA) and the fact that we had a full-time consultant in the past. We presented him with Governor Branstad’s 1983 Task Force on Foreign Language Studies and International Education. We advocated for world languages for K-16 and for teachers in our rural schools all throughout the state. We shared with him how all the bordering states of Iowa (except Missouri) have consultants in their Departments of Education (yes...we even had graphs and posters for this). We shared some of the advances that are being made in the states around us that do have world language consultants, and how they are pulling ahead of Iowa in some areas because we do not have a full-time consultant. We stressed the need for someone who would provide the “glue” to connect all world language teachers in Iowa. Mr. Glass was especially concerned for the new teachers in smaller districts who may feel isolated and not have resources/colleagues to help them with world language education. We shared with him about school budgets and how some programs are being cut throughout the state, and how even newer languages to our state (Chinese, Arabic) are at a disadvantage without better connections.

The IWLA Board told Mr. Glass that we want to form a partnership with him to act as his resource for world languages. He gave us advice about what we can be working on now to lay the groundwork for the coming year(s) to not only obtain a full-time consultant, but how we can be a part of reshaping the face of all of Iowa’s programs).

Continued on page 8
# Tête-à-Tête

**SEVENTH ANNUAL**

Foreign Language Teaching Mentoring Program

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**APRIL 9, 2011**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>9:00</td>
<td>Welcome</td>
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<tr>
<td></td>
<td><em>Dr. Joel K Haack, Dean, College of Humanities and Fine Arts and College of Natural Sciences</em></td>
</tr>
<tr>
<td>9:15</td>
<td>Differentiated Curriculum (all languages)</td>
</tr>
<tr>
<td></td>
<td><em>Ms. Sara Blanco and Dr. Elizabeth Zwanziger, Northern University High School</em></td>
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<tr>
<td>10:00</td>
<td>Break</td>
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<tr>
<td>10:10</td>
<td>Foreign Languages and Multi-media (all languages)</td>
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<td><em>Dr. John Storm, UNI</em></td>
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<tr>
<td>10:30</td>
<td>Foreign Languages and Multi-media (all languages)</td>
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<td><em>Mr. John Balong, UNI</em></td>
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<tr>
<td>10:50</td>
<td>Break</td>
</tr>
<tr>
<td>11:00</td>
<td>Sharing Session (all languages: French, German and Spanish)</td>
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</tbody>
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**PARALLEL BREAK-OUT SESSIONS (OFFERED IN THE TARGET LANGUAGE)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>11:20</td>
<td>Activities for the Classroom I (German)</td>
</tr>
<tr>
<td></td>
<td><em>UNI German Faculty</em></td>
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<tr>
<td>11:40</td>
<td>Activities for the Classroom II (German)</td>
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<tr>
<td></td>
<td><em>UNI German Faculty</em></td>
</tr>
<tr>
<td>11:40</td>
<td>Activities for the Classroom (French)</td>
</tr>
<tr>
<td></td>
<td><em>UNI French Faculty, American Association of Teachers of French</em></td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch at the Piazza, Redecker Center</td>
</tr>
</tbody>
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Sponsored by the UNI Department of Modern Languages and the College of Humanities and Fine Arts
IWLA MEETS WITH SENATOR QUIRMBACH

IWLA MEETS WITH JASON GLASS
2011 IWLA Grant Application Form

Please type or print neatly so that materials may be clearly copied for members of the Grants Committee. Any identification information will be filled out on the following page to ensure anonymity for the Grants Committee.

Language(s) taught: ________________________________________________________________

Level(s): _____ FLES _____ Middle School _____ High School _____ Post-Secondary

Description: Write a brief description of the project for which you are seeking IWLA funding.

What, if anything, makes this project innovative or unique?

How many people will benefit from your project? Who are they?

Total amount you are seeking for funding: $ ________________
(Amount may not exceed $500)

Have you done the following to make this a complete grant application?
• Completed the above project description?
• Attached a required, itemized budget for your project?
• Read the IWLA guidelines on the following page and completed your personal/school contact information?
• Understood that, if funded, you will be expected to share your work with members of IWLA either through a presentation at the annual conference or through an article written for the IWLA Bulletin?

Mail all application materials to the current President-Elect of IWLA:
Erik Ladner
812 University, Box 0110, Pella, IA 50219
email: ladnere@central.edu

Remember to keep a copy of all materials for your records. Thanks!
**IWLA Grant Applications Guidelines:**

- Grant recipients must be members in good standing of the Iowa World Language Association.
- Grants from the IWLA will be determined by the availability of funds from year to year, based on the budget. Grants to individual teachers will not exceed $500.
- Grants are primarily for, but not limited to, innovative projects. Priority is given to requests which are unique in nature, and which clearly demonstrate an ability to reach great numbers of teachers and students.
- Requests to support applicants’ travel to target cultures will not be considered, nor should applicants submit requests to be paid for the time they spend on a project.
- The deadline for applications is May 1st. Recipients will be notified of grants by September 1st and will be recognized in a ceremonial presentation at the IWLA Conference luncheon.
- Upon notification of acceptance, the applicant will be allotted one-half of the funds allocated. The remainder of the grant will be forwarded only when receipts for all expenses for the approved project have been submitted to the IWLA President-Elect, who will verify that the project is completed. The President-Elect will then notify the Treasurer to forward the remaining grant money to the recipient.
- If a project is funded, the recipient is also expected to share his or her work in one of two ways:
  1. a brief article submitted to the *IWLA Bulletin* or  
  2. a presentation at the annual IWLA conference.  
   *This must be done within one year after the termination of the project.*
- Applications will be coded to ensure anonymity of applicants for the benefit of the Grants Committee’s selections. Please avoid language on the application that would easily identify the person, school, or district involved.

---

**IWLA Grant Application Identification Information**  
*(include the form below with your grant application)*

<table>
<thead>
<tr>
<th>Date: ____________________________</th>
<th>Grant Code (assigned by IWLA) ____________</th>
</tr>
</thead>
</table>

Applicant’s name and position: ____________________________________________________________

School name/address/phone:  
____________________________________________________________________________________

Phone: ______________________________________________________________________________

Home address/phone: ____________________________________________________________

____________________________________________________________________________________

Phone: ______________________________________________________________________________

____________________________________________________________________________________

Phone: ______________________________________________________________________________

**The following is to be completed by your school principal, superintendent, or department head.**

I understand that ______________________________ has applied for a grant from the Iowa World Language Association to support a project involving __________________________________________________________

____________________________________________________________________________________

I am confident that he or she is capable of completing this project as described in the application, and I support this work.

Signed: ___________________________  Position: _____________________  Date: ____________
Member Spotlight: Kim Huegerich
by Stacy Amling

As a member of the IWLA Executive Board, I’ve had the opportunity to get to know a lot of fantastic language teachers from around the state. One in particular who has greatly impressed me with her enthusiasm and wonderful teaching ideas is Kim Huegerich, who teaches 7-12th grade Spanish at South Hamilton Middle School/High School in Jewell. She has been an active IWLA member and frequent presenter at many of our fall conferences and was a great help to us during the IWLA Technology workshop in 2009. I was very excited to learn (but not surprised!) that she was honored by Iowa Technology Education Connection (ITEC) in October 2010 as their Educator of the Year for all that she does to incorporate technology into her Spanish classes. On behalf of IWLA, I would like to congratulate Kim for her well-deserved honor. It also seemed like an opportunity time for us to find out a bit more about her in her own words, so here are her responses to my email interview questions.

Where are you originally from? How did you decide to live/teach in central Iowa?
I was born and raised in Monticello, Iowa. I then crossed the state to study at Briar Cliff University in Sioux City and taught in western Iowa for 3 years. The principal at South Hamilton called me and asked for an interview. How could I turn him down?! I’ve been here for 16 years! The location is also great, in between my husband’s family and my hometown.

What inspired you to become a Spanish teacher?
Honestly, I never wanted to teach Spanish. My career goal was to teach art; I got a Spanish degree as a backup plan and that’s all I’ve ever done! I am so fortunate my life took me down this path. The joys of traveling and meeting new people and having new experiences continue to accumulate throughout my life. Besides, I would have never been able to meet and dance with Paulino (Brener) otherwise!

What has been your favorite/most rewarding experience as an educator?
My most rewarding experience is to see kids who think they can’t do something, succeed! I love to show kids what they can do if they put their minds to it.

What is/are your favorite teaching method(s) or learning activities?
Languages are meant to be spoken, so any communicative activity is the best. With the inclusion of technology in recent years we are living in very exciting times. The ability to communicate with native speakers and connect to the world around us is easier than ever. I have a few collaborative projects going on right now, but perhaps my favorite is with Juliana Smith from Newell-Fonda and Stacey Wigant from Van Meter. These two teachers are really amazing and have also taught me a lot the past couple of years.

Tell us a bit about your ITEC award. How were you selected?
I was nominated by my technology director and he secretly solicited recommendations from students, parents, teachers, and administrators to speak on my effective use of technology in the classroom. These comments then went to the ITEC Board who selected a teacher from all the nominations. I was truly honored and humbled by the comments made by so many people; I couldn’t believe they were really talking about ME.

How many IWLA conferences have you attended? What attracts you to attend our conference?
My first 3 years of teaching I was always intrigued by the mailings from IWLA (then IFLA). It wasn’t until I moved to the center of the state 16 years ago that I committed myself to attending at least one conference. I have been hooked ever since! Thank you, IWLA!

What inspires you to present at IWLA? What would you tell others about
being a presenter?
I try to focus on innovation and stretching people’s thinking. The inspiration comes from what I want to see in a presentation. For example, I want to learn more about ____ so I try that out in my classroom and then present it the next year.

To my colleagues: Present! Present! Present!
Look at what you do, even if you think it is “ordinary” or “routine” for your classroom. Put it into a theme and go with it! These are the ideas that your colleagues want. Put a twist on the traditional. Don’t want to go alone? Collaborate with someone from another district if you are alone in your school. You don’t have to be an expert in a topic. Sometimes presenting is just providing the opportunity for others to discuss the topic.

What is one interesting thing that people don't know about you?
Only one? Being an introvert, I have many “skeletons”, but I’ll share a few. J
1) I earned my pilot’s license, with an instrument rating, at the age of 22.
2) I ran my first marathon last summer at the age of 40. I am scheduled to run my second with my 12-year-old daughter this summer.
3) I won a limbo contest at a school pep assembly. I considered this a step up from kissing a pig at previous pep assembly.
4) On my honeymoon, I was “arrested” by the Amarillo, TX Rotary Club (with assistance from the state patrol!) and given a private tour of the city by the President of Pepsi. They treated us to a full-course meal, then to an open-air musical in the canyon, and a free hotel room. The next morning we were sent out in the country on horse-drawn wagons to a Cowboy Breakfast.
5) My husband sends me flowers once a year on some random day that I never expect. My most expensive flowers: our wedding flowers, calla lilies, flown in from Ecuador. My most memorable flowers: a 3-foot balloon bouquet.

As you can tell from her answers, Kim has a great passion for world languages, technology, sharing with her colleagues, and living life to its fullest. If you don’t already, I would encourage you to attend her conference presentations or follow her on Twitter (@DonaKimberly) where she shares a lot of great ideas. I would also like to extend a special thanks and congratulations to you, Kim, for your special honor and your willingness to share your expertise with us.

Continued from page 2
education. And yes, he even acknowledged that he would like to rework the Iowa Core Curriculum – he sees the need for world languages to be included!!! He also said when we do rework the Iowa Core, he wants to start up a task force to begin a new dialogue on standards in education for Iowa, and would like world language people to join that group. In the meantime, our next move will be to re-establish some contacts in the business community and refocus some of our efforts to the globalization of the economy and economic development and how world languages fit in the bigger picture of a world-class global education that prepares Iowa citizens for the future.

Finally, Director Glass wants to work with us. He wants to come to our IWLA conference this fall (we told him there would most definitely be an open invitation for him!). In the coming weeks, your IWLA Board is also scheduled to appear before the Iowa Senate Education Committee to advocate for world languages and a full-time consultant! Thanks for supporting us as we look to a bright future for world languages in the state of Iowa!
LANGUAGE MATTERS AWARD FROM ISE

Seeking Nominations!

Intercultural Student Experiences (ISE) is pleased to inform you that we will again sponsor for IWLA our ISE Language Matters Award for the 2011 fall conference. The criteria for the award are the same as in previous years; the award will consist of an award certificate and a $250 honorarium. ISE is pleased to make available to IWLA a special recognition award for its membership.

ELIGIBILITY: The applicant selected for this award shall be a high school teacher of a world language who has achieved outstanding success in getting his/her students to speak the target language through exemplary motivation and creative methods; in addition, the winner shall be a teacher who has provided authentic immersion experiences outside the classroom for students to apply their speaking skills; and the recipient is a member in good standing of IWLA.

No prior association or experience with ISE is required of the nominee.

How to nominate: Please send your nomination to Erik Ladner, IWLA President Elect, at ladnere@central.edu by August 31, 2011. Include with your nomination the name and contact info of your nominee as well as a statement of why you feel he/she merits the award. Also, you must include your name and contact information for the nomination to be considered.

Intercultural Student Experiences (ISE)
11000 West 78th Street, #303, Eden Prairie, MN 55344 USA
1-800-892-0022 I Direct: 952-746-2293 I Fax: 952-941-4600
www.isemn
We all wish we had a window into our student’s heads from time to time. Are they understanding the material? How are they studying? How confident are they in what we are doing? Are they prepared for the test? We imagine what we could or would do with the information that we received; how we would improve activities, give more study tips, try just one more thing to help them understand even better. Believe it or not, it is possible to get answers to these questions and it won’t require seminar training or a grant to accomplish the task. It is simple, takes 5 minutes and will give both you and your students a wealth of information about their skills, preparation, weaknesses and strengths helping you guide them to better results and more effective learning.

As teachers we use goals use to organize ourselves and communicate with colleagues and administrators but we don’t often share this with our students. By informing our students of the goals in a way that they can understand and use for self-evaluation we can get answers to our questions and help them become aware of their own skills. To accomplish this, I reformulate the goals into user friendly “I can” statements so that the students can evaluate themselves. For example, during a unit on the stresses of daily life one overarching goal is: I can talk about my daily life and its stresses. The students will say if they can do this Often, Sometimes, Rarely or Never. In order to help them to be aware of all of the skills they must have in order to complete the goal satisfactorily, I also include sub-goals. For instance, sub-goals for this task could include: I can use the vocabulary from the unit effectively and appropriately, as well as, I can conjugate verbs in the present tense including reflexive verbs. Once the students have assessed their progress, we discuss strategies and resources that they can use in their studies and in their practice beyond classroom activities and homework. I do this activity with my students generally two or three times during a unit, once at the beginning, once a week later and once three or four days before the learning check or exam. Additionally, even though the class has moved on to later units, I still have them evaluate their progress towards the goals from previous chapters. This helps students to understand that while the in class unit may have ended, their progress towards the goals continue, as does our practice.

This method is used in Linguafolio and I have personally found it very helpful in organizing my activities and my course. I can keep my focus on the goals, placing them at the center of the course and purposefully creating activities to help meet them. It also helps me limit activities and information that may be interesting but, will not meet the goals of the unit. In addition, the students are aware of their own strengths and weaknesses. This helps them focus their studies and reminds them that they have responsibility and control in the learning process. The instruction on study skills; outside of class practice and resources have helped my students at all levels incorporate more language and culture into their lives, improve their skills, and working towards personal goals with language. In addition, language learning is being demystified because they are pulling from skills they use in other courses and in their English communications on a daily basis.

For more information on this technique and strategies your students can use in their studies, visit http://linguafolio.unl.edu/. You can create your own free account, print publications, get additional resources and find example “I can” statements for the language that you teach. For sample handouts that my colleagues and I use in our Spanish courses or to report your experiences with this method, please email me at tracy.dinesen@simpson.edu. I look forward to hearing from you!
Iowa World Language Association

“Educator of the Year” Nomination Form

Please nominate a person whom you believe exemplifies the best in teaching at his/her particular level and who has provided outstanding service to the profession in the state of Iowa and to the Iowa World Language Association. Service to the IWLA may be in the form of, but not limited to: presentations to the IWLA or subgroups thereof, such as outreach workshops; support groups; service on the Board, Advisory Council, or on IWLA committees; sharing results of grant work; articles contributed to the IWLA Bulletin; and other such contributions. Recipients must be members in good standing of IWLA. Recipients are selected on these criteria alone. No consideration is given to the candidate’s language specialization. You may not nominate yourself.

Past recipients of this award are not eligible. These outstanding educators include:

My nominee for the IWLA “Educator of the Year” is:

_____ Elementary/Middle School (K-8)  _____ Secondary (9-12)  _____ Post-Secondary

Name: _______________________________________________________________________
Address: _____________________________________________________________________
Phone: ______________________________________________________________________
E-mail: _____________________________________________________________________

Attach a typed statement with this nomination form indicating why you feel this Iowa educator merits the award on the basis of service to the profession in the state of Iowa and to the IWLA.

You must identify yourself for this nomination to be considered valid:
Name: _______________________________________________________________________

The Iowa World Language Association also recognizes members whose entire careers have reflected the best in world language teaching and in service to the organization with The Distinguished Service Award. If you would like to nominate someone for this extremely special award, please give his/her name, address, and phone below.

Mail all nomination materials to the current President-Elect of IWLA:
Erik Ladner, Central College, 812 University, Box 0110, Pella, IA 50219
email: ladnerc@central.edu
Fall in Boston made a beautiful backdrop for lively discussion among interested colleagues on many facets of world language education. 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*. Here are the highlights of this year’s convention with the buzz both from the opening and small sessions.

Dr. Haass, who is one of our country’s leaders in foreign policy and a published author on international relations, provided his point of view on language education as one who truly appreciates the study of world languages. He spoke to the value of learning any language and culture other than one’s own, and that no single language stands out as more relevant than another. However, he focused many of his words on the dynamism of Asia, and the emerging importance of many Asian countries on the world stage. Where Europe and North America once were the major economic powers, now this power is more diffused, and growing quickly in Asia. Where English was once seen as the lingua franca of the business world, this is becoming less and less the case. Inhold & Wang (2010) also attest to this, saying that an Internet World Stats survey reports 73% of the world’s 2 billion Internet users do not use English.

Haass’ comments dovetail nicely with Imhong & Wang’s (2010) work with the five goals of an ‘additive’ language philosophy for the United States, meaning that no one language carries more importance than another, but all are relevant. These five goals are the following: (1) Increase the number and effectiveness of language education programs, (2) Expand the range of languages offered, (3) Begin language instruction at a younger age and continue through a longer, articulated sequence, (4) Establish clear expectations for students’ language learning outcomes, (5) Expand access and opportunity to learn via both traditional and innovative delivery systems.

Issues that arise with the addition of previously lesser-studied languages include finding suitable teachers and learning materials. The availability of more textbook programs in Asian languages of emerging importance, ancillary materials, and authentic learning materials was evident in the exhibit hall.

A major push in language teaching focuses on 21st Century Skills, most particularly in the areas of digital and global literacy. 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. These are media that engage learners, and innovative teaching methods that implement them serve to motivate students in their language learning. As for global literacy, this is an area in which we language teachers need to orient ourselves. 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 Gilsan 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 Delegate Assembly
November 18, 2010
By Elizabeth Zwanziger Page

ACTFL Executive Director Bret Lovejoy kicked off the delegate assembly session, which gathered several hundred language teachers, department chairs, and administrators from across the country.

One of the main thrusts of the 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 of potential high leverage teaching practices for world language teachers, since these practices will vary from subject area to subject area. 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.

References


Call to Order – 9:11 AM by President Wade Petersen.

Review and approval of minutes – Erik Ladner moved to approve, Tracy Dinesen second. Motion carried. Minutes approved.

Old Business
Treasurer’s Report
--Savings Account balance $23,884.43 at beginning of November. Currently roughly $22 up due to interest.
Veridian main account - $32,715.56.
--Biennial report due to Secretary of State’s office on March 31. May 15 deadline to have taxes submitted, Tracy’s husband will be preparing it. Stacy has begun to break out expenses from year to year to compare them. It may help for budgeting conference expenses.
--Ad income is exhibitor and advertising. Those are all non-member payments. $38,070 is conference income, just what people paid to go to conference. Donations are from executive board listed. Taken in overall $43,674.05 for all inflows. --Conference expense is cost of Marriott $28,436.57. Other conference miscellaneous expenses (speakers, etc.). Some checks should still be coming from Bea. Another $1100-1200 of expenses for ACTFL.
--Need to close down Survey Monkey, and Wade will ask for reimbursement.
--Need to determine if further expenses should be reimbursed for Central States and ACTFL. We currently pay 1 room, 3 nights Central States, 4 nights ACTFL, early registration, up to $500 for airfare now. Food allowance up to $25 a day for up to 3 days, has been this limit for a long time. We can look up more current figures on per diems. In a larger city, there may be allowance for more. Currently, there is a national rate.
--There are additional expenses (parking, etc.) for another $100-150. We don’t want Central States and ACTFL reps to have to pay, but perhaps there should be a line on what will be covered. Decision should be consistent for all travel expenses.
--Add another line to reimbursement form to allow incidentals up to $100 (parking, extra baggage, transportation) and ask to include receipts.
--Erik made a motion that we add line for incidental expenses up to $100 with receipt for all Best of Iowa, ACTFL, Central States. Seconded by Karla Jensen. Amendment—Stacy Amling - begin policy on January 1, 2011. Gives time to notify those who will be going to Central States. Erik Ladner seconds the amended motion. All approved, motion carried. Stacy will update the form and get it to Wade.

Conference Report
--Patricia submitted a conference wrap-up report with suggested changes.
--Marriott will be at $19 parking rate for next year negotiated with the city. Sara cut down room minimum, so this rate likely will not be cut. Valet is costing more because we worked with them to get a lower rate. Could add DART information and attendees can park elsewhere and take the bus downtown.
--Should discuss offering technology workshop for free. Could consider including technology workshop in the regular conference schedule. Friday afternoon may be best option. It could be an issue getting people back for the awards ceremony. Saturday morning could be an option as well. Many pull away at end of day Friday. It will make it harder to offer Heartland credit if it is part of the conference, as it will affect contact hours. Can we charge extra for workshops as part of our regular conference schedule? Concerned about offering technology workshop at the
same time as other sessions at the hotel and then include in conference costs. It could be a perk that we should just absorb. We need to have a limit on number of slots available. Could have it free with early registration, require payment registering later. People wanted more access to technology during the conference. We should pursue scheduling the workshop on Friday.

--Need to check to see about availability for labs to set numbers. Check with Keeka to see if this would affect her as far as finding presenters. Sara will check with Keeka. Could try it for a year or two during the conference and go back to Saturday afternoon if we want. Keeka was part of the last round with busing people over to Wade’s school to let Sara know how that went.

--All other information for registration form is set, this will have to be included on the registration form. Need to set a deadline to get things wrapped up, can confirm by e-mail. Determine by end of January what we’ll do.

--Sara asking about sending out an actual advertisement for our conference. Other conferences send postcards to advertise. Advertise featured sessions in the mailing. We have been banking on those who traditionally go. Cost is no less than $600. It may help people to plan in advance. Postcard could be done in advance of the Bulletin. Also put something on the website in an 8 ½ x 11 PDF document that can be printed out. Sara will pursue it.

Post-Conference Tech Sessions

--Overall, people satisfied with the workshops. Encouraging presenters to have handouts, so people have something to take away to help them get back to the website. 2 for Drake credit, 1 for Heartland credit. 15 hours needed for the credits, but need to keep it really close. Heartland is hesitant to move content online, has been focusing more on contact hours. Many liked the idea that it said “technology”. See if Mary Stimmel wants to expand her credit option.

--Keeka on board for program chair. Toy Waterman from AEA could do technology presentation and there would be no charge. Need to get commitments from technology presenters early to know what slots could be available. Kristine Jimenez, who participated last year, would be good. Getting at least three should be feasible.

Conference Survey Results

--Membership code survey only available through December.

--For Iowa Core survey, have 199 entries. Conference survey up to 66. Read all the comments on the buttons. Many say that they get their information through the e-mail blast and not the website. There is nothing that would change the conference significantly.

--Some veteran teachers haven’t attended for a few years. Many who responded to the survey have attended conference only 1-5 years. Budget issues most likely. Encourage people to present as may be more likely to be able to go.

Conference Exhibitor sponsors

--Good idea to send out Save the Date to all the exhibitors. Should include them on some proactive efforts to exhibit. Need to do more reaching out for vendors. Pioneer, Central States, ACTFL, not for profit agencies. HOLA center, Hispanic Education Resources, military (foreign language aspect). Sara could pass on postcard information to exhibitor people. Sara to get Julie/Regina on board to send out to exhibitors. Can send the same postcard to them. Include contact information on postcard, website, so they can get more details.

Email Voting/Decisions

--Wade wanted to check with everyone to be sure that voting as a board via e-mail is ac-
ceptable to everyone.

--Interim executive decisions will indicate in
minutes decisions made between meetings.

New Business

--A private session was called for discussion.
WildApricot.com-- Paulino suggested IWLA
use this service for webpage due to its e-mail
blast capabilities. It costs $30-60 per month,
$50 for 500 contacts. Can put in up to 2000
contacts and can send an e-mail blast for
higher fee. Can include specifications to just
e-mail certain groups of teachers. Includes
all different functions, all-inclusive package,
no Paypal necessary.

--Could try it for a year 500 contacts and
then see if we want to upgrade. Could start
just with conference attendees for the first
year. Then could include the whole e-mail
blast when/if we upgrade.

--Management access for certain groups. We
can update things ourselves and not relying
on another person. Keep within executive
board.

--Erik Ladner moved to pursue Wildapricot
for 1 year. Tracy Dinesen second. All ap-
proved, motion carried.

--Tracy and Carrie will set up the page.
There is a free component. Paulino is a great
contact if we have any questions. He does
the Minnesota organization site.

--We want to have something in place for
next meeting and add other ideas as needed.

--Would like to keep iwla.net address and see
if WildApricot based site can go there.

--If we bump up to higher cost, may want to
pursue getting advertisers. And then can put
the entire e-mail blast in the system. A mo-
tion to get advertisers on website was tabled.

--Bea would need to give list of conference
registrants. Bea has people’s preferred e-
mails and can put in conference people or
just advisory board/executive board. Wade
can keep sending the e-mail blast in the
meantime.

Changing EOTY format--Nominating person
fills out short form to get nominated, then the
person nominated has to pick 3 people to
write letters to support them. It feels strange
to person being nominated to ask people to
write letters about them. The person who
nominates could be in charge of contacting
people to get them to write the letter.

--Could contact person from the vitae. Ask
those people if they would be able to submit
something. Could just send contact informa-
tion for the 3 people and Board could be the
contacts to those people.

--If we create additional work for nominators,
it could reduce the number of nominations we receive, which are already small. 
Nominee submits 3 e-mail addresses.

--Erik will review the forms for nomination
and consider if there might be some middle
ground sort of proposal.

--Wade plans to send out the e-mail blast
sometime around Christmas. The packets
have been really popular to have in the
blasts, Wade will try to get another one, and
then include grants information. Erik will
look at the nominations form and Wade will
get it from Erik before he does the e-mail
blast.

Retired IWLA/IFLA Alumni Scholarship--
Jim Gerrans is willing to head up forming
group of alumni to offer conference scholar-
lships, perhaps by organizing a fundraiser to
pay a teacher’s conference fees or for stu-
dents going to conference. Would be a neat
way to draw in the retired members and help
them stay connected.

--The group could do what they want as far
as how they fund. Many teachers who get
the e-mail blast would really appreciate the
scholarship opportunity, could help get more
people to the conference.

--We may end up having to not nominate
someone for next year for Central States
Teacher of the Year as Jim is retiring. If
there are other ideas of how to nominate an-
other person, we’ll entertain it.

UNI’s Tete-a-tete Conference-- Board mem-
bers are planning to participate. Karla at Iowa State. Carrie planning for UNI including Sandrock event.

2011 Conference-- Contract done for hotel, registration fees set and postcards will be sent out in advance. Do we want to pursue the Twitter component? Can create a buzz about your conference, but it is unfiltered. Can go to ACTFL website and look at tweets and see what response was.

--Most educators use Twitter for professional purposes. Jason Noble was suggested to be the IWLA Tweeter.

--General session - Ellen Schrader, Luncheon speaker - National Teacher of the Year, Sarah Wessling from Johnston.

--There was an offer of free tote-bags last year. Sara will talk to the company. Tracy knows the contact and will get information to Sara.

--General session room, Sara may change the table so that it is more in the middle. There were issues with signage on the rooms not getting changed. Could have all sessions listed on one page. Marriott is supposed to print the signage for us. Have had a change board posted in the past, but didn’t have this year.

--Registration set-up. Hard to get people to grab nametags and then open access to folders. Set-up for registration is the prerogative of the registration chair. If all 3 tables were possible to have together, it may help.

--At a Glance blown up for each day could be available. Can do several of them to put on easels to put around the conference—exhibit area, registration, plan on at least three of them. Wade sends it out in the e-mail blast also.

--There should still be signs for the Pre-registered and Registration areas.

--Ribbons or some indicator on nametags again for Presenters and perhaps board members is a good idea.

Advocacy Issues/Iowa Core Curriculum-- Waiting game with changes in state government.

--Karla wants to meet with Global Education Task Force to find out what they are doing to advocate. Karla sees a need to go to Governor’s Office to ask for funding of a consultant at DOE. Remind them of 1983 Task Force Report.

--Iowa Core seems to be fading away. Some districts are not talking about it anymore in favor of national standards. Common core standards have been adopted in Language Arts and Math. If going to national plan, there is a component to world languages, so this could be good news.

--ACTFL has information on their webpage with resources and advice.

Linguafolio Future—There is uncertainty as far as what more the board can do in order to promote it but we need to be in the group with other states who are using it and convince teachers of its value. It needs to be sold as autonomous learning. Students learn to self-evaluate and plan and are in charge of benchmarking. It requires more workshops and education. Members of the Linguafolio group are at all different levels.

--It is a long-term project. They need to put together a plan to educate people about it before we put together additional workshops. Need to have people who are piloting it in their area and then show others how they are using it, especially involving K-12 teachers.

Email Blasts-- Email blasts seem to be going well. More people are finding out about us.

Adjournment
Erik Ladner moved to adjourn. Karla Jensen seconded. Meeting adjourned at 11:47 AM.

Respectfully submitted,
Carrie Mulvihill
What Would a State Supervisor of World Languages Do?

Iowa used to have a State Supervisor of World Languages, or as the position is known in Iowa, a Foreign Language Consultant at the Iowa Department of Education (DE). This position came about as a recommendation of the Governor’s Task Force on Foreign Languages and International Studies (1983) and was inspired by the policies recommended by the President’s Task Force on Foreign Languages and International Studies in 1979. The Iowa Board of Education, the Iowa Board of Educational Examiners, and the Iowa Department of Education all collaborated to establish the recommended full-time position of Foreign Language Consultant. Paul Hoekstra filled this position from 1985 through 1998, resigning two years after his duties had been reassigned to only generalist (non-foreign language) tasks.

Hoekstra reports that during the first six years in his role as DE Foreign Language Consultant (1985-1991), the state legislature allocated funds for K-12 foreign language education in support of the recommendations made by the Governor’s Task Force. Paul Hoekstra led during that time period were: a grant program to pay school districts to add a third and/or fourth year of a language sequence; the establishment of 10 new Japanese programs in the state; the first training to become a certified tester for the Oral Proficiency Interview (OPI); the development of a state K-12 foreign language curriculum document by a statewide committee; and the design and publication of a monthly newsletter that included professional development opportunities, enrollment statistics, and information on new resources to enhance teaching, which was sent to every foreign language teacher in the state, as well as to faculty at community colleges, and colleges and universities (P. Hoekstra, personal communication, October 30, 2000). Among the many initiatives that Hoekstra led during that time period were:

- Grant funding. Designed a grant program to strengthen existing elementary school foreign language programs and to increase the number of programs in the state. Two types of grants were offered: planning grants (up to $1,000) and program implementation grants (up to $10,000) for a total of $437,960 allocated in grant funds from 1985 to 1991 (P. Hoekstra, personal communication, July 6, 1996).

- Iowa FLES Newsletter. Provided partial funding ($500/year) for a newsletter that served as a link for educators interested in K-6 foreign language education. The newsletter, which was published from 1985-1994 and had 1,000 subscribers, focused on policy, professional development, curriculum, teaching materials, and grant funding opportunities.

- Professional Development Workshops. Provided full or partial funding (from $1,000 to $2,450) for annual professional development workshops for Iowa foreign language teachers from 1987 through 1991. National leaders in the foreign language profession provided all but one workshop.

- K-6 Foreign Language Licensure Endorsement. Organized and led a committee that defined the requirements for a new K-6 foreign language licensure endorsement as part of the restructuring of teacher licensure by the DE. The endorsement was approved by the Iowa Board of Education Examiners in 1988 and continues to date.

- K-6 Foreign Language Teacher Preparation Programs. Encouraged Iowa’s colleges and universities to offer Iowa Board of Education-approved programs that met the K-6 foreign language licensure requirements. By 1999, 21 of Iowa’s 31 colleges and universities had established these approved programs.

Clear evidence of the work of the Foreign Language Consultant in the Iowa Department of Education is also found by examining closely just the K-6 level of foreign language education from 1985-1991:

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 summers of 1986 and 1987 for certified foreign language teachers at grades 7-12 to prepare them to qualify for the new K-6 foreign language licensure endorsement (Rosenbusch, 2002).

Did the initiatives led by the Iowa Foreign Language Consultant that focused on the K-6 level of instruction have an impact on the number and quality of Iowa elementary school foreign language programs? Indeed, they did. Iowa elementary school foreign language programs increased more than four fold during these six years, from 19 programs in 1985 to a total of 84 in 1991. In addition, the type of elementary school foreign language program changed from predominately extracurricular to curricular programs. Curricular programs, unlike extracurricular programs, are taught during the school day, available to all students at no cost, and, with the K-6 foreign language endorsement in place, taught by teachers who had met the licensure requirements for this endorsement (Rosenbusch, 2002).

What Do We Miss by Not Having a State Supervisor of World Languages?

If we had a Foreign Language Consultant in Iowa, we would have someone who would work within the Department of Education and throughout the state to provide leadership in promoting and facilitating policies and practices that support K-12 world language education, as Paul Hoekstra so successfully did in the mid-1980s and 1990s. We would have a voice, and together we would create a vision for a future in which world languages would play a critical role in preparing Iowa’s students for the interconnected world in which they will live and work.

Our Foreign Language Consultant would be a member of the National Council of State Supervisors for Languages (NCSSFL), one of the key national organizations in world language education. Our Foreign Language Consultant would collaborate with other State Supervisors to affect both state and national policy and practice in language education. In that role, Iowa’s Foreign Language Consultant would help:

Identify and advocate positions on key issues in support of the shared vision of all State Supervisors for languages,

Collaborate with other organizations to advance and support quality teaching, learning, and leadership,

Communicate best practices internationally, and foster and promote the establishment, maintenance, and effectiveness of state-level positions in world languages (adapted from National Council of State Supervisors for Languages, n.d.).

What Can We Do to Advocate for an Iowa Supervisor for World Languages?

“For states that do not have a state supervisor of foreign languages, it is time for the profession to work across levels of instruction and through organizations to advocate the naming of a state supervisor of foreign languages” (Rosenbusch, 2005).

I challenge every Iowa K-16 foreign language educator to make this the historic moment in which we make a difference in our state. By April 29, we can each make phone calls and write letters and emails to our state representatives to share these, and other examples, of how a State Foreign Language Consultant at the Iowa Department of Education can impact foreign language education in Iowa. (To find contact information for your state senator and representative, enter your home address or zip code at: http://www.legis.state.ia.us/FindLeg/)

Let’s join together to support the important work that the Iowa World Language Education has begun to re-establish the position of Foreign Language Consultant at the Iowa Department of Education. Note: Paul Hoekstra may be contacted at: paul.hoekstra@att.net

References


