

2nd World Languages Colloquium 2012 Lost in Transition Initiative

Deepening the secondary to postsecondary
horizontal and vertical articulation

UW Outreach Building, Casper, Wyoming
Thursday, April 12, 2012

Colloquium Goals

1. Support and strengthen personal and professional relationships amount Wyoming's secondary and postsecondary world language faculty.
2. Build a statewide network that supports international experiences for students and their teachers.
3. Deepen the secondary to postsecondary horizontal and vertical articulation in first-year French, German, and Spanish study.
 - a) Examine and collect feedback about French, German, and Spanish 1010 and 1020 student learning expectation charts. Share student work examples from secondary, college, and university settings.
 - b) Examine and collect feedback for drafts of French, German, and Spanish 2030 student learning expectation charts. Share student work examples from secondary, college, and university settings.
4. Improve the accuracy and availability of information provided to students during world language advising and placement.
 - a) Examine and collect feedback about the languages advising flowchart.

Agenda

Room 150

- 8:30-8:45 Registration, continental breakfast, welcomes
- 8:45-10:30 First-Year Language Study: French, German, Spanish 1010, 1020, 2030; examination of student work from first-year courses; all participants should bring multiple copies of student work specific to at least one course: 1010, 1020, or 2030
- In language groups, a) share how the 1010 and 1020 documents have worked; b) identify adjustments; c) talk through the 2030 drafts; and d) come to a consensus on each.
- Facilitators: Mary Ellen Ibarra-Robinson (Spanish); Becki Steele and Brandee Mau (German); Carol Kirkwood (French)
- 10:30-10:45 Mid-morning break
- 10:45-11:45 Large group sharing, feedback, and next steps
- 11:45-12:45 Lunch and town hall meeting, UW's ACE Internationalization Laboratory, Anne Alexander and Brent Pickett.
- 12:45-1:30 Informal round table sharing: Arabic, Chinese, French, German, Japanese, Spanish, and Portuguese language learning opportunities in Wyoming
- 1:30-3:15 Discussion about the languages advising flowchart, facilitated by Carol Kirkwood
- Key Questions:
1. Who do high school teachers and others contact for high school student placement at UW and CC?
 2. What happens to students or what should they do once their name is given to the UW and CC faculty contact?
 3. When should students take the WebCape and how do they access that online?
 4. Do teachers in the state have access to CLEP testing sites?
 5. What do UW and CC contacts do with STAMP documentation?
 6. Key questions not addressed, next steps?
- 3:15-3:30 Wrap up and evaluation of the day's work
- 3:30 Adjournment



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the Lost in Transitions Initiative is supported with funds from the Qwest Foundation