



ACTFL 2018
NEW ORLEANS
NOVEMBER 16-18

ACTFL 2018 Pre-Convention Workshops

Please note that all pre-convention workshop attendees must be registered for at least one day of the Convention (Friday, Saturday or Sunday) and pay the workshop fees. Fee amounts are listed on the Registration Form and in the Online Registration process.

FULL-DAY WORKSHOPS

Thursday, 11/15/18

9:00 a.m. - 4:30 p.m.

W01 Developing Language Performance in the Classroom: Novice to Intermediate

This workshop will focus on how to connect assessment with learning strategies to help learners move from the Novice level and into the Intermediate level. Develop in your learners the specific language functions of the Intermediate level and learn ways to enhance and modify instruction toward a proficiency focus. Explore what instruction and practice need to be emphasized in all modes of communication: Interpersonal, Interpretive, and Presentational. Target audience includes educators of all languages from elementary through postsecondary settings.

Presenter: **Ryan Rockaitis**, Deerfield High School (IL)

W02 Developing Language Performance in the Classroom: Intermediate to Advanced

This workshop will focus on how to facilitate learners to move out of the Intermediate level to Advanced level. Learn strategies for developing, practicing, and assessing communication to guide learners from Intermediate into the Advanced range of performance. Focusing on what a student "can do", this workshop will include practical applications to help guide students into the Advanced range. Explore what needs to be emphasized in all modes of communication: Interpersonal, Interpretive, and Presentational. Target audience includes educators of all languages from high school through postsecondary settings.

Presenter: **Cynthia Martin**, University of Maryland

W03 Enacting the Work of Language Teaching Through High-Leverage Practices

Current research in teacher education focuses on the identification of specific practices that all language teachers need to enact to enable learning to occur in their classrooms. This workshop will lead participants in understanding more about this *work of teaching* by exploring a set of practices that are based on second language acquisition theory and research on student learning. Participants will learn *how* to enact selected practices by analyzing and examining their various instructional moves and understanding the relationship of these moves to learning goals. Three high leverage practices will be explored: 1) Using the target language comprehensibly during instructional interactions, 2) Focusing on cultural products, practices, and perspectives in a dialogic context, and 3) Providing feedback in oral communication.

Presenters: **Eileen W. Glisan**, Indiana University of Pennsylvania; **Richard Donato**, University of Pittsburgh

W04 Teaching for Communication: Linking Well-structured Unit Plans to Purposeful Lesson Plans

This workshop based on *The Keys to Planning for Learning* (Second Edition) will briefly review the key components of thematic units, and then focus on how the learning goals of the unit are addressed through effective lesson design. The role of curiosity to engage learners will be modeled. Participants will learn strategies that emphasize using language to learn both language and content, including how to: maximize the potential of authentic texts to develop proficiency in all three modes of communication; introduce and practice vocabulary in context; emphasize “just-in-time” explanations and practice of essential grammatical structures; and design formative assessments as evidence of growth in both communication skills and content.

Presenters: **Donna Clementi**, Lawrence University; **Laura Terrill**, ACTFL Consultant

W05 Developing Literacy with Authentic Resources

Explore ways to develop literacy and boost learner confidence in the Interpretive and Presentational modes. Experience strategies that can connect language learners to the real world with authentic materials and authentic audiences for their work. Enhance lesson designs to include a variety of vocabulary-building strategies for working with print texts. Examine ways to assess both informational and cultural literacy. Through hands-on practice, learn to use a variety of digital tools that facilitate comprehension of and interaction with authentic media. Try out tech tools that empower our "digital-native" learners to create with language and share their work with real audiences. Participants are encouraged to bring a laptop, ChromeBook, or ThinkPad as well as a smartphone.

Presenter: **Linda Egnatz**, Lincoln-Way West High School (IL)

W06 Advanced Placement (AP) French Language and Culture

For new and experienced AP teachers as well as French language educators interested in learning about instructional design and assessment for equivalent college courses, this workshop will give participants concrete strategies for designing and implementing an effective AP French curriculum. Participants will learn how to develop activities and assessments that present language in cultural context, appropriately build students' proficiencies in the three communicative modes and integrate authentic materials into instruction. Additionally, participants will gain a comprehensive understanding of the AP exam structure and learn strategies to help students prepare for the exam. Participants will also receive advice on how to prepare for the AP Course Audit. Each participant will receive a copy of the AP Workshop Handbook. Portions of this workshop will be conducted in French. This workshop is limited to 35 participants.

Presenter: **Deanna Scheffer**, St. Augustine High School (FL)

W07 Advanced Placement (AP) Latin

For new and experienced AP teachers as well as Latin educators interested in learning about instructional design and assessment for equivalent college courses, this workshop will give participants concrete strategies for designing and implementing an effective AP Latin curriculum. Participants will learn how to develop activities and assessments that will help students read, understand, translate and analyze Latin poetry and prose

with critical, historical, and literary sensitivity. Additionally, participants will gain a comprehensive understanding of the AP exam structure and learn effective strategies to help students prepare for the exam. Participants will receive practical advice on how to prepare for the AP Course Audit. Each participant will receive a copy of the AP Workshop Handbook. This workshop is limited to 35 participants.

Presenter: **Keely Lake**, Wayland Academy (WI)

W08 Advanced Placement (AP) Spanish Language and Culture

For new and experienced AP teachers as well as Spanish language educators interested in learning about instructional design and assessment for equivalent college courses, this workshop will provide concrete strategies for designing and implementing an effective AP Spanish Language curriculum. Participants will learn how to develop activities and assessments that present language in cultural context, build students' proficiencies in the three communicative modes, and integrate authentic materials into instruction. Additionally, participants will gain a comprehensive understanding of the AP exam structure and learn strategies to prepare students for the exam. Participants will learn how to prepare for the AP Course Audit. Each participant will receive a copy of the AP Workshop Handbook. This workshop is limited to 35 participants.

Presenter: **Thomas Soth**, Chapel Hill High School (NC)

W09 Advanced Placement (AP) Spanish Literature and Culture

For new and experienced AP teachers as well as Spanish educators interested in learning about instructional design and assessment for equivalent college courses, this workshop will provide concrete strategies for designing and implementing an effective AP Spanish Literature and Culture curriculum. Participants will learn how to design activities and assessments that develop students' proficiencies across all communicative modes and build students' skills in literary analysis with a focus on how to contextualize critical reading and analytical writing. Additionally, participants gain a comprehensive understanding of the AP exam structure and learn strategies to prepare students for the AP exam. Participants will learn how to prepare for the AP Course Audit. Each participant will receive a copy of the AP Workshop Handbook. This workshop is limited to 35 participants.

Presenter: **Maritza Sloan**, Ladue Horton Watkins High School (MO)

HALF-DAY WORKSHOPS

Thursday, 11/15/18

9:00 a.m. – 12:00 p.m.

W10 Integrated Performance Assessment and Instruction – Linking the Three Modes of Communication

Assessment of language performance answers the question: What can learners do with what they know? Participants will use various resources and materials to acquire strategies for creating effective assessments of learners' increasing proficiency. Use NCSSFL-ACTFL Can-Do Statements to identify what learners need to be able to demonstrate at each level of proficiency, providing the roadmap to plan instruction and assessment. Reflect on the implications for planning instruction that ensures effective learning. When the learning targets are set in terms of the modes of communication (Interpretive, Interpersonal, and Presentational), assessment at the end of a unit, a semester, or a program needs to focus on authentic performance tasks. Learn how to provide feedback to learners on how well their language performance in each mode matches the targeted level of proficiency.

Presenter: **Deborah Lindsay**, South Albany High School (OR)

W11 Tap Technology - Build Proficiency

This workshop will focus on using technology tools to build proficiency in all communication modes. This hands-on experience will combine best practice in performance and proficiency scaffolding with technology tools that are free and really work! Presenters will introduce participants to multiple tools that build skills in each mode, while also providing concrete instructional strategies and planning time to develop activities to build learners' proficiency. From Google, to specific websites, to apps and extensions, participants will explore the web to help motivate your learners.

Presenters: **Matt Bertke** and **Danita Fitch**, Glenbrook High School (IL)

W12 Exploring Culture through the Lens of Social Justice

Teaching language and culture through a lens of social justice not only leads to a development of interculturality, but it also allows for a development of agency and empowers students to take action in their own communities and beyond. This workshop, based on the book *Words and Actions: Teaching Languages through the Lens of Social Justice*, focuses on the connection between the *World-Readiness Standards* and Teaching Tolerance's Social Justice Standards. Participants will engage in hands-on activities and discussions centered on situating units and lessons within social justice topics, leading to a deeper exploration and understanding of the target cultures. Presenters: **Beth Wassell**, Rowan University (NJ); **Cassandra Glynn**, Concordia College (MN)

W13 Building Blocks of Empowerment: Motivation, Ownership, and Reflection

Motivate and empower your learners every day. Based on brain research, structure learning episodes within thematic units of study, emphasizing checks for learning, feedback, and reflection. Design each day to involve students more effectively in the class experience. Dig into how students can feel a sense of ownership in the classroom, class time, class language, and class unit. When educators and learners can check for understanding and reflect upon their own learning goals, they can map their own differentiated path to proficiency. Discover how our language and behaviors are integrated to motivate ourselves and our learners.

Presenters: **Beckie Bray Rankin**, Lexington High School (MA); **Meredith White**, Gwinnett County Schools (GA)

W14 Creating a Culture of Communication Through Trust and Comprehensible Input

Learn to elicit and assess effective interpersonal communication skills in any language, on any topic. Empower your students to prepare, interact and engage with intentionality in the language classroom. Learn to build confidence and self-awareness while developing learners' performance to higher levels of proficiency; to create a class culture that develops trust and fosters community; to engage learners to interact and negotiate meaning as they analyze a wide variety of texts (websites, film/video, news); to foster collaboration as learners create and share a variety of messages (blogs/opinions, summaries, stories – to inform/explain, persuade, narrate); and to

support learners to sustain interactions with something to react to (invitation/message, issue/problem, media/image, challenge/task) and the language to discuss it.

Presenter: **Grant Boulanger**, Open World Learning Community (MN)

HALF-DAY WORKSHOPS

Thursday, 11/15/18

1:00 p.m. – 4:00 p.m.

W15 Transforming Language Learning through the Lens of IPAs

Do you want to minimize grammar instruction and instead build proficiency through performance-based activities? In this workshop, presenters showcase a framework for creating thematic units that include authentic resources and integrated performance assessments (IPAs). Presenters demonstrate how they built units gradually, beginning with the interpretive mode and expanding into IPAs with five separate assessments. Presenters share sample resources and activities from their classes. They also discuss real and potential challenges related to transitioning postsecondary classes and will explore possible solutions. Though presenters will discuss changes made at the college level, the framework is applicable to high school language classes.

Presenters: **Jill Gomez** and **Leah Henson**, Miami University of Ohio

W16 What Do I Do Now? Reflecting on Assessment Results

What do assessment results tell us about how we taught and what our students learned? Learning is demonstrated when learners “can do” something with and through the target language that they couldn't do – or do as well – before the learning episode. How can we develop assessments that inform learners of their progress while providing them feedback to improve? Learn to design instruction to connect the formative assessments so they lead up to the summative assessments for a unit or course. Explore types of feedback that move learners to the final outcomes. Participants apply these strategies to one of their units of instruction, transforming the summative assessments and then designing backwards to craft effective formative assessments throughout the unit for each mode of communication.

Presenter: **Yo Azama**, North Salinas High School (CA)

W17 Prepare Globally Competent Learners: Innovative Techniques Using Technology

"The ability to communicate with respect and cultural understanding in more than one language is an essential element of global competence." (ACTFL Position Statement on Global Competence). Experience techniques based on core practices to build learners' communicative proficiency while exploring various means to investigate, explain, and reflect on the practices, products, and perspectives of other cultures. Learners as a result become more culturally sensitive, have a better understanding of the viewpoints of others, and are better able to solve real world problems while developing strategies for successful communication. Using technology, participants experience ways to foster global competence that can easily be applied in their own learning environments. Presenters model activities and practices used in today's classrooms and participants experience and begin developing some of their own activities that will prepare their learners to be more globally competent.

Presenters: **Lauren Rosen**, University of Wisconsin; **Catherine Ousselin**, Mount Vernon High School (WA)

W18 Developing Intercultural Communicative Competence in the K-20 Classroom

The NCSSFL-ACTFL Can-Do Statements for Intercultural Communication provide a framework for developing language skills, integrating culture, and building interculturality. Participants in this workshop will explore the Can-Do Tool and engage in activities to build a repertoire of strategies for goal setting, lesson planning, student learning opportunities, and assessment.

Presenters: **Jacque Van Houten**, Jefferson County Schools (KY); **Kathy Shelton**, Ohio Department of Education

W19 Amplify and Extend: Supporting Heritage Language Learners

This workshop will focus on helping heritage learners advance their level of proficiency. Participants will join the conversation to explore resources, strategies, and structures that support differentiation for heritage language learners. Integrating research, best practices, and practical ideas, topics include how to set a tone that validates student

language, how to fine tune units to fill in gaps and build on learner strengths, and key curriculum components that move students to advanced proficiency levels.

Presenters: **Greta Lundgaard**, ACTFL Consultant; **Cecilia Lara**, Katy Independent School District (TX)

W20 Moving Beyond the List: Helping Students ACQUIRE the Words They Need to Communicate

Everyone knows that communication requires words. We can't listen, speak, read or write without using words, whether it's in receptive or productive ways. The more words we know, the more power we possess. Every instructional unit contains vocabulary words to be taught and learned so that students increase their language ability across the modes and skills, but how do I know *which* words students should learn? Once I know which words, how should I go about helping my students acquire them? What does the research tell us about how students best learn and remember new vocabulary? This workshop aims to provide answers to those questions. Participants will leave the workshop with (1) research-based criteria for determining a "good" set of vocabulary, (2) a variety of strategies that help learners encounter, connect with and experience vocabulary in ways that help them store words in long-term memory, and (3) a list of resources about the teaching and learning of vocabulary from our scholarship, both in world languages and in English language acquisition.

Presenter: **Greg Duncan**, Interprep Inc.