**18** Number of participants **6** K-12 educators who received .5 PTSB renewal credit

**6** K-12 educators

**4** Community College educators

**8** University of Wyoming educators

Session Feedback transcribed April 4, 2016

**n =14 responses**

All feedback from evaluation forms was transcribed exactly as written, with minor grammatical edits. Not all respondents answered all questions.

1. **Please rate the overall quality of the day’s work, 1-10 with 10 being highest quality.**

**Mean= 9 Median = 9 Mode = 10 Range = 7-10**

**Comments:**

* Very well-structured and presented.
* Thank you
* Wonderful exchange of ideas/perspectives
* Good; I liked the fact that colleagues were mixed up for groups. It’s a great way to meet people and see commonalities and get a fresh perspective on teaching languages.
* It was a very effective meeting. We work a lot together.
* Great experience with colleagues and facilitated well.
* I am excited about the possibility of using graphic novels in the classroom & feel it is a great way to instruct today’s “visual” learner.
* Very well-organized, very helpful.
* I found the whole day effective and a good use of time. I left with good ideas on how to improve my teaching.
* Excelente!

1. **What insights or reactions do you have from the morning presentation and discussion about using graphic novels in the classroom?**

* I plan to test the option in the next AY.
* Thought provoking!
* Very informative!
* A different kind of thing – a focus on one graphic novel would have (been) useful; discussion afterwards fir the time better.
* It is good to think about the topic so I can implement similar things in classroom.
* It was very insightful. I didn’t think much about the value (pedagogical value of graphic novels) before this presentation.
* It was a very stimulating and interesting presentation.
* I am excited about the possibility of using graphic novels in the classroom & feel it is a great way to instruct today’s “visual” learner.
* I liked it very much. Look forward to next year’s workshop.
* I was interested in what the presenter shared, and the next point would be to focus on pedagogical uses.
* It was very insightful. I see that it could be useful, but have a hard time wrapping my head around its applications. I also feel restrained by a lack of resources for graphic novels.
* Graphic novels offer me the opportunity to introduce my students into reading in garget language, connecting them to their interests.
* The talk should have been planned for 30 minutes instead of rushed at the end.

1. **Do you have any other suggestions or recommendations about revising the comparison charts or the student expectations documents relative to the first year language sequence?**

* Moving more toward ACTFL is a good idea.
* I think we need to revisit because I think there has been a shift in pedagogical philosophies and things have changes.
* No
* n/a
* They need to be revisited. We didn’t work much with the actual forms.
* Looking forward to follow up at WFLTA.
* The more simplified the better.
* No
* I would like information on specific advice to give my high schoolers on how to test out of UW language courses.
* No, I just find out the chart match with the levels I am actually teaching.
* Using ACTFL language throughout all of the documents.

1. **Everyone’s time is precious, planners want the colloquium to be a productive and useful as possible. What would be the best use of our time together? Please rate each of the following topics High, Medium, or Low, denoting importance to you and your setting.**

\*In language specific groups, sharing assignments, assessment, and best practices.

High=10 Medium=4 Low=0

\*Discussing state and national language standards and expectations, especially concerning

High=9 Medium=4 Low=0

\*Student placement practices from secondary to postsecondary.

High=5 Medium=8 Low=0

\*Articulation for the 1010, 1020, 2030, 2040, and 2140 sequence

High=2 Medium=0 Low=0

**Other: your suggestions for future colloquia (please write below)**

* How to transition between different levels of foreign language teachers/or immersion teaching.
* Summer MA program at UW/continuing education credits.
* Graduate credits.
* I like the fact that we were given input into discussion topics for the future.
* Hope to see more instructors across the state Wyoming.
* Best practices in articulation (indistinguishable)
* Best practices in (dual) immersion – foreign language teachers & social responsibility

1. **How did the logistics of the day work (catering, online registration, email reminders, schedule/agenda)?**

* Very well. To be honest, a smaller group (over all) was more productive.
* Awesome job & smoother transitions!
* Well.
* Yes.
* Worked well.
* It went pretty well. Very well sequenced.
* Excellent!
* Very effective!
* Very well organized.
* Everything worked perfectly for me.
* That was all very well done and seamless.
* Good.
* Excellent
* Very well

**6. Other reactions, suggestions, recommendations, or anything else you’d like meeting planners   
to know?**

* These meetings are essential and very useful. Keep it up!
* I enjoyed working in groups across languages and levels.
* I’d like a window in the room.
* Spend more time with the current forms for 1010, 1020, 2030 & 2040 for all languages.
* Well done!
* Look forward to next year & I will spread the word to fellow colleagues.
* 2.5 hours driving is a little bit long but I can endure it ☺ Thank you!
* None.
* No one today. Thank you!
* The structure of the articulation session was really good with the 3 questions.

**\*\*\*\*\*\*\*\*\***

**Additional Titles: Graphic Novels**

Scott McCloud, *Understanding Comic* (a look at how comics work)

Teacherdiscovery.co (Don Quixote – beginning/intermediate; Spanish graphic reader)

Carlos Ruíz Zafón (1920s, 1930s Barcelona)

*Surviving Minidoka* (Idaho internment camp)

*El arte de volar* (Spanish Civil War)

Children’s book depicting Japanese internment camps (Heart Mountain)

**Priorities: 2017 Lost in Transition Colloquium (from newsprint sheets)**

1. Determine articulation bench marks (reach optimum level in 2023).
2. VOW Professor classroom visits and/or high school visit VOW’s classrooms.
3. Personal Contact – invite to fellow colleagues
4. K-5 FL endorsements
5. Dual/Concurrent enrollment issues
6. Student expectations – ACTFL standards
7. Placement issues – secondary and post-secondary; transitions for students (Do we match up?)
8. Another name: Pathways to Success; Transitions to Success
9. Continue research presentations with classroom applications
10. Shared course delivery (i.e., online rotating – 2140)

**Priorities: October, 2016 WFLTA Meetings, Casper**

1. Articulation: what must high school WL teachers to make sure that their students are successful in college-level WL programs? What specific skills should high school WL students know?
2. Is one consistent test for language placement and credit-by-exam possible for Wyoming colleges & UW?
3. Workshop? Speed session? Something? So WL teachers can ask MCL & College of Education Secondary Education Foreign Languages about their programs.
4. Prof. Development – Advanced degrees; teaching strategies (methods)
5. Post-secondary meetings
6. Activities & assessment databases
7. Documents for articulation
8. Update and Forecast DLI
9. “Can do” practice activities
10. Articulation & unification among resources with high school, college transitions to VOW/Universities.
11. Best practices; workshops, e.g., graphic novel
12. Social media/tech in WL
13. Assessments/e-learning

**Survey of Wyoming World Languages: What we would like and need to know**

* What languages & levels taught?
* Concurrent/dual enrolment?
* Curriculum aligned with state standards?
* Full-time/part-time teachers?
* Do you use textbook? Which, if so?
* Teacher ed. Level? Bachelor’s? Master’s?
* How many have taken OPI?
* How many students continue into post-secondary language studies? Same language?
* What WY businesses seek bilingual employees/grads?
* What is the current DLI and projected DLI enrolment?
* What colleges are offering exactly?
* Do we need heritage-speaker courses? Will we?
* Teachers we never see…accurate lists of all WL teachers – private & public schools and all WL including Native American languages, ESL, ASL
* Data about successful WL people from Wyoming – success stories to motivate students & their parents
* Data about languages that ESC teachers know in addition to ESL
* Which UW degrees need WL or which careers?
* What is the heritage/ethnic groups in your community/state? i.e., could it enhance the community? Justify.
* Why is there a resistance to language learning? What can we do?
* What is the age group that WL programs start in your community & why?
* Create a list for cultural literacy benefits among WL educators
* What is your h.s. attrition rate?
* State funding – ask for adequate funding

**Interested in working on a Wyoming world languages survey: Ryan Beardall; Ian Caldon**

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Transcribed by A. Kleinsasser April 4, 2016