Event Summary: 2016 World Language Education Colloquium

Fifty World Language Education advocates representing PK-20 educators and administrators, community members, state leaders, and policymakers from across the state of Nebraska gathered for a WL Education Colloquium on February 12, 2016. We reflected upon the current state of WL Education in Nebraska, explored a future vision for NE WL education, and identified areas in which we should focus our energies and resources as we seek to realize our future vision for Nebraska WL Education. The following website was used before and during the event in order to facilitate learning and sharing: https://sites.google.com/a/education.ne.gov/event_prep/.

Members of the group identified the following as major accomplishments from the day:
  Identified actionable themes
  Created common language
  Brainstormed solutions to concerns and obstacles
  Established a community of support
  Shared diverse voices and opinions

It was noted that, in spite of the diverse voices and opinions represented at the event, there was a surprising level of consensus about key issues in WL Education:
  Elementary WL offerings (the need to introduce WL Education earlier and we need to offer more extended sequences of study)
  Dual Language Programming (the need to explore, support, and grow Dual Language Programming in NE)
  Proficiency targets for programs (the need to establish shared targets; the need to support current practitioners and pre-service teachers)
  Proficiency-driven instruction (the need to provide programming, professional development, and life experiences to support proficiency-driven instruction)

Members of the group drafted a vision statement and definitions for focus areas/themes:

It is our mission to provide high quality world language education in the state of Nebraska in order to cultivate linguistically proficient and culturally competent global citizens by:	
Themes	
Programming	creating and enhancing a wide variety of high-quality world language programs that address community needs.
Proficiency	implementing proficiency targets and assessments for teachers and students.
Professional Learning	providing research-based professional learning opportunities.
Advocacy	advocating for proficiency-driven world language education for all learners at all levels.
Collaboration	collaborating with stakeholders to advance common goals and articulate continuous support for world language education across all levels (PreK-16+).

Participants explored each of the identified themes in depth in order to establish necessary activities for and possible barriers to forward movement. Each theme, definition, possible activities and possible barriers are outlined on the next several pages. Activities and barriers are listed in order of importance as identified by participants. The numbers in parenthesis reflect the number of participants identifying the statement as important. **The FIVE highest priority activities are highlighted in blue and are listed below:**

- Schedule a yearly opportunity for dialogue, possibly language-specific, and possibly attached to NILA in October (64)
- Provide professional development related to proficiency: enhance personal proficiency, address realistic outcomes, explore valid assessment (62)
- Identify valid assessments that measure proficiency that are common to all university teacher ed programs and high school graduates (57)
- Define and expand programming PK-20+ (53)
- Identify strategies to recruit and retain teachers (50)
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Programming

It is our mission to provide high quality world language education in the state of Nebraska in order to cultivate linguistically proficient and culturally competent global citizens **by creating and enhancing a wide variety of high-quality world language programs that address community needs.**

Activities	Barriers
• Define and expand programs PK-20+ (53) ▪ Dual, Heritage, FLES, Seal of Biliteracy, graduation requirements • Identify strategies to recruit and retain teachers (50) ▪ Former dual language students? • Setting proficiency outcomes and endorsement goals (36) ▪ K-12 endorsement ▪ Proficiency based outcomes • Involve private enterprise for funding support (11)	• Knowing HOW to initiate (elementary and dual language) (34) • Fiscal responsibility in resource allocation (beliefs become priorities that get funded) (23) • Staffing pool is shallow PK-20 (19) • Time in schedule is allotted 1st to tested subjects and graduation requirements (16) • Lack of awareness among monolinguals (10)

Proficiency

It is our mission to provide high quality world language education in the state of Nebraska in order to cultivate linguistically proficient and culturally competent global citizens **by implementing proficiency targets and assessments for teachers and students.**

Activities	Barriers
• Provide professional development in this area (face to face, online) (62) • Identify valid assessments that measure proficiency that are common to all university teacher ed programs and high school graduates (57) • Find money for local and global immersion programs that benefit ELL and WL (33)	• Lack of continuity across all levels (defined measures) (15) • Lack of familiarity with ACTFL (15) • Lack of engagement with TL community (14) • Few immersion opportunities (13) • Praxis II – low passing rate (10) • Time and $ for assessment (7)

Professional Development/Learning

It is our mission to provide high quality world language education in the state of Nebraska in order to cultivate linguistically proficient and culturally competent global citizens **by providing research-based professional learning opportunities.**

Activities	Barriers
• PD opportunities for language proficiency development and pedagogy (including how educators can assess proficiency) (37) • Online options that can be shared at any time, including sharing of resources (30) • Create a peer-led support system (observations, mentoring, etc), possibly inter-district (26) • Immersion opportunities – low risk, allow time to learn and play in L2 (26) • Statewide calendar of PD opportunities open to all (12) • Teacher exchange programs (11) • Implementation of an instructional model framework (7)	• Funding (37) • Time (30) • Lack of confidence to present or participate (15) • How do we make PD ongoing and job embedded? (11) • Lack of immersion opportunities for teachers and students. (8) • Resistance/apathy (3) • Location (2)

Questions to consider:
How do we provide PD for teachers with families or extra duties? How do we find low-cost opportunities? How can we work together or use technology to provide immersion experiences? Could a survey be sent to assess need/interest for PD as well as expertise in certain areas? What central of online opportunities could be used to location isn't an issue?

Advocacy

It is our mission to provide high quality world language education in the state of Nebraska in order to cultivate linguistically proficient and culturally competent global citizens **by advocating for proficiency-driven world language education for all learners at all levels.**

Activities	Barriers
• Connect with local institutions/businesses/HLL to spread message of WL importance (36) • De-bunk misinformation held by stakeholders (26) • Collaborate with local officials and state officials (26) • Educate and train administrators, coordinators, teachers (24) • Educate parents, local community through dialog at local activities (21) • Educate state officials (22) • Refine a unified message as needed (8)	• Monolingual community/ideology (36) • Locating and collaborating with key advocates (26) • Negativity to language and culture (19) • Identifying the "why" for each stakeholder (16) • Time (5) • Lack of political involvement in WL Education (4) • Lack of understanding of what WL Education can achieve (2) • Lack of funding and resources (2) • Who is responsible for this? (1)

Collaboration

It is our mission to provide high quality world language education in the state of Nebraska in order to cultivate linguistically proficient and culturally competent global citizens **by collaborating with stakeholders to advance common goals and articulate continuous support for world language education across all levels (PreK-16+).**

Activities	Barriers
<mark>Schedule a yearly opportunity for dialogue, possibly language-specific, and possibly attached to NILA in October (64)</mark> • Seek out partnerships with organizations, businesses, and governments (54) • Create online forums, directory, and listserv that will allow us to collaborate (38)	• Time (35) • Willingness (29) • Money (13) • Opportunities for relationships (10) • Location (6)

Questions to consider:
How can we create opportunities to collaborate that fall within the regular work duties? How can we make collaboration attractive to people? How can we use technology to break the barriers of time, money, and location? How can we promote information about opportunities? How can we prove the benefits of collaboration?

Members of the group identified possible "Next Steps", which are listed below in no particular order:

Continue gathering to collaborate around HOW we will realize our vision

Start a conversation regarding the establishment of proficiency targets for programs: consider ACTFL recommendations, realities, and relative successes nationwide. This conversation will directly impact accountability of quality of instruction. These conversations might begin virtually in order to make it feasible.

Host digital conversations regarding current elementary programming: Where are they, How did they come about, How can we replicate or scale efforts to make them possible anywhere.

Initiate an instructional rounds experience or sharing experience as a PD opportunity.

Begin to build support within our own departments and schools.

Strategically identify point people and recruit more to join us.

Build an advocacy team.

Administer a statewide needs assessment (teacher PD, maybe admin WL interest?)

Establish Thematic Task Force groups to begin this journey.*

*Before leaving, participants identified areas of interest should Thematic Task Force groups be established. I have listed interest areas below. Numbers indicate order of preference. This information is also provided in the Excel contact list that was shared with you.

Proficiency	Programming	Professional Development	Advocacy	Collaboration
Angela Wagoner (1)	Angela Wagoner (1)	Angela Wagoner (2)	Janet Eckerson (5)	Brenda Romero
Janet Eckerson (3)	Brooke David	Janet Eckerson (1)	Theresa Catalano (1)	Janet Eckerson (2)
Ana Tejada (1)	Janet Eckerson (4)	Kristen Nugent (1)	Rebecca Gill-Rose (1)	Lizet Reyes (1)
Tom Coffey (1)	Meredith Sikorski (1)	Sandra Rodriguez-Arroyo (1)	Katie Whyrick (1)	Jesus Jurado Mendoza (1)
Mytzy Rodriguez-Kufner (4)	Mytzy Rodriguez-Kufner (1)	Lia Raabe (1)	Mytzy Rodriguez-Kufner (2)	Kristen Hetrick (1)
Maria Mena-Bohlke	Mary Ann Tietjen (1)	Melissa Hernandez (1)	Isabel Velazquez (1)	Katie Whyrick (1)
Olaf Bohlke	Katy Cattlett (1)	Mytzy Rodriguez-Kufner (3)	Katy Cattlett (2)	Kelly Kingsbury Brunetto
Ali Moeller (2)	Mary Lea Free (1)	Isabel Velazquez (1)	Shanna Hellerich (3)	Jared List
Sarah Percival (2)	Ruiying Yang	Ali Moeller (1)	Mary Lea Free (2)	Lei Shi
Shanna Hellerich (1)	Jami Holbein Swanson	Chris Jochum	Jami Holbein Swanson	Melanie Bloom
Jacqueline Mohr (2)		Sarah Percival (1)		Vicki Anderson
Brett Avila		Shanna Hellerich (2)		Nick Ziegler
Jami Holbein Swanson		Jacqueline Mohr (1)		Jami Holbein Swanson
Candida Kraska		Vicki Anderson		
		Kathy DaMoude (1)		
		Jami Holbein Swanson		