ACTFL 2020 Call for Proposals

SUBMISSION GUIDELINES

Submission deadline: Friday, January 10, 2020 at 11:59 p.m. Eastern Time

The goal of the 2020 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 enable 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 are relevant to the language profession, and research-informed practices. Please read the following information carefully before you submit your proposal.

Membership. You <u>do not</u> have to be a member of ACTFL at the time you submit a proposal; however, if your submission is selected for presentation, you <u>must</u> be a current member of ACTFL or one of our Convention Partner organizations (AATG, AATI, AATJ, CLASS, CLTA or TFLA) through November 30, 2020.

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 one (1) other proposal on a different topic**. Submissions that include the same group of presenters and have the similar titles and content will also be eliminated from consideration. All proposals are the property of ACTFL.

Please note: Exhibitor workshop rooms are available on the exhibit hall floor for product demonstrations/presentations and workshops by exhibiting companies for a fee. Any submission through this Call for Proposals process from a company representative, consultant, or author, and thought to be a sales pitch for a specific product of that company, will not be considered for review. ACTFL wants to allow as many language educators to present as possible since many of them can only attend if allowed to present; therefore, ACTFL encourages exhibitors to utilize the exhibitor workshop space to promote their products and services. These are well-attended and draw an audience of buyers. <u>If during the convention, a 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</u>.

All proposals must be submitted online at www.actfl.org by 11:59 pm Eastern Time on **Friday, January 10, 2020** 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 or ACTFL Board members. Presenters will be notified by email of the program committee's decision by the end of April 2020.

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, special marks, and non-standard fonts; because they will not convert correctly into the final printed Convention Program Guide. All proposals must be written in third person format avoiding the use of "I", "you" and "we." The name of the presenter(s) or an institution should not be included in the body of the proposal. 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)*
<u>Type the title in English</u> as it should appear in the Program Guide. The title should not be in all capitals or all lowercase 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 presentation will be 45 minutes in length; it may have a single presenter or a lead presenter with up to three co-presenters and should address a topic of interest to attendees in an engaging and interactive format that allows for audience participation within the session.

- **Practice-oriented Paper** – A practice-oriented paper is 15 minutes in length for a <u>single</u> presenter, with 10 minutes dedicated to content on a single idea with practical tips and 5 minutes for discussion and questions. These presentations condense information and insight on a pedagogical topic into a shorter format. This presentation should focus on specific classroom applications, activities, and techniques rather than a general discussion of a topic. Papers will be grouped together with other papers within a 45-minute time slot. Therefore, it is essential that presenters respect the time limits.

- **Research-oriented Paper** – A research-oriented paper presentation is 15 minutes in length with 10 minutes to present and 5 minutes for a question and answer period if you prefer. Proposals should address a current and relevant research topic of interest to language educators. Presentations might include a <u>brief</u> 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 in an appealing form. If a paper has multiple authors, only <u>one</u> author may present. Papers will be grouped together with other papers within a 45-minute time slot. Therefore, it is essential that presenters respect the time limits above.

- **Roundtable** – A roundtable presentation is 45 minutes in length with part oral presentation and discussion with a group of 10 people seated around a common table. No more than two (2) presenters per table. Roundtable presentations typically are 30 minutes of presentation followed by 15 minutes of discussion and feedback. 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. **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. Roundtable presentations are presented in a designated space inside the exhibit hall.*

- **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 in the exhibit hall. 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. Poster presentations are presented in a designated space inside the exhibit hall.*

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 one (1) other proposal on different topics**. Submissions that include the same group of presenters and have the similar titles and content will also be eliminated from consideration. The name of the presenter(s) or an institution should not be included in the body of the proposal. All proposals are the property of ACTFL.

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 curriculum development, addressing placement issues; portfolios to showcase learners' language performance; retaining and supporting learners in upper levels of the curriculum; and means to create consistency at and across levels (horizontal and vertical articulation).
- **Assessment and Feedback** Appropriate learning assessments, both formative and summative, provide feedback to improve performance and to measure learner progress. Proposals may focus on performance and proficiency testing, formative learning checks, unit level and end-of-course assessments, use of assessment to inform or adapt instruction, feedback tools and strategies, and learner reflection on progress.
- **Program and/or Educator Effectiveness** – Program and 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 the requirements of evaluation systems, implementing the Seal of Biliteracy, setting Student Learning Objectives (SLOs) or other measures of student growth; and balancing the use of qualitative and quantitative data to evaluate programs and educators.

- **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 hybrid, online and distance learning instructional models that align with standards and the learner targets of a unit.
- **Interculturality** – Interculturality is the dynamic process of bridging cultures through active participation in communication guided by an awareness and understanding of culture, including concepts such as cultural interaction and global competence. New Can-Do Statements for Intercultural Communication identify markers of increasing ability to investigate cultures and interact in ways that are culturally authentic. 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, including dual-language immersion programs.
- **Languages Across the Curriculum** – Languages Across the Curriculum allows students to expand their language learning opportunities and apply their skills within disciplines and contexts that are not traditionally the focus of language departments. Proposals may focus on real applications of the language being learned such as study abroad programs, internships, language programs for special purposes including career pathways, community or service projects, or 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 the development of learners' 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 reflecting the updated NCSSFL-ACTFL Can-Do Statements.
- **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, including heritage learners, as well as promotes 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** – Effective language teaching and learning is informed by research and data-driven decision making. Research employs a theoretical framework and methods of data collection and analysis to answer research questions, providing the opportunity to explore phenomena, support previous work and solve new problems. Proposals may focus on formal or action research into a specific area of language and teaching and learning. The research question(s) and method(s) of data collection must be included in the proposals.
- **Proficiency-oriented Language Instruction -** 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, use of the NCSSFL-ACTFL Can-Do

Statements, core practices for language learning, comprehensible input, 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, language proficiency of teacher candidates, and teacher licensure.
- **Teacher Recruitment and Retention** - The future of our profession is dependent on the recruitment and retention of effective language educators. Proposals focusing on teacher recruitment may include recruitment strategies, innovative pathways to certification, promotion of the teaching profession to students, and inclusion of diverse populations in the teaching ranks. Proposals focusing on teacher retention may include classroom management, models of successful mentoring programs, support through professional learning communities, and strategies to alleviate burnout.

Audience Level: You must select the audience level for which your presentation is most appropriate – Pre-K-Elementary, Middle School, High School, Post-Secondary, 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." The name of the presenter(s) or an institution should not be included in the body of the proposal. 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 language teaching and learning landscape. It should be clear, specific and detailed. 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. What you write 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 after attending your presentation. In the spirit of the Can-do statements, write your outcomes in three statements that answer the following question. **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 session submissions. This section will highlight the presentational modes for your session and should focus on

how your information will 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. For example, AATG will have a panel of reviewers who will review submissions that identify German as the applicable language; AATI will have a panel of reviewers who will review submissions that identify Italian as the applicable language; AATJ have a panel of reviewers who will review submissions that identify Japanese; CLASS will have a panel of reviewers who will review submissions that identify Chinese (Pre-K-12) as the applicable language and level; CLTA will have a panel of reviewers who will review submissions that identify Chinese (Higher Education and Administration) as the applicable language and level. 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 reviewers. Finally, the number of proposals that can be accepted for presentation are based on the meeting space allocation for the ACTFL Convention. The Committee's decisions are final.

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

2020 Call for Proposals Rubric for Session Presentations, Practice-oriented Papers, Electronic Poster Presentations and Roundtable Presentations

Category	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Does Not Meet Expectations (1)
Proposal Title and Description	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.
Relevance of Proposal	The proposal is fully relevant to ACTFL standards and	The proposal is relevant to ACTFL standards and supports	The proposal is somewhat relevant to ACTFL standards and supports	The proposal is not relevant to ACTFL standards and/or does not support

	supports proficiency-based instruction.	proficiency-based instruction.	proficiency-based instruction.	proficiency-based instruction.
Content and Purpose	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 and/or improvement in teaching and learning.
Outcomes	All outcomes for the presentation are clear, specific and measurable. They completely align with the content of the proposal.	Most outcomes for the presentation are clear, specific and measurable. The outcomes generally align with the content of the proposal.	Few outcomes for the presentation are clear, specific and measurable. The outcomes align with the content of the proposal only slightly.	The outcomes for the presentation are general and/or non-specific. They do not match the content of proposal or may be unclear.
Strategies for Engagement *(Not applicable for practice-oriented papers, research-oriented papers, electronic posters, or roundtables)*	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.

2020 Call for Proposals Rubric for Research-oriented Papers

Category	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Does Not Meet Expectations (1)
Proposal Title and Description	The Research-oriented Paper proposal, including the title and the description for the program guide, is very well-written. The description clearly and accurately conveys the main focus of the research.	The Research-oriented Paper proposal, including the title and the description for the program guide, is well written. The description clearly conveys the main focus of the research.	The Research-oriented Paper proposal, including the title and the description for the program guide, is adequately written. There may be a need for additional clarification as to the main focus of the research.	The Research-oriented Paper proposal, including the title and the description for the program guide, is not adequately written. There is no clear focus of the research.
Relevance of Proposal	The Research-oriented Paper proposal addresses issues that are highly relevant and important to the field of language education.	The Research-oriented Paper proposal addresses issues that are relevant and important to the field of language education.	The Research-oriented Paper proposal addresses issues that are somewhat relevant and important to the field of language education.	The Research-oriented Paper proposal does not address issues that are relevant and important to the field of language education.
Content and Purpose	The content and purpose of the Research-oriented Paper proposal clearly identifies and explains in detail the framework, sources and methods of the research.	The content and purpose of the Research-oriented Paper proposal identifies and explains the framework, sources and methods of the research.	The content and purpose of the Research-oriented Paper proposal partially identifies and explains the framework, sources and methods of the research.	The content and purpose of the Research-oriented Paper proposal does not provide the framework, sources and methods of the research.