



International Leadership of Texas

ILTexas.org 3301 N. Shiloh, Garland, TX 75044 Tel: (888) 579-8981

AGENDA

International Leadership of Texas Board of Directors Meeting
Wednesday, August 21st, 2013 – 6:00pm
3301 N. Shiloh, Garland, Texas

I.	Call to Order	Tab
II.	Approval of July 2013 Minutes.	1
III.	General/Public Comment	
IV.	CEO/Superintendent Report: Eddie Conger	2
	A. CFO Report, Jerry McCreight	3
	B. COO Report, Chris Florance	4
	C. Chief Academic Officer Report, Dr. Laura Carrasco	5
	D. Special Education Report,	6
	E. Community Development Report, Angela Moran	7
	F. Athletic Director Report, Tomas Sanchez	8
	G. Director of Testing & Technology, Joyce Wheeler	9
	H. Principals' Report:	10
	1. Garland HS - Nadia Ayala, Principal	
	2. Garland MS – Myrna Apodaca, Principal	
	3. Garland ES – Angela Marcellus, Principal	
	4. Arlington MS – Constance Jawaid, Principal	
	5. Arlington ES – Elizabeth Lawlor, Principal	



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V.	Discussion Items:	Tab
	A. Grand Opening Ceremony	11
VI.	Executive Session:	12
	A. Discuss Personnel Hiring Issues	
	B. Discuss Real Estate	
VII.	Action items:	13
	A. Discuss/act on Faculty Handbook	
	B. Discuss/act on Special Education Contract	
	C. Discuss/act on 2013 – 2014 Budget	
	D. Discuss/act on request for loan from Vintage Bank for Instructional Materials.	
	E. Discuss/act on hiring of new personnel	
VIII.	Adjourn	



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International Leadership of Texas Board Meeting Minutes for July 17, 2013

- I. Call to Order - The Board of the International Leadership of Texas was convened Wednesday, July 17, 2013 and was called to order at 6:03 p.m. by President Frank Corte at Lake Arlington Baptist Church located 2912 Little Road in Arlington, Texas. Roll was called and a quorum was confirmed.
 - A. Board Members present:
 - i. Frank Corte, President
 - ii. Curtis Donaldson, Vice President
 - iii. Connie Wallace, Assistant Secretary
 - B. Board Members absent:
 - i. Carmen Valdivia, Secretary
 - ii. Cliff Seveier
 - C. Staff Present:
 - i. Eddie Conger, CEO/Superintendent
 - ii. Jerry McCreight, CFO
 - iii. Chris Florance, COO
 - iv. Dr. Laura Carrasco, Director of Languages
 - v. Nadia Ayala, Principal, Garland HS
 - vi. Myrna Apodaca, Principal, Garland MS
 - vii. Angela Marcellus, Principal, Garland ES
 - viii. Elizabeth Lowler, Principal, Arlington ES
- II. Approval of May 2013 Minutes.
 - i. Motioned by Curtis Donaldson
 - ii. Seconded by Connie Wallace
- III. General/Public Comment
 - i. Public statement of support was made by Pastor of Lake Arlington Baptist Church
- IV. Staff Reports
 - A. CEO/Superintendent Report, Eddie Conger- District-wide updates provided, specifically- Visit to China, Technology service provider C2M



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- (WiFi, Chrome Books, Samsung devices, Document Cameras/Cart) at an estimated cost of \$2.5M over 5 years with 5% interest
- B. CFO Report, Jerry McCreight- Financial Report provided and explained, specifically-Line of Credit Update, Expenditures to date Explained, Future expenses explained, Anticipated state income with first disbursement expected September 15 and second disbursement September 25. State will thereafter pay according to attendance. Instructional allotment significantly less than anticipated (\$44/student) therefore technology and chrome books will be of great significance.
 - C. COO Report, Chris Florance- Explained construction timeline for Garland K-8 campus and city requirements for HS campus. Arlington ES logistics and FFE beginning, Arlington MS location is Agape Baptist Church. One Pod was secured for storage purposes. Revolution Foods selected as Food Service provider, Custodial services not yet finalized, meeting with potential contractors. Continued study of Marshal services for security. Two options explored: 1. Hire someone to serve as a school marshal. 2. Allow a teacher who is certified as a marshal to act accordingly. Decision was made to have a fulltime marshal in uniform that is certified to carry out the full duties of this role. Currently considering those already certified as a police officer with the expectation they will complete marshal certification by December. A nurse for garland has been hired and there are two vacancies in Arlington.
 - D. Chief Academic Officer Report, Dr. Laura Carrasco- Comprehensive report provided that includes updates on Curriculum, Professional Development, Teacher Appraisal, Tri-lingual Education Model and the academic calendar.
 - E. Director of Special Education, Adelaide Sampson provided a written report that includes the projected number of students enrolled in program and proposed assessment service providers and hiring of Sp Ed teachers for both Garland and Arlington.
 - F. Community Development Report, Angela Moran- provided report that includes a list of potential guest for the Grand Opening, Development and Community Relations activities.



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- G. Athletic Director Report, Tomas Sanchez- Provided written and verbal report that included the trainings coaches are receiving and the number of coaches- 9 PE, 9 Performance Coaches.
- H. Principals Reports- Written reports provided by Garland HS, Garland MS, Garland ES, and Arlington ES. Most updates included staff hiring, master schedules, enrollment, and parent meetings
- V. Discussion items
 - A. Discuss Faculty Handbook
- VI. Executive Session:
 - A. Discussion of Personnel (hiring)
 - B. Discussion of Real Estate
- VII. Action items:
 - A. Discussed the adopting of a policy concerning students reciting the pledge of allegiance to the United States and to the Texas flag, and observance of the minute of silence one each school day. Motion made by Donaldson and seconded by Wallace- APPROVED
 - B. Discussed the 2013-2014 budget based on \$7500/student with a fiscal year that ends August 31. Motioned by Donaldson and seconded by Wallace- APPROVED.
 - C. Discussed the Student Code of Conduct. Motioned by Donaldson and seconded by Wallace- APPROVED.
 - D. Discussed the hiring of new personnel. Motioned by Donaldson and seconded by Wallace- APPROVED.
- VIII. Adjourn- the meeting adjourned at 8:02 p.m.



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CEO/Superintendent August 2013 Board Report

Eddie Conger, CEO/Superintendent

Incredible amount of work has been done to get us to this point; however, there are a million things to do before Monday when nearly 2,700 students show up for the first day of school – 2,665 confirmed to date.

Special Education Program:

Director of Special Education, Speech Pathologist, Diagnostician, Speech.

Health Services: Lead Nurse

Enrollment: Will remain top priority.

Facilities: Certificate of Occupancy for ARBC is the last one pending

Budget: First day of school.

HR: H1B

Focus is on supporting the principals so that they can support the teachers in order to take care of our 2,700 students come Monday.

Balance Sheet by Object (By Fund)
Effective 07/31/2013

Fund: District Filter: ILTexas
Function: County/District: 057-848
Object:
Sub-Object 1:
Organization:
Fiscal Year:
Program Intent:
Sub-Object 2:
Sub-Object 3:
 No Account Code Filter Applied

420 - FSP/Other State Aid

CODE	ASSETS	AMOUNT
1110	Operating - Vintage	\$229,018.02
1290	Other Receivables	\$3,171.29
TOTAL ASSETS		\$232,189.31

CODE	LIABILITIES	AMOUNT
2110	Accounts Payable	\$0.00
2151	Federal Income Tax	\$0.00
2152	FICA/Medi	\$0.00
2155	TRS	\$0.00
2520	Loans--Long Term LOC	(\$1,290,000.00)
TOTAL LIABILITIES		(\$1,290,000.00)

CODE	FUND EQUITY	AMOUNT
xxxx	Revenue / Expenses	\$1,057,810.69
TOTAL FUND EQUITY		\$1,057,810.69
TOTAL LIABILITIES AND FUND EQUITY		(\$232,189.31)

Income Statement
Custom
08/01/2012 - 07/31/2013
With Encumbrances

Fund: District Filter: ILTexas
Function: County/District: 057-848
Object:
Sub-Object 1:
Organization:
Fiscal Year:
Program Intent:
Sub-Object 2:
Sub-Object 3:
No Account Code Filter Applied

		Actual			
		Budget	08/01 - 07/31	FY to 07/31/2013	Percent
<u>Expenditures & Other Uses</u>					
6119	Salaries/Wages Teachers/Professional	\$597,400.00	\$427,194.24	\$427,194.24	71.51 %
6129	Salaries/Wages Sup Persnl	\$103,800.00	\$63,012.75	\$63,012.75	60.71 %
6141	SS/Medi	\$27,850.46	\$18,374.89	\$18,374.89	65.98 %
6143	Workers'Comp	\$2,400.00	\$0.00	\$0.00	0.00 %
6145	Unemployment	\$2,700.00	\$0.00	\$0.00	0.00 %
6146	TRS	\$14,532.00	\$8,732.66	\$8,732.66	60.09 %
6211	Legal Services	\$35,000.00	\$34,386.77	\$34,386.77	98.25 %
6219	Professional Services	\$166,434.01	\$157,483.00	\$157,483.00	94.62 %
6259	Gas	\$11,000.00	\$6,283.43	\$6,283.43	57.12 %
6269	Rentals-Op Leases	\$13,600.00	\$12,077.69	\$12,077.69	88.81 %
6299	Misc Contr Sev	\$143,200.00	\$134,096.88	\$134,096.88	93.64 %
6311	Fuel	\$150.00	\$0.00	\$0.00	0.00 %
6319	Supplies M/O	\$4,000.00	\$3,796.92	\$3,796.92	94.92 %
6339	Testing Materials	\$0.00	\$0.00	\$0.00	
6399	Gen Supp	\$319,051.00	\$189,813.50	\$189,813.50	59.49 %
6411	Travel-Emp	\$48,400.00	\$21,715.01	\$21,715.01	44.87 %
6412	Travel-Students	\$0.00	\$0.00	\$0.00	
6429	Ins/Bond Costs	\$6,375.00	\$0.00	\$0.00	0.00 %
6495	Dues	\$4,000.00	\$3,500.00	\$3,500.00	87.50 %
6499	Mis Op Costs	\$22,425.00	\$13,866.31	\$13,866.31	61.83 %
6523	Int on Debt	\$31,919.00	\$20,835.00	\$20,835.00	65.27 %
6599	Other Debt Fees	\$16,006.00	\$16,005.14	\$16,005.14	99.99 %
Total Expenditures & Other Uses		\$1,570,242.47	\$1,131,174.19	\$1,131,174.19	72.04 %
Total		\$1,570,242.47	\$1,131,174.19	\$1,131,174.19	72.04 %
Overall Totals		\$1,570,242.47	\$1,131,174.19	\$1,131,174.19	



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Operations – August 2013 Board Report

Chris Florance, Chief Operations Officer

Facilities

A. Garland Elementary School / Garland Middle School

*Both schools at this campus, as you can see, are virtually complete.

*We have our TCO (Temporary Certificate of Occupancy. This allows ILTexas to occupy the building with a few minor items to be completed.

*Technology installation will be complete by the end of the week

*The final punch list should be finished by the end of the week

B. Garland High School

* Garland High School got a late start because of City Educational Certificate of Occupancy requirements. An agreement was met meeting all safety issues by installing an advanced smoke alarm system which cleared all occupancy requirements

* A Certificate of Occupancy was issued this week.

* Technology installations will be complete by the end of the week.

C. Arlington Elementary School

*Another late start because of City Educational Certificate of Occupancy requirements. An agreement was reached by implementing a certified fire watch officer which cleared all occupancy requirements.

* Technology installations will be complete by the end of the week.

D. Arlington Middle School

* Another late start because of lease negotiations.

* Technology installations will be complete by the end of the week



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- * Furniture installation to be complete by Friday.

Technology: C2M

* All Schools are virtually technology complete and will be ready by the end of the week.

- * All campuses have been issued 2-way Motorola Radios.

Food Service: Revolution Food

* Training for food service will be complete this week at all campuses.

* All food service servers will be certified food handlers this week (continuing education certification) Certification Objective – to provide the finest service available.

Security: Future Certified School Marshalls

* All Security personnel hired. All security officers are certified, previously State certified or Military Security trained.

* Uniforms on Order and should be ready by the end of the week.

* Officers have been issued campus 2-way radios.

Nurses: 4 RN Nurses have been hired to cover all campuses.

* The lead nurse has resigned because of continuing health issues.

* Still looking for a District Lead Nurse with in-school experience.

Transportation: Agreements have been signed to provide Garland High School students with DART transportation passes.



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Curriculum and Instruction August 2013 Board Report

Dr. Laura Carrasco, Chief Academic Officer/Dir. of Dual Language

I. Health and Safety Required Trainings:

ILTexas has unveiled their 2013-2014 Health and Safety Professional Development Plan (attached). This plan delineates all of the health and safety required trainings that employees must undergo during the school year. The plan lists each training piece, the legal citation requiring the training, audience and due date. This plan enlists the use of both face to face and online training options.

II. First Annual All District Professional Development Day:

Last Friday (08/16), ILTexas held our first annual district PD day. The main focus was on our unifying mission and vision. Mr. Conger kicked off the PD with a welcome, introductions, expectations, and our mission and vision. Afterwards, our employees rotated through four sessions, which highlight the main areas aligned with our mission: (1) Academics & Trilingual Model (Mind), (2) PE/PC/Athletics (Body), (3) Athlos Character Education (Spirit/Character) and (4) Human Resources (benefits).

III. Region 10 Cooperatives/Shared Services Agreement:

Even though ILTexas is located in both Region 10 and Region 11, we have partnered with Region 10 to receive support in various areas. Attached are some of the professional development offerings that ILTexas has available to us. Additionally, each cooperative we joined will be able to support us given their area of specialization. We have joined several Region 10 Cooperatives, including Advanced Academics, Counseling Initiative and Student Support, Library, and Bilingual/ESL. Further, we will be receiving support from the Titles I, II, and III Shared Services. Our district has already begun tapping into this resource.



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IV. Language Proficiency Assessment Committee (LPAC):

At ILTexas, every student will be monitored through each campus LPAC. We will be monitoring the progress of each student's development in the Spanish and Chinese languages, as well as the English language for our English Language Learners (ELLs). LPAC will focus on the progress of our ELLs (both academic and language), as specified through Chapter 89 of our state education law. Attached are the 2013-2014 LPAC windows and the Flow Chart that we will be following as we identify our ELL students. We have a team of four assessors who will be with us for three weeks to help us with this endeavor.

V. Tri-lingual Education Model, progress monitoring:

Progress monitoring is key to a successful language program. We will be using the ACTFL Guidelines, to help us monitor and track our students' progress in Chinese and Spanish K-10. Attached, please find the 2012 ACTFL guidelines. As mentioned in a previous email, we will track the progress (every 6 weeks) of our students in their development of both the Chinese and Spanish languages (and English if ELL). Language levels (12) are as follows: Distinguished, Superior, Advanced High, Advanced Mid, Advanced Low, Intermediate High, Intermediate Mid, Intermediate Low, and Novice High, Novice Mid, Novice Low, and 0. We will address all four domains (Listening/Speaking/Reading/Writing). However, this year, our assessment will focus on the listening and speaking. In future years, as our student grow increasingly proficient, we can look at also including Reading and Writing in our reporting.

VI. Title I School Support Team (SST):

As specified in PL 107-110, SSTs are part of the statewide system of support that provides for sustained support and improvement for local education agencies



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(LEAs) and schools receiving funds under Title I Part A, which we expect to have. The overall purpose of the statewide system of support is to increase the opportunity for all ILTexas students served to meet the states' academic content standards and student academic achievement standards. On July 30 & 31st, ILTexas received their formal SST training.

VII. Guiding Principles of Dual Language Immersion:

The framework for our district model of DLI is the Guiding Principles of Dual Language Education. The Guiding Principles for Dual Language Education was developed as a tool to help dual language programs (two-way immersion, heritage language, foreign language immersion, or developmental bilingual programs) with planning and ongoing implementation. Grounded in evidence from research and best practices, the guiding principles address program issues in seven strands: Assessment and Accountability, Curriculum, Instruction, Staff Quality and Professional Development, Program Structure, Family and Community, and Support and Resources. These should serve to guide the various aspects of our organization.



IL Texas 2013-2014 School Health and Safety Required Training

Training	Citation	Audience	Notes	Due Date
Sexual Harassment	Title VII of the Civil Rights Act of 1964	Supervisors, managers, principals, directors; individuals that oversee and evaluate other employees; all employees	Within thirty days of employment <i>Available at Region 10 on-line: Certification and Compliance "Legal Issues: Sexual Harassment"</i>	*Online Certificate due to campus administration by Friday, September 6
Hazardous Chemicals/Pest Control – IPM (Integrated Pest Management)	Healthy Schools Act of 2000	School IPM Coordinators and maintenance & operations staff	Management of major school pests emphasizing prevention practices and least hazardous treatment methods	Certificate due to Dir. of Operations by Friday, September 6
Sexual Abuse and Other Maltreatment of Children	TEC Title 2, Subtitle G, Chapter 38 Sec. 38.0041	All employees	<i>Available at Region 10 on-line and face to face to CISS Coop member school: "Let's Talk About It - Sexual Abuse and Maltreatment of Children"</i>	Each campus will schedule this training (during a faculty/staff meeting) by Sept. 20, 2013 *School Counselors facilitate the training
Child Abuse Prevention and Reporting	TEC Title 2, Subtitle G, Chapter 38 Sec. 38.004. TAC, Title 19, Chapter 61, Section 61.1051	All employees	<i>Available at Region 10 on-line and face to face to CISS Coop member schools. "Let's Talk About It - Sexual Abuse and Maltreatment of Children"</i> Available at Region 10 on-line for ALL Region 10 schools: "Certification and Compliance Legal Issues: FERPA, Child Abuse Reporting and Copyright Law"	Each campus will schedule this training (during a faculty/staff meeting) by Sept. 20, 2013 *School Counselors facilitate the training *This training can be paired up with the aforementioned sexual abuse and maltreatment of children training
Bully Prevention in Student Code of Conduct	TEC, Title 2, Subtitle G, Chapter 37, Section 37.001 TEC, Title 2, Subtitle G, Chapter 37, Section 37.0832 TEC, Title 2, Subtitle G, Chapter 25, Section 25.0342	All faculty & staff that work with students	<i>Available on-line and face to face to CISS Coop member schools. "Empower Youth: Design an Anti-Bullying Campaign" "Bullying 101" "Cyber-bullying and Other Technology Attacks" "Stop Bullying Now: Tips, Tools and Strategies for Schools (3-8)"</i>	Each campus will schedule this training (during a faculty/staff meeting) at some point in the fall semester and may revisit in the spring as applicable *School Counselors facilitate the training
Dating Violence	TEC, Title 2, Subtitle G, Chapter 37, Sec. 37.0831	Training for teachers and administrators and awareness	Available face to face to CISS Coop member schools	Each campus will schedule this training (during a faculty/staff meeting) by Nov. 4, 2013

IL Texas 2013-2014 School Health and Safety Required Training

Training	Citation	Audience	Notes	Due Date
		education for students and parents.		*School Counselors facilitate the training
FERPA (Family Educational Rights and Privacy Act)	Federal Law- 20 U.S. C. 1232g; 34 CFR Part 99 Federal Guidelines	All employees with any access to educational student records	FERPA parental rights transfer to the student at age 18 <i>Available at Region 10 on-line for ALL region 10 schools</i> <i>Certification and Compliance:</i> <i>"Legal Issues: FERPA, Child Abuse Reporting and Copyright Law"</i>	* Online Certificate due to campus administration by Friday, November 8, 2013
Suicide Prevention	Health and Safety Code, Title 2, Subtitle H, Chapter 161, Sec 161.325 TEC, Title 2, Subtitle G, Chapter 11, Section 11.252	Training for counselors, teachers, nurses, administrators and all other staff who regularly interact with students In District Improvement Plan	<i>Available at Region 10 face to face to CISS Coop member schools.</i> <i>"Suicide Prevention: School Staff Awareness Training"</i>	Each campus will schedule this training (during a faculty/staff meeting) by December 11, 2013 *School counselors facilitate the training
Bloodborne Pathogens	Occupational Exposure to Blood borne Pathogens Standard (29 CFR 1910.1030) TAC, Title 25, Chapter 96 Health & Safety Code, Title 2, Subtitle D, Chapter 81	Texas public school districts are required to implement blood borne pathogen exposure control plans.	<i>Available at Region 10 on-line to ALL Region 10 schools</i> <i>Certification and Compliance:</i> <i>"Bloodborne Pathogens"</i>	Each campus will schedule this training (during a faculty/staff meeting) by Nov. 22, 2013 *School nurses facilitate the training

IL Texas 2013-2014 School Health and Safety Required Training

Training	Citation	Audience	Notes	Due Date
Use of an Automated External Defibrillator (AED)	TEC. Chapter 22, Sec 22.902 TEC, Title 2, Subtitle G, Chapter 38 Section 38.017 Health and Safety Code, Title 9, Chapter 779, Section 779.001	School nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, and any other school employee specified by the commissioner and each student who serves as an athletic trainer. PE & PC's have completed the training	Must receive and maintain certification in the use of an AED.	Athletic Directors facilitate the training prior to the start of the school year for PE/PCs

IL Texas 2013-2014 School Health and Safety Required Training

Training	Citation	Audience	Notes	Due Date
Prevention, Treatment, and Oversight of Concussions Affecting Student Athletes	TEC Chapter 38, Sub Chapter D	Each member of and anyone who appoints members to the concussion oversight team is required to have training on concussions. This requirement includes athletic trainers, athletic directors, coaches, school administrators, school nurses and other health care professionals.	<i>Available at Region 10 on-line and face to face to CISS Coop member schools.</i> <i>"What You Need to Know About Concussions"</i>	Athletic Director facilitates the training prior to the initiation of sporting events.

IL Texas 2013-2014 School Health and Safety Required Training

Training	Citation	Audience	Notes	Due Date
<p>Multihazard Emergency Operations Plan; Safety And Security Audit.</p>	<p>TEC, Title 2, Subtitle G, Chapter 37 Sec.37.108 and 37.109</p>	<p>District employee training required in responding to an emergency; including mandatory school drills and exercises to prepare district students and employees for responding to an emergency;</p>	<p><i>Tool for training available to Region 10 CISS Coop member schools: "Safe School Survey"</i></p>	<p>District Staff (Operations Department) will facilitate this training throughout the year</p>

IL Texas 2013-2014 School Health and Safety Required Training

Training	Citation	Audience	Notes	Due Date
Copyright Infringement/ Intellectual Property	U.S. Copyright Law, October 2009	All district and campus administrators, Teacher Leads	<p><i>Available at Region 10 on-line for ALL region 10 schools</i></p> <p><i>Certification and Compliance:</i></p> <p><i>"Legal Issues: FERPA, Child Abuse Reporting and Copyright Law"</i></p>	Certificate due to CAO by February 22, 2014

IL Texas 2013-2014 School Health and Safety Required Training

Training	Citation	Audience	Notes	Due Date
Internet Safety and Cyberbullying	Children's Internet Protection Act (CIPA)	Schools subject to CIPA are required to adopt and implement Internet safety policy including measures for educating minors about appropriate online behavior	<p><i>Available at Region 10 on-line and face to face to CISS Coop member schools.</i></p> <p><i>CIPA Online Student Modules:</i></p> <p><i>"Cyberbullying Awareness & Response"</i></p> <p><i>"Keep Your Secrets Secret! Guidelines for Safe Online Interactions"</i></p> <p><i>"Your Digital Footprint - The Do's and Don'ts of Sharing Information Online"</i></p>	Campuses are required to develop an internet safety and cyberbullying program for their students during the 2013-2014 school year.

www.region10.org

Login located at top right of page

Create an account

Will ask: First, Middle, Last name, email

Choose "International Leadership of Texas" in drop down menu and follow prompts including security question

Online Learning Center

Go to Courses at the top of page

Each course will produce a certificate for your records. **Always provide a copy to your campus administration.**

Professional Development For Your Districts and Campuses 2013-2014

**~Available On-site and By Request~
Region 10 ESC
Federal Programs Cooperatives**

These offerings are available for you to schedule for your district or campus. Choose from the listed trainings or request another topic that meets your needs assessment data by following these steps:

- Find a training that matches your need.
- Visit the Region 10 website at: www.region10.org. In Quick Links, choose "2013-2014 Campus-Based Professional Development". Choose the area of interest from the list and click the URL associated with it to read full descriptions of each training listed.
- See the email contact listed with the category. Email that contact with your requested titles, dates, times, and number of anticipated participants for summer and fall workshops by **June 14, 2013**.
- If you do not see a title that meets your need, email any of the contacts listed with the topic of your need, and someone will respond quickly as to how we may serve you.
- Please also see the websites in each category for a set of descriptions for services offered at central sites including institutes, cadres and academies, webinars, online courses and podcasts.



Denotes a web-based offering.

PROFESSIONAL DEVELOPMENT OFFERINGS REGION 10 ESC CAMPUS-BASED SERVICES

**These on-site trainings are available to members of
Regional Cooperative Services (Title II) only:**

ELAR

Jayne.Knighton@region10.org

www.region10.org/ELAR

Available as full day sessions unless otherwise noted.

- Authentic Alternatives: Project Based Learning in the ELAR Classroom (6-12) **NEW**
- Before They Can Read: Teaching Comprehension to Emergent Readers (K-1)
- Do This, Not That: Best Practices in Writing (3-8)
- Enticing Writing: Teaching Persuasion (7-12) **NEW**
- Expository Writing: The New Narrative (3-8)
- Growing Writers: Teaching Writing in K-2
- Intervention Convention: Strategies for Success in ELAR (3-5) **NEW**
- Lessons for Growing Writers (K-2)
- Multigenre Reading: Exploring Poetry, Literary Nonfiction, and Technical Text (3-8)
- Poetry Flow! You Don't Need an iPhone App to Introduce Poetry (3-7)
- Supporting Dyslexic Students in the Regular Education Classrooms (K-12)
- Tackling the Short Answer Question (SAQ) with Picture Books (7-12)
- Vocabulary: What Not To Do (K-5)
- Watch This: Demonstration Lessons in Writing (3-8) **NEW**
- Workstation **ER: Engagement and Rigor Through Purposeful Literacy Stations** (K-2) **NEW**

After School Specials (two to three hour face-to-face sessions)

- Analytical Writing: The New Frontier (9-12) **NEW**
- Asking the Hard Questions: Developing Higher Level Thinking Through Questioning (K-5, 6-12)
- Close Reading: Analyzing Texts with Critical Lenses (9-12) **NEW**
- Grammatically Correct: Embedded Lessons on Conventions (3-8) **NEW**
- Picture This: Teaching Text Structures Through Picture Books (3-8) **NEW**
- Re-imagining Poetry in Secondary Classrooms (7-12)
- Rigorous Reading: Analyzing, Inferring, and Connecting (3-8) **NEW**
- STAAR Survival Kit: Best ELAR Practices in the Real World (3-7) (8-11) **NEW**
- TEKS Terminology for STAAR: Online Resource to Support ELAR **NEW**
- Using Mentor Texts to Inspire Writing (3-8)
- Using Picture Books to Explore Readiness and Supporting Standards (3-8)
- We're All in this Together: Campus-Wide Writing (4-11) **NEW**
- Word Study Basics: What Teachers Need to Know About Spelling and Phonics (K-5)

Web-based Offerings

- A Different View: Book Talks Across Genres (K-12) **NEW**
- Ask Joan: Your Writers' Workshop Questions Answered (K-8) **NEW**
- Developing Writing Prompts and Opened-Ended Questions: How-To Guide (7-12) **NEW**
- Reeling in Readers: The Expository Edition (K-2)
- Running Records 101 (K-4)
- Scavenger Hunt Through the Dyslexia Handbook (K-12)
- Understanding Dyslexia (K-12)
- Virtual Coaching: New Ways to Support Your Teachers (K-12) **NEW**

DYSLEXIA

Gina.Mitchell@region10.org

www.region10.org/Dyslexia

Available as full day sessions unless otherwise noted.

- Dyslexia: District Procedures for Revising District and Campus Plans (K-12)
- LETRS-Language Essentials for Teachers of Reading and Spelling (*District must provide materials.*)
 - Beginning Phonics Instruction: Teaching the Alphabetic Principle and Word Study (1-5)
 - Strategies for Comprehending Text: From the Basic to the Complex (2-6)
 - Syllabication and Advanced Decoding for Students with Dyslexia (4-12)
 - The Alphabetic System: Exploring Spelling/English Orthography (K-6)
 - The Four P's of Phonological Awareness: Phonological Processing, Phonetics, Phonemic Awareness and Phonics (K-6)
 - Vocabulary: What Every Dyslexia Teacher Should Know (3-8)
- Multisensory Grammar© (2-12) (*District must provide materials.*)
- Scientific Spelling© (K-8) (*District must provide materials.*)
- Supporting Students with Dyslexia in the Regular Education Classroom (K-12)
- The 411 on Dyslexia Assessment: What's Required and What's Desired (1-12) **NEW**
- Vocabulary: What Not To Do (K-5)

After School Specials

- Dyslexia Plans: Planning, Reviewing, and Revising (K-12)
- Parent Information Sessions (K-12)
- The ABCs of SAT & ACT: Supporting Students with Dyslexia (9-12) **NEW**

Web-Based Offerings

- Scavenger Hunt Through the Dyslexia Handbook (K-12)
- Supporting Students with Dyslexia Through Technology: Understanding the State Plan (K-12) **NEW**
- Understanding Dyslexia (K-12)
- Using Technology and Apps to Support Students with Dyslexia (1-12) **NEW**

CONTENT AREAS

Dana.Grieb@region10.org

Mathematics Offerings

www.region10.org/Math

Available as full day sessions unless otherwise noted.

- Bundling Math Content and Process Skills (3-5, 6-8) **NEW**
- Blended Learning: A Hybrid Approach to Teaching Secondary Mathematics **NEW**
- Climbing the Ladder: Vertical Alignment for Understanding Algebra (6-9) **NEW**
- Connect Mathematics and Motivate Students (6-11)
- Extreme Makeover: Redesigning the Math Classroom (K-5, 6-12) **NEW**
- First Steps in Mathematics: Number (K-8) – (4 days, materials fee)
- First Steps in Mathematics: Measurement (1-8) – (3 days, materials fee)
- Focus on Algebra: Linear Functions (6-9) **NEW**
- Got Fluency? (6-8) **NEW**
- Introduction to the Revised Math TEKS (K-2, 3-5, 6-8) **NEW**
- Let's Talk: Building Mathematical Fluency (K-5) **NEW**
- Lost in Transition? Understanding and Implementing the New Math TEKS (K-8) **NEW**
- Making Mathematics Accessible to the English Language Learner (6-12) **NEW**
- Maximizing Algebra II Performance (MAP) (Algebra II)
- Motivate the Reluctant Learner in Mathematics (K-5)
- Multiple Representations and Rich Math Discussions for Struggling Students (6- 12) **NEW**
- Science Fair and Beyond: Using Statistics for Data Analysis in Science (6-8) **NEW**
- STAAR Highlights: Measurement (6-8) **NEW**
- STAAR Highlights: Probability and Statistics (6-8) **NEW**
- Student Talk = Algebra Success (6-8) **NEW**
- What Got Us Here, Won't Get Us There: Rigor in the Math Classroom (6-8) **NEW**

Web-based Offerings in Mathematics

- Algebra I EOC Success: Using the Graphing Calculator as a Tool for Multiple Representation and Problem Solving (8-10)
- Algebraic Thinking in Geometry (6-10) **NEW**
- Developing Algebraic Thinking in the Middle Grades (6-8)
- Interactive Journaling in Mathematics (K-8)
- Manipulatives: Connecting Concrete to Abstract (8-12)
- Mathematics Cadre Resources (available after face-to-face session throughout the year)
- Modeling Operations with Fractions (5-8)
- Questioning Strategies to Enhance Learning (6-8)
- Recursive Thinking as a Path to Linear Functions (8-12)
- Using the Graphing Calculator (6-12)
- TEKS Terminology Tool: Building Vocabulary for STAAR Success in Math **NEW**

Science Offerings

www.region10.org/Science

Available as full day sessions unless otherwise noted.

- Brain Train! Training Your Brain to Read, Write, and Think Like a Scientist (K-12)
- Inspiring Gifted Learners in Science (K-12)
- Journaling and Interactive Note-taking in Science (3-12)
- Journaling: The Next Chapter (K-12)
- Just Do It! Using Processes and Skills in Science to Teach Content (3-12) **NEW**
- STAARing Science Resources in Project Share (6-12) **NEW**
- Teaching Science in a Diverse Classroom (K-12)
- Teaching Science through Literature (K-5)
- The PBL Experience (3-12) **NEW**

Web-based Offerings in Science

- Journaling & Interactive Note-taking in Science Online Learning Community (3-12)
- Science Cadre Webinar Series (3-12) **NEW**
- STAARing Science Resources 6-12 **NEW**
- TEKS Terminology Tool: Building Vocabulary for STAAR Success in Science **NEW**

Social Studies Offerings

www.region10.org/SocialStudies

Available as full day sessions unless otherwise noted.

- Building Academic Vocabulary and Reading Strategies in Social Studies (K-12)
- If I Write It, I Know It! Effective Writing in the Social Studies Classroom (4-12) **NEW**
- Just Do It! Using Processes and Skills in Social Studies to Teach Content (K-12) **NEW**
- STAARing Social Studies Resources in Project Share (8-12) **NEW**
- Teaching Social Studies in the Diverse Classroom (K-12) **NEW**

Web-based Offerings in Social Studies

- GIS in the Social Studies Classroom
- Going Global: PBL in Social Studies
- TEKS Terminology Tool: Building Vocabulary for STAAR Success in Social Studies **NEW**

Accountability

Jana.Schreiner@region10.org

Available for 3 hours

- STAAR Forecasts and Accountability Updates for Districts and Campuses
- The School In the Mirror: A Holistic Approach to Campus Data Analysis **NEW** (3 hour)

Web Based Offerings

- Accountability Updates – Online Videos **NEW**
- STAAR Administration FAQs

EFFECTIVE PRACTICES: INSTRUCTION AND ASSESSMENT

www.region10.org/EffectivePractices

Natosha.Scott@region10.org

Available as full day sessions unless otherwise noted.

Assessment

John.David@region10.org

- Creating Dynamic Authentic Assessments **NEW**
- Creating and Managing Digital Portfolios **NEW**
- Designing Assessments with STAAR Quality (3-12)
 - Developing and Evaluating Assessment Items **NEW**
 - Developing and Evaluating Unit or Benchmark Assessments
- Phenomenal Formative Assessment Strategies for the STAAR Ready Classrooms

Instruction

Dana.Grieb@region10.org

- Authentic Learning: Get Real! **NEW**
- Educating Diverse Learners: Things That Great Teachers Do **NEW**
- Fast-paced Future: Teaching Students in a Global Society
- Irresistible Learning: Moving Students From Compliant to Engaged **NEW**
- Motivating and Encouraging Reluctant Learners **NEW**
- Now That's a Good Question! STAAR Quality Questioning **NEW**
- Reach for the STAAR: High Quality Instruction
 - Effective Lesson Design
 - Engaging Lesson Delivery
 - Purposeful Unit Design **NEW**

Interventions

Lauren.McKinney@region10.org

- Grouping and Documenting and Monitoring, Oh My! **NEW**
- Re-Teaching, Re-Assessing, and Enriching: Meeting the Needs of All Students **NEW**
- Expect More, Struggle Less: Targeted Interventions

PLC Training

Natosha.Scott@region10.org

PLC- Professional Learning Community (PLC) Series

- Accountable Teaming **NEW**
- Developing a Legacy of Lifelong Learners **NEW**
- Dynamics of Teaming: Effective PLC Participation (CISS Coop only) **NEW**
- Foundations of PLCs: Beginning Actions **NEW**
- PLC Planning for Student and STAAR Success

Classroom Management

Lauren.McKinney@region10.org

- Classroom Management: Meeting the Needs of Campuses with Low SES Populations
- Elementary Classroom Management: Systems and Procedures for Grades K-5 **NEW**
- Secondary Classroom Management: Strategies for Classrooms with Time Constraints **NEW**

Web-Based Offerings

- Let's Keep it Real: Authentic Learning **NEW**
- Teaching Tiered Lessons: How We Challenge Them All
- Tips and Tools for Measuring Student Engagement

DIGITAL FLUENCY and TECHNOLOGY INTEGRATION

www.region10.org/TechnologyIntegration

Denise.Kanaman@region10.org

Available as full day sessions unless otherwise noted.

- Best Practices in Blended Learning (K-12) **NEW**
- Blended Learning with Project Share in the Classroom (3-12) **NEW**
- Classroom Collaboration with Google Drive (K-12)
- Flipping the Classroom
- Integrating Interactive Technologies and Mobile Devices (K-12)
- Mobile Apps for Education (K-12)
- Mobile Learning **NEW**
- Project Share 101 (3-12) **NEW**
- Project Share ePortfolios and Social Networking (3-12) **NEW**
- Student-Created Media (K-12) **NEW**

STATE AND FEDERAL INITIATIVES

Natosha.Scott@region10.org

<http://www.region10.org/SFI>

Available as full day sessions unless otherwise noted.

- Everybody's Talking but Who's Listening? **NEW** (3 hour)
- Let's Start at the Very Beginning: A Guide to Comprehensive Needs Assessment (3 hour)
- Let's Talk: Effective Parent Teacher Conference Tips for Educators
- Plan the Work, Work the Plan: A Guide to Campus Improvement Planning (3 hour)
- Poverty Matters: A Simulation
- Private School Network: Engaging Parents of Title I Students **NEW** (3 hour)
- Private School Network: Meeting the Needs of Students with Learning Differences **NEW** (3 hour)
- Private School Network: Strategies for Title I Tutors **NEW** (3 hour)
- Private School Network: Student Intervention Framework **NEW** (3hour)
- School Support Team: Training of Trainers (2 days)
- Six Slices of Family Engagement: National Parental Involvement Standards **NEW**
- Where Are Your Parents? Tips and Tools for Family Engagement

Web Based Offerings

- 20 on 20: Online Resources for Title I, Part A Requirements
- Allowable or ARFable? A Look at Accommodations and State Assessments - **Updated**
- Communicating with Disengaged Parents: An Online Course
- Strengthening Family and Community Relationships
- Title I Policy and Compact Resource
- Tutoring 101: A Live-stream for Private School Title I Tutors
- Where Are Your Parents? A Guide to Supporting Parents
- Work Smarter Not Harder: Family Engagement Resources Ready for You **NEW**

School Improvement

- Closing the Performance Gap with a Growing Diverse Student Population **NEW**
- Connecting Coordinating Points: Helping Diverse Students Chart Their Paths to Math Success
- Designing Lessons that Ensure Students Get to Got It **NEW**
- Designing Instruction to Engage Diverse Learners
- Don't Let Your Ship Sink: Motivation for Overwhelmed Teachers
- Instructional Leadership: What Does It Sound Like, Look Like, and Feel Like **NEW**
- Transforming Learning in the Classroom: Keeping the Energy Alive **NEW**

Web Based Offerings

- A Wealth of Wisdom: Brain Based Learning for Students in Poverty
- Critical Success Factors: An Approach to School Improvement Video Series **NEW**

**These on-site trainings are available to districts utilizing
CSCOPE, Eduphoria, WebCCAT and Insight 360:**

CURRICULUM AND ASSESSMENT

John.David@region10.org

www.region10.org/CurriculumAssessment

Available as full day sessions unless otherwise noted.

CSCOPE

- Aligning CSCOPE to STAAR
- Aligning Local Resources to CSCOPE Units
- Assessing Content with Performance Indicators for ELLs (Elementary, Secondary) **NEW**
- CSCOPE 5E in 5E
- CSCOPE Foundations for Administrators
- CSCOPE Foundations: An Implementation Process
- CSCOPE Instructional Rounds and Curriculum Monitoring
- CSCOPE Math Unit/Grade Level Specific Skills and Concept Training **NEW**
- CSCOPE Purposeful Unit Planning
- Customizing CSCOPE Assessments in AWARE **NEW**
- Engaging Access to Content Curriculum from CSCOPE Lessons Part 1 –Academic Discourse (K-12 Bilingual/ESL) **NEW**
- Engaging Access to Content Curriculum from CSCOPE Lessons Part 2 –Engagement Strategies (K-12 Bilingual/ESL) **NEW**
- Implementing CSCOPE in a Dual Language Classroom
- Reader’s and Writer’s Workshop for CSCOPE – Secondary ELAR **NEW**
- Transitioning to the New Mathematics TEKS in CSCOPE (K-5, 6-8) **NEW**
- Using CSCOPE Performance Indicators

Web-Based Offerings 

- CSCOPE 5E in 5E
- CSCOPE Foundations for Administrators
- CSCOPE Purposeful Unit Planning
- Using CSCOPE Performance Indicators

eduphoria! Training

- Advanced Aware **NEW**
- Aware Administrator Training
- Aware Forms
- Aware of STAAR?
- Aware Teacher Training
- Customizing CSCOPE Assessments in AWARE **NEW**

- Developing Inventories
- Facilities & Events Training and Implementation
- Getting my Eduphoria Suite Ready for Next Year (July, August) **NEW**
- How to Use Forethought
- How to Use FormSpace
- How to Use the Helpdesk
- How to Use Workshop
- Integrating Insight 360 into Your Classroom (*Insight 360 Subscribers only*) **NEW**
- Interventions and Aware **NEW**
- PDAS Made Easy **NEW**
- PGP/EOC Tracker **NEW**
- Premium Suite Overview
- Scantron OMR Testing **NEW**
- Using Assessments to Inform Instruction
- What's New in Aware? (Webinar)

WebCCAT Training

- Building Common Assessments with WebCCAT
- WebCCAT Item Bank Authoring Tool: Features and Functionality

**These on-site trainings are available to members of the
Language and Literacy (Title III) Cooperative only:**

BILINGUAL/ESL PROGRAMS

Ramona.Aguilar@region10.org

www.region10.org/BilingualESL

Available as full day sessions unless otherwise noted.

- Advanced Academic Language (PK-12) **NEW**
- Advanced High Level in Writing (3-12)
- Authentic Assessment: The Bridge from Language Proficiency to Academic Achievement (K-5) (6-12)
- Brain-friendly Reading Comprehension (3-12)
- Creating, Learning and Talking: Principles of Collaborative Learning through the Use of Interactive Notebooks (3-8)
- Estudio de palabras (PreK-12) [Word Study]
- It All Adds Up: Making Math Comprehensible for ELLs (3- Algebra I) **NEW**
- La enseñanza eficaz de la lectoescritura en Español (PK-2) [Spanish Literacy Development]
- Lost in Translation: Teacher Experiences in Second Language Learning (6-12)
- Math in the 21st Century for ELLs (PreK-6) **NEW** (available in Spanish upon request)
- Meeting the Needs of Long-term ELLs (6-12)
- Metacognitive Strategies for the ELL (K-12)
- Response to Intervention for the English Language Learners (RtI for the ELL) (PK-12)
- Second Language Learning Classrooms: Tips and Tools for Administrators (PK-12)

- Teaching At-risk Students (6-12)
- TEKS Terminology for STAAR: Building Vocabulary for STAAR Success in the ESL Classroom **NEW**
- TExES #154, Supplemental ESL Certification Preparation Course (PK-12)
- TExES #164, Bilingual Supplement Preparation Course (PK-6)
- The What and Why of ELPS for Administrators (PK-12)
- Thinking Maps© for ELLs, Path to Proficiency (K-12) **NEW**
- Thinking Maps©, A Language for Learning (K-12) **NEW**
- Word Study for Successful Students (2-12)

After School Specials

- ARD/LPAC Collaboration (K-12) **NEW**
- Connecting the ELPS to College and Career Readiness (PK-12) **NEW**
- Dual Language PLCs
- Focus on the ELPS: Building Background (PK-12)
- Focus on the ELPS: Comprehensible Input (PK-12)
- Focus on the ELPS: Developing Vocabulary (PK-12) **NEW**
- Focus on the ELPS: Learning Strategies (PK-12)
- Focus on the ELPS: Lesson Preparation (PK-12)

Web-Based Offerings

- A Year of LPAC (PK-12 Administrators)
- Academic Vocabulary Toolbox (K-6) **NEW**
- Advancing the Literacy Skills of Students with Limited Formal Schooling and Long-term ELLs presented by Dr. Nancy Cloud (6-12) **NEW**
- Afinando la gramática de la lectoescritura en Español (Fine Tuning the Mechanics of Spanish Reading and Writing) (PreK-6)
- Annual Measurable Achievement Objectives (AMAOs) Overview (BE/ESL Administrators)
- ESL TExES #154 Extended Study Session (PK-12) **NEW**
- Language and Learning: Supporting Language Acquisition in the Early Grades (1-2) **NEW**
- Performance-Based Monitoring Analysis Systems (PBMAS) Overview of BE/ESL Indicators (BE/ESL Administrators)
- Recursos para la escritura eficaz (PK-6)
- Staying Connected: 2013-2014 BE/ESL Recorded Video Conferences and TETNs (K-12) **NEW**
- What are the ELPS? (PK-12)

**These on-site trainings are available to members of the
Counselor Initiative and Student Support Cooperative:**

**Counselor Initiative & Student Support
Safe Schools/Healthy Students**

Linda.Tinsley@region10.org

www.region10.org/CISS

Available as full day sessions unless otherwise noted.

- Are Your Students Future-Ready? (7-12) **NEW**
- Bully Behavior: Prevention and Intervention (K-12) **NEW**
- Cool Ideas for Warming up the Classroom with Developmental Assets (K-12)
- Counselor Check-In (K-12) **NEW**
- Creating Magic with Customer Service in Mind (K-12)
- CTE: It's 2013. Do You Know Where Your CTE Program Is? (7-12) **NEW**
- Cybersense for Students (6-12) **NEW**
 - Cyberbullying and Cybercruelty
 - Digital Citizenship
 - Digital Footprints
 - Internet Safety and Online Security
 - Research and Information Literacy
 - Responsible Social Networking and Facebook Security
 - Safe Online Talk
- Developmental Assets: Building Blocks for Student Success (K-12)
- Discipline and the PEIMS 425 Record (K-12)
- Extraordinary Teachers Make a Difference (7-12)
- FISH for Schools: Teambuilding for Success (K-12)
- Fostering School Connectedness (7-12) **NEW**
- Igniting Sparks: Building Relationships to Enhance Student Success (K-12) **NEW**
- Internet Safety, Facebook Security, Cyberbullying (6-12) **NEW**
- Like a Hurricane: Anger Management and Conflict Resolution (K-12) **NEW**
- Mentoring: Tools for Action (K-12) **NEW**
- Risk Prevention Assemblies for Students (K-12)
- School Health Advisory Council (SHAC) Awareness Presentations (K-12)
- See My Pain: Self Destructive Behaviors (5-12) **NEW**
- Stewards of Children: Adults Protecting Children Against Sexual Abuse (K-12) **NEW**
- Student Leadership Training (7-12)
- Student Support: Teaming for Success (K-12) **NEW**
- Suicide Prevention: School Staff Training (K-12)
- Teen Dating Violence (7-12)
- The Time is Now - Character Building for Tomorrow (K-12)
- Tobacco: Snuff It Out (5-12) **NEW**
- Visitor Alert: School Access Control (K-12) **NEW**
- What Schools Need to Know About Substance Abuse Trends (5-12) **NEW**

Web-Based Offerings

- Children’s Internet Protection Act (CIPA) Online Student Modules: Cyberbullying Awareness and Response
- CIPA Online Student Modules: Keep Your Secrets Secret! Guidelines for Safe Online Interactions
- CIPA Online Student Modules: Your Digital Footprint – The Do’s and Don’ts of Sharing Information
- Creating a Positive School Climate with Assets
- CTE Program Evaluation and Assessment
- Current Drug Trends: What School Personnel Need to Know **NEW**
- Let’s Talk About It – Sexual Abuse and Maltreatment of Children
- Safe School Survey (6-12)
- Suicide Prevention: Don’t Keep It a Secret **NEW**
- The Experts Express: Up to Date and In the Know **NEW**
- What You Need to Know About Concussions

**These on-site trainings are available to members of
Advanced Academics Cooperative only:**

ADVANCED ACADEMICS

Kay.Shurtleff@region10.org

www.region10.org/AdvancedAcademics

Available as full day sessions unless otherwise noted.

- Authentic Alternatives: Project Based Learning in the Secondary Classroom (6-12) **NEW**
- Creativity with a Purpose: Fostering Divergent Thinking (K-12) **NEW**
- GT 30-Hour Training (K-12)
- GT for Counselors and Administrators
- Raising Expectations: Increasing Rigor for the Gifted Student (K-12) **NEW**
- Review Course for TExES Gifted and Talented Supplemental Certification (Test #162) **NEW**

Web-Based Offerings

- 30-Hour Online Module Training
- Book Study: *The Peak in the Middle* (6-12 Math) **NEW**
- Book Study: *Blink* (K-12)

**These on-site trainings are available to members of the
Library Services Cooperative only:**

LIBRARY SERVICES

Terry.Roper@region10.org

www.region10.org/LibraryServices

Available as full day sessions unless otherwise noted.

- Collaboration Elaboration: Strategies for Working with Teachers (K-6, 7-12)
- Journey through Genre with Lit Trips and Book Maps (3-12)
- Research Rocks: Reaping the Benefits of Classroom and Library Collaboration (K-6, 7-12)
- Tackling the Short Answer Question (SAQ) with Picture Books (7-12)
- Weeding and Feeding Your Library (K-12) **NEW**

After School Specials (two to three hour face-to-face sessions)

- Asking the Hard Questions: Developing Higher Level Thinking Through Questioning (K-5, 6-12)
- Beyond Storytime: Making the Most of your Library Lessons (K-6) **NEW**
- Choosing and Using Expository Text: Library Edition **NEW**
- Harness the Power of Poetry in Your Library (K-5, 6-12)
- Picture This: Teaching Text Structures Through Picture Books (3-8) **NEW**
- Tackling the Short Answer Question (SAQ) with Picture Books (7-12)
- TEKS Terminology for STAAR: An Overview of the Online Resource to Support ELAR (3-11) **NEW**
- Using Picture Books to Explore Readiness and Supporting Standards (3-8)
- Web World: Curation Tips for the Busy Librarian (K-12 Library Staff)

Web-based Offerings 

- A Different View: Book Talks Across Genres (K-12) **NEW**
- Copyright Do's and Don'ts
- Reeling in Readers: The Expository Edition (K-2)
- Text Sets: Pairing Texts Across Genres (K-12) **NEW**



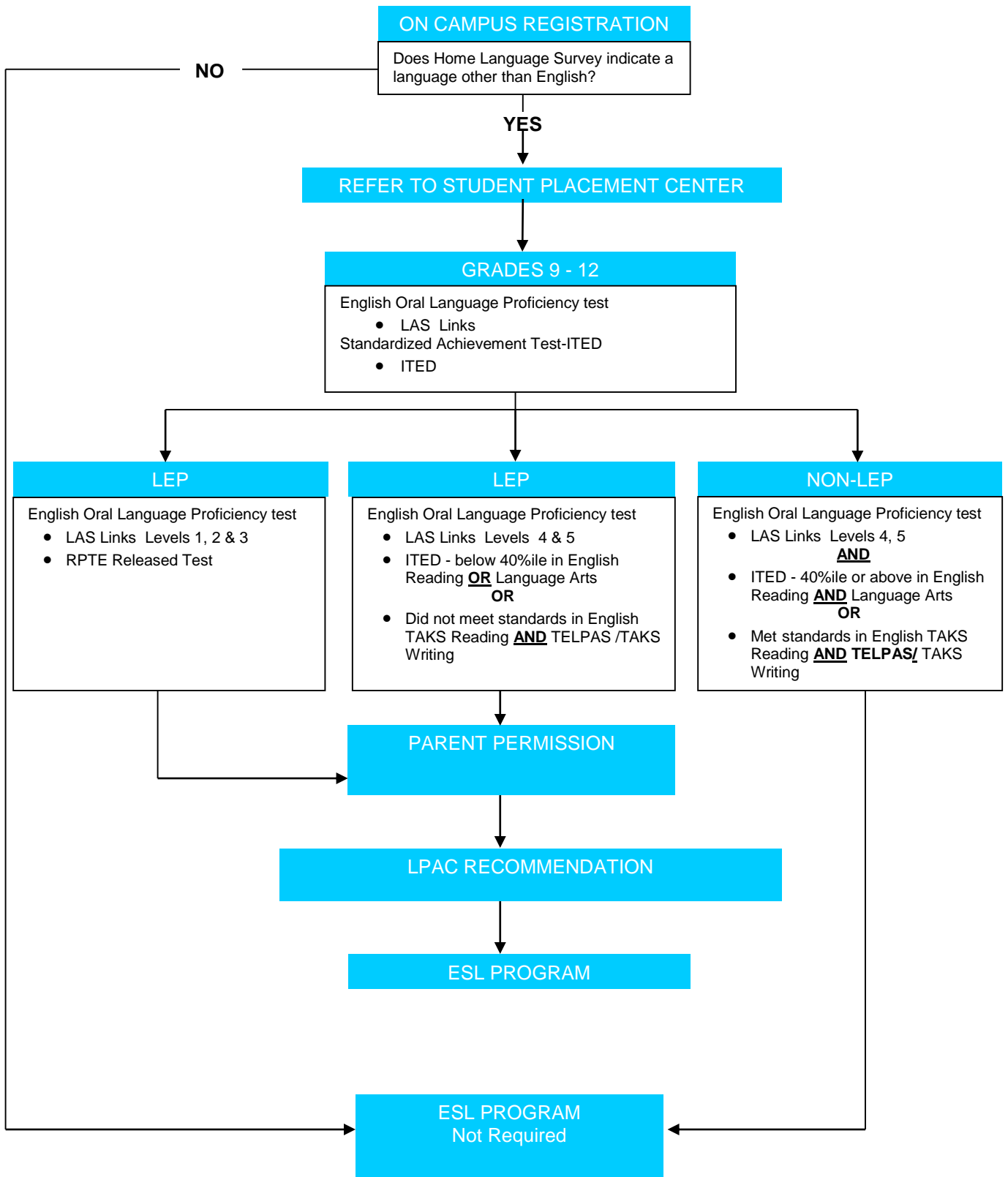
International Leadership of Texas

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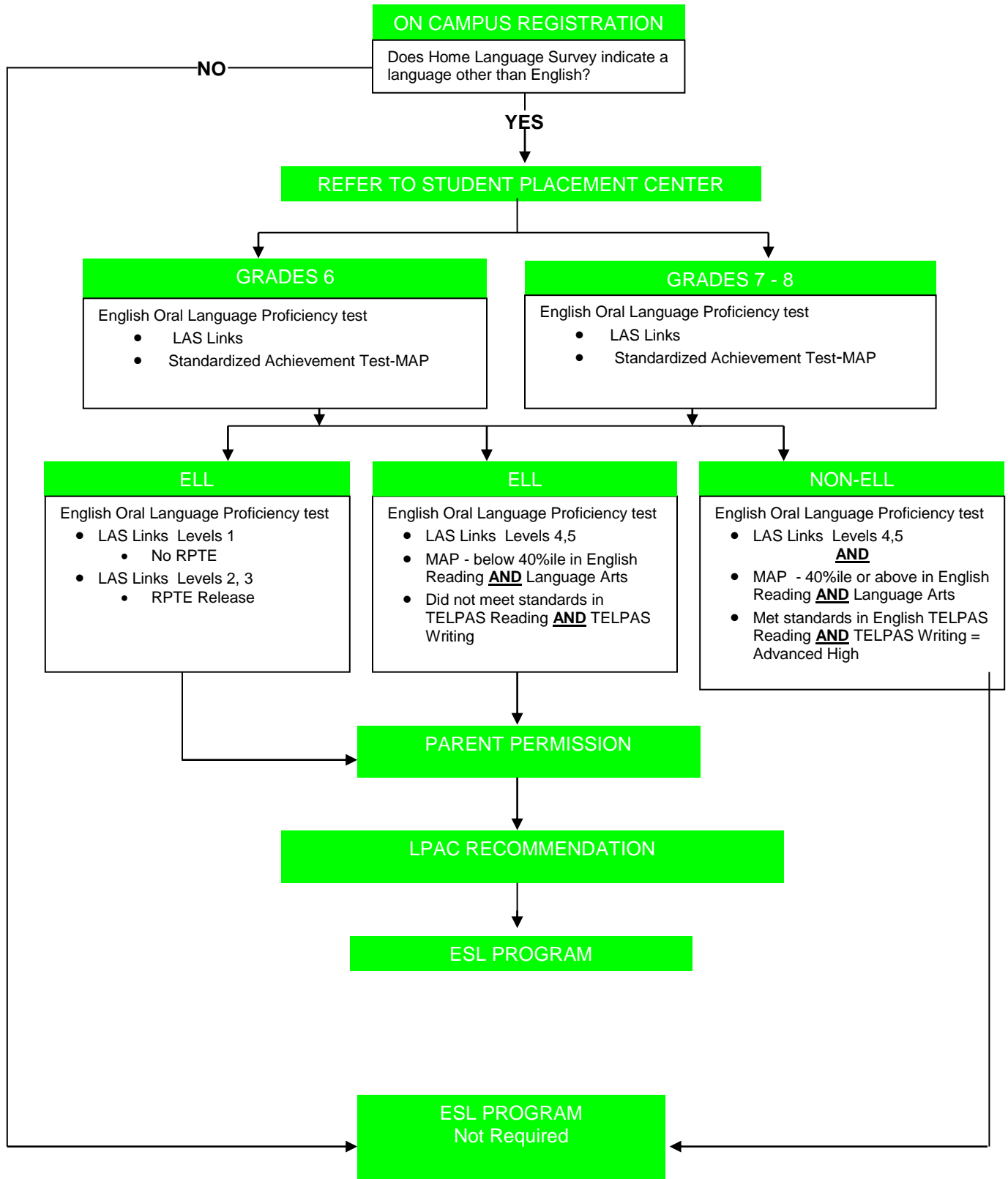
**2013 – 2014
ILTEXAS CAMPUS LPAC WINDOWS**

LPAC Window	First Date To LPAC	Last Date To LPAC	LPAC
08/26/2013 – 9/14/2013	9/16/013	9/23/2013	New Entries
9/16/2013 – 10/4/2013	10/7/2013	10/11/12013	New Entries Transfers/Declines
10/7/2013 – 10/25/2013	10/28/2013	11/4/2013	New Entries Transfers/Declines
10/28/2013 – 11/15/2013	11/18/2013	11/22/2013	New Entries Transfers/Declines
11/18/2013 – 12/13/2013	12/16/2013	12/20/2013	New Entries Transfers/Declines
12/16/2014 – 1/17/2014	1/21/2014	1/27/2014	New Entries Declines
1/21/2014 – 2/7/2014	2/10/2014	2/18/2014	New Entries Declines
2/10/2014 – 2/28/2014	3/3/2014	3/7/2014	New Entries Declines
3/3/2014 – 3/28/2014	3/31/2014	4/4/2014	New Entries Declines
3/31/2014 – 4/17/2014	4/21/2014	4/29/2014	New Entries Declines
4/21/2014 – 5/9/2014	5/12/2014	5/19/2014	Transfers/Declines EOY LPACs
5/12/2014 – 6/5/2014	5/19/2014	6/6/2014	EOY LPACs Add New Entries 5/12/14 – 6/5/14 to EOY LPAC Agenda Transfers/Declines

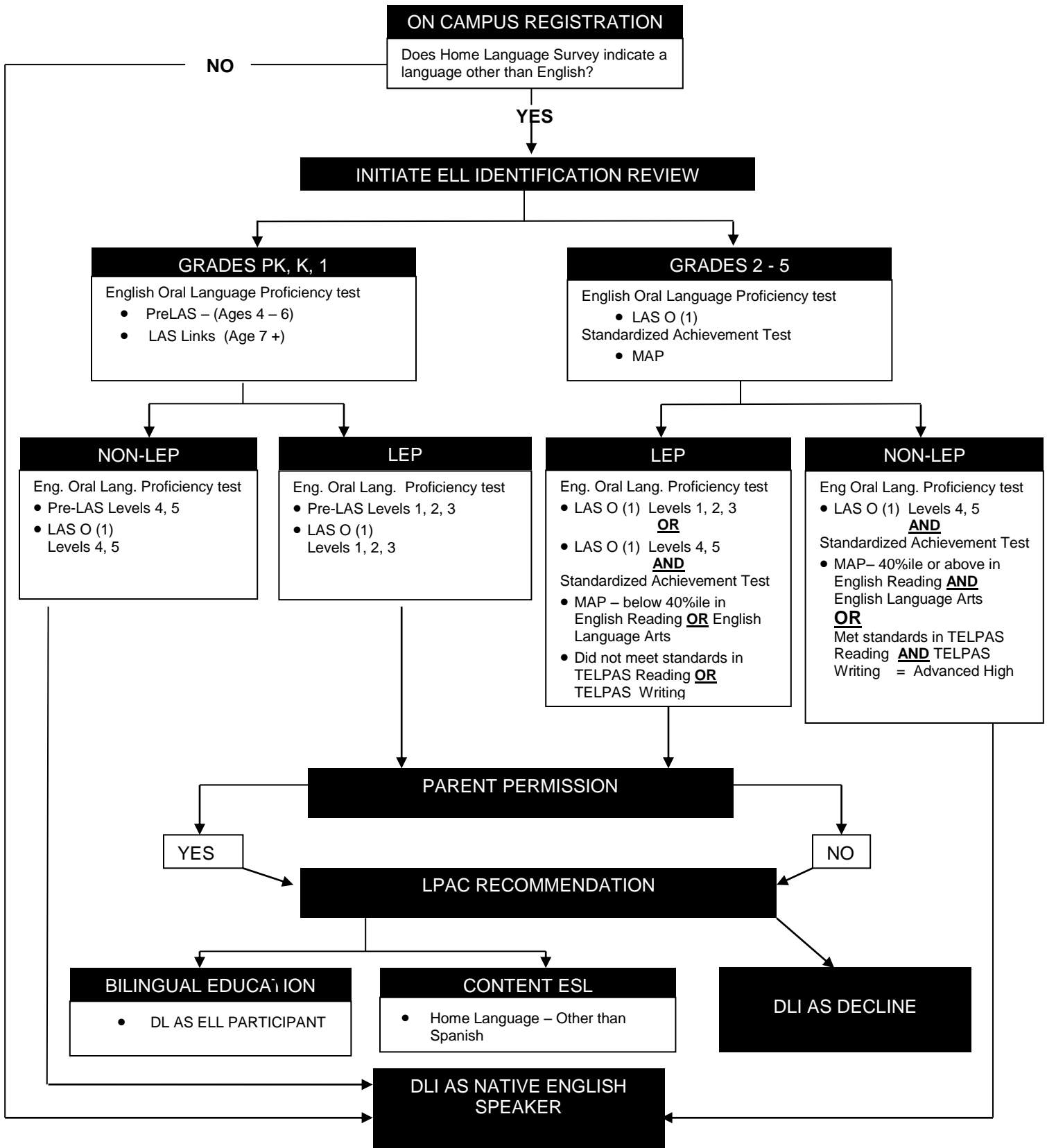
**Identification and Placement of
Limited-English Proficient (LEP) High School
(To Be Completed Within Four Weeks of Enrollment)**



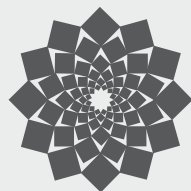
**Identification and Placement of
ENGLISH LANGUAGE LEARNER (ELL) Middle School
(To Be Completed Within Four Weeks of Enrollment)**



**Identification and Placement of
ENGLISH LANGUAGE LEARNER (ELL) Elementary
(To be completed within four weeks of enrollment)**



ACTFL
**PROFICIENCY
GUIDELINES**
2012



ACTFL

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

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General Preface

to the **ACTFL Proficiency Guidelines 2012**

The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability.

These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. Together these levels form a hierarchy in which each level subsumes all lower levels. The Guidelines are not based on any particular theory, pedagogical method, or educational curriculum. They neither describe how an individual learns a language nor prescribe how an individual should learn a language, and they should not be used for such purposes. They are an instrument for the evaluation of functional language ability.

The ACTFL Proficiency Guidelines were first published in 1986 as an adaptation for the academic community of the U.S. Government's Interagency Language Roundtable (ILR) Skill Level Descriptions. This third edition of the ACTFL Proficiency Guidelines includes the first revisions of Listening and Reading since their original publication in 1986, and a second revision of the ACTFL Speaking and Writing Guidelines, which were revised to reflect real-world assessment needs in 1999 and 2001 respectively. New for the 2012 edition are the addition of the major level of Distinguished to the Speaking and Writing Guidelines, the division of the Advanced level into the three sublevels of High, Mid, and Low for the Listening and Reading Guidelines, and the addition of a general level description at the Advanced, Intermediate, and Novice levels for all skills.

Another new feature of the 2012 Guidelines is their publication online, supported with glossed terminology and annotated, multimedia samples of performance at each level for Speaking and Writing, and examples of oral and written texts and tasks associated with each level for Reading and Listening.

The direct application of the ACTFL Proficiency Guidelines is for the evaluation of functional language ability. The Guidelines are intended to be used for global assessment in academic and workplace settings. However, the Guidelines do have instructional implications. The ACTFL Proficiency Guidelines underlie the development of the ACTFL Performance Guidelines for K-12 Learners (1998) and are used in conjunction with the National Standards for Foreign Language Learning (1996, 1998, 2006) to describe how well students meet content standards. For the past 25 years, the ACTFL Guidelines have had an increasingly profound impact on language teaching and learning in the United States.

ACTFL PROFICIENCY GUIDELINES 2012 — SPEAKING

Preface

The ACTFL Proficiency Guidelines 2012 – Speaking describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels.

The Guidelines describe the tasks that speakers can handle at each level, as well as the content, context, accuracy, and discourse types associated with tasks at each level. They also present the limits that

speakers encounter when attempting to function at the next higher major level.

These Guidelines can be used to evaluate speech that is either Interpersonal (interactive, two-way communication) or Presentational (one-way, non-interactive).

The written descriptions of speaking proficiency are accompanied online by speech samples illustrating the features of each major level.

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DISTINGUISHED

Speakers at the Distinguished level are able to use language skillfully, and with accuracy, efficiency, and effectiveness. They are educated and articulate users of the language. They can reflect on a wide range of global issues and highly abstract concepts in a culturally appropriate manner. Distinguished-level speakers can use persuasive and hypothetical discourse for representational purposes, allowing them to advocate a point of view that is not necessarily their own. They can tailor language to a variety of audiences by adapting their speech and register in ways that are culturally authentic.

Speakers at the Distinguished level produce highly sophisticated and tightly organized extended discourse. At the same time, they can speak succinctly, often using cultural and historical references to allow them to say less and mean more. At this level, oral discourse typically resembles written discourse.

A non-native accent, a lack of a native-like economy of expression, a limited control of deeply embedded cultural references, and/or an occasional isolated language error may still be present at this level.

SUPERIOR

Speakers at the Superior level are able to communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They present their opinions on a number of issues of interest to them, such as social and political issues, and provide structured arguments to support these opinions. They are able to construct and develop hypotheses to explore alternative possibilities.

When appropriate, these speakers use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by language patterns other than those of the target language. Superior-level speakers employ a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic, lexical, and phonetic devices.

Speakers at the Superior level demonstrate no pattern of error in the use of basic structures, although they may make sporadic errors, particularly in low-frequency structures and in complex high-frequency structures. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.

ADVANCED

Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major time frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

Advanced High

Speakers at the Advanced High sublevel perform all Advanced-level tasks with linguistic ease, confidence, and competence. They are consistently able to explain in detail and narrate fully and accurately in all time frames. In addition, Advanced High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They may provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.

Advanced High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis.

Advanced Mid

Speakers at the Advanced Mid sublevel are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance.

Advanced Mid speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of aspect. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.

Advanced Mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of Advanced Mid speakers performing Advanced-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Their discourse may still reflect the oral paragraph structure of their own language rather than that of the target language.

Advanced Mid speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the Superior level, the quality and/or quantity of their speech will generally decline.

Advanced Low

Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.

Advanced Low speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced Low speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events.

Responses produced by Advanced Low speakers are typically not longer than a single paragraph. The speaker's dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language. At times their discourse may be minimal for the level, marked by an irregular flow, and containing noticeable self-correction. More generally, the performance of Advanced Low speakers tends to be uneven.

Advanced Low speech is typically marked by a certain grammatical roughness (e.g., inconsistent control of verb endings), but the overall performance of the Advanced-level tasks is sustained, albeit minimally. The vocabulary of Advanced Low speakers often lacks specificity. Nevertheless, Advanced Low speakers are able to use communicative strategies such as rephrasing and circumlocution.

Advanced Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

INTERMEDIATE

Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

Intermediate High

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

Intermediate Mid

Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

Intermediate Low

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

NOVICE

Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

Novice High

Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.

Novice Mid

Speakers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

Novice Low

Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

ACTFL PROFICIENCY GUIDELINES 2012 — WRITING

Preface

The ACTFL Proficiency Guidelines 2012 – Writing

describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels.

The Guidelines describe the tasks that writers can handle at each level as well as the content, context, accuracy, and

discourse types associated with the writing tasks at each level. They also present the limits that writers encounter when attempting to function at the next higher major level.

These Guidelines can be used to describe written text that is either Presentational (essays, reports, letters) or Interpersonal (instant messaging, e-mail communication, texting). Moreover, they apply to writing that is spontaneous (immediate, unedited) or reflective (revised, edited). This is possible because the Guidelines describe the product rather than the process or purpose of the writing.

The written descriptions of writing proficiency are accompanied online by writing samples illustrating the features of each major level.

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DISTINGUISHED

Writers at the Distinguished level can carry out formal writing tasks such as official correspondence, position papers, and journal articles. They can write analytically on professional, academic and societal issues. In addition, Distinguished-level writers are able to address world issues in a highly conceptualized fashion.

These writers can use persuasive and hypothetical discourse as representational techniques, allowing them to advocate a position that is not necessarily their own. They are also able to communicate subtlety and nuance. Distinguished-level writing is sophisticated and is directed to sophisticated readers. Writers at this level write to their audience; they tailor their language to their readers.

Distinguished-level writing is dense and complex; yet, it is characterized by an economy of expression. The writing is skillfully crafted and is organized in a way that reflects target-culture thought patterns. At the Distinguished level, length is not a determining factor. Distinguished-level texts can be as short as a poem or as long as a treatise.

Writers at the Distinguished level demonstrate control of complex lexical, grammatical, syntactic, and stylistic features of the language. Discourse structure and punctuation are used strategically, not only to organize meaning but also to enhance it. Conventions are generally appropriate to the text modality and the target culture.

SUPERIOR

Writers at the Superior level are able to produce most kinds of formal and informal correspondence, in-depth summaries, reports, and research papers on a variety of social, academic, and professional topics. Their treatment of these issues moves beyond the concrete to the abstract.

Writers at the Superior level demonstrate the ability to explain complex matters, and to present and support opinions by developing cogent arguments and hypotheses. Their treatment of the topic is enhanced by the effective use of structure, lexicon, and writing protocols. They organize and prioritize ideas to convey to the reader what is significant. The relationship among ideas is consistently clear, due to organizational and developmental principles (e.g., cause and effect, comparison, chronology). These writers are capable of extended treatment of a topic which typically requires at least a series of paragraphs, but can extend to a number of pages.

Writers at the Superior level demonstrate a high degree of control of grammar and syntax, of both general and specialized/professional vocabulary, of spelling or symbol production, of cohesive devices, and of punctuation. Their vocabulary is precise and varied. Writers at this level direct their writing to their audiences; their writing fluency eases the reader's task.

Writers at the Superior level do not typically control target-language cultural, organizational, or stylistic patterns. At the Superior level, writers demonstrate no pattern of error; however, occasional errors may occur, particularly in low-frequency structures. When present, these errors do not interfere with comprehension, and they rarely distract the native reader.

ADVANCED

Writers at the Advanced level are characterized by the ability to write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. They can narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity. Advanced-level writers produce connected discourse of paragraph length and structure. At this level, writers show good control of the most frequently used structures and generic vocabulary, allowing them to be understood by those unaccustomed to the writing of non-natives.

Advanced High

Writers at the Advanced High sublevel are able to write about a variety of topics with significant precision and detail. They can handle informal and formal correspondence according to appropriate conventions. They can write summaries and reports of a factual nature. They can also write extensively about topics relating to particular interests and special areas of competence, although their writing tends to emphasize the concrete aspects of such topics. Advanced High writers can narrate and describe in the major time frames, with solid control of aspect. In addition, they are able to demonstrate the ability to handle writing tasks associated with the Superior level, such as developing arguments and constructing hypotheses, but are not able to do this all of the time; they cannot produce Superior-level writing consistently across a variety of topics treated abstractly or generally. They have good control of a range of grammatical structures and a fairly wide general vocabulary. When writing at the Advanced level, they often show remarkable ease of expression, but under the demands of Superior-level writing tasks, patterns of error appear. The linguistic limitations of Advanced High writing may occasionally distract the native reader from the message.

Advanced Mid

Writers at the Advanced Mid sublevel are able to meet a range of work and/or academic writing needs. They demonstrate the ability to narrate and describe with detail in all major time frames with good control of aspect. They are able to write straightforward summaries on topics of general interest. Their writing exhibits a variety of cohesive devices in texts up to several paragraphs in length. There is good control of the most frequently used target-language syntactic structures and a range of general vocabulary. Most often, thoughts are expressed clearly and supported by some elaboration. This writing incorporates organizational features both of the target language and the writer's first language and may at times resemble oral discourse. Writing at the Advanced Mid sublevel is understood readily by natives not used to the writing of non-natives. When called on to perform functions or to treat issues at the Superior level, Advanced Mid writers will manifest a decline in the quality and/or quantity of their writing.

Advanced Low

Writers at the Advanced Low sublevel are able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics. Advanced Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writing, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced Low sublevel demonstrate the ability to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of oral discourse and the writing style of their first language. These writers demonstrate minimal control of common structures and vocabulary associated with the Advanced level. Their writing is understood by natives not accustomed to the writing of non-natives, although some additional effort may be required in the reading of the text. When attempting to perform functions at the Superior level, their writing will deteriorate significantly.

INTERMEDIATE

Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. These writers can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives.

Intermediate High

Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

Intermediate Mid

Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.

Intermediate Low

Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.

NOVICE

Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

Novice High

Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.

Novice Mid

Writers at the Novice Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.

Novice Low

Writers at the Novice Low sublevel are able to copy or transcribe familiar words or phrases, form letters in an alphabetic system, and copy and produce isolated, basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.

Preface

The ACTFL Proficiency Guidelines 2012 – Listening

describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels. The subdivision of the Advanced Level into High, Mid, and Low is new. This makes the Listening descriptions parallel to the other skill-level descriptions.

Listening is an interpretive skill. Listening comprehension is based largely on the amount of information listeners can retrieve from what they hear and the inferences and connections that they can make. By describing the tasks that listeners can perform with different types of oral texts and under different types of circumstances, the Listening Proficiency Guidelines describe how listeners understand oral discourse. The Guidelines do not describe how listening skills develop, how one learns to listen, nor the actual cognitive processes involved in the activity. Rather, they are intended to describe what listeners understand from what they hear.

These Guidelines apply to listening that is either Interpretive (non-participative, overheard) or Interpersonal (participative).

The written descriptions of listening proficiency are accompanied online by authentic speech samples and the functional listening tasks associated with each major level.

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ACTFL PROFICIENCY GUIDELINES 2012 — LISTENING

DISTINGUISHED

At the Distinguished level, listeners can understand a wide variety of forms, styles, and registers of speech on highly specialized topics in language that is tailored to different audiences. Listeners at the Distinguished level can understand language such as that found in classical theater, art films, professional symposia, academic debates, public policy statements, literary readings, and most jokes and puns. They are able to comprehend implicit and inferred information, tone, and point of view, and can follow highly persuasive arguments. They are able to understand unpredictable turns of thought related to sophisticated topics. In addition, their listening ability is enhanced by a broad and deep understanding of cultural references and allusions. Listeners at the Distinguished level are able to appreciate the richness of the spoken language.

Distinguished-level listeners understand speech that can be highly abstract, highly technical, or both, as well as speech that contains very precise, often low-frequency vocabulary and complex rhetorical structures. At this level, listeners comprehend oral discourse that is lengthy and dense, structurally complex, rich in cultural reference, idiomatic and colloquial. In addition, listeners at this level can understand information that is subtle or highly specialized, as well as the full cultural significance of very short texts with little or no linguistic redundancy.

Distinguished-level listeners comprehend language from within the cultural framework and are able to understand a speaker's use of nuance and subtlety. However, they may still have difficulty fully understanding certain dialects and nonstandard varieties of the language.

SUPERIOR

At the Superior level, listeners are able to understand speech in a standard dialect on a wide range of familiar and less familiar topics. They can follow linguistically complex extended discourse such as that found in academic and professional settings, lectures, speeches and reports. Comprehension is no longer limited to the listener's familiarity with subject matter, but also comes from a command of the language that is supported by a broad vocabulary, an understanding of more complex structures and linguistic experience within the target culture. Superior listeners can understand not only what is said, but sometimes what is left unsaid; that is, they can make inferences.

Superior-level listeners understand speech that typically uses precise, specialized vocabulary and complex grammatical structures. This speech often deals abstractly with topics in a way that is appropriate for academic and professional audiences. It can be reasoned and can contain cultural references.

ADVANCED

At the Advanced level, listeners can understand the main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions. Listeners are able to compensate for limitations in their lexical and structural control of the language by using real-world knowledge and contextual clues. Listeners may also derive some meaning from oral texts at higher levels if they possess significant familiarity with the topic or context.

Advanced-level listeners understand speech that is authentic and connected. This speech is lexically and structurally uncomplicated. The discourse is straightforward and is generally organized in a clear and predictable way.

Advanced-level listeners demonstrate the ability to comprehend language on a range of topics of general interest. They have sufficient knowledge of language structure to understand basic time-frame references. Nevertheless, their understanding is most often limited to concrete, conventional discourse.

Advanced High

At the Advanced High sublevel, listeners are able to understand, with ease and confidence, conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports. They are typically able to follow some of the essential points of more complex or argumentative speech in areas of special interest or knowledge. In addition, they are able to derive some meaning from oral texts that deal with unfamiliar topics or situations. At the Advanced High sublevel, listeners are able to comprehend the facts presented in oral discourse and are often able to recognize speaker-intended inferences. Nevertheless, there are likely to be gaps in comprehension of complex texts dealing with issues treated abstractly that are typically understood by Superior-level listeners.

Advanced Mid

At the Advanced Mid sublevel, listeners are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things, and narrations about past, present, and future events. The speech is predominantly in familiar target-language patterns. Listeners understand the main facts and many supporting details. Comprehension derives not only from situational and subject-matter knowledge, but also from an increasing overall facility with the language itself.

Advanced Low

At the Advanced Low sublevel, listeners are able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. The listener understands the main facts and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge.

INTERMEDIATE

At the Intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. They are generally able to comprehend one utterance at a time while engaged in face-to-face conversations or in routine listening tasks such as understanding highly contextualized messages, straightforward announcements, or simple instructions and directions. Listeners rely heavily on redundancy, restatement, paraphrasing, and contextual clues.

Intermediate-level listeners understand speech that conveys basic information. This speech is simple, minimally connected, and contains high-frequency vocabulary.

Intermediate-level listeners are most accurate in their comprehension when getting meaning from simple, straightforward speech. They are able to comprehend messages found in highly familiar everyday contexts. Intermediate listeners require a controlled listening environment where they hear what they may expect to hear.

Intermediate High

At the Intermediate High sublevel, listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

Intermediate Mid

At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.

Intermediate Low

At the Intermediate Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.

NOVICE

At the Novice level, listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies.

Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing, and/or a slowed rate of speech for comprehension. They rely heavily on extralinguistic support to derive meaning.

Novice-level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself.

Novice High

At the Novice High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Novice Mid

At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

Novice Low

At the Novice Low sublevel, listeners are able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context. These listeners show virtually no comprehension of any kind of spoken message, not even within the most basic personal and social contexts.

ACTFL PROFICIENCY GUIDELINES 2012 — READING

Preface

The ACTFL Proficiency Guidelines 2012 – Reading

describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels. The subdivision of the Advanced level is new. This makes the Reading descriptions parallel to the other skill level descriptions.

Reading is an interpretive skill. Reading comprehension is based largely on the amount of information readers can retrieve from a text, and the inferences and connections that they can make within and across texts. By describing the tasks that readers can perform with different types of texts and under different types of circumstances, the Reading Proficiency Guidelines describe how readers understand written texts. These Guidelines do not describe how reading skills develop, how one learns to read, nor the actual cognitive processes involved in the activity of reading. Rather, they are intended to describe what readers are able to understand from what they read.

These Guidelines apply to reading that is either Interpretive (books, essays, reports, etc.) or Interpersonal (instant messaging, texting, email communication, etc.).

The written descriptions of reading proficiency are accompanied online by authentic text samples and the functional reading tasks associated with each major level.

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DISTINGUISHED

At the Distinguished level, readers can understand a wide variety of texts from many genres including professional, technical, academic, and literary. These texts are characterized by one or more of the following: a high level of abstraction, precision or uniqueness of vocabulary; density of information; cultural reference; or complexity of structure. Readers are able to comprehend implicit and inferred information, tone, and point of view and can follow highly persuasive arguments. They are able to understand unpredictable turns of thought related to sophisticated topics.

Readers at the Distinguished level are able to understand writing tailored to specific audiences as well as a number of historical, regional, and colloquial variations of the language. These readers are able to appreciate the richness of written language. Distinguished-level readers understand and appreciate texts that use highly precise, low-frequency vocabulary as well as complex rhetorical structures to convey subtle or highly specialized information. Such texts are typically essay length but may be excerpts from more lengthy texts.

Distinguished-level readers comprehend language from within the cultural framework and are able to understand a writer's use of nuance and subtlety. However, they may still have difficulty fully understanding certain nonstandard varieties of the written language.

SUPERIOR

At the Superior level, readers are able to understand texts from many genres dealing with a wide range of subjects, both familiar and unfamiliar. Comprehension is no longer limited to the reader's familiarity with subject matter, but also comes from a command of the language that is supported by a broad vocabulary, an understanding of complex structures and knowledge of the target culture. Readers at the Superior level can draw inferences from textual and extralinguistic clues.

Superior-level readers understand texts that use precise, often specialized vocabulary and complex grammatical structures. These texts feature argumentation, supported opinion, and hypothesis, and use abstract linguistic formulations as encountered in academic and professional reading. Such texts are typically reasoned and/or analytic and may frequently contain cultural references.

Superior-level readers are able to understand lengthy texts of a professional, academic, or literary nature. In addition, readers at the Superior level are generally aware of the aesthetic properties of language and of its literary styles, but may not fully understand texts in which cultural references and assumptions are deeply embedded.

ADVANCED

At the Advanced level, readers can understand the main idea and supporting details of authentic narrative and descriptive texts. Readers are able to compensate for limitations in their lexical and structural knowledge by using contextual clues. Comprehension is likewise supported by knowledge of the conventions of the language (e.g., noun/adjective agreement, verb placement, etc.). When familiar with the subject matter, Advanced-level readers are also able to derive some meaning from straightforward argumentative texts (e.g., recognizing the main argument).

Advanced-level readers are able to understand texts that have a clear and predictable structure. For the most part, the prose is uncomplicated and the subject matter pertains to real-world topics of general interest.

Advanced-level readers demonstrate an independence in their ability to read subject matter that is new to them. They have sufficient control of standard linguistic conventions to understand sequencing, time frames, and chronology. However, these readers are likely challenged by texts in which issues are treated abstractly.

Advanced High

At the Advanced High sublevel, readers are able to understand, fully and with ease, conventional narrative and descriptive texts of any length as well as more complex factual material. They are able to follow some of the essential points of argumentative texts in areas of special interest or knowledge. In addition, they are able to understand parts of texts that deal with unfamiliar topics or situations. These readers are able to go beyond comprehension of the facts in a text, and to begin to recognize author-intended inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wide variety of texts. Misunderstandings may occur when reading texts that are structurally and/or conceptually more complex.

Advanced Mid

At the Advanced Mid sublevel, readers are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things and narrations about past, present, and future events. These texts reflect the standard linguistic conventions of the written form of the language in such a way that readers can predict what they are going to read. Readers understand the main ideas, facts, and many supporting details. Comprehension derives not only from situational and subject-matter knowledge but also from knowledge of the language itself. Readers at this level may derive some meaning from texts that are structurally and/or conceptually more complex.

Advanced Low

At the Advanced Low sublevel, readers are able to understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. These texts predominantly contain high-frequency vocabulary and structures. Readers understand the main ideas and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge. Readers at this level will be challenged to comprehend more complex texts.

INTERMEDIATE

At the Intermediate level, readers can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement.

Intermediate-level readers are able to understand texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums. These texts are not complex and have a predictable pattern of presentation. The discourse is minimally connected and primarily organized in individual sentences and strings of sentences containing predominantly high-frequency vocabulary.

Intermediate-level readers are most accurate when getting meaning from simple, straightforward texts. They are able to understand messages found in highly familiar, everyday contexts. At this level, readers may not fully understand texts that are detailed or those texts in which knowledge of language structures is essential in order to understand sequencing, time frame, and chronology.

Intermediate High

At the Intermediate High sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.

Intermediate Mid

At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.

Intermediate Low

At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.

NOVICE

At the Novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized.

Novice-level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt, or a weather map. Readers at the Novice level may rely heavily on their own background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning.

Readers at the Novice level are best able to understand a text when they are able to anticipate the information in the text. At the Novice level, recognition of key words, cognates, and formulaic phrases makes comprehension possible.

Novice High

At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.

Novice Mid

At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.

Novice Low

At the Novice Low sublevel, readers are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.

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International Leadership of Texas

3301 N. Shiloh Rd, Garland, TX 75044 ♦ Tel: (972) 414-8000 ♦ ILTexas.org

Technology & Testing – July 2013 Board Report

Joyce Wheeler, Director of Technology & Testing

Technology

- Student laptops to be distributed first week of September
- Our donation page is up and functional on the website
- School websites are public and listed on our main site
- Meal application available on website
- Lunch Money Now is available for online balances and to add money to student meal accounts.

Testing

- Campus test coordinators will receive training in September
- MAP test will be utilized to identify LEP ELL students.
- We received access to Texas Assessment Management system, which provides assessment data on our students.



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ILTEXAS – Garland Elementary

Board Report

Wednesday, August 21, 2013

Prepared and Submitted by Angela Marcellus, Principal

A. Hiring

- 100%
- Finalizing Long Term Subs for teachers from Monterrey

B. Enrollment

- Currently have a waiting list for every grade level Kinder – 5th
- 624 students on the waiting list K-5th

C. Staff Development/Training

- This week Professional Development focused on Lesson Planning, Kilgo Scope and Sequence, Language, Team Building, Procedures, Scheduling, Safety, Technology

D. Parent Communication/Outreach

- Preparing for Meet the Teacher Night this Friday, 8/23 5:00-7:00 p.m.



International Leadership of Texas

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International Leadership of Texas Elementary School – Arlington Division

August 21st Board Report – Elementary School Report

I. Status of Hiring

# of Positions	Positions Filled	% Hired
63	60	95%

Fifth Grade	
ELA Reading	Tammy Janzen
SLA Lectura	Gustavo Salcido
Mathematics	Monica Gordon
Matematicas	Itty Ponce
Science/Lead	Elizabeth Maddox
Ciencias	Zahra Amaro

Fourth Grade	
ELA Reading	Gladys Buffone
SLA Lectura/Lead	Monica Balderas
Mathematics	Rebecca Colbert
Matematicas	Jessica Glenn
Science	Katelyn Maxwell
Ciencias	Eduardo Lopez

Third Grade	
ENG Lead	Tammie Davis
ESP	Maria Cruz
ENG	Valerie Rimmer
ESP	Amy Jaramillo
ENG	Carlotta Hankson-Stiggers
ESP	Marjolaine Mahoney

Second Grade	
ESP Lead	Gabriela Hernandez
ENG	Maria Pettiford
ESP	Melina Hernandez
ENG	Laura Elmousa
ESP	
ENG	Winifred Willis
ESP	
ENG	LaShon Poitier

First Grade	
ESP Team Lead	Viridiana Guardado
ESP	Susana Montoya
ESP	Linette Merced
ESP	Jacqueline
ENG	Daphne Rogstad
ENG	Katrina Del Prado
ENG	Alycia Halla
ENG	Victoria Swaney

Kindergarten	
ESP Team Lead	Jahzeel Chavez
ENG	Latrenda Rush
ENG	Amanda Jonkers
ENG	
ESP	Marta Colon
ESP	Laritza Rodriguez
ESP	Lisbeth Koonce
ENG	Mireya Ortega



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Enrichment	
Art	Renata Saldanha
Theater	Lindy Weiss
Music	Brian Fratto
PE	Kevin McLendon
PE	Lauren McCreight
PE	Cindy Peyron
PE	Christina Ledesma
Chinese	Yin Kun Portia
Chinese	Huaya Sun Rain
Chinese	Fungshen Gao

Administration/Student Support	
Principal	Elizabeth Lawlor
Assistant Principal	Graham Bartlett
Admin Assistant	Lina Alarcon
Counselor	Pat De La Rosa
Receptionist	Teresa Rodriguez
Instructional Asst.	Tampa Gipson
Instructional Asst.	Maria Brieman
Instructional Asst.	Ana Ramirez
Instructional Asst.	Claudia Caballero
SPED Teacher	Chams Chamri

Substitute Teachers: Currently securing 3 long term subs for teachers awaiting visas and for 1 maternity leave as well as a pool of short-term subs.

Operations

Nurse: Karen Mendez School Marshall: Steven Beasley

II. Current Enrollment (July 13, 2013)

Arlington	Confirmed	Accepted	Total Grade Level	Open Seat	Waitlist
K	143	1	144	0	83
1	141	3	144	0	56
2	139	5	144	0	24
3	140	4	144	0	49
4	129	15	144	0	0
5	136	8	144	0	27
Total	828	36	864	0	239



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III. Recruiting

- Location finalized which supports enrollment
- New Parent Informational Meetings – Monday, July 29th, 2013
- Elementary School Flyers - Send out around neighborhood
- Incentive - \$25 uniform voucher for each elementary school student referred
- Maintaining communication with enrolled families: campus website; Facebook; phone calls; e-mail and face to face meetings

IV. Other News

- Interviewing potential candidates for remaining teaching positions and substituting
- Temporary Facility – Lake Arlington Baptist Church, 2912 Little Road, Arlington,
- After School Care – Agreement with YMCA to provide afterschool, licensing in progress
- July Parent Meeting – July 29th, 2013
- CSA Writing Project – Assessments written.
- Curriculum Night – August 1st, 2013
- Orientation – including District and Campus Professional Development Sessions
- Meet the Teacher Nights – Tues, August 20th; Wednesday, August 21st, and Friday, August 23rd with social mixer for grade level families.
- First Day of School – Monday, August 26th



**INTERNATIONAL LEADERSHIP OF TEXAS
GRAND OPENING**

Thursday, August 22, 2013

10:00 AM

Garland, Texas

WELCOME – EDDIE CONGER, SUPERINTENDENT

RIBBON CUTTING CEREMONY

IL TEXAS GARLAND STUDENTS

EDDIE CONGER, SUPERINTENDENT

HON. ANGIE CHEN BUTTON, TEXAS HOUSE REPRESENTATIVE

HON. CINDY BURKETT, TEXAS HOUSE REPRESENTATIVE

HON. JODIE LAUBENBURG, TEXAS HOUSE REPRESENTATIVE

HON. MICHAEL WILLIAMS, TEXAS EDUCATION COMMISSIONER

HON. DOUGLAS ATHAS, CITY OF GARLAND MAYOR

HON. TIM CAMPBELL, CITY OF GARLAND COUNCIL MEMBER

CURTIS DONALDSON, VICE PRESIDENT OF IL TEXAS BOARD OF DIRECTORS

CHRIS FLORANCE, CHIEF OPERATING OFFICER

DR. LAURA CARRASCO, CHIEF ACADEMIC OFFICER

ANGELA MARCELLUS, ILT GARLAND ELEMENTARY SCHOOL PRINCIPAL

MYRNA APODACA, ILT GARLAND MIDDLE SCHOOL PRINCIPAL

NADIA AYALA, ILT GARLAND HIGH SCHOOL PRINCIPAL

LIZ LAWLOR, ILT ARLINGTON ELEMENTARY SCHOOL PRINCIPAL

CONSTANCE JAWAID, ILT ARLINGTON MIDDLE SCHOOL PRINCIPAL

PROGRAM IN THE AUDITORIUM

PRESENTATION OF COLORS – U.S. MARINE CORPS COLOR GUARD

Speakers:

EDDIE CONGER, SUPERINTENDENT

HON. DOUGLAS ATHAS, CITY OF GARLAND MAYOR

CURTIS DONALDSON, VICE PRESIDENT OF IL TEXAS BOARD OF DIRECTORS

HON. MICHAEL WILLIAMS, TEXAS EDUCATION COMMISSIONER

DR. LAURA CARRASCO, CHIEF ACADEMIC OFFICER

GUEST PERFORMANCES

LION DANCERS – J.K. WONG KUNGFU TAI CHI ACADEMY

MARIACHI BAND – MARIACHI MICHOCAN

7:45am	Allyn Media arrive at IL Texas
7:45-8:20am	Allyn set up chairs, podium (complete with run-of-show binder) and balloons in gym for main event
8:00am	Angela arrives
8:00am	Audio / Visual team arrive to set up one speaker, wireless mic and mult box (for press) outside and podium mic, 2-4 speakers and mult box inside
8:00-8:15am	Caterer arrives to set up VIP reception in the front entrance area
8:20-8:40am	Allyn rope/block off designated space for program Allyn set up stanchions, ribbon, popup tables (tablecloths), water in coolers with ice, scissors and programs on tables, and handicapped parking signs in front of 4 designated spots outside the roped off area
8:30am	4 Garland off-duty Police Officers arrive - Will be directing traffic and parking
8:40am	Allyn/Angela walk through – make sure everything is in place
8:45am	A/V team moves truck out of site
8:45am	Eddie Conger, speakers and students arrive
9:00am	VIP reception begins in the front entrance area with catered breakfast – Students in uniforms and their parents, ILT officials, Police officers and U.S. Marine Color Guard invited to breakfast with VIPs
9:30am	Eddie Conger offers VIPs tour of the facilities - Dr. Laura Carrasco, CAO - Myrna Apodaca, Principal - Angela Marcellus, Principal - Teachers in classrooms
9:45am	Mariachi Band arrives and begins to play outside
9:55am	Students in uniform pass out programs as guests arrive
10:00am	Ribbon Cutting ceremony set to begin - VIPs/ILT reps walk out and line up behind ribbon

10:01am	Eddie Conger welcomes everyone, thanks everyone involved, and recognizes elected officials
10:02am	Caterers clear all the food into front office out of site
10:05am	Invites elected officials, Michael Williams and students in uniforms up to pick up a pair of scissors and join him behind the ribbon <ul style="list-style-type: none">- ILT principals (Garland and Arlington)- District officials- CAO- Board members
10:08am	Ribbon is cut, Mariachi Band plays
10:10am	Eddie Conger invites everyone inside, out of the heat - people are ushered into gym – band continues to play as people are moving inside through side door – teachers and staff help move people inside
10:11am	Photos with all the people with scissors in front the school
10:21am	Eddie Conger on stage thanks the Mariachi Band and introduces the US Marines Color Guard
10:22am	U.S. Marines Color Guard present the colors National Anthem
10:26am	Eddie Conger welcomes everyone inside and thanks everyone for coming and being apart of ILT, what ILT is, great families, facilities and then introduces Mayor Athas
10:31am	State Rep. Angie Chen Button speaks (<i>tentative</i>)
10:35am	Garland Mayor Douglas Athas speaks
10:39am	Curtis Donaldson introduces Michael Williams
10:43am	Michael Williams speaks
10:56am	Dr. Laura Carrasco and Chinese teacher introduce the Lion Dancers
10:58am	Lion Dancers Perform

11:02am	Dr. Laura Carrasco / Eddie Conger thank Lion dances, thank everyone for coming, ask people to stand as the U.S. Marines retire the colors and invite everyone to tour the facilities after the program
11:03am	U.S. Marines Color Guard retire the colors
11:05am	Mariachi Band plays
11:12am	Band and dancers are paid and released
11:30am	Garland police officers are paid and released

**International Leadership of Texas
2013-2014 Budget Proposal**

Fund	Function	Mobject	Description	13-14 Proposal	Percent of Budget
	35 Total		Child Nutrition	\$1,705,511.75	
240 Total			National School Lunch Program	\$1,705,511.75	
	11 Total		Instructional Services	\$11,987,930.65	59.78%
	13 Total		Curriculum & Staff Development	\$25,000.00	0.12%
	21 Total		Program Administration	\$228,497.65	1.14%
	23 Total		Campus Administration	\$1,245,487.54	6.21%
	31 Total		Counseling & Assessment	\$356,259.82	1.78%
	33 Total		Health Services	\$286,259.82	1.43%
	34 Total		Pupil Transportation	\$99,648.00	0.50%
	36 Total		Athletics & Extra Curricular Activities	\$87,537.42	0.44%
	41 Total		District Administration	\$681,015.55	3.40%
	51 Total		Maintenance & Operations	\$3,855,906.06	19.23%
	52 Total		Security Services	\$171,686.29	0.86%
	53 Total		Networking & Technology	\$364,082.68	1.82%
	61 Total		Community Services	\$261,719.08	1.31%
	71 Total		Debt Administration	\$387,750.00	1.93%
	81 Total		Fundraising	\$14,598.48	0.07%
420 Total			General Operating Fund	\$20,053,379.04	
	81 Total		Fundraising	\$25,000.00	
461 Total			Campus Activity Fund	\$25,000.00	
Grand Total				\$21,783,890.79	
	Grand Total			\$21,783,890.79	
		Grand Total		\$21,783,890.79	

**International Leadership of Texas
2013-2014 Budget Proposal**

Fund	Function	Mobject	Description	13-14 Proposal	Percent of Budget
		61XX Total	Payroll Costs	\$22,526.15	
		62XX Total	Contracted Services	\$1,682,985.60	
	35 Total		Child Nutrition	\$1,705,511.75	
240 Total			National School Lunch Program	\$1,705,511.75	
		61XX Total	Payroll Costs	\$10,765,770.65	
		62XX Total	Contracted Services	\$764,160.00	
		63XX Total	General Supplies	\$458,000.00	
		64XX Total	Other Operating Costs	\$0.00	
	11 Total		Instructional Services	\$11,987,930.65	59.78%
		61XX Total	Payroll Costs	\$0.00	
		62XX Total	Contracted Services	\$0.00	
		63XX Total	General Supplies	\$0.00	
		64XX Total	Other Operating Costs	\$25,000.00	
	13 Total		Curriculum & Staff Development	\$25,000.00	0.12%
		61XX Total	Payroll Costs	\$228,497.65	
	21 Total		Program Administration	\$228,497.65	1.14%
		61XX Total	Payroll Costs	\$1,122,097.54	
		62XX Total	Contracted Services	\$105,390.00	
		63XX Total	General Supplies	\$18,000.00	
		64XX Total	Other Operating Costs	\$0.00	
	23 Total		Campus Administration	\$1,245,487.54	6.21%
		61XX Total	Payroll Costs	\$268,259.82	
		62XX Total	Contracted Services	\$0.00	
		63XX Total	General Supplies	\$88,000.00	
		64XX Total	Other Operating Costs	\$0.00	
	31 Total		Counseling & Assessment	\$356,259.82	1.78%
		61XX Total	Payroll Costs	\$268,259.82	
		62XX Total	Contracted Services	\$0.00	
		63XX Total	General Supplies	\$18,000.00	
		64XX Total	Other Operating Costs	\$0.00	
	33 Total		Health Services	\$286,259.82	1.43%
		62XX Total	Contracted Services	\$99,648.00	
	34 Total		Pupil Transportation	\$99,648.00	0.50%
		61XX Total	Payroll Costs	\$87,537.42	
		63XX Total	General Supplies	\$0.00	
		64XX Total	Other Operating Costs	\$0.00	
	36 Total		Athletics & Extra Curricular Activities	\$87,537.42	0.44%

**International Leadership of Texas
2013-2014 Budget Proposal**

Fund	Function	Mobject	Description	13-14 Proposal	Percent of Budget
		61XX Total	Payroll Costs	\$346,930.55	
		62XX Total	Contracted Services	\$273,085.00	
		63XX Total	General Supplies	\$18,000.00	
		64XX Total	Other Operating Costs	\$43,000.00	
	41 Total		District Administration	\$681,015.55	3.40%
		61XX Total	Payroll Costs	\$79,066.06	
		62XX Total	Contracted Services	\$3,094,840.00	
		63XX Total	General Supplies	\$0.00	
		64XX Total	Other Operating Costs	\$42,000.00	
		62XX Total	Contracted Services	\$515,000.00	
		64XX Total	Other Operating Costs	\$125,000.00	
	51 Total		Maintenance & Operations	\$3,855,906.06	19.23%
		61XX Total	Payroll Costs	\$171,686.29	
		62XX Total	Contracted Services	\$0.00	
		63XX Total	General Supplies	\$0.00	
	52 Total		Security Services	\$171,686.29	0.86%
		61XX Total	Payroll Costs	\$36,797.68	
		62XX Total	Contracted Services	\$327,285.00	
		63XX Total	General Supplies	\$0.00	
	53 Total		Networking & Technology	\$364,082.68	1.82%
		61XX Total	Payroll Costs	\$87,719.08	
		62XX Total	Contracted Services	\$174,000.00	
		63XX Total	General Supplies	\$0.00	
		64XX Total	Other Operating Costs	\$0.00	
	61 Total		Community Services	\$261,719.08	1.31%
		65XX Total	Debt Services	\$387,750.00	
	71 Total		Debt Administration	\$387,750.00	1.93%
		61XX Total	Payroll Costs	\$14,598.48	
		63XX Total	General Supplies	\$0.00	
	81 Total		Fundraising	\$14,598.48	0.07%
420 Total			General Operating Fund	\$20,053,379.04	
		63XX Total	General Supplies	\$25,000.00	
	81 Total		Fundraising	\$25,000.00	
461 Total			Campus Activity Fund	\$25,000.00	
Grand Total				\$21,783,890.79	
	Grand Total			\$21,783,890.79	

**International Leadership of Texas
2013-2014 Budget Proposal**

Fund	Function	Mobject	Description	13-14 Proposal	Percent of Budget
			Grand Total	\$21,783,890.79	