

# Call for Proposals

## CLASS Sessions at the 2016 ACTFL Convention

### SUBMISSION DEADLINE

All proposals must be submitted online at [www.actfl.org](http://www.actfl.org) by **11:59 pm EST on Wednesday, January 13, 2016** in the correct format. Confirmation of receipt will be emailed within 24 hours of submission. Presenters will be notified by email of the program committee's decision by the end of April 2016.

### SUBMISSION GUIDELINES

#### Conference Theme: Impact

All CLASS members in good standing are encouraged to submit proposals for CLASS-sponsored sessions at the 2016 ACTFL Convention, November 18-20, in Boston. The goal of the 2016 ACTFL Convention is to provide a comprehensive professional development experience that will have an impact on language educators at all levels of teaching and in turn impact their students to succeed in their language learning process.

Compelling proposals should address the needs of today's learners and educators by focusing on innovative programs, emerging trends that impact the language profession, and research-informed practices. Special consideration will be given to proposals that address one of the keywords in the Keyword section below. Please read the following information carefully before you submit your proposal

**Keywords:** Below is a list of the Keywords and their descriptions to review before preparing the content of your proposal. You may only select one Keyword for your proposal.

- **Articulation and Collaboration** – Language learners benefit from learning that is articulated or connected from level to level within a school, district, or state. Articulation relies on collaboration across institutions to provide learners with continuous and consistent development of language performance. Proposals may focus on strategies or projects such as use of common assessments (unit, benchmark, district/institute-wide); addressing placement issues; curriculum development; portfolios to showcase learners' language performance; and means to create consistency at and across levels (horizontal and vertical articulation).
- **Assessment and Feedback** - Effective language programs are derived from rigorous standards aligned with appropriate learning assessments, both formative and summative, to provide feedback to improve performance and to measure learner progress. Proposals may focus on performance and proficiency testing, formative learning checks, unit level and program level assessments, use of assessment to inform or adapt instruction, feedback tools and strategies, and learner reflection on progress.
- **Dual Language Immersion Programs** – The wide variety of immersion program models and approaches are all committed to a connection with grade level content plus providing close to 100% use of the target language by teachers and students. Proposals may focus on key considerations for designing an effective dual language immersion program, successfully implemented program models, setting performance targets, and evidence of learners' progress in language and other content areas.
- **Educator Effectiveness** - Educator effectiveness is best measured based on frequent and multiple measures of performance over time, tied to and demonstrated by each learner, and indicating growth in language performance that points toward proficiency levels. Proposals may focus on strategies to meet new state teacher evaluation systems, such as setting Student Learning Objectives (SLOs) and measures of student growth.
- **Heritage Language Instruction** – Learning environments that serve heritage learners or native speakers need to be rooted in the experiences, needs, and goals of heritage learners and address their unique language profile, from preschool through postsecondary levels. Proposals may focus on programs specifically designed for heritage learners, differentiation strategies for heritage learners in mixed settings, content-based learning, online and hybrid learning models, immersion models, and community connections.

- **Innovative Use of Technology** - The integration of technology allows us to engage students in today's learning environment. Proposals may focus on specific cutting- edge technologies that promote language development and cultural understanding including social networking and connecting with global communities, technology to support and develop each mode of communication, as well as online and blended learning models that align with standards and learner targets of the unit.
- **Interculturality** – Interculturality is the dynamic process of active participation in communication guided by an awareness and understanding of culture, including concepts such as cultural interaction and global competence. Proposals may focus on how learners demonstrate their language skills and knowledge of their own and others' products, practices and perspectives when they engage with native speakers and authentic materials.
- **Languages Beyond the Classroom** – Learners are motivated through real applications of the language they are learning, including connections outside the classroom. Proposals may focus on study abroad programs, internships, language programs for special purposes including career pathways, community or service projects, and global engagement.
- **Leadership and Advocacy** – Leadership and advocacy empower educators to go beyond the classroom to voice the need for effective world language learning and instruction by creating collaborative relationships with key stakeholders. Proposals may focus on effective advocacy initiatives, community and public relations, strategies for empowering educators, as well as legislative and policy issues.
- **Literacy** – Language educators support literacy through each mode of communication. Proposals may focus on strategies to connect language learning to the development of 21st century literacies (e.g., multimedia texts, technology tools, and cross-cultural skills), use of culturally authentic materials, and the development and alignment of curriculum frameworks.
- **Personalized Learning** – Personalized learning includes a variety of learning experiences, instructional approaches and academic support strategies, both within and outside the classroom. It addresses the diverse needs, interests, aspirations and cultural backgrounds of individual students as well as promote critical and creative thinking with the goal of student ownership of learning. Proposals may focus on topics such as learner motivation and autonomy, meeting the needs of special populations, developing student leaders, and supporting learner interests.
- **Research** – A sound world language program at any level is based upon research and data-driven decision-making. Research allows us to explore phenomena, support previous work, and solve new problems. Proposals may focus on formal and informal research on effective means to promote language acquisition in our learners, learning factors, action research, instructional effectiveness, assessment practices, and literary analysis as it relates to instruction.
- **Standards-based Instructional Design** – Effective curriculum design supports learners by creating meaningful learning experiences that incorporate communication, cultures, connections, comparisons, and communities to promote gains in language proficiency. Proposals may focus on models for curriculum design, strategies to support the modes of communication, target language use in the classroom, the implementation of culturally authentic resources, and collaboration, critical thinking, and creativity in the world language context.
- **Teacher Preparation** – The preparation of world language educators with the necessary language proficiency as well as an understanding of teaching for proficiency is of critical need, especially in light of state and federal requirements for teacher licensure. Proposals may focus on teacher development, CAEP accreditation, mentoring and coaching, National Board certification, pedagogy, and teacher licensure.

**Proposals must be submitted in English and in a publishable format.**

Since you are entering your submission into a database format, avoid using symbols, marks or letters because they may not translate into the final printed session description. All proposals must be written in third person format avoiding the use of “I” and “we.” All accepted proposals will be printed in the Convention Program Guide as submitted during the Call for Proposals; however, ACTFL and CLASS reserve the right to edit when necessary.

**No more than one proposal may be submitted**

A lead presenter may submit only one proposal. However, you may be listed as a secondary presenter on another submission of a different topic. Submitting more than one will eliminate the proposals from consideration. Submissions with the same or similar titles and content will also be eliminated from consideration. All proposals are the property of CLASS.

**Submission type should be in the form of a 60-minute session**

Your proposal to CLASS should only be in the form of a **Session**– A Session is 60 minutes in length, limited to three presenters (A lead presenter who submits the proposal and two co-presenters). The session proposal should address a topic of interest to attendees within one of the 14 Keywords areas. As a presenter, you should plan to share valuable information and demonstrate how you will present skills in an engaging and interactive format. CLASS reserves the right to combine proposals into a full-length session as needed. Please note that CLASS will not review other submission types in the form of a research paper, roundtable, or electronic poster.

**Please check off one of the three boxes (PreK- Grade 8, PreK- Grade 12, or Grades 6-12) under the “Audience Level”** if you want your proposal to be directed to the CLASS for review.

**Submission for promoting products or for commercial purposes will not be accepted**

Proposals submitted through this Call for Proposals from a company or an individual promoting business related materials will not be considered for review. If a presenter is found pitching for his/her commercial product(s) during a convention session, that person will not be allowed to present in the future. A separate classroom space is set aside in the exhibit hall for product-related demonstration or workshop for a fee. Please contact ACTFL directly.

**Membership status at the time of proposal acceptance**

When your proposal is accepted, **you must be a member of ACTFL or CLASS in good standing through December 31<sup>st</sup> 2016**. If there are co-presenters in a session besides yourself, please make sure that all your co-presenters are also members of ACTFL or CLASS through December 31, 2016.

**A blind review process**

The ACTFL Convention Committee and other Convention Partner organizations will be responsible for reviewing all proposals submitted. All language specific submissions will be reviewed by a team of experts in that language. The review of the proposals is conducted through a “blind review” process monitored by the ACTFL Convention. Neither the presenter’s name nor affiliation information is seen during the review process. Reviewers are required to use the ACTFL proposal review rubric to rate each proposal on-line. At the conclusion of the review process, a computer -generated result will be sent from ACTFL to each partner organization with an average of the combined scores from all reviewers. Please note that the number of proposals that can be accepted for presentation are based on the meeting space allocation for the ACTFL Convention.

Submissions will be reviewed and scored using the Rubric below:

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
<b>Title and Description for Program Guide</b>	<ul style="list-style-type: none"> <li>Title and description do not need editing/ reworking</li> <li>Title and description are in standard professional English</li> <li>Title and description have great audience appeal</li> <li>Title and description clearly align with content and outcomes of proposal</li> </ul>	<ul style="list-style-type: none"> <li>Title and/or description may need some editing/ reworking</li> <li>Title and description are in standard professional English</li> <li>Title and description have some audience appeal</li> <li>Title and/or description align with content and outcomes of proposal</li> </ul>	<ul style="list-style-type: none"> <li>Title and/or description need some editing</li> <li>Title and/or description are not in standard professional English</li> <li>Title and/or description have minimal audience appeal</li> <li>Title and/or description somewhat align with content of proposal</li> </ul>
<b>Content and Purpose</b>	<ul style="list-style-type: none"> <li>Content aligns with selected keyword</li> <li>Content shows originality and/or provides new insight into topic</li> <li>Content is based on current practices</li> <li>Content is very clear, specific and detailed</li> <li>Content describes specific knowledge and skills and/or improvement in learning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>Content loosely aligns with selected keyword</li> <li>Content is strong and shows originality and/or new insight</li> <li>Content is based somewhat on current practices</li> <li>Content is somewhat specific and detailed</li> <li>Content describes knowledge and skills and/or improvement in learning &amp; teaching</li> </ul>	<ul style="list-style-type: none"> <li>Content does not align with selected keyword</li> <li>Content is weak and lacks originality and/or insight.</li> <li>Content is not based on current practices</li> <li>Content is vague or unclear</li> <li>Content does not describe specific knowledge and skills and/or improvement in learning &amp; teaching</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>All outcomes are clear, specific and measurable</li> <li>Outcomes completely align with the content of the proposal</li> </ul>	<ul style="list-style-type: none"> <li>Most outcomes are specific and measurable</li> <li>Outcomes generally align with the content of the proposal</li> </ul>	<ul style="list-style-type: none"> <li>Outcomes are general and/or non-specific</li> <li>Outcomes do not match the content of proposal</li> <li>Outcomes are unclear</li> </ul>

<b>Strategies for Engagement</b>	<ul style="list-style-type: none"> <li>• Strategies for engagement are clear and specific</li> <li>• Delivery modes are highly engaging</li> <li>• Presenter uses a variety of presentational modes</li> <li>• Strategies for engagement ensure high participant involvement</li> <li>• Strategies for engagement clearly support outcomes of the proposal</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies for engagement are somewhat clear</li> <li>• Delivery modes are engaging</li> <li>• Presenter identifies presentational modes</li> <li>• Strategies for engagement ensure some participant involvement</li> <li>• Strategies for engagement support the outcomes of the proposal</li> </ul>	<ul style="list-style-type: none"> <li>• Presenter does not identify presentational modes</li> <li>• Participant involvement is not identified</li> <li>• Strategies for engagement do not support the outcomes of the proposal</li> </ul>
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### **Presenter Responsibilities**

**Please read the following information carefully.**

Presenters whose proposals are selected for presentation **MUST** be available to present any day during the Convention. ACTFL and CLASS reserve the right to schedule all presentations in any slot during the published convention dates and times and cannot take individual requests for preferred presentation assignments. If a presenter cannot accept the assigned time, then the presentation must be cancelled.

All presenters, including session chairs, moderators, and/or facilitators, must register for the convention and be a member of CLASS for the current year. CLASS is one of the ACTFL Convention Partner organizations.

Each session room will be set with an LCD projector, cart, screen, audio (sound), podium and microphone (if needed). A presenter must bring his/her own laptop computer to connect to the LCD projector. Any additional audiovisual equipment is the responsibility of the presenter and must be ordered and paid for by the presenter. ACTFL will provide order forms and the name of the convention audiovisual supplier.

Presenters are responsible for keeping all information sent from ACTFL and CLASS and for complying with the instructions and deadlines provided.

Each presenter is required to submit his/her PowerPoint presentation slides and a copy of handouts to CLASS at least two weeks before the ACTFL Convention. It will allow the session attendees to access the presentation materials on the CLASS website immediately after the ACTFL Convention.

All presenters are responsible for expenses incurred as a result of presenting. This includes all travel expenses and registration fees.