2014
L.E.A.R.N
Language Education And Resource Network

Professional Development LEARN Workshop

Professional Development for Language Teaching and Learning

Wednesday, May 14th and Thursday, May 15th
Foreign Service Institute
Arlington, VA

Hosted by the Foreign Language Program Office of the Office of the Director of National Intelligence (ODNI), the National Cryptologic School (NCS), and the Department of State's Foreign Service Institute

May 5, 2014

Dear LEARN Participants:

I am delighted to welcome you to the Foreign Service Institute and hope that today will be the first of many productive exchanges on the critically important topic of foreign language education. Mastery of foreign languages is an indispensable strategic asset that underpins the success of American presence and policies around the world.

The theme of today's workshop is professional development. In partnership with ODNI and NCS, we selected this topic to highlight the commitment of all our agencies to promote the skills necessary for world class language instruction. Our instructors must have the opportunity to hone their techniques, refine their curriculum, explore new methodologies, and incorporate new technologies. Sharing best practices and learning about path breaking research is key to this process and a central goal of today's workshop.

We are honored to serve as host of this event and grateful to each of you for your contributions.

Sincerely,

Nancy McEldowney

Important Workshop Information

Professional Development LEARN Workshop Points of Contact:

	Point of Contact	Phone Numbers
FSI Workshop Chairs	Katie Lamoureux Rob Nielsen Doug Gilzow	(703) 302-7020 (703) 302-7253 (703) 302-6959
FBC Event Coordinators	Liz Hood Shannon Grady	(240) 841-2227 (301) 526-9547 cell (240) 841-2225 (443) 896-6275 cell

The workshop will take place in Building K of the Foreign Service Institute/George P. Shultz National Foreign Affairs Training Center (NFATC) located at 4000 Arlington Blvd (Route 50), Arlington, VA 22204.

Lunch and Refreshments:

Thanks to the Association for Diplomatic Studies and Training (ADST), a coffee break will be provided each morning and afternoon of the workshop.

Lunch is on your own each day. There is a cafeteria located in Building C. The cafeteria is open 7:00 a.m. – 3:00 p.m. Breakfast is available 7:00 – 10:30 a.m. and lunch from 11:00 a.m. – 1:30 p.m. Snacks and beverages are available during all operating hours. A sundries store located next to the cafeteria sells newspapers, magazines, snack foods, stamps, cards, and FSI gift items.

Food trucks are also popular at FSI and operate by the George Mason Drive entrance. Usually there is one truck from 11:30-1:30. Generally, food trucks accept cash and major credit cards.

Please note: Food and beverages are not permitted in the meeting rooms.

Wi-Fi:

Wifi (FSI Guest) is available in session rooms. No username or password required. Tweet with us #FSILEARN.

Workshop Presentations

The agenda contains various general keynote sessions as well as separate breakout sessions. Please review the agenda carefully to map out your day.

All workshop presentations will be posted on the website within 1 week of the workshop. Please visit http://www.fbcinc.com/LEARN/ProfDev/agenda.aspx.

PLEASE REMEMBER TO SILENCE ALL CELL PHONES
DURING THE WORKSHOP SESSIONS!

Agenda

Wednesday, May 14th, 2014		
8:30 - 9:00	**Registration**	
9:00 - 9:45	**Opening Remarks** (Room K1108) *NSA: Mark Wolkow, Director of Outreach, Associate Directorate for Education and Training, NSA* *FSI: Ambassador Nancy McEldowney, Director, FSI*	
9:45 – 10:30	**Keynote Speech (**Room K1108) **Proficient Instruction for Proficient Students: Preparing Teachers for 21st Century Outcomes** *Dr. Thomas Garza, University Distinguished Teaching Associate Professor and Director, Texas Language Center, University of Texas- Austin*	
	Track 1 (Room K1503)	**Track 2 (Room K1504)**	**Track 3 (Room K1505)**
10:40 – 11:10	**Teacher Mentoring Sessions and Its Discursive Practices** *Dr. Hyunsoo Hur, DLIFLC*	**Lessons from STARTALK Language Teacher Professional Development Programs** *Dr. Laura Murray, NCS and Dr. Catherine Ingold, NFLC*	**What Kind of Training Do We Really Need? Needs Analysis for Teacher Training** *Ibolya Latran and Dora Chanesman, FSI*
11:20-11:50	**Empowering Teachers: Incorporating Teacher Reflection into Post Observation Feedback Process** *(virtual presentation)* *Dr. Gyseon Bae, DLIFLC*	**Effective Professional Development Model for Language Instructors Focusing on Cultural & Linguistic Competencies** *Eunice Kim, FSI*	**Let's Drink LessonGin: Cheers**! *Dr. Elixenia Biron and Dr. Sachiko Aoshima, ILI*
11:50-1:15	**Lunch**		
	Track 1 (Room K1503)	**Track 2 (Room K1504)**	**Track 3 (Room K1505)**
1:15- 1:45	**Designing Effective Teacher Training Workshops** *(virtual presentation)* *Sun Young Park, DLIFLC*	**The Vertical vs. the Horizontal: Reflections on Peer to Peer Mentoring** *Lily Han, FSI*	**Open Discussion: Issues in Professional Development** (This session is an informal discussion of topics identified by those attending) *Doug Gilzow, FSI*
1:55-2:25	**Train the Trainer Model for Faculty Training Workshops at DLI** *Dr. Sahie Kang, DLIFLC*	**Learning Consultant Training and the Chinese Section** *Eileen Kaht and Ling Wang, FSI*	**Teacher Development: Another Path to Acing DLPT5** *Mohammed Slass and Grisel Mundo-Love, DLI-Hurlbert Field AFSOC*
2:25-3:00	**Poster sessions and Networking Break** **Transitioning from Instructor to Developer: Lessons Learned**: *Alla Lamp, Iryna Shcherbak, and Anna Stolpe, FSI* **Ed Technology Training Strategy at the School of Language Studies**: *Dora Chanesman and Vjosa Stout, FSI* **Organizing Materials Online for Effective Professional Development**: *Jonathan Southgate, FSI* **Error Correction: Breaking Bad Habits without Breaking Spirits**: *Jennifer Herrin, and Tatyana Stonebarger, FSI* **Foreign Language Teacher Preparation: The Overlap between the Government and the University?**: *Dr. Hyunsoon Hur, DLIFLC*		
3:00-3:30	**Challenges and Benefits of Telementoring** *(virtual presentation)* (Room K1108) *Hanan Khaled, DLIFLC*		
3:30-4:00	**Enhancing Language Instructors' Teaching Skills at the NCS** (Room K1108) *Dr. Margaret Russell, NCS*		
4:00	**Day Wrap-up/ Closing Remarks** (Room K1108)		

Agenda

Thursday, May 15th, 2014	
8:30 - 9:00	**Registration**
9:00-9:15	**Opening Remarks** (Room K1108)
9:15-10:00	**Keynote Speech** (Room K1108) **Designing Professional Development to Promote Learner Autonomy** *Anup Mahajan, Executive Director and Dr. Ana Chamot, Co-Director, National Capital Language Resource Center*
10:00-10:10	**Ignite Speech: Communities of Practice, The Power of Us** (Room K1108) *Lejla Sestic, FSI*
10:10-10:30	**Networking Break**

	Track 1 (Room K1503)	Track 2 (Room K1504)	Track 3 (Room K1505)
10:30-11:30	**TPACK, Lesson Gin, and You** *Dr. David Red, FSI*	**Experiential Approach for In-service Teacher Training** *Rasa Edwards, FSI*	**Lunch and Learn: The Linguistics Book Club** *Beth Mackey, NCS*
11:30 – 1:00	**Lunch**		
	Track 1 (Room K1503)	Track 2 (Room K1504)	Track 3 (Room K1505)
1:00-1:30	**Bringing Recorded Webinars to Life for Professional Development on Demand** *Eva Szabo, FSI*	**What is Your Task?** *Dr. Sachiko Aoshima and Dr. Elixenia Biron, ILI*	**Developing Language Professionals as Cultural Professionals** *Dr. Sandra Grady, FBI*
1:40-2:10	**Open Discussion: Issues in Professional Development** (This session is an informal discussion of topics identified by those attending) *Doug Gilzow, FSI*	**Enhancing Curriculum Development Skills Through the Use of Authoring Tools** *Phillip van den Hout and Jisu Lee, FSI*	**Leveraging Content Management Systems to Develop Flexible Learning Paths for Busy Professionals** *Dr. Lea Christensen and Trevor Jungerman, ILI*
2:10 – 2:30	**Networking Break**		
2:30- 3:00	**Welcome to the Hotel California: A Model Peer-to-Peer Advanced Language Practicum** (Room K1108) *Dr. Bogdan Sagatov and Susan Callahan, NCS*		
3:00-3:30	**Cyclical Faculty Development Based on Data-Driven Instruction** (Room K1108) *Dr. Steven Berbeco*		
3:30-4:00	**Closing Remarks** (Room K1108) *NSA: Mark Wolkow, Director of Outreach, Associate Directorate for Education and Training, NSA*		

Abstracts for Wednesday, May 14th

9:45 am - 10:30 am   Room K1108
Keynote Speech
Proficient Instruction for Proficient Students: Preparing Teachers for 21st Century Outcomes
Dr. Thomas Garza, University Distinguished Teaching Associate Professor and Director, Texas Language Center University of Texas- Austin

As both government and private institutions refashion their language and culture curricula and programs to articulate ever-increasing proficiency goals with ever-shrinking resources, the imperative to deliver instruction by the most effective and efficient means possible is greater than ever. The role of the instructor in the post-recession classroom is more crucial than ever to guide the learner toward autonomous interaction in the language while using valuable classroom time to promote professional-level proficiency. Of paramount importance is the preparation of teachers who can meet the demands of the "proficient classroom" in order to prepare cadres of professionals who attain ever-higher outcomes. This presentation addresses the potential of blended, or hybrid, language instruction and ways that the profession must prepare its instructors to create and deliver "proficient instruction."

10:40 am - 11:10 am   Room K1503
Teacher Mentoring Sessions and Its Discursive Practices
Dr. Hyunsoo Hur, Associate Professor, Defense Language Institute Foreign Language Center

The presentation reports on discursive practices of teacher mentoring sessions in the pre-service teacher education program at a U.S. government agency. Research on teacher development has shown that the beginning years of teaching are critical in teachers' professional growth as novice teachers start building pedagogical content knowledge, the intersection of the knowledge of specific subject, pedagogy, and of the teaching context (Shulman, 1987). During the initial stage of teaching, teachers build various knowledge bases related to teaching, such as of learners, curriculum, institutional context, class management skills and teaching strategies. Teachers also develop self-awareness and identify one's strengths and weaknesses. This research-based presentation explores discursive practices occurring between foreign language teacher educators and novice teachers in one-on-one lesson planning mentoring sessions. For data collection, interactions between three respective teacher educators and novice teachers were audio-recorded. Teachers' lesson plans produced prior to and after the mentoring sessions were collected to compare and contrast possible changes and development. According to the data analysis, teachers demonstrated development in their revised lesson plans. The dynamics during interactions between teacher educators and new teachers contributed to this transformation. The study finding provides implications for possible language teacher mentoring practices at workplace.

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Abstracts for Wednesday, May 14th

10:40 am - 11:10 am   Room K1504
Lessons from STARTALK Language Teacher Professional Development Programs
Dr. Laura Murray, Technical Director, National Cryptologic School
Dr. Catherine Ingold, Director, National Foreign Language Center, University of Maryland

STARTALK is a national, federally-funded program to promote the teaching and study of languages critical to national security. STARTALK may be best known for its student programs, which have provided summer learning opportunities in ten languages across all 50 states for 34,000 students from K-16 since the program inception in 2007. However, STARTALK also supports a robust program of teacher professional development, which has trained more than 10,000 teachers since 2007. This presentation will provide information on the foreign language teaching methodology developed under STARTALK and the national impact of STARTALK teacher professional development programs, and give workshop participants an opportunity to experience the type of training teachers receive in STARTALK summer workshops.

10:40 am - 11:10 am   Room K1505
What Kind of Training Do We Really Need? Needs Analysis for Teacher Training
Ibolya Latran, Training Specialist, Foreign Service Institute
Dora Chanesman, Training Specialist, Foreign Service Institute

Teacher training is often identified as the most obvious solution to improve performance in language instruction. The path to decision on what kind of training is needed, however, can be unclear. Trainers many times are faced with having to design workshops with limited information about the desired outcome. The systematic process of needs assessment and analysis with data collection from all stakeholders is essential for success.

In this session the presenters will give an overview of two instructional needs analyses that they conducted for language sections in the School of Language Studies at Foreign Service Institute. They will reflect on how these processes helped them identify the gaps between current and desired results and inform decisions about subsequent steps in the instructional design process.

11:20 am - 11:50 am   Room K1503

Empowering Teachers: Incorporating Teacher Reflection into Post Observation Feedback Process *(virtual presentation)*
Dr. Gyseon Bae, Chairperson, Defense Language Institute Foreign Language Center

Classroom observation is an essential, integral part of foreign language teacher training. It is an interactive, non-directive, and exploratory process, through which teachers can develop self-awareness, self-reflection, and autonomy in the dialogic relationship with observer (Mann, 2004). Accordingly, post observation feedback session after supervisory observation should be interactive and collaborative meaning making endeavour between teacher and supervisor, with the ultimate goal of improved teaching performance

In this session, the presenter demonstrates how to incorporate teachers' self- reflection into post observation feedback process and how the teachers' self-reflection could serve as powerful diagnostic tool for their professional development and growth. First, the presenter introduces several different feedback options that supervisors can use to elicit teacher reflection after classroom observations, as well as pros and cons of each option. Next, participants are engaged in hands-on activities, in which they analyze sample self-reflective reports written by foreign langauge teachers via supervisory feedback in order to identify the gap between what the teachers thought of their lessons and what the supervisor observed in their lessons on the particular areas of teaching. Lastly, tailored feedback strategies that would narrow the perceived gap between teachers and supervisors to make desirable changes will be discussed.

11:20 am - 11:50 am   Room K1504

Effective Professional Development Model for Language Instructors Focusing on Cultural & Linguistic Competencies
Eunice Kim, Language and Culture Instructor, Foreign Service Institute

The purpose of this presentation is to suggest an effective model to develop instructors' ability to connect the different cultural practices, products and perspectives into their language instructions. Based on the instructors' competence, students are able to use this knowledge and language proficiency to improve their professional performance in their career.

In foreign language programs for government employees, instructors need to be facilitators and resources not just language experts. To obtain this goal, the presentation implements a professional development model for instructors with improved instruction. The process is designed to cover pre-conference, observation, and post-conference while focusing on how to integrate concepts of cultural practices into language instruction. Within the process, a sample development session guides trainees to combine the formal culture and the daily life culture into their instructions. The presentational session covers the essential elements: namely collaboration, comparison, connection and co- ownership to suggest a model for instructors in the Foreign Service Institute.

Also, the development process places heavier emphasis on collaborative learning and student self-directed learning. In addition to that, the presentation urges developers, especially in challenging language sections, to make applicable and advanced professional development models for instructors in the government-affiliated institutions.

Abstracts for Wednesday, May 14th

11:20 am - 11:50 am   Room K1505
Let's Drink LessonGin: Cheers!
Dr. Elixenia Biron, Program Manager, Intelligence Language Institute
Dr. Sachiko Aoshima, Language Training Supervisor, Intelligence Language Institute

This presentation will outline how ILI trained its instructors to use a new tool, LessonGin which helps instructors to quickly prepare reading, listening, and vocabulary lessons and activities for classroom instruction, as well as incorporate reading and listening strategies in their classroom. The training approach included flexible delivery methods such as face-to-face individualized training, video tutorials, smartboard lessons, and hands-on demonstrations. We will describe program design and planning, implementation,and resources. Also we will highlight our successes and challenges.

1:15 pm - 1:45 pm   Room K1503
Designing Effective Teacher Training Workshops *(virtual presentation)*
Sun Young Park, Faculty Development Specialist, Defense Language Institute Foreign Language Center

An effective professional development plan offers teachers with ongoing learning opportunities to develop their professional knowledge and skills. This allows them to keep abreast with the current innovation in the field of language teaching and assist our language learners to succeed in class. We, teachers, always need to learn, refine and reflect our current existing knowledge and skills so we can develop and enhance effective practice. The school administrators and in-house faculty development team can support teachers with effective and quality workshops as one of the venues for the professional development plan. The presentation will address the underlying adult learning principles to design a teacher training workshop, introduce the 5 steps of an effective training model and types of meaningful activities, and explore facilitation skills in order to design and conduct effective teacher training workshops.

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Abstracts for Wednesday, May 14th

1:15 pm - 1:45 pm   Room K1504

The Vertical vs. the Horizontal: Reflections on Peer to Peer Mentoring

Lily Han, Language and Culture Instructor Foreign Service Institute

In government organizations, the most dominant way of communication is vertical. However, as far as teacher's professional development is concerned, the vertical sometimes does not work as effectively as the horizontal. Based on solid personal experiences, this presentation discusses the benefits of peer-to-peer mentoring which include mutual trust and support, creating a climate of collaboration instead of competition, etc. It also briefly discusses the issues that might be involved in establishing an institution-wide peer-to-peer mentoring system.

1:15 pm - 1:45 pm   Room K1505

Open Discussion: Issues in Professional Development

Doug Gilzow, FSI

This session is an informal discussion of topics identified by those attending.

Abstracts for Wednesday, May 14th

1:55 pm - 2:25 pm   Room K1503

Train the Trainer Model for Faculty Training Workshops at DLI
Dr. Sahie Kang, Professor and Dean, Defense Language Institute Foreign Language Center

This presentation discusses the train-the-trainer model of a variety of faculty training workshops at Continuing Education Directorate at DLI, from which all classroom teachers are expected to gain teaching and counseling techniques and skills to apply for their higher level classroom teaching. The expected outcome of this model is that upon completion, the participants return to own school and/or department and train other teachers to teach and counsel students effectively meeting the standards. The model includes a few days face-to-face workshop on underlying principles of teaching and counseling, and another few days of asynchronous practicum for conducting actual instruction or counseling followed by three-hour synchronous wrap up discussion. The face-to-face workshop covers the principles of a variety of higher-level teaching and counseling techniques and the skills and techniques of workshop facilitation. And the asynchronous practicum allows participants to apply gained knowledge and skills in actual classroom teaching and counseling using Sakai learning management system. The final three-hour wrap up session allows participants share reflections and issues of the process using DCO system.

1:55 pm - 2:25 pm   Room K1504

Learning Consultant Training and the Chinese Section
Eileen Kaht, Head, Learning Consultation Service, Foreign Service Institute
Ling Wang, Language and Culture Instructor, Foreign Service Institute

The Chinese section at Foreign Service Institute recently sent four carefully selected instructors to Learning Consultant Training and afterwards placed these four into various types of teaching, counseling, and organizational roles within the Chinese program. Learning Consultant training is a rigorous, year and a half-long program designed to train seasoned Foreign Service Institute language instructors in enhanced interpersonal skills, individual differences in learning, and an objective approach to handling learner difficulties. Presenters will share what was covered and practiced during training and how the trainees are now using what they learned in their daily work with learners. Presenters will also discuss the hopes and expectations of the language section prior to training, and whether or not this type of professional development is meeting the needs of the Chinese program.

1:55 pm - 2:25 pm   Room K1505
Teacher Development: Another Path to Acing DLPT5
Mohammed Slassi, Director, Defense Language Institute
Hurlburt Field, U.S. Air Force Special Operations Command Language Center
Grisel Mundo-Love, Director, U.S. Air Force Special Operations Command Language Center

In teaching, development has long been considered an exclusive attribute of the learner. However, new trends in contemporary studies have focused on teacher development, being an essential factor for classroom effectiveness. While current educational momentum is driven by an overriding concern with student achievement and what promotes it: motivation, learner development, learning styles, diagnostic assessment, andragogy, and so on and so forth. The role of the teacher in student achievement, however, is crucial. Timperly, Wilson, Barrar, and Irene (2007) showed that students will benefit when teachers acquire competencies and good teaching behavior. Other authors stressed that development focused on content knowledge contributes to changes in instructional practice (Joyce & Showers, 1995; Stein, Smith, & Silver, 1999; Garet, Porter, Desimone, Birman, & Yoon, 2001) and found a direct and positive correlation between the number of hours teachers participated in professional development activity and the amount and type of change related to the topic of the professional development.
Through PowerPoint slides, the presenters will address the following:
•   Paradigms of Teacher Development
•   DLI, a contender of Teacher Development
•   How does empowering the teacher transcend to empowering the learner?
•   Results of a quantitative study conducted at Hurlburt Field regarding teacher's professional
         development activities (N=15)

2:25 pm - 3:00 pm   Corridor outside of Room 1502

POSTER SESSIONS:

• **Transitioning from Instructor to Developer: Lessons Learned**
  Alla Lamp,Training Specialist, Foreign Service Institute
  Iryna Shcherbak,Russian Language and Culture Instructor, Foreign Service Institute
  Anna Stolpe, Language and Culture Instructor, Foreign Service Institute

  Experienced instructors know their program requirements, curriculum, and students' needs. They are often asked to create new language courses. At first glance, this task seems relatively simple to first-time developers. However, they tend to underestimate the difficulty of their assignment. The truth is that course development requires more than just teaching experience and subject matter expertise. To create an effective course, developers need to educate themselves in instructional design and establish a collaborative system of both learning and doing.

  This poster presentation will showcase how a team of first-time developers integrated the principles of instructional design into their work and generated a collaborative procedure for different phases of the creative process. The team will share information about the most effective practices and lessons learned during the process of designing a language course. The presentation will encourage professional discussion and provide practical recommendations to peers interested in materials development.

POSTER SESSIONS:

- **Ed Technology Training Strategy at the School of Language Studies**
  Dora Chanesman, Training Specialist, Foreign Service Institute
  Vjosa Stout, Training Specialist/Education Coordinator, Foreign Service Institute

  In recent decades, technology has been increasingly embraced in the teaching and learning process. One of the biggest changes has been the influence of technology in the classroom in both a physical and attitudinal sense. Foreign language instructors take advantage of newly emerging technologies in order to maximize the impact of language training. For instance, instructors and students go from home-based screens and devices to a similar mode of interacting at school, sharing ideas about delivery and teaching strategies.
  In order to meet the employees' performance and professional needs in the area of educational technology, School of Language Studies (SLS) at FSI provides both informal and formal training opportunities.
  SLS offers a myriad of learning resources and encourages a self-directed and collaborative learning approach. Additionally, SLS stays flexible in its approach to offer instructional support in the form of formal training when required or desired.
  This poster presentation will demonstrate SLS's authentic and effective technology training strategy which facilitates acquiring the skills and knowledge necessary for professional development at the learners' discretion and convenience.

- **Organizing Materials Online for Effective Professional Development**
  Jonathan Southgate, Staff Development and Program Assistant, Foreign Service Institute

  The Staff Development program within the School of Language Studies enhances the skills and knowledge of instructors and provides the resources necessary to continue their professional development. Along with various training sessions, clinic, and fairs Staff Development maintains an extensive intranet website.
  This website includes -- 1. an archive of session materials (presentations & handouts) from in-person training sessions; 2. an organized collection of relevant peer-reviewed articles, newspaper articles, and books relating to language learning and teaching; 3. a collection of conference reports written by staff to connect what they learn from conferences to SLS; 4. an activity bank of language lessons; 5. a list of online technical tutorials created by the State Department and Microsoft; 6. a collection of language learning resource sites.
  This poster presentation will highlight the various elements of the website and explain how it is organized. The process by which new materials are added and procedures for improvement will also be showcased. The aim of this poster presentation is to provide trainers one way to organize materials to maximize the professional development of language instructors outside of tradition sessions or clinics.

- **Error Correction: Breaking Bad Habits without Breaking Spirits**
  Jennifer Herrin, Language Training Supervisor, Foreign Service Institute
  Tatyana Stonebarger, Language and Culture Instructor, Foreign Service Institute

  We want our language students to be fluent, so we strive to create interesting meaning-focused activities for them to practice real-world language. However, how can we be sure that we are also focusing on correctness and helping them become more accurate? This presenation will give an overview of techniques that teachers can use when a student commits a mistake . . . or is it an error? Some ways to effectively draw students' attention to their own mistakes will be demonstrated using samples from a student of Russian.

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POSTER SESSIONS:

- **Foreign Language Teacher Preparation: The Overlap between the Government and the University?**
  Dr. Hyunsoon Hur, Associate Professor, Defense Language Institute Foreign Language Center

  The strong relationship between the quality of teachers and students' learning outcome has been constantly evidenced in the students' performances. Depending on the teachers' knowledge of teaching content, learners, and institution, experiences with teaching methodologies, understanding of the target culture and teachers' level of language proficiency, the quality of instructions may vary. Foreign languages have been taught both in K-16 settings and government agencies and sharing of ideas and teaching orientations have been made in the areas of curriculum, methodologies and assessments (e.g., OPI). Nevertheless, the topic of teacher preparation between the private sector (e.g., universities) and the government sector has not been much explored. Based on the experience of working as a foreign language teacher education program reviewer for American Council on the Teaching of Foreign Languages (ACTFL) and Council for the Accreditation of Educator Preparation (CAEP), the presenter will share standards and requirements adopted by ACTFL/CAEP for foreign language teacher certification. Teacher certification standards adopted by a government agency (e.g., Defense Language Institute) will also be introduced to compare and contrast similarities and differences between the two. Overlapping aspects of two foreign language teacher preparation programs will be discussed as well as the challenges and areas for improvements.

3:00 pm - 3:30 pm   Room K1108
Challenges and Benefits of Telementoring *(virtual presentation)*
Hanan Khaled, Faculty Support Advisor, Defense Language Institute Foreign Language Center

Much has been written and said about mentoring, in regards to its uses, the qualities and skills involved, and its benefits in teacher development. What is not questioned is the traditional approach of face to face mentoring to facilitate teacher development and learning.

With the recent innovation in technology, telementoring is becoming an increasingly widespread approach for offering mentoring services. The relationship between mentors and mentees takes new forms, increasingly opening up the chances for communication across time and space. Whatever technological advances hold, however, meeting the mentees' individual needs should be the focus of any development of telementoring in order to be a useful and meaningful process for mentors and mentees.

With the wide spread of language detachments of the Defense Language Institute Foreign Language Center, there is little doubt telementoring can offer an innovative way for mentoring teachers in need. This presentation focuses on the concept of mentoring at a distance and its usefulness in teacher development. Through a reference to four mentoring cases that the presenter experienced with newly-hired teachers at Defense Language Institute Foreign Language Center, an attempt will be made to answer these questions: Using the advances in technologies, how does telementoring offer new opportunities for teacher development? What are the challenges and the rewards for mentors, mentees and institution? What do mentors and mentees need to make telementoring a successful experience?

3:30 pm - 4:00 pm   Room K1108
Enhancing Language Instructors' Teaching Skills at the NCS
Dr. Margaret Russell, Scientific Linquist, National Cryptologic School

The Linguistics, Instructional Technology, Methodology, and Assessment curriculum (LIMA) at the NCS is the curriculum responsible for the professional development of NCS cryptologic language instructors. Within LIMA, instructors learn innovative strategies in approaching the specialized problem set of cryptologic language instruction. This talk introduces the core LIMA courses and roadmap established as significant for the professional development of cryptologic language instructors. Specific skills required of cryptologic language instructors at NCS, as well as LIMA course content and development, will be discussed.

9:15 am - 10:00 am   Room K1108
Keynote Speech
Designing Professional Development to Promote Learner Autonomy
Anup Mahaja, Executive Director, National Capital Language Resource Center
Dr. Ana Chamot, Co-Director, National Capital Language Resource Center

In recent years there has been an increased awareness of the interrelationship between learner autonomy and teacher autonomy. One obvious impact on learners' autonomy is their instructors' understanding of what autonomy means, and their ability to implement it. Nowhere is this nexus more critical than planning for professional development. In this presentation, professional development will be discussed as an ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students. Strategies for instructors to facilitate learner involvement, promote learner reflection, and provide opportunities for autonomous learning will be presented.

10:00 am -10:10 am   Room K1108
Ignite Speech: Communities of Practice, the Power of Us
Lejla Sestic, Learning Counselor, Foreign Service Institute

Come harvest the power and the potential of an age-old phenomenon recently coined as Community of Practice (COP). COPs are groups of people with a shared passion, concern or an interest in doing something. They come together to implement their idea and to learn how to improve that practice, as they interact regularly. A COP is an excellent channel to share your expertise and thirst for knowledge, all in the pursuit of improving the teaching and learning process. See how you are the key to innovation in your organization. Get ignited by a concept and examples of knowledge-sharing and knowledge-management. Start your own COP today!

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Abstracts for Thursday, May 15th

10:30 am - 11:30 am   Room K1503
TPACK, LessonGin, and You
Dr. David Red, Director, Curriculum & Staff Development, Foreign Service Institute

In this workshop, participants will learn how to introduce the notions of Mishra and Koehler 's TPACK (Technological Pedagogical Content Knowledge) Model to language teachers via the use of the software application LessonGin, available on the CL-150 site of the Joint Language University. LessonGin is a new tool for developing reading lessons with appropriate questions, activities, and vocabulary development and an ideal vehicle for introducing TPACK to teachers. Participants will learn about the conceptually based theoretical framework of TPACK and determine how LessonGin provides a basis for skillful integration of teaching with technology. The workshop will focus on how to construct training for instructors so they will be able to make conscious informed decisions about integrating technology in their teaching and, with LessonGin, designing robust reading lessons that pose appropriate challenges and provide needed support for learners.

10:30 am - 11:30 am   Room K1504
Experiential Approach for In-service Teacher Training
Rasa Edwards, Training Specialist, Foreign Service Institute

The workshop will feature an approach of teaching language instruction techniques and activities to language and cultural instructors at the School of Language Studies, Foreign Service Institute. Since reading and speaking activities combine knowledge and skill, simply demonstrating or describing an activity may address knowledge but will not be sufficient for skill-building. This is an aspect that calls for an experiential approach.

The experiential model includes four phases: (I) a conceptual explanation of why a specific activity meets set instructional purposes; (II) a simulated experience phase where the trainer engages session participants in the activity as language learners; (III) a reflective phase where participants resume instructor roles and analyze their experience from the perspective of a learner, learning content, and learning environment; and (IV) brief planning phase to discuss how similar instructional activities can be designed and embedded in their lesson planning practices.

Abstracts for Thursday, May 15th

10:30 am - 11:30 am   Room K1505

Lunch and Learn: The Linguistics Book Club
Beth Mackey, Senior Lead for Language Testing, Department of Defense

The Center for Language and Area Studies recently introduced a Linguistics Book Club. The Club is offered to both language instructors at the National Cryptologic School and language professionals in operations. Each month, professionals in the Center select a paper on a topic of interest. Topics to date have included aptitude, critical period effects, learning styles and strategies, and C-tests. During this workshop, we will model the book club so that other agencies can experience it for themselves. A very short reading, along with discussion questions, will be provided to simulate the Book Club. A facilitator will lead a discussion of the reading, using the questions as a guide. The topic will be drawn from new research on implicit-explicit learning and what classroom teachers can do to tailor their training. To wrap up the workshop, the facilitators will also show how the book club has already generated a return on investment when an article on C-Tests led to a pilot study in support of a new Russian placement test.

1:00 pm - 1:30 pm   Room K1503

Bringing Recorded Webinars to Life for Professional Development on Demand
Eva Szabo, Head of Staff Development, Foreign Service Institute

Many professional organizations such as ACTFL, TESOL and others produce helpful webinars for professional development. Participating in live webinars is not always possible because of scheduling conflicts, and simply listening to a recorded lecture can be tedious. Webinars are often archived however and are available for months after the original presentation which makes them ideal for professional development on demand. This presentation will explore several creative strategies the professional development program at the School of Language Studies at the Foreign Service Institute has used to present webinars available from experts in the field of language training to address language and culture instructors' training needs in a variety of areas. Participants will see examples of using recorded webinars in a group setting, enhancing the lecture with support materials and tailoring the delivery to respond to the needs of the teaching staff.

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Abstracts for Thursday, May 15th

1:00 pm - 1:30 pm   Room K1504
What is Your Task?
Dr. Sachiko Aoshima, Intelligence Educator, International Language Institute
Dr. Elixenia Biron, Program Manager, International Language Institute

This presentation will show an example of professional development program designed to implement effective task-based instruction. One of the five principles in the institute is 'task-based instruction', which engages learners in goal-oriented, job-related communication by fully utilizing their target language. The instructors and the program managers understand the importance of this approach and have implemented it in their teaching and curriculum. However, they have recognized some confusions in the definition of 'tasks' and demanded for developing more effective curricula, syllabi and lessons. The professional development workshop provided in the institute was successful in guiding the participants to clarify working definitions of a task, to better understand the task-based approach based on its theoretical underpinnings, and to produce examples of improved syllabi and lesson plans through hands-on activities. This presentation will also include lessons learned from the workshop.

1:00 pm - 1:30 pm   Room K1505
Developing Language Professionals as Cultural Professionals
Dr. Sandra Grady, Applied Linguist, Federal Bureau of Investigation

FBI Language Services Section describes itself as the "authority for all foreign language and culture-related matters at the FBI," which recognizes the intrinsic connection between these two areas of human behavior. However, the ability to measure proficiency and develop skills in these elements is currently only available on the linguistic end of the spectrum. At the same time, our customers continue to need deeper cultural knowledge from our personnel. This 20 minute presentation explores emerging FBI efforts to professionalize how language professionals provide services as culture brokers. It will overview training efforts in the basic course for language professionals, as well as efforts to establish formalized peer review processes for cultural presentations, before ending with a participant discussion brainstorming next steps in validating cultural expertise among language professionals.

1:40 pm - 2:10 pm   Room K1503
Open Discussion: Issues in Professional Development
Doug Gilzow, Foreign Service Institute

This session is an informal discussion of topics identified by those attending.

1:40 pm - 2:10 pm   Room K1504

Enhancing Curriculum Development Skills Through the Use of Authoring Tools
Phillip van den Hout, Instructional Designer, Foreign Service Institute
Jisu Lee, Instructional Designer, Foreign Service Institute

As every educator knows, designing a classroom curriculum is not the same as designing a self-study language review and reinforcement program. In addition, not all classroom teachers have the means or time to develop extensive self-study resources. In order to bridge this gap and fill this need, Foreign Service Institute's Instructional Support Division provides instructors with the technology and training to ensure that they are able to effectively teach as well as provide their students with engaging and powerful review materials.

This session will show how ISD is able to assist language instructors in enhancing their self-study curriculum development skills while rapidly producing interactive practices for students through the use of Foreign Service Institute's in-house authoring tool Activity Builder (AB).

By training instructors how to use AB while demonstrating sound instructional design principles, ISD is able to use a meaningful context to teach technical proficiency as well as self-study review curriculum design.

1:40 pm – 2:10 p.m.   Room K1505

Leveraging Content Management Systems to Develop Flexible Learning Paths for Busy Professionals
Dr. Lea Christensen, Program Manager, International Language Institute
Trevor Jungerman, Techtastic, International Language Institute

With an exponentially growing repertoire of content, tools and delivery options, Content Management Systems (CMS) promise fresh answers to the problem of learning and knowledge transfer by creating flexible professional development opportunities. This presentation will look at iLinks, a CMS developed at ILI to deliver tailored professional development paths to meet the mission of the organization. The focus is on personalized just-In-time learning as needs arise outside the timelines and schedules of 'professional development training' workshops. ILinks includes a library of user-rated resources, tools, tutorials, website links, and mobile apps for on-demand use.

We will discuss how a CMS like iLinks can facilitate and create on-the-job lifelong professional development. We will share strengths and limitations associated with its use.
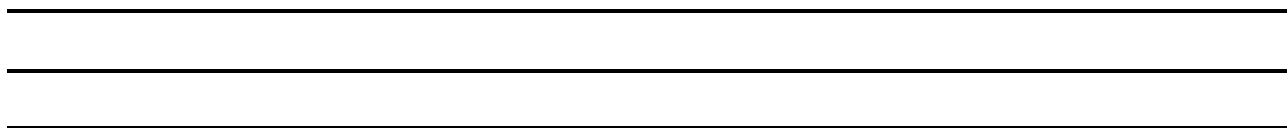
2:30 pm – 3:00 pm   Room K1108

Welcome to the Hotel California: A Model Peer-to-Peer Advanced Language Practicum
*Dr. Bogdan Sagatov, Academic Advisor, National Cryptologic School*
Susan Callahan, Instructor/Technologist, National Cryptologic School

In advanced language courses the difference between trainers and trainees is oftentimes marked only by which side of the classroom desk each occupies. Indeed, instructors and students in such classes are basically peers and colleagues - the former assigned to the "school house," the latter to "operations." In our Agency, all belong to the Language Analysis Skill Community and are mandated to complete 160 hours of significant language training biannually and take professional language proficiency tests in reading and listening every three years.

So what kind of courses can be provided for "student-colleagues" that offer them a significant training experience while challenging and enhancing their professional skills and knowledge? Welcome to the Hotel California!

The pedagogy is simple: lock two or more students into a room and throw away the key. They are professionals capable of working independently and learning from each other. Add meaningful tasking, instructor participation and oversight. Working together, this peer-group can produce materials that can be used for training and sustainment by the greater target language community.

This presentation offers a detailed description of the Hotel California Concept, together with examples of practicum-produced materials, which were subsequently repurposed and developed into useful classroom and online courseware.
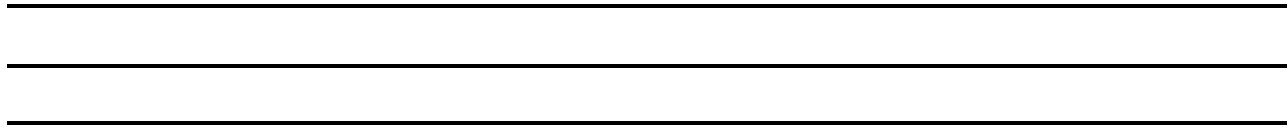
3:10 pm - 3:40pm   Room K1108

Cyclical Faculty Development Based on Data-Driven Instruction
Dr. Steven Berbeco

Recent research has demonstrated that effective professional development correlates strongly to improved student outcomes. Yet the choice of workshops can often depend on policy goals instead of being linked directly to faculty needs. This presentation introduces an innovative method of cyclical faculty development based on best practices in data-driven instruction.

The process begins with non-evaluative and low-inference classroom observations, using rubrics that are linked to research-based best practices. The next step involves data aggregation and analysis using simple statistical methods found within commonly-used software programs. After that comes data interpretation in the construct of local language training policy. The final step is practical implementation of the results to drive effective professional development for existing faculty demands.
The research base, theory, structure, and practical implementation will be presented and discussed, including anticipated benefits and observed limitations.
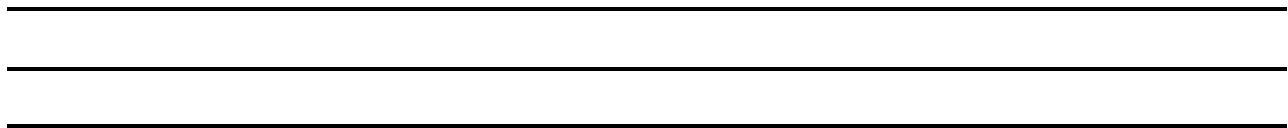
Twitter @ LEARN 2014

GENERAL INFO

- The hashtag for this conference will be #FSILEARN.
- Please do not tweet photographs of the event.
- Tiffany Attaway is the Chief Tweeter for LEARN 2014. She is *@jiminica*.

SIGNING UP FOR TWITTER

Go to http://www.Twitter.com and click the *Sign up for Twitter* button for a free account.

CUSTOMIZING YOUR TWITTER PROFILE

Once you create your account, you can add more details to your profile by clicking on the gear icon in the upper right part of the Twitter page. Next click *Settings > Profile*.

Some of the things you can modify are:

Photo: You can upload a profile photo to associate with your username. It must be a JPG, GIF, or PNG file and must be smaller than 700KB.

Name: You can list your real name. This will be displayed along with your username.

Location: Tell people where your geographic home base is.

Website: If you have a professional website, you can list it here.

Bio: Provide a short description of you who are.

BASIC TWITTER LINGO

Tweet: a Twitter update of 140 characters or less. Tweet box: The area of the screen where you post your tweets.

Retweet or **RT**: Forwarding a tweet from one user to your twitter followers, while automatically crediting the source.

Following: The people you've told Twitter you want to see Tweets from.

Followers: The people who have told Twitter you want to see their tweets.

@Mention: Referring to another Twitter user in your tweet by using the @ followed by their username. Example: @*jiminica*

Hashtag: A word or words preceded by a # sign that signal the topic or theme of the tweet. Users can follow topics by searching for tweets with certain hashtags. Example: *#justinbieber*

Link: You can include links to websites, videos or photos. Twitter will automatically shorten it to a URL of 22 characters to keep it small.

Character count: How many letters, numbers, spaces or punctuation marks you've used. There's a counter under your Tweet box that will count down as you type.

TWITTER ON SMARTPHONES AND TABLETS

- Go to the App Store (iOS) or Google Play (Android) and find an app. Search on *Twitter* or choose one of the apps listed below.
- Sign in with your username and password, or if you are a new tweeter, follow the directions to sign up for a new account.
- Look for a tweet box or icon that says *Compose* or something similar, and start typing.
- Post updates about the sessions you are attending, key thoughts and observations, or just how awesome the workshops are.
- Don't forget to use the *#FSILEARN* hashtag.

IOS TWITTER APPS

Hootsuite
free

Tweetbot
$2.99

Twitterific
$2.99

ANDRIOD TWITTER APPS

Plume
free

Ubersocial
free

Robird
$1.99

TWITTER VIA SMS (TEXT MESSAGING)

If you don't have a "smartphone" or a tablet, you can still use Twitter on a cell phone that allows SMS text messages.

Send a text message to 40404 with the word **START.**

Twitter will send you a reply and ask you to reply back with your **full name** to sign up.

Twitter will then send a message back to you and assign you a **username** based on your full name. Text SET USERNAME to change it.

Now every time you send a text to 40404, it will be sent out as a tweet from your username. The exception is when you send a command such as:

ON: turns ALL your authorized Twitter updates and notifications on.

OFF: turns ALL phone notifications off.

FOLLOW *username*: allows you to follow a specific user.

UNFOLLOW *username*: allows you to stop following a specific user.

STOP, QUIT, END, CANCEL, UNSUBSCRIBE: deactivates your account.

2014

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