

**GENERAL SERVICES ADMINISTRATION
FEDERAL SUPPLY SERVICE**

AUTHORIZED FEDERAL SUPPLY SCHEDULE PRICE LIST

On-line access to contract ordering information, terms and conditions, up-to-date pricing, and the option to create an electronic delivery order are available through *GSA Advantage!*, a menu-driven database system. The INTERNET address *GSA Advantage!* is: GSAAdvantage.gov.

SCHEDULE 738 II: LANGUAGE SERVICES

Federal Supply Group: 738 II

Federal Supply Class: 7384

SIN: 382-3

Contract Number: GS-10F-0220T

For more information on ordering from Federal Supply Schedules click on the FSS Schedules button at fss.gsa.gov.

Contract Period: April 11, 2007 – April 10, 2012

Contractor: American Council on the Teaching of Foreign Languages (dba ACTFL)
6 Executive Plaza
Yonkers, NY 10701

Point of Contact: Elvira Swender, Director of Professional Programs
E-MAIL: eswender@actfl.org
TEL: 914-963-8830
FAX: 914-963-1275
WEB: www.actfl.org

Business Type: Small

The American Council on the Teaching of Foreign Languages is dedicated to promoting the study of foreign languages as an integral component of American education and society. ACTFL Professional Programs seeks to promote the teaching and learning of languages and cultures by providing professional development opportunities and related services for language educators. ACTFL professional development initiatives are scheduled at a variety of locations across the country and also arranged on-site for individual schools and universities. ACTFL Workshops address current topics in foreign language education and are presented by recognized experts in the field. In addition, ACTFL provides Consulting Services for Language Professionals, to help guide individual institutions and school districts in their decision-making on instruction, curriculum, and assessment. A limited number of scholarships for language training as well as research grants for classroom research purposes are also available.

CUSTOMER INFORMATION

- 1a. **Awarded SIN:** 382-3 – Training and Educational Materials
- 1b. **Identification of the lowest priced model number and lowest unit price for that model for each special item number awarded in the contract:** See item 6 below
- 1c. **Labor Category Descriptions and Rates:** See Below
2. **Maximum Order Limitation:** SIN 382-3: \$1,000,000.00
3. **Minimum Order:** \$100.00
4. **Geographic Coverage (delivery Area):** Worldwide
5. **Point of Production:** Same as company address
6. **Discount from list prices or statement of net price:** Government net prices (discounts already deducted) See Attachment
7. **Quantity Discounts:** None
8. **Prompt Payment:** Net 30 Days
- 9a. **Notification that Government purchase cards are accepted up to the micro-purchase threshold:** Yes
- 9b. **Notification whether Government purchase cards are accepted or not accepted above the micro-purchase threshold:** Yes
10. **Foreign Items (list items by country of origin):** None
11. **Delivery Time:**
 - a. Normal – Specified on the Task Order
 - b. Expedited – Items available for expedited delivery are noted in this price list.
Contact Contractor
 - c. Overnight and 2-day delivery – Contact Contractor
 - d. Urgent Requirements – Contact Contractor
12. **FOB:** Destination
13. **Ordering Address:** Same as Contractor
Ordering procedures: For supplies and services, the ordering procedures, information on Blanket Purchase Agreements (BPA's), and a sample BPA can be found at the GSA/FSS Schedule homepage (fss.gsa.gov/schedules)
14. **Payment Address:** ACTFL

Attn: Brett Lovejoy
 700 South Washington Street
 Suite 210
 Alexandria, VA 22314

- 15. **Warranty Provision:** Contractor’s Standard Commercial Warranty
- 16. **Export packing charges, if applicable:** N/A
- 17. **Terms and conditions of Government purchase card acceptance (any thresholds above the micro-purchase level):** Contact Contractor
- 18. **Terms and conditions of rental, maintenance, and repair (if applicable):** N/A
- 19. **Terms and conditions of installation (if applicable).** N/A
- 20. **Terms and conditions of repair parts indicating date of parts price lists and any discounts from list prices (if applicable).** N/A
- 20a. **Terms and conditions for any other services (if applicable).** N/A
- 21. **List of service and distribution points (if applicable):** N/A
- 22. **List of participating dealers (if applicable):** N/A
- 23. **Preventive maintenance (if applicable):** N/A
- 24a. **Special attributes such as environmental attributes (e.g., recycled content, energy efficiency, and/or reduced pollutants):** N/A
- 25. **DUNS:** 072800394
- 26. **CCR Registration:** Registered (Cage: 0TSW5)

Pricelist for ACTFL is attached hereto and incorporated by reference for SINS 382-3 Language Proficiency Testing.

Labor Category	GSA Rate/Per Hour
Research Analyst	\$190.00
Project Director	\$142.50
Subject Matter Expert/Consultant	\$142.50
Head Computer Programmer	\$142.50
Workshop Trainer	\$118.75
Test Developer	\$118.75
Instructional Material Developer	\$95.00
Developer Test Item Writer	\$95.00
Computer Programmer	\$95.00
Interpreter/Translator	\$95.00
Linguist	\$95.00

Contract Manager	\$71.25
Project Manager	\$71.25
Assistant Computer Programmer	\$57.00
Test Administrator/Scheduler	\$57.00
Project Administrator	\$28.50

LABOR CATEGORY DESCRIPTIONS

JOB TITLE: PROJECT DIRECTOR

Minimum/General Experience: 5 years of work experience directing educational, instructional, or testing projects. Expertise in proficiency testing is required.

Functional Responsibility: Recruit and hire subject matter experts, assign tasks, maintain quality control during development process, prepare budget, authorize payments, establish delivery schedule, oversee all aspects of the project, report to ACTFL Director, deliver on time.

Minimum Education: Masters Degree/Doctorate in a field related to language education, instruction, testing, research, etc.

JOB TITLE: TEST DEVELOPER

Minimum/General Experience: 3 years in test development. Training in proficiency testing required.

Functional Responsibility: Create test specifications, review test items, liaison with test validation team, supervise item writers.

Minimum Education: Masters Degree in language testing, instruction, research, linguistics, or related field.

JOB TITLE: WORKSHOP TRAINER

Minimum/General Experience: 3 years of workshop training experience or equivalent.

Functional Responsibility: All aspects related to workshop training including selection of materials and finalization of agenda. Deliver lectures, supervise group work, monitor progress of participants, and evaluate learning.

Minimum Education: Masters Degree in a field related to language instruction, testing, linguistics or equivalent.

JOB TITLE: TEST ITEM WRITER

Minimum/General Experience: Training in proficiency testing. Minimum of Superior (ILR3) speaker of the language in which items are written.

Functional Responsibility: Identify texts, write prompts, write protocol for answers.

Minimum Education: Bachelors Degree or equivalent.

JOB TITLE: PROJECT MANAGER

Minimum/General Experience: 3 years of project management or equivalent experience in a field related to language training, testing, research, etc.

Functional Responsibility: Maintain records, communicate with subject matter experts, report budget expenditures to project director, keep project on time and on budget.

Minimum Education: Undergraduate degree in a field related to language education, instruction, or instructional technology.

JOB TITLE: PROJECT ADMINISTRATOR

Minimum/General Experience: 1 year of administrative work or equivalent.

Functional Responsibility: Support work of Project Manager and Project Director. Responsible for maintaining record, email and phone communication as well as travel and meeting planning, generates check request and performs various additional administrative tasks.

Minimum Education: 2 years college or equivalent.

JOB TITLE: ASSISTANT COMPUTER PROGRAMMER

Minimum/General Experience: 1 year experience in programming or related field.

Functional Responsibility: Carry out programming instructions from Computer Programmers and/or Head Computer Programmer. Maintain technology.

Minimum Education: 2 years university or equivalent.

JOB TITLE: COMPUTER PROGRAMMER

Minimum/General Experience: 2 years experience.

Functional Responsibility: Develop software, write computer programs, program computer, maintain technology.

Minimum Education: University degree or equivalent.

JOB TITLE: CONTRACT MANAGER

Minimum/General Experience: 1 year of experience in contract management.

Functional Responsibility: Manage all aspects of contracts and subcontracts including, but not limited to, monitoring work flow, assignments, budgets, reports.

Minimum Education: Undergraduate degree or equivalent.

JOB TITLE: HEAD COMPUTER PROGRAMMER

Minimum/General Experience: 3 years experience in software development and/or computer programming

Functional Responsibility: Design and supervise development of computer technology. Oversee maintenance of hardware and software.

Minimum Education: University degree or equivalent.

JOB TITLE: INSTRUCTIONAL MATERIALS DEVELOPER

Minimum/General Experience: 1 year experience.

Functional Responsibility: Translate and/or interpret audio and written texts.

Minimum Education: Undergraduate degree or equivalent. Demonstrated L3 proficiency in languages used.

JOB TITLE: INTERPRETER/TRANSLATOR

Minimum/General Experience: 1 year experience.

Functional Responsibility: Translate and/or interpret audio and written texts.

Minimum Education: Undergraduate degree or equivalent. Demonstrated L3 proficiency in languages used.

JOB TITLE: LINGUIST

Minimum/General Experience: 1 year experience.

Functional Responsibility: Provide linguistic and cultural support to instructional materials developers and to test developers. Render audio and/or written text into English or another language as needed.

Minimum Education: Undergraduate degree or equivalent. Demonstrated proficiency in specified language(s).

JOB TITLE: RESEARCHER/ANALYST

Minimum/General Experience: 1 year experience.

Functional Responsibility: Design validation studies, collect data, analyze data, report/publish findings.

Minimum Education: Ph.D. or equivalent.

JOB TITLE: SUBJECT MATTER EXPERT/CONSULTANT

Minimum/General Experience: 3 years of consulting experience with academic, commercial or government agencies.

Functional Responsibility: Provide expertise in language and cultural matters; consult with clients.

Minimum Education: Masters Degree/Doctorate in a field related to language/cultural education, instruction, assessment.

JOB TITLE: TEST ADMINISTRATOR/SCHEDULER

Minimum/General Experience: 2 years.

Functional Responsibility: Communicate with/clients, test takers, testers; schedule tests, report scores.

Minimum Education: 2 years university or equivalent.

LTI Language Testing International Pricing

Item	Per Unit	GSA Price
<i>Official/Certified ACTFL Oral Proficiency Interview</i>	<i>Per Language Proficiency Test</i>	\$135.85
<i>Commercial ACTFL Oral Proficiency Interview (OPI)</i>	<i>Per Language Proficiency Test</i>	\$108.30
<i>ACTFL Advanced Level Check (AL Check) - Oral</i>	<i>Per Language Proficiency Test</i>	\$97.85
<i>Simulated ACTFL Oral Proficiency Interview by Computer (OPIc)</i>	<i>Per Language Proficiency Test</i>	\$61.75
<i>Official/Certified ACTFL Business Writing Test (BWT)</i>	<i>Per Language Proficiency Test</i>	\$64.60
<i>Commercial ACTFL Business Writing Test (BWT)</i>	<i>Per Language Proficiency Test</i>	\$55.10
<i>ACTFL Advanced Level Check (AL Check) - Writing</i>	<i>Per Language Proficiency Test</i>	\$42.75
<i>Task Analysis</i>	<i>Per Language Proficiency Test</i>	\$712.50
<i>Official/Certified ACTFL ILR Oral Proficiency Interview</i>	<i>Per Language Proficiency Test</i>	\$140.60
<i>Commercial ACTFL ILR Oral Proficiency Interview (OPI)</i>	<i>Per Language Proficiency Test</i>	\$108.30
<i>Official/Certified ACTFL ILR Business Writing Test (BWT)</i>	<i>Per Language Proficiency Test</i>	\$64.60
<i>Task Analysis Consulting Fee</i>	<i>Per Task Analysis</i>	\$712.50

SCHEDULE OF TRAINING COURSES:

<u>Title</u>	<u>Description of Course</u>	<u>Length of Course (# of Days)</u>	<u>Total Gov't Price (per student)</u>	<u>Min/Max # of Participants</u>	<u>Price per add'l participants</u>	<u>Quantity Discounts</u>
A-1: The Full Oral Proficiency Interview (OPI) Tester Training Workshop (4 days)	Prerequisite: Affiliation with an academic institution as defined by ACTFL, undergraduate degree in a related field, minimal proficiency level of Advanced in the language of training. The Full OPI Workshop is an intensive four-day introduction to the techniques of administering and rating the Oral Proficiency Interview. The rating scale and techniques for eliciting a ratable sample are highlighted in daily plenary sessions and then reinforced in language-specific break-out sessions. Participants have the opportunity to observe live demonstration interviews conducted by their trainer. Under the trainer's supervision, they then conduct their own practice interviews with volunteer candidates. The group critiques and discusses both these practice interviews and their ratings. Following the workshop, participants may apply to become ACTFL OPI Testers. For more information on OPI Tester Training and Tester Certification, see ACTFL Proficiency Tester Training and Tester Certification.	4 days	\$4,037.50 - Domestic \$4,512.50 - International	1/10	n/a	n/a
A-2: The Modified Oral Proficiency Interview (MOPI) Tester Training Workshop (2 days)	Prerequisite: Affiliation with an academic institution as defined by ACTFL, undergraduate degree in a related field, minimal proficiency level of Intermediate High in the language of training. The Modified OPI Workshop is an intensive two or three-day introduction to the techniques of administering and rating the Oral Proficiency Interview at the Novice and Intermediate levels. The rating scale and techniques for eliciting a ratable sample are highlighted in daily plenary sessions and then reinforced in language-specific break-out sessions. Participants have the opportunity to observe live demonstration interviews conducted by their trainer. Under the trainer's supervision, they then conduct their own practice interviews with volunteer candidates. The group critiques and discusses both these practice interviews and their	2 Days	\$2,612.50 - Domestic \$3,087.50 - International	1/10	n/a	n/a

<u>Title</u>	<u>Description of Course</u>	<u>Length of Course (# of Days)</u>	<u>Total Gov't Price (per student)</u>	<u>Min/Max # of Participants</u>	<u>Price per add'l participants</u>	<u>Quantity Discounts</u>
	ratings. Following the workshop, participants may apply to become ACTFL OPI Testers with Limited Certification. For more information on MOPI Tester Training and Limited Tester Certification, see ACTFL Proficiency Tester Training and Tester Certification.					
A-2: The Modified Oral Proficiency Interview (MOPI) Tester Training Workshop (3 days)	Prerequisite: Affiliation with an academic institution as defined by ACTFL, undergraduate degree in a related field, minimal proficiency level of Intermediate High in the language of training. The Modified OPI Workshop is an intensive two or three-day introduction to the techniques of administering and rating the Oral Proficiency Interview at the Novice and Intermediate levels. The rating scale and techniques for eliciting a ratable sample are highlighted in daily plenary sessions and then reinforced in language-specific break-out sessions. Participants have the opportunity to observe live demonstration interviews conducted by their trainer. Under the trainer's supervision, they then conduct their own practice interviews with volunteer candidates. The group critiques and discusses both these practice interviews and their ratings. Following the workshop, participants may apply to become ACTFL OPI Testers with Limited Certification. For more information on MOPI Tester Training and Limited Tester Certification, see ACTFL Proficiency Tester Training and Tester Certification.	3 Days	\$3,325 - Domestic \$3,800 - International	1/10	n/a	n/a
A-3: The Oral Proficiency Interview (OPI) Refresher Workshop (1 day)	Prerequisite: Previous ACTFL OPI Tester Training and/or Tester Certification. The one-day OPI Refresher Workshop is intended for currently certified or previously certified ACTFL Oral Proficiency Interview (OPI) testers who are preparing to recertify. Also eligible are those individuals who have already participated in the four-day OPI Tester Training Workshop and wish to update their knowledge of the developments in oral proficiency testing and review the concepts and	1 Day	\$831.25	1/25	n/a	n/a

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	techniques of OPI Testing.					
A-4: The Oral Proficiency Interview (OPI) Familiarization Workshop (1 day)	Intended as an introduction to the ACTFL Proficiency Guidelines, the ACTFL Rating Scale, and the ACTFL Oral Proficiency Interview, this workshop includes live demonstration interviews conducted by the trainer in English or the common language of the group. Participants discuss the implications of the ACTFL Proficiency Scale and the Oral Proficiency Interview for establishing program goals, and for planning curriculum, instruction, and assessment.	1 Day	\$831.25	1/25	n/a	n/a
A-4a: The OPI Familiarization and Implications for Instruction Workshop (2 days)	This workshop is designed as an introduction to proficiency concepts, the ACTFL Proficiency Guidelines, and the interview as an assessment tool. The workshop includes live demonstration interviews conducted by the trainer in English or the common language of the group. Day 1 includes the rating scale, interview structure and elicitation techniques. Day 2 deals with the implications of the OPI on classroom instruction and as a model for curriculum development and lesson planning. Prochievement testing is also discussed.	2 Days	\$1,567.50	1/25	n/a	n/a
A-5: Performance Assessment Workshop (2 days)	This workshop helps teachers to integrate their knowledge of the National Standards and the ACTFL Performance Guidelines for K-12 Learners in order to reexamine their assessment practices. Teachers look at the limitations of traditional assessments, and explore the benefits of performance-based assessment tasks. During the extended workshop, teachers develop their own performance-based tasks and assessments.	2 Days	\$1,567.50	1/25	n/a	n/a
A-5: Performance Assessment Workshop (3 days)	This workshop helps teachers to integrate their knowledge of the National Standards and the ACTFL Performance Guidelines for K-12 Learners in order to reexamine their assessment practices. Teachers look at the limitations of traditional assessments, and explore the benefits of performance-based assessment tasks. During the extended workshop, teachers develop their own performance-based tasks and assessments.	3 Days	\$2,090.00	1/25	n/a	n/a
A-6: Prochievement	The fusion of proficiency and achievement testing,	1 Day	\$831.25	1/25	n/a	n/a

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Testing Workshop (1 day)	“prochievement” testing is a more holistic way of assessing how well specific learned tasks are performed than the customary discrete-item test. Participants will learn how to tailor the OPI to a prochievement format, design authentic writing tasks for a prochievement test, and explore procedures for testing listening and reading using authentic materials.					
A-7: Integrated Performance Assessment (IPA) Familiarization Workshop (1 day)	In this workshop, participants are presented with an overview of the ACTFL Integrated Performance Assessment at the Novice, Intermediate, and Pre-Advanced levels. The three modes of communication (Interpretive, Interpersonal, Presentational) and the ACTFL Performance Guidelines for K-12 Learners are reviewed as they apply to Integrated Performance Assessment. After examining the tasks and rubrics, participants rate samples of student performance.	1 Day	\$831.25	1/25	n/a	n/a
A-8: Designing Integrated Performance Assessments (IPA) Workshop (2 days)	In this workshop, participants will view the National Standards, the ACTFL K-12 Performance Guidelines, and their instructional practices through the lens of assessment. Beginning with a review of the three modes of communication (Interpretive, Interpersonal, Presentational), participants are introduced to the construct of ACTFL Integrated Performance Assessment. Tasks and rubrics for each performance level (Novice, Intermediate, Pre-Advanced) are presented. Using the rubrics, participants examine and rate samples of student performance at each level. Participants then design standards-based integrated performance assessment tasks for use in their own classrooms using teacher-tested templates. (The development of the ACTFL IPA was supported by a 3-year grant from the Department of Education International Research and Studies Program.)	2 Days	\$1,567.50	1/25	n/a	n/a
A-8: Designing Integrated Performance Assessments (IPA) Workshop (3 days)	In this workshop, participants will view the National Standards, the ACTFL K-12 Performance Guidelines, and their instructional practices through the lens of assessment. Beginning with a review of the three modes of communication (Interpretive, Interpersonal, Presentational), participants are	3 Days	\$2,090.00	1/25	n/a	n/a

<u>Title</u>	<u>Description of Course</u>	<u>Length of Course (# of Days)</u>	<u>Total Gov't Price (per student)</u>	<u>Min/Max # of Participants</u>	<u>Price per add'l participants</u>	<u>Quantity Discounts</u>
	introduced to the construct of ACTFL Integrated Performance Assessment. Tasks and rubrics for each performance level (Novice, Intermediate, Pre-Advanced) are presented. Using the rubrics, participants examine and rate samples of student performance at each level. Participants then design standards-based integrated performance assessment tasks for use in their own classrooms using teacher-tested templates. (The development of the ACTFL IPA was supported by a 3-year grant from the Department of Education International Research and Studies Program.)					
A-9 The ACTFL Writing Proficiency Guidelines Familiarization Workshop (1 day)	Intended as an introduction to the ACTFL Proficiency Guidelines – Writing (Revised 2001), this workshop introduces participants to the major and minor level descriptors and the criteria for assigning a global writing proficiency rating. Participants explore a variety of writing tasks across levels of proficiency, evaluate language samples based on the criteria as described in the Guidelines, and design appropriate writing activities and writing assessment prompts at the four major levels. Participants discuss the implications of the ACTFL Proficiency Scale for establishing program goals, and for planning curriculum, instruction, and assessment.	1 Day	\$831.25	1/25	n/a	n/a
B-1 Familiarization with the Standards for Foreign Language Instruction (1 Day)	This workshop introduces language educators at all levels to Standards for Foreign Language Learning and their vital implications for what happens in the classroom. Participants will gain a basic understanding of this new framework. Tools for applying the National Standards in the classroom will be explored and demonstrated.	1 Day	\$831.25	1/25	n/a	n/a
B-2 Communication Workshop (1 Day)	This workshop provides an introduction to the three Communicative modes (Interpersonal, Interpretive and Presentational). Participants will reflect on how this definition differs from current practice. Classroom activities on the management of interpersonal communication (negotiation of meaning), interpretive communication (strategies for the teaching of listening and reading), and presentational communication (speaking and writing) will be demonstrated. Participants will	1 Day	\$831.25	1/25	n/a	n/a

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B-3: Connections Workshop (1 Day)	<p>identify a personal plan of action for integrating the Communication Standards into their instructional program.</p> <p>The role of the Connections Standards will be discussed. Ideas and strategies for making connections with other disciplines and acquiring new information will be generated. Participants will develop short- and long-range plans for the implementation of the Connections Standards for classroom instruction and formulate strategies for their inclusion in the foreign language curriculum.</p>	1 Day	\$831.25	1/25	n/a	n/a
B-4: Cultures and Comparisons Workshop (1 Day)	<p>The framework on which the culture standards is based and analysis of the three elements of culture— perspectives, practices and products are discussed. There is an in-depth examination of how perspectives, practices and products of culture relate to each other and how they can be incorporated into the foreign language classroom. Hands-on practice in planning for the inclusion of Cultures and Comparisons in classroom practice is provided. The role of the Cultures and Comparisons standards within the “Five C’s” of Foreign Language Education is reviewed.</p>	1 Day	\$831.25	1/25	n/a	n/a
B-5: Measuring Up to Standards: Practical Applications of the ACTFL Performance Guidelines for K-12 Learners (1 Day)	<p>Focusing on higher student performance, this workshop will look at long-range and short-range planning strategies, lesson design, classroom practices, and assessment tools within the framework of the communication modes (Interpersonal, Interpretive, and Presentational) of National Standards. The implications of the ACTFL Performance Guidelines for K-12 Learners will be discussed, and participants will develop practical applications for use in teaching and assessing foreign language learners in the 21st Century.</p>	1 Day	\$831.25	1/25	n/a	n/a
B-6: Preparing for National Board Certification (NBC) (1 Day)	<p>This interactive workshop provides participants with the most current information about the National Board for Professional Teaching Standards (NBPTS), National Board Certification, and the World Languages Other Than English Standards (WLOE) for Teachers of</p>	1 Day	\$831.25	1/25	n/a	n/a

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	Students Ages 3-18+ for Accomplished Teachers. Included in the workshop activities are: an overview of the requirements for the NBC assessment process; familiarization with The Five Core Propositions, the WLOE Standards, four Portfolio Entries including the NBC writing style plus the NBC video-taping requirements, and six Assessment Center Exercises. This workshop can be customized to meet particular needs of the participants.					
C-1: Teaching Speaking: Interpersonal and Presentational Modes (1 Day)	Participants review the principles of proficiency in terms of the development of speaking skills, identifying functions and topics, elements of context, and aspects of culture involved in particular speaking tasks, so they can develop activities and strategies that will promote maximum student involvement in oral communication.	1 Day	\$831.25	1/25	n/a	n/a
C-2: Teaching Writing: Interpersonal and Presentational Modes (1 Day)	Participants are acquainted with a developmental sequence of writing tasks based on the descriptions contained in the ACTFL Proficiency Guidelines – Writing (Revised, 2001). Participants learn to develop writing activities and assessments that take into account the topics, purposes, intended readers, and functions of the message.	1 Day	\$831.25	1/25	n/a	n/a
C-3: Teaching Listening: Interpersonal and Interpretive Modes (1 Day)	This workshop focuses on listening as a real-world skill, investigates factors influencing listening comprehension, and examines the role of pre-listening tasks as well as the difference between general and detailed understanding of an aural text; participants then develop post-listening activities and assessment tools.	1 Day	\$831.25	1/25	n/a	n/a
C-4: Teaching Reading: Interpersonal and Interpretive Modes (1 Day)	Participants discuss the principles of proficiency in terms of the development of reading skills and the use of authentic texts. They develop reading activities, with attention to the selection of texts and pre- and post-reading activities and strategies, as well	1 Day	\$831.25	1/25	n/a	n/a

<u>Title</u>	<u>Description of Course</u>	<u>Length of Course (# of Days)</u>	<u>Total Gov't Price (per student)</u>	<u>Min/Max # of Participants</u>	<u>Price per add'l participants</u>	<u>Quantity Discounts</u>
	as materials for testing reading comprehension.					
C-5: Block-Scheduling Workshop (1 Day)	Block-scheduling need not exert a negative impact on language learning. This workshop will address the myths and fears surrounding this issue and will emphasize the need for long-range planning and for structured lessons that provide a variety of activities to increase students' retention of information. Strategies and activities that motivate students for this longer time period will be developed.	1 Day	\$831.25	1/25	n/a	n/a
C-6: Authentic Materials Workshop (1 Day)	Participants are introduced to the use of authentic materials (print, audio and visual) with their students. Sources of these materials and criteria for their selection and use are identified and reviewed. Participants are guided in the development and integration of these materials in the curriculum and daily lesson plans.	1 Day	\$831.25	1/25	n/a	n/a
C-7: Languages Across the Curriculum Workshop (1 Day)	The twenty-first century brings both a growing awareness that our students will be living in a "global village" and a challenge to prepare them to prosper in that competitive environment. Connecting language study with other subject areas helps prepare learners to interact effectively across the world's many linguistic and cultural boundaries. This workshop introduces Languages Across the Curriculum (LAC), a curricular initiative that links languages and other subjects and proposes strategies for effectively integrating language learning with other disciplines at all levels of education. Topics will include: principles of LAC, making connections with other disciplines, course design, and instructional materials and activities.	1 Day	\$831.25	1/25	n/a	n/a
C-8: Curricular Designs for K-6 Foreign Language Programs (1 Day)	This workshop addresses planning for, designing, and implementing a K-6 foreign language program. It presents a variety of curricular models, including immersion and partial immersion, for teaching languages other than English to younger learners. Curriculum planning, program objectives, and age-appropriate materials and assessments are explored	1 Day	\$831.25	1/25	n/a	n/a

<u>Title</u>	<u>Description of Course</u>	<u>Length of Course (# of Days)</u>	<u>Total Gov't Price (per student)</u>	<u>Min/Max # of Participants</u>	<u>Price per add'l participants</u>	<u>Quantity Discounts</u>
C-9: K-6 Teaching/Learning Strategies for Grade 7-12 Foreign Language Teachers (1 Day)	and developed. This workshop presents age-appropriate teaching/learning strategies for younger learners to practicing 7-12 foreign language teachers. It addresses the elementary school environment and child at various grade levels, curriculum designs, objectives, materials, sample lessons, assessments, and the integration of core and special subject content into the foreign language curriculum.	1 Day	\$831.25	1/25	n/a	n/a
C-10: K-6 Foreign Language Teaching/Learning Strategies for Classroom Teachers (1 Day)	This workshop is designed for K-6 classroom teachers who have a working knowledge of a language other than English. It focuses on second language acquisition curriculum designs, objectives, materials, sample lessons, teaching/learning strategies, assessment, and connections to different grade level subjects.	1 Day	\$831.25	1/25	n/a	n/a
C-11: Second Language Acquisition Research and the Implications for the Classroom (1 Day)	This workshop familiarizes teachers with the broad themes of second and foreign language acquisition theories and research. Participants will have the opportunity to investigate how theory and research relate to local decisions for organizing and planning for instruction in the K-16 second language continuum. A related theme of the workshop will be that theory and research findings are not prescriptions for practice but rather concepts that need to be (re)viewed and evaluated in light of specific teaching contexts. To this end, participants will also explore how teacher action research can be used as a tool to investigate one's own teaching situation, build professional knowledge, and create a community of practice.	1 Day	\$831.25	1/25	n/a	n/a
C-12: Articulation within the K-16 Language Continuum (1 Day)	This workshop explores the meaning and importance of articulation within levels, level to level, school to school, and discipline to discipline and prepares teachers to develop a plan for	1 Day	\$831.25	1/25	n/a	n/a

<u>Title</u>	<u>Description of Course</u>	<u>Length of Course (# of Days)</u>	<u>Total Gov't Price (per student)</u>	<u>Min/Max # of Participants</u>	<u>Price per add'l participants</u>	<u>Quantity Discounts</u>
	articulation. Participants examine and share their own classroom and assessment goals and practices, and discover the practices of colleagues in order to develop bridges leading to a more effective and seamless foreign language sequence for their students within the framework of the National Standards.					
C-13: Developing Oral Proficiency: Crossing Major Borders (1 Day)	This workshop provides an overview of the ACTFL Oral Proficiency Rating Scale and a description of the functions, contexts/content areas, discourse type and accuracy features appropriate to each level. Participants discuss the curricular implications of the proficiency scale and explore strategies and activities that enable students to cross proficiency level borders (i.e., Novice to Intermediate, Intermediate to Advanced, Advanced to Superior).	1 Day	\$831.25	1/25	n/a	n/a
D-1: Learner-Centered Instruction and Strategies (1 Day)	Participants learn to develop instructional strategies that promote a learner-centered classroom in which students practice newly acquired vocabulary and structural patterns in the context of real world language use and move toward increased communicative proficiency. Cooperative learning strategies are developed.	1 Day	\$831.25	1/25	n/a	n/a
D-2: Teaching All Students K-8 (1 Day)	Studies show that children of all abilities and backgrounds can learn another language with the right kind of instruction and help. This workshop will discuss the significance of the early start recommended by the National Standards and provide a variety of practical methods and strategies to reach the diverse children entering the language classroom.	1 Day	\$831.25	1/25	n/a	n/a
D-3: Teaching All Students Grades 7-12 (1 Day)	Students in secondary schools represent a wide diversity of ethnic, linguistic, and cultural backgrounds; learning styles and skills; interest and motivation. This workshop proposes strategies and approaches to learning and assessment that recognize and capitalize on these differences.	1 Day	\$831.25	1/25	n/a	n/a

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D-4: Teaching the Learning Disabled Student (1 Day)	Different types of learning disabilities are explained. Multisensory strategies and practices that have proven successful with learning disabled students in mainstream classes are explored. Participants develop appropriate lessons and communicative activities for these students.	1 Day	\$831.25	1/25	n/a	n/a
E-1: Integrating Internet Resources Into the Language Curriculum (1 Day)	This full-day workshop focuses on connecting the potential of Internet technology to the principles of good language teaching. It provides a hands-on review of some basic concepts of e-mail and the Worldwide Web. Participants examine and evaluate several Internet-based activities for language instruction, analyzing the characteristics necessary for success. Later, working individually or in small groups, participants design and develop an activity. The workshop discussion includes ways to modify and adapt various activities to lab (many computers) or classroom (few computers) contexts.	1 Day	\$1,425.00	1/ Contingent on lab facility	n/a	n/a
F-1: Guidance in Preparing the Program Report (1 Day or more)	This workshop is designed to provide guidance to faculty as they prepare for NCATE accreditation review of their foreign language teacher preparation programs. Workshop participants will gain an understanding of the ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers by exploring the knowledge, skills, and dispositions that define the preparation of beginning teachers. They will explore the various components of the Program Report that must be submitted to NCATE as part of the review process. They will also learn how to gather and document performance evidence from their teacher candidates and how to apply the rubrics in assessing candidate performance. In addition, participants will engage in hands-on work in building a case that their programs meet the standards by beginning to create responses to specific sections of the program report.	1 Day or more	\$950.00	1/25	n/a	n/a
F-2: Assistance in Implementing the	This workshop is designed to provide assistance to faculty as they implement the ACTFL/NCATE	1 Day or more	\$950.00	1/25	n/a	n/a

<u>Title</u>	<u>Description of Course</u>	<u>Length of Course (# of Days)</u>	<u>Total Gov't Price (per student)</u>	<u>Min/Max # of Participants</u>	<u>Price per add'l participants</u>	<u>Quantity Discounts</u>
Standards Into Teacher Preparation Programs (1 Day or more)	Program Standards for the Preparation of Foreign Language Teachers into their teacher preparation programs and anticipate NCATE review in the future. Workshop participants will gain an understanding of the standards by exploring the knowledge, skills, and dispositions that define the preparation of beginning teachers. The workshop will feature an in-depth look at implications of the standards for the foreign language curriculum, instructional approaches in language courses, and pedagogical preparation of candidates. Participants will explore strategies for conducting formative and summative assessment of candidates' language proficiency and content knowledge, establishing performance benchmarks, and using rubrics to rate performance. This workshop may be tailored somewhat to address the needs of individual programs of foreign language teacher preparation.					
F-3: Collaboration with States in Partnership Agreements (1 Day or more)	This workshop is designed to provide assistance to states in the development of a reviewer training program for those states with partnership agreements with NCATE. Participants will gain an understanding of the ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers as the basis for the approved state program standards framework if that option was chosen for the partnership agreement. Participants will explore the standards in terms of the knowledge, skills, and dispositions that define the preparation of beginning teachers as they apply to the ACTFL/NCATE standards and the alignment as defined in their state standards. They will learn how to have institutions prepare the state report and how to prepare program reviewers to work within their state. This workshop will be tailored to the NCATE/State partnership as applicable to the state.	1 Day or more	\$950.00	1/25	n/a	n/a
F-4: Building Strength	This two-day workshop trains prospective program	2 Days	No Fee	1/25	n/a	n/a

<u>Title</u> Through Effective Teacher Education Programs: ACTFL/NCATE Program Reviewer Training	<u>Description of Course</u>	<u>Length of Course (# of Days)</u>	<u>Total Gov't Price (per student)</u>	<u>Min/Max # of Participants</u>	<u>Price per add'l participants</u>	<u>Quantity Discounts</u>
	<p>reviewers for the ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers. Participants become familiar with the Standards and will learn how to evaluate institutional program reports for evidence that the Standards have been achieved. They engage in hands-on work in analyzing candidate performance evidence, required program components, and the program assessment system, as well as use program reviewer rubrics, in order to make program approval decisions and prepare the program reviewer report for submission to ACTFL and NCATE. N.B. This workshop is open only to those who have applied or plan to apply to be ACTFL/NCATE Program Reviewers. The application for program reviewers can be accessed at www.actfl.org. This workshop is offered immediately before the ACTFL Annual Meeting in November. There is no registration fee for the workshop. ACTFL is unable to provide funds for travel, lodging, or meals.</p>					

ACTFL Open Enrollment Courses

Title	Description of Course	Length of Course (# of Days)	Total Commercial Price (per student)	Gov't Discount	Total Gov't Price (per student)	Min/Max # of Participants	Price per add'l participants	Quantity Discounts
Full Oral Proficiency Interview (OPI) Tester Training Workshop (4 days)	Prerequisite: Affiliation with an academic institution as defined by ACTFL, undergraduate degree in a related field, minimal proficiency level of Advanced in the language of training. The Full OPI Workshop is an intensive four-day introduction to the techniques of administering and rating the Oral Proficiency Interview. The rating scale and techniques for eliciting a ratable sample are highlighted in daily plenary sessions and then reinforced in language-specific break-out sessions. Participants have the opportunity to observe live demonstration interviews conducted by their trainer. Under the trainer's supervision, they then conduct their own practice interviews with volunteer candidates. The group critiques and discusses both these practice interviews and their ratings. Following the workshop, participants may apply to become ACTFL OPI Testers. For more information on OPI Tester Training and Tester Certification, see ACTFL Proficiency Tester Training and Tester Certification.	4 Days			\$650.75 – ACTFL members \$807.50 – Non-Members	1/1	n/a	n/a
Modified Proficiency Interview (OPI) Tester Training Workshop (2 days)	Prerequisite: Affiliation with an academic institution as defined by ACTFL, undergraduate degree in a related field, minimal proficiency level of Intermediate High in the language of training. The Modified OPI Workshop is an intensive two or three-day introduction to the techniques of administering and rating the Oral Proficiency Interview at the Novice and Intermediate levels. The rating scale and techniques for eliciting a ratable sample are highlighted in daily plenary sessions and then reinforced in language-specific break-out sessions. Participants have the opportunity to observe live demonstration interviews conducted by their trainer. Under the trainer's supervision, they then conduct their own practice interviews with volunteer candidates. The group critiques and discusses both these practice interviews and their	2 Days			\$332.50 – ACTFL members \$427.50 – Non-Members	1/1	n/a	n/a

ratings. Following the workshop, participants may apply to become ACTFL OPI Testers with Limited Certification. For more information on MOPI Tester Training and Limited Tester Certification, see ACTFL Proficiency Tester Training and Tester Certification.

Proficiency Interview (OPI) Refresher Workshop (1 day)

Prerequisite: Previous ACTFL OPI Tester Training and/or Tester Certification. The one-day OPI Refresher Workshop is intended for currently certified or previously certified ACTFL Oral Proficiency Interview (OPI) testers who are preparing to recertify. Also eligible are those individuals who have already participated in the four-day OPI Tester Training Workshop and wish to update their knowledge of the developments in oral proficiency testing and review the concepts and techniques of OPI Testing.

1 Day	\$142.50	1/1	n/a	n/a
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