

Project LINC
Leadership and Development Team Meeting
9 October 2008
3:30 pm

Location: Office of Disability Services, Graham Building

Agenda

1. Overview of Project LINC
 - a. Demonstration projects
 - b. What an OPE grant is and isn't
 - c. Where our funds go
 - d. Distribute Table 1 Objectives

2. LDT roles: Kinds of anticipated activities
 - a. Year 1 emphasis: Development of the pilot curriculum
 - b. Year 2 emphasis: Teaching, mentoring, and refining pedagogy and orientation
 - c. Ongoing opportunities: Dissemination, publication, packaging, editing

3. OPE reviews

Project LINC (Learning in INclusive Classrooms)
PR Award #P333A080023
Longwood University
Co-Directors:

Dr. Sally Scott
scottss@longwood.edu
434-395-2392

Dr. Wade Edwards
edwardswa@longwood.edu
434-395-2181

The 2007 release of a report by the Modern Language Association, "Foreign Languages and Higher Education: New Structures for a Changed World," has focused renewed attention on foreign language instruction at the introductory level. Frequently, the report finds, these beginning courses are taught by part-time and untenured instructors, many of whom remain on the fringes of the department, with little access to ongoing support, pedagogical training, or faculty development. When students with

sensory, cognitive or physical disabilities are introduced to this environment, the results can be frustrating for both the student (who may benefit from specific instructional strategies or accommodations) and the instructor (who may be ill-equipped to provide inclusive instruction).

To address this problem, Project LINC will develop a portable and sustainable training curriculum to support new, part-time, and temporary foreign language instructors in inclusive classroom techniques. A Leadership and Development Team (LDT) of experienced foreign language faculty will identify, develop, and evaluate instructional strategies that reflect effective application of Communicative Foreign Language Learning (CFLL) and Universal Design for Instruction (UDI). Faculty training based on CFLL, UDI, and data-based instruction will be developed, piloted, revised, and packaged for broad dissemination. The resulting curriculum, consisting of (1) a Foundation Workshop, (2) six Topical Training sessions, (3) Support Materials, and (4) Evaluation and Feedback Tools will be produced in hard copy, electronic, and on-line formats. Regional training and curricula will be provided to foreign language instructors in area colleges, community colleges, and high schools. National dissemination of the curriculum will be achieved through extensive outreach through professional organizations, conferences, publications, and a Project LINC website.

Project LINC
LDT Meeting
18 November 2008
3:30 p.m.

1. Coordinator Update and interviewing ideas
 - Discussion of institutional guidelines for the position
 - Discussion of publicizing the position:
 - FLAVA, *Times-Dispatch*, listservs, ACTFL?
 - Activities and concerns for the interviews
 - Telephone conferences, campus visits

2. Overview of UDI framework and applications for FL.
 - Distribute UDI-FL worksheet
 - Distribute focus-group findings from February: emphasis on flexibility and atmosphere; emphasis on barriers for SWD vs. others
 - PowerPoint reminder of UDI principles
 - Ask LDT to note possible examples in FL and possible limits
(This will be homework for the next meeting.)
 - Overlap of UDI and FL: where can we expand our instruction?

3. Preliminary discussion of enhancements vs. standards

Project LINC
LDT Meeting
18 December 2008

1. Spring Semester LDT Plans: The Training Program for New Faculty
 - a. Combining our assessment of UDI/FL principles with a review of the literature:
 - ACTFL proficiencies
 - Disability studies
 - FL studies, such as Worlds Apart?
 - b. Consideration of Disability concerns:
 - Review of Longwood student focus data
 - Review pre-packaged resources on Dx
 - c. Discussion of learning outcomes and evaluation
 - How do we know empirically that our teaching is inclusive?
 - Grades? Fewer accommodations? Better environment?

2. Review of UDI Principles and discussion of the most frequent applications to FL instruction.
 - Brainstorming on posted flip chart
 - Discussion of combination of UDI principles for FL instructors

3. Stipend forms (!)

February LDT Agenda

February 17, 2009

3:30

Grainger 201

Present: Sally Scott, Wade Edwards, Sue Hildebrandt, John Reynolds, Geoff Orth

Interview for Project LINC Coordinator

Candidate 1

Presentation of 20 minutes, followed by 30 minute discussion of FL and disabilities.

March LDT Agenda

February 26, 2009

3:30

Grainger 201

Present: Sally Scott, Wade Edwards, Sue Hildebrandt, John Reynolds, Geoff Orth

Interview for Project LINC Coordinator

Candidate 2

1. Presentation of 20 minutes, followed by 30 minute discussion of FL and disabilities.
2. Following candidate's presentation, discussion of the 2 candidates' strengths and weaknesses, general impressions.

APRIL LDT Agenda
April 17, 2009
4pm
Disability Services Office

1. Stipend forms (Comp Status forms)
2. Schedule a date for a May meeting
3. Travel and presentation opportunities for Year 2
FLAVA conference in early October, 2009: Lily, Wade, and Sally too attend
4. Preparing for the August training and workshops:
 - a. Student focus group follow-up interviews.
Sue is interviewing in detail 7 SWD about their experiences in our classes. Diana will transcribe. An assessment from the student perspective will follow.
 - b. Faculty needs assessment: the August training workshop
Brainstorming needs assessment on the part of the LINC team. If you have a moment before Friday, think about the critical issues for our new (and continuing) faculty with respect to FL students with disabilities. What's vital that they know before they start teaching here? What do you wish you knew earlier in your career? What are some concrete and practical ways to wed UDI with the 5 Cs of language instruction? More long-term: how do we begin to ask faculty to focus on this area of inclusive instruction, even as they are getting adjusted to Longwood?

Project LINC
LDT Meeting
8 May 2009, 9-11 am

Agenda

1. Update on performance report, particularly the GPRA indicators (Sally and Diana)
 - a. data from 2006-forward concerning students with a final grade of A/B/C; D; F; and W. Discussion about how to interpret the higher rate of W for SWD (and the lower rate of F).
 - b. update on the disability statement in course syllabi as a starting point for tracking LINC outcomes.

2. Ongoing needs assessment and August training (Wade)

It looks like we'll try to build that first session around 3 topics:

 - a. Who LU students are; what to expect in the makeup of the classroom; transition from HS to college for SWD
 - b. Day 1/Week 1 instructor responsibilities/activities (syllabus, connections, handling anxiety while teaching in the target language, the importance of Goal 10, placement); Summer survey of Teaching Resource Centers (survey content feedback)
 - c. Institutional processes for SWD: accommodations and waivers.

3. Overview of the waiver process since 2006 (Sally and Wade)

numbers, disability profile, early warning form, updated list of accommodations, lessons learned.

4. Learning Outcomes preview (Sue)