

## ACTFL 2017 Call for Proposals

### SUBMISSION GUIDELINES

**Submission deadline: Friday, January 13, 2017**

The goal of the 2017 ACTFL Annual Convention and World Languages Expo 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. Please read the following information carefully before you submit your proposal.

**Membership.** You do not have to be a member of ACTFL at the time you submit a proposal; however, if your submission is selected for presentation, you must be a current member of ACTFL or one of our Convention Partner organizations through November 30, 2017.

**Submission Process.** All language educators are encouraged to submit proposals. You may only **submit one (1) proposal as a lead presenter** and be listed as a co-presenter on two (2) other proposals on different topics. Submissions with the same or similar titles and content will also be eliminated from consideration. All proposals are the property of ACTFL.

*Please note:* Any submission through this Call for Proposals process from a company representative, consultant, or author, and thought to be sales pitch for a specific product of that company, will not be considered for review. If during the convention, a session presenter is identified as marketing a particular product outside the exhibit hall, that person will no longer be allowed to present at a future ACTFL Convention. Exhibitor workshop rooms are available on the exhibit hall floor for product demonstrations and workshops by exhibiting company for a fee.

All proposals must be submitted online at [www.actfl.org](http://www.actfl.org) by 11:59 pm EST on **Friday, January 13, 2017** in the correct format. Confirmation of receipt will be emailed within 24 hours of submission. ACTFL will not consider any proposals that are submitted via email to staff. Presenters will be notified by email of the program committee's decision by the end of April 2017.

**The Proposal.** All proposals must be submitted in English and in a publishable format. Since you are entering your submission into a database, avoid using symbols, marks or letters because they do not convert into the final printed Convention Program Guide. All proposals must be written in third person format avoiding the use of "I", "you" and "we." All accepted proposals will be posted in the Online Convention Program, printed in the Convention Program Guide and listed in the Convention Mobile App as submitted; however, ACTFL reserves the right to edit when necessary.

**You will be asked to provide the following information when completing the submission form online:**

**Title:** *(please note there is a limit of 75 characters – character count includes spaces and punctuation*

marks)

Type the title in English as it should appear in the Program Guide. The title should not be in all capitals or all lower case letters. If you use acronyms, please spell out the words first and place the acronym in parentheses following the words. Please do not use symbols, marks or letters because they do not translate into the final printed Convention Program Guide.

**Presentation Types:** You must submit to one of the following formats.

- **Session** – A session is 60 minutes in length, may have a single presenter or a lead presenter with up to three co-presenters, and should address a topic of interest to attendees within one of the keywords in the Keywords section below. As a presenter, you should plan to share valuable information and demonstrate how you will present skills in an engaging and interactive format that allows for audience participation within the session.
- **Paper**– A paper presentation is 20 minutes in length with 15 minutes to present and 5 minutes for a question and answer period. Proposals should address a current and relevant research topic of interest to language educators. Paper submissions are not intended for presentations about literature or culture, even though they may be research-based. Presentations might include a brief introduction about the focus or question of the study, subjects, research design and analysis, but the vast amount of time should be spent on results and implications for language learning and teaching. Presenters should avoid reading papers and/or study results, and instead present the research and its implications in an engaging format. If a paper has multiple authors, only one author may present. Papers will be grouped together with other papers within a 60-minute time slot. Therefore, it is essential that presenters respect the time limits above.
- **Roundtable** – A roundtable presentation is a 25-minute oral presentation and discussion with a group of 10 people seated around a common table. Roundtable presentations typically are 15 minutes of presentation followed by 10 minutes of discussion and feedback. Each roundtable presentation is repeated as attendees move to a different roundtable after the first presentation. Roundtables are an ideal format for networking and in-depth discussion on a particular topic. Presenters are encouraged to present their latest research or project in an engaging and interactive way. Please bring at least 20 copies of syllabi, assignments, and other curricular tools for discussion. **If using a laptop to present, it must be operating on battery power since electrical outlets are not available. ACTFL will not provide laptops/computers. No additional audiovisual equipment is allowed for roundtable presentations.**
- **Electronic Poster** – An electronic poster is an opportunity for presenters to share their research or a project with attendees as they move through the poster area during a 60 minute period. Your presentation must be displayed on your laptop computer while standing at a high round table where attendees can stand for viewing and interaction. There will be multiple electronic posters being presented at the same time in the area. **Your laptop must be operating on battery power since electrical outlets are not available. ACTFL will not provide laptops/computers or Internet access. No additional audiovisual equipment is allowed for electronic poster presentations.**

**Applicable Language:** You must select the primary language of interest for your presentation from the drop-down menu. If your presentation is applicable to all language learners, then select Non-Language Specific.

**Language of Presentation:** You must select from the drop-down menu the primary language in which you will present your session. Note: while your presentation may be in a language other than English, the program title and its description must still be in English.

**Presenter:** You may only **submit one (1) proposal as a lead presenter** and be listed as a co-presenter on two (2) other proposals on different topics. Submissions with the same or similar titles and content will also be eliminated from consideration. All proposals are the property of ACTFL.

***Please note:*** *Any submission through this Call for Proposals process from a company representative, consultant, or author, and thought to be sales pitch for a specific product of that company, will not be considered for review. If during the convention, a session presenter is identified as marketing a particular product outside the exhibit hall, that person will no longer be allowed to present at a future ACTFL Convention. Exhibitor workshop rooms are available on the exhibit hall floor for product demonstrations and workshops by exhibiting company for a fee.*

**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 21<sup>st</sup> 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.

**Audience Level:** You must select the audience level for which your presentation is most appropriate – Pre-K-8, Pre-K - Grade 12, Grades 6-12, Higher Education, Administration, or All.

**Program Guide Description:** *(please note there is a limit of 350 characters – character count includes spaces and punctuation marks)* The description must be in English and should be in final, publishable format and free from spelling and grammar errors. It should give an accurate, clear and concise description of what will be presented. Since you are entering your submission into a database, please avoid using symbols, marks or letters because they do not convert into the final printed Convention Program Guide. The description must be written in third person format avoiding the use of “I”, “you” and “we.” If you use acronyms, please spell out the words first and place the acronym in parenthesis following the words.

**Content and Purpose:** *(please note there is a limit of 1,000 characters – character count includes spaces and punctuation marks)* The content and purpose must be in English and should give the reader insight as to the relevance of your proposal in today’s modern language teaching and learning landscape. It should be clear, specific and detailed and it should show originality and provide new insight into the topic based on current practices. The content and purpose must clearly align with the keyword and audience level selected. This text in this section is for review purposes only and will not be printed in the final program. **What will your presentation focus on and what new insights will it provide?**

**Outcomes:** *(please note there is a limit of 350 characters – character count includes spaces and punctuation marks)* The outcomes section describes what participants will learn and/or be able to do as a result of attending your presentation. Outcomes must be identified in three statements and, in the spirit of the can-do statements. **What three things will participants be able to do after attending your presentation?**

**Strategies for Engagement:** *(please note there is a limit of 1,000 characters – character count includes spaces and punctuation marks)* The strategies for engagement section only applies to sessions submissions. This section will highlight the presentational modes for your session and should focus on how your information be shared with the audience that will be interactive and will require their participation, ensuring that sessions at the convention are not just “sit and get”. **How will you actively engage participants as part of your presentation?**

**Review Process.** The ACTFL Convention Committee, assisted by ACTFL SIGs, our Convention Partner organizations and other language experts, 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 process is done as a “blind review”. Neither the presenter’s name nor affiliation are seen during the review process. Reviewers rate each proposal and the system produces an average of the combined scores from all of the reviewers. Finally, the number of proposals that can be accepted for presentation are based on the meeting space allocation for the ACTFL Convention. The committees’ decisions are final.

Submissions will be reviewed and scored using the **Rubric** below:

### 2017 Call for Proposals Rubric

Category	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Does Not Meet Expectations (1)
<b>Proposal, Title and Description</b>	The proposal, including the title and the description for the program guide, is very well-written. It aligns clearly with the content and purpose of the proposal. Both are in standard professional English and do not need additional editing.	The proposal, including the title and the description for the program guide, is clearly written. Both are in standard professional English but may need minor editing.	The proposal, including the title and the description for the program guide, is adequately written. There may be a need for additional editing.	The way in which the proposal, including the title and the description for the program guide, is not adequately written. There is a need for additional editing due to not being in standard professional English.
<b>Relevance of Proposal</b>	The proposal is highly relevant and significant to the field.	The proposal is relevant to the field.	The proposal is somewhat relevant to the field.	The proposal lacks importance or relevance to the field.
<b>Content and Purpose</b>	The content and purpose are cutting edge and innovative. Content and purpose describe specific knowledge and skills that advance teaching and learning.	The content and purpose are current and important. Content and purpose describe knowledge and skills that support teaching and learning.	The content and purpose are somewhat current and/or important. Content and purpose partially describe knowledge and skills and/or improvement in teaching and learning.	The content and purpose are not current. Content does not describe specific knowledge and skills. Teaching and learning are not advanced.
<b>Outcomes</b>	All outcomes for the presentation are clear, specific and measurable. They completely align with the content of the	Most outcomes for the presentation are clear, specific and measurable. The outcomes generally align with the	Few outcomes for the presentation are clear, specific and measurable. The outcomes align with the content of the	The outcomes for the presentation are general and/or non-specific. They do not match the content of proposal or may be

	proposal.	content of the proposal.	proposal only slightly.	unclear.
<b>Strategies for Engagement</b> <i>(Not applicable for electronic posters, roundtables, or research papers)</i>	Strategies for engagement are clear and specific and strongly support the outcomes of the proposal. Strategies for engagement ensure high participant involvement	Strategies for engagement are somewhat clear and support the outcomes of the proposal. Strategies for engagement ensure some participant involvement.	Strategies for engagement are uneven and only somewhat support the outcomes of the proposal. Strategies for engagement ensure limited participant involvement	Strategies for engagement are not clear and do not support the outcomes of the proposal. Strategies for engagement do not support participant involvement.