



Facilitated Interdependent Language Learning (FILL) Teacher Requirements



Overview

Facilitated Interdependent Language Learning (FILL) is a proficiency-based instructional approach in which teachers serve as facilitators of language learning rather than direct instructors. Facilitators guide students in setting goals, making informed learning choices, selecting resources, and demonstrating proficiency aligned to Nebraska state and national standards.

Because this role involves advanced knowledge of second language acquisition theory and practice, as well as language pedagogy, FILL facilitation must be led by fully certified World Language teachers who possess both language education expertise and targeted training in facilitation.

Rationale

FILL requires specialized instructional expertise that goes beyond logistical support or basic language knowledge:

- Certified World Language teachers have the pedagogical and assessment knowledge needed to ensure rigorous, equitable, and standards-aligned instruction.
- Facilitators must apply [ACTFL proficiency guidelines](#), [Nebraska World Language Standards](#), and external benchmarks such as the [Seal of Biliteracy](#) and competency-based credit.
- Paraprofessionals or volunteers may not substitute for certified teachers because FILL facilitation involves interpreting proficiency evidence, aligning learning with standards, and maintaining academic accountability.

Evidence from practice and research

- Research on learner agency and proficiency development highlights the impact of goal setting, learner choice, and proficiency-based feedback on student achievement (Moeller, Theiler, & Wu, 2012).
- Wisconsin's Facilitated Language Study (FLS) and Delaware's emerging FILL initiatives have successfully demonstrated that certified language teachers, when trained as facilitators, can guide learners in multiple languages and maintain proficiency growth outcomes equivalent to or exceeding traditional classrooms.
- These programs show measurable gains in student autonomy, intercultural competence, and Seal of Biliteracy attainment, particularly for heritage and less commonly taught languages.

Required Qualifications

FILL facilitators must hold a valid Nebraska teaching certificate with a World Language endorsement and demonstrate advanced understanding of proficiency-based instruction and learner-centered pedagogy. Additionally, teachers must complete a FILL orientation workshop prior to implementing the program.

FILL Orientation

FILL facilitators must attend an orientation workshop prior to implementing the program. The workshop will provide an introduction to the FILL framework and philosophy and an overview of second language acquisition theories. Participants will also learn about alignment between Nebraska and ACTFL standards, facilitation as pedagogy and shifting teacher roles, and goal setting and learner choice as drivers of proficiency. The workshop will also provide strategies for community collaboration and autonomous learning practices.

Required Competencies for FILL Facilitators

In order to ensure instructional quality and equitable access to language learning opportunities, FILL facilitators must have certain skills and disposition to ensure they are uniquely qualified to lead FILL programs. The role of facilitation requires knowledge of Nebraska World Language Standards and ACTFL proficiency guidelines. Facilitators must demonstrate knowledge of evidence-based practices, as well as provide a clear accountability structure for competency-based credit and Seal of Biliteracy outcomes.

- **Facilitation Skills:** Guide learners in setting goals, exercising choice, and managing their own learning.
- **Assessment Literacy:** Apply [NCSSFL–ACTFL Can-Do Statements](#) and recognized proficiency measures.

- **Resource Curation:** Identify, adapt, and integrate OER and other technology tools, and authentic materials for multiple languages.
- **Community Engagement:** Partner with volunteers, tutors, and heritage language speakers to expand access to interpersonal communication opportunities in the language chosen by the student.
- **Cultural Competence:** Support diverse learner populations, including heritage and LCTL (Less Commonly Taught Languages) programs.
- **Technological Readiness:** Integrate language learning platforms and AI tools effectively.
- **Reflective Practice:** Foster learner autonomy through structured reflection and feedback cycles.

Acknowledgments

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References

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