

INVITATION

CeLTA Faculty Learning Community Bringing Proficiency and Assessment Together AY 2017-2018

Faculty Learning Communities

Faculty learning communities are focused on “a continuous process of learning and reflection, supported by colleagues, with an intention of getting things done” (McGill & Beaty, 2001, p. 11). Faculty learning communities are more than just seminar series, formal committees, project teams, or support, self-development, or counseling groups.

CAL FLCs meet for a period of at least four months; have voluntary membership; meet at a designated time and in an environment conducive to learning; develop empathy among members; operate by consensus, not majority; develop their own culture, openness, and trust; engage complex problems; energize and empower participants; have the potential of transforming institutions into learning organizations; and are holistic in approach.

CAL FLCs typically meet once a month for a semester or academic year, and activities range from some discussion around projects and/or readings to more hands-on building, creating, and doing. Some learning communities have specific products (e.g., grant proposals, courses, collaboratively constructed conference presentations, or manuscripts); others do not have set or specific products.

CeLTA FLC Topics and Activities

The 2017-2018 FLC will seek to engage participants in discussions about proficiency standards, teaching, and assessment, especially in light of the data from the Language Flagship Proficiency Initiative. In monthly meetings, educators from all levels will discuss research findings, teaching approaches and techniques, and their intersection. Discussions will be tailored to the contexts and needs of the FLC participants.

The FLC will be lively, exciting, and a combination of analytical, theoretical, and philosophical discussions. We hope you'll join us! Faculty and academic staff who participate should, of course, consider their participation as part of their service work.

Specific topics to be discussed include:

Fall:

1. Introduction, goal setting, and survey (September)
2. Discussion of proficiency models: Integrating standards, instruction, and assessment (October)
3. a) Proficiency Grant data and implications for language programs (November)
b) Setting proficiency standards and evaluating language proficiency outcomes in the ELC (November)

Spring:

4. Developing a proficiency-based curriculum: Implementing reversed design (January)
5. Current developments in assessment (February)
6. Work session (March)
7. Presentations and discussion (April)

A modest amount of funding is available for books/resources to promote the participants' development in the areas of proficiency and assessment.

CeLTA FLC Meetings

Participants will meet on Wednesdays from 3-4:30 pm in B342 Wells Hall (day of the week may be adjusted based on group availability). Additionally, meetings may be broadcasted through Zoom in order to allow flexible participation. The first meeting is scheduled for Wednesday, September 27, 2017.

CeLTA FLC Facilitators

The facilitators for this learning community are Koen Van Gorp (CeLTA), Emily Heidrich (CeLTA), and Angelika Kraemer (CeLTA). Guest facilitators include Dan Reed (ELC Testing Director), Carol Arnold (ELC), Matt Kanefsky (RCS), Walter Hopkins (RCS), and Paula Winke (LingLang/SLS).

Application Process

Please complete the online application at <http://bit.ly/FLC1718> by Friday, September 8, 2017. Faculty and academic staff, including fixed-term faculty, academic specialists, and PhD students, are invited to apply for this FLC. Applicants will be notified by Friday, September 15, 2017. Participation is limited (approximately 15 participants).