MOVING FORWARD > < GIVING BACK
ACTFL Mission
Providing vision, leadership, and support for quality teaching and learning of languages.

ACTFL Vision
Believing that language and communication are at the heart of the human experience, that the U.S. must nurture and develop indigenous, immigrant, and world language resources, and that the U.S. must educate students to be linguistically and culturally prepared to function as world citizens, ACTFL is uniquely positioned to lead this endeavor by

- Meeting the needs of language professionals
- Ensuring a dynamic and responsive organization
- Working proactively through advocacy and outreach
- Working to ensure that the language-teaching profession reflects the racial, ethnic and linguistic diversity of U.S. society
- Promoting research that impacts the development of professional programs and enhances the quality of language teaching and learning.

ACTFL Governance
Board of Directors

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We are pleased to present ACTFL’s first Annual Report, in which we share the progress our organization is making and how we are serving the language community at large. As you are aware, ACTFL strives to provide effective advocacy and leadership for the improvement of teaching and learning at all levels of instruction in all languages. Approximately 12,500 language educators are ACTFL members. They represent language professionals from around the world, including elementary, secondary, and postsecondary teachers, administrators, specialists, supervisors, researchers, and others concerned with language education.

We accomplish our mission of advocating for second language teaching and learning through programs and projects that range from those influencing educational policies at the state and national levels to those providing practical assistance to language educators. We thrive on collaboration within the language profession and beyond to move toward a greater understanding of our increasingly interdependent world and to create an environment where knowledge of other languages and cultures is accessible to all.

Thank you for allowing us to share the way we are moving forward and giving back to members and the profession.

Peter Swanson
2016 ACTFL President

Marty Abbott
Executive Director
MEMBERSHIP AT A GLANCE

(TAS OF OCTOBER 1, 2015)

TOTAL MEMBERS
12,567

50 STATES
in the U.S.

+ the District
of Columbia &
U.S. Territories

38 COUNTRIES
across the globe

ACTFL members represent 57 different languages taught—from Afrikaans to Yoruba.

DEMOGRAPHICS

75% identify as “Teachers”

12% identify as “Administrators”

11% identify as “Students”

7% identify as “Methods Instructors”

35% Higher Education

34% High school

5% Government/Business

26% PreK-8
Benefits of ACTFL Membership

ACTFL members receive a number of valuable benefits as part of their annual membership, including subscriptions to top-notch publications *The Language Educator* and *Foreign Language Annals*, discounts on professional development opportunities such as the ACTFL Annual Convention & World Languages Expo, professional webinars, and workshops, discounts on ACTFL books, the opportunity to be paired with a professional peer through ACTFL’s mentoring program, and other invaluable career resources.

ACTFL membership also allows individuals to join one of 17 Special Interest Groups (SIGs) for free, a unique opportunity to network virtually and face-to-face with members with shared interests.

ACTFL brings together a diverse group of educators, all working toward improving language instruction in our country. Whether it is advocating for languages, supporting smaller organizations, writing position statements, or providing the best professional development I’ve ever experienced, ACTFL is there for its members.

Publications

- **The Language Educator**: ACTFL’s magazine offers comprehensive coverage of important trends and developments in language education.
- **Foreign Language Annals**: ACTFL’s peer-reviewed journal serves the professional interests of classroom instructors, researchers, and administrators in the field.
- **Books & Brochures**: Critical resources for methods instructors, first-time teachers, job seekers and others in the language education field. These include the popular “Keys” series of books that are a mainstay for language educators, as well as *Words and Actions: Teaching Languages Through the Lens of Social Justice*. Other resources are geared toward understanding language proficiency levels and assessing student language performance, including ACTFL’s Proficiency Guidelines, Performance Descriptors for Language Learners, and *Implementing Integrated Performance Assessment*. ACTFL offers most books and manuals formatted for e-readers such as iPad, Nook, and Kindle.

In 2015

- SIGs not only grew in numbers, but expanded their offerings to include benefits like webinars and networking.
- ACTFL worked with its state and regional partners to communicate the importance of membership in language organizations through joint-membership campaigns and cross-promotional efforts.

Social Media

- **Facebook**: 10,212 followers, 83% growth
- **Twitter**: 11,900 followers, 31% growth
- **YouTube**: 150,839 views, 200% growth

2015 ACTFL ANNUAL CONVENTION AND WORLD LANGUAGES EXPO

NEARLY
7,000
PARTICIPANTS

2015 CONVENTION STATS

- 44% were first-time attendees
- 53% are in K-12 education
- 42% are in postsecondary education

Carmen Scoggins | Social Media Lounge host
The ACTFL Convention in 2015 offered something to meet the needs of every attendee, no matter their language, level, or length of time in the profession. Participants came not only to experience the largest annual professional development opportunity for language educators, but also to browse the diverse exhibits in the World Languages Expo—the premier showcase of products and services for language educators and their classrooms.

**Highlights**
The Opening General Session welcomed keynote speaker Rick Steves, travel expert and author, who highlighted the importance of connecting with diverse peoples around the world. He commended language educators for offering something vital to society by helping their students become educated and engaged citizens.

The ACTFL Collab Zone was offered in the World Languages Expo for the first time this year—a new learning experience featuring presentations from representatives of Language Testing International (LTI) and ACTFL. Participants were able to learn about and explore ACTFL assessment tools in a relaxed and hands-on environment. Topics covered include OPI/MOPI, AAPPL, and the Conversation Builder app.

The popularity of the first ever Social Media Lounge last year brought this innovative concept back again in 2015. The comfortable space allowed attendees to recharge their devices and relax, but beyond that several “mini-byte” sessions hosted by Carmen Scoggins were offered during the convention.

**Teacher of the year**
Latin teacher Edward Zarrow from Westwood High School in Westwood, MA, was named the 2016 ACTFL National Language Teacher of the Year. Zarrow serves as a spokesperson for the language profession throughout the year in order to increase visibility of the importance of learning languages and cultures to the general public.

*Edward Zarrow with then-ACTFL President Jacque Bott Van Houten.*
ACTFL PROGRAMS & SERVICES

ACTFL advances language education by recognizing excellence in the field, supporting critical areas of research, and promoting community-engaged learning.

**ACTFL PROFESSIONAL AWARD RECIPIENTS**

- **Linda Quinn Allen** | ACTFL-NYSAFLT Anthony Papalia Award for Excellence in Teacher Education
- **Gregg Roberts** | ACTFL Leo Benardo Award for Innovation in K–12 Language Education
- **Wendy Baker-Smemoe, Dan P. Dewey, Jennifer Bown, and Rob A. Martinsen** | ACTFL-NFMLTA/MLJ Paul Pimsleur Award for Research in Foreign Language Education
- **Rita Oleksak** | ACTFL Florence Steiner Award for Leadership in Foreign Language Education (K–12)
- **Antonia Folarin Schleicher** | ACTFL Wilga Rivers Award for Leadership in Foreign Language Education (Postsecondary)
- **Lexington County (S.C.) School District One** | ACTFL Melba D. Woodruff Award for Exemplary Elementary Foreign Language Program
- **Carmen Scoggins** | ACTFL Award for Excellence in Foreign Language Instruction Using Technology with IALLT (K–12)
- **Senta Goertler** | ACTFL/Cengage Learning Faculty Development Programs Award for Excellence in Foreign Language Instruction Using Technology with IALLT (Postsecondary)
- **Stacey Weber-Fève** | ACTFL Nelson Brooks Award for Excellence in the Teaching of Culture
- **Liudmila Klimanova** | ACTFL-NFLMTA/MLJ Emma Marie Birkmaier Award for Doctoral Research in Foreign Language Education
- **Jon Huntsman** | ACTFL Edwin Cudecki Award for Support for Foreign Language Education
Research Initiatives

The ACTFL Research Priorities Project supports research in six priority areas critical to improving language education. The research grants were funded in 2015 by ACTFL and the National Federation of Modern Language Teachers’ Association (NFMLTA) and the Modern Language Journal (MLJ). In 2015, eight research projects were funded, covering the following subjects:

- online social reading as professional development
- the effect of studying abroad on teachers’ self-efficacy
- intercultural competence and language learning
- appropriation of core practices in culture teaching
- getting the best out of peer review
- language immersion education
- how instructional approaches affect students’ proficiency
- teaching practices among college TAs

ACTFL Global Engagement Initiative

The ACTFL Global Engagement Initiative features outstanding community-engaged learning experiences within the world languages curriculum at all levels of instruction. ACTFL members actively engaging their students in using language beyond the classroom to become globally engaged are featured for their outstanding work.

Programs recognized in 2015:

- Blue Valley (Kansas) Center for Advanced Professional Studies World Business Partnerships
- Carlyle (Ill.) High School Classroom without Walls
- Cincinnati Country Day School
- Deerfield High (Ill.) School Reciprocal Exchange
- Illinois State University World Languages Teachers at Unity Community Center
- Lincoln Way (Ill.) World Languages Department
- Rogers Park Montessori (Ill.) in Costa Rica
- Rutgers University Conversation Tree
- SUNY Oneonta Service Learning in San Andres, Colombia
- University of North Carolina-Greensboro Global Village
- University of Wisconsin-Eau Claire Cajun Watershed & Intercultural Immersion Program

What a thrill to be recognized for a ‘job’ (my teaching, research, and service) that I so love doing! I am very fortunate to be in an institution that not only fully supports excellence in teaching but also recognizes the value in the scholarship of teaching and encourages its faculty to become true scholar-teachers.
ACTFL gives back to the language learning community with a wealth of professional resources and professional development opportunities for language educators at all levels teaching learners in early language programs, elementary grades, middle school, senior high, and postsecondary or government programs.

In a collaborative project with 16 other language organizations, ACTFL helped update and revise the newest World-Readiness Standards for Learning Languages. The new volume uses the ACTFL Performance Descriptors and NCSSFL-ACTFL Can-Do Statements to create the Sample Performance and Progress Indicators for the three modes of communication. This and other language-specific versions are included in the latest version of the standards, which is available to purchase in print, online, or as an eBook.
ACTFL Workshops for Curriculum, Instruction & Performance Assessment
Throughout the year, ACTFL plans professional development customized to support the goals and needs of both participating educators and the programs of specific institutions or organizations. ACTFL understands that the most effective professional learning is ongoing, job-embedded, flexible, and participatory.

ACTFL Reviews Teacher Education Programs for CAEP
As the Specialty Professional Association (SPA) for the Council for Accreditation of Educator Preparation (CAEP), ACTFL’s audit team reviewed 74 teacher education programs in 55 institutions of higher education.

Leadership Initiative for Language Learning (LILL)
The first LILL Summer Institute brought 30 emerging leaders together at The Ohio State University in July 2015. Those leaders were chosen or named to LILL by state, regional or national education organizations. An additional 62 educators participated in the 3-day institute, which focused on leading change around core practices. ACTFL will continue to support LILL in 2016 in collaboration with ten other language organizations through ongoing networking and a Summer Institute.

Proficiency Guidelines
The ACTFL Proficiency Guidelines are a description 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. These guidelines were originally developed in 1986 and are now used in conjunction with the World-Readiness Standards for Learning Languages to describe how well students meet content standards. In 2015, the guidelines were enhanced to include audio and visual samples in 13 languages.

Performance Indicators
The ACTFL Performance Descriptors for Language Learners, updated in 2012, are designed to describe language performance that is the result of explicit instruction in an instructional setting. These Performance Descriptors reflect how language learners perform whether learning in classrooms, online, through independent project-based learning, or in blended environments. The Performance Descriptors form a roadmap for teaching and learning.

“I have made many changes over the past few years to my teaching, but this training taught me new ideas and methods for implementing a more communicative approach.”

ACTFL Proficiency Assessment Workshop attendee
ACTFL has almost 1,000 Certified ACTFL OPI Testers in 33 different languages, including the first-ever testers in Danish and Romanian. ACTFL sponsors proficiency-based workshops annually at various locations around the world.
Grants

STARTALK, a project funded by the National Security Agency and administered by the National Foreign Language Center at the University of Maryland, aims to increase the number of U.S. citizens learning, speaking, and teaching critical-need foreign languages, with programs for students (K-16) and teachers. Via a grant from STARTALK, ACTFL held an institute Oct. 22-24, 2015, to support the development of academic year programs in STARTALK-supported languages. The institute’s participants included teams from K-12 schools and districts, postsecondary institutions and community organizations. These participants outlined plans to provide extended language learning for their students. This project will continue in 2016. STARTALK also funded online learning modules and over 450 AAPPL Interpersonal assessments for learners in 2015.

ACTFL Assessment for Performance toward Proficiency in Languages (AAPPL)

- Portuguese was added to the languages that AAPPL assesses for spring 2015.
- AAPPL Conversation Builder was released in 2015. This tool allows teachers to give their students the opportunity to practice having a conversation in any language, on any topic, at any level on the ACTFL Proficiency Scale. There are currently over 500 accounts.

ACTFL Latin Interpretive Reading Assessment (ALIRA)

ALIRA testing volumes continued to grow. In 2015, the assessment added Advanced level testing and continues to add new content each year.

ACTFL supports various government agencies, helping to building critical language capacity through contracts with intelligence and defense divisions.

Professional Programs

Number of languages in which there are currently Certified ACTFL OPI Testers: 33

Albanian Arabic ASL Bengali
Chinese Danish Dari English
Finnish French German Hebrew
Hindi Hungarian Indonesian Italian
Japanese Kazakh Korean Norwegian
Pashto Persian Polish Portuguese
Romanian Russian Spanish Swahili
Swedish Tagalog Turkish Urdu

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ACTFL ASSESSMENTS

ACTFL assessments administered through LTI in 2015:

<table>
<thead>
<tr>
<th>TESTS</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking (OPI and OPIc)</td>
<td>275,241</td>
</tr>
<tr>
<td>Writing Proficiency Test (WPT)</td>
<td>9,938</td>
</tr>
<tr>
<td>Reading Proficiency Test (RPT)</td>
<td>4,856</td>
</tr>
<tr>
<td>AAPPL</td>
<td>140,252</td>
</tr>
<tr>
<td>Listening Proficiency Test (LPT)</td>
<td>2,423</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>432,710</strong></td>
</tr>
</tbody>
</table>
Support for language education is critical, and part of our mission is to give our members the tools to influence the direction of US education. ACTFL’s goals include:

- expanding existing language education programs
- diversifying instruction to new languages,
- and reaching more students at all levels of foreign language instruction.

ACTFL provides guidance and resources to achieve state advocacy goals, such as

- Templates for elected officials to sign in support of language education
- Guidelines for meeting with legislators to build relationships to further languages issues
- Suggestions on how to encourage states to develop a Biliteracy Seal for high school students’ diplomas

In 2015, ACTFL helped concerned citizens send 6,370 emails, faxes & letters to 706 national & state legislators.

ACTFL has provided support for the Seal of Biliteracy campaign. As of early 2016, 14 states had adopted statewide seals. Eight states had similar legislation under consideration, and 6 were in the early stages of considering it. Visit http://sealofbiliteracy.org for more information.

The most popular campaign was in support of the World Languages Advancement Act; its supporters sent about 25 percent of our overall messages. ACTFL also supported the Every Student Succeeds Act (ESSA), which passed in late 2015, and will continue to support its funding in 2016.
**FINANCIALS**

**REVENUE VS. EXPENSES**

- **Total Revenue:** $11,599,977.00
- **Total Expenses:** $9,372,429.00

**REVENUE SOURCES**

- **Testing Service:** 51.2%
- **Annual Convention:** 15.2%
- **Royalties:** 10.4%
- **Workshop & Certification:** 10.0%
- **Membership:** 5.9%
- **Grants:** 2.6%
- **Publications:** 2.1%
- **Advertising & Sponsorship:** 2.0%
- **Other Income:** 0.5%
- **Contributions:** 0.1%

**ACTFL STAFF**

- **Marty Abbott** | Executive Director
- **Andrew Amadei** | Training & Certification Coordinator
- **Howie Berman** | Director of Membership & Administration
- **Casey Bloyer** | Exhibits Manager
- **Genevieve Borello** | Membership Manager
- **Trey Calvin** | Program Assistant
- **Lisa Campo** | Marketing Communications Manager
- **Dan Conrad** | Principal Assessment Specialist
- **Regina Farr** | Membership Specialist
- **Zerihun Haile-Selassie** | Director of Finance
- **Lori Haims** | Senior Manager of Training and Certification
- **Sarah Lindstrom** | Teacher-In-Residence
- **Cecilia Maier** | Office Manager
- **Deise Nassinhack** | Administrative Assistant
- **Yesenia Olivas** | Manager, ILR Tester Program
- **Julia Richardson** | Director of Convention & Marketing
- **Julia Ruane** | Project Coordinator
- **Paul Sandrock** | Director of Education
- **Tony Smith** | Educational Technologist
- **Elvira Swender** | Director of Professional Programs
- **Danielle Tezcan** | Senior Manager, Contracts and Quality Assurance
- **Tony Unander** | Media Coordinator
- **Courtney Wu** | Meetings Coordinator