ACTFL 2019 Pre-Convention Workshops *
Thursday, November 21, 2019
9:00 a.m. – 4:00 p.m.

*_Please note that in order to attend a pre-convention workshop, all attendees must be registered for either the full convention or at least one day of the convention (Friday, Saturday or Sunday) and pay the workshop fees. Workshop Fees: $185 by 10/30/19; $210 after 10/30/19_

W01   Seeing Your World Language Program through a Can-Do Lens

The NCSSFL-ACTFL Can Do Statements aren't simply a tool for categorizing student performance; they empower language educators from the big picture to the small picture. In this workshop, educators will explore how to use the statements to design better tasks for gathering evidence of where learners are on the proficiency continuum. Apply the Can-Do Statements to analyze the results from summative performance assessments or external evaluations (like AAPPL) and to identify the specific areas to support learners' improvement.   Then, by identifying language in the statements that shows growth between levels, educators will infuse a current, relevant lesson plan with input and tasks that push learner proficiency to new heights. Participants will reflect on how this process can impact articulation across their world language programs.

Presenter: **Sara-Elizabeth Cottrell**, Independent Consultant (KY)

W02   Authentic Language, Authentic Tasks, Authentic Assessment: Using Integrated Performance Assessments

Design authentic assessments for learners to demonstrate their proficiency level in real-world tasks through the use of Integrated Performance Assessments (IPAs). Unpack the Can-Do Statements to focus on targeted proficiency levels and create appropriate tasks in each of the modes of communication. Formative and summative tasks for each mode help learners track their progress to improving their proficiency. Analyze and adapt a variety of effective rubrics to employ research-based strategies for providing meaningful feedback to improve learner performance. Dive deeply into the topic of authentic assessment and leave with the outline of an IPA (built from a helpful template) incorporating Can-Do Statements, Proficiency Guidelines, and a variety of rubrics to provide feedback.

Presenter: **Lea Graner Kennedy**, Stonington Schools (CT)

W03   The Art of Integrated, Literacy-based Lesson Planning

This workshop offers a step-by-step process for developing literacy-based lessons that skillfully transform textbook materials into artfully integrated masterpieces of language, content, and culture. Workshop participants will: (1) craft conceptual understanding from narrative texts; (2) deepen discussion skills with concrete, content-based interactions; (3) counterbalance instruction to expand academic language use; and (4) support learners with practical strategies for metacognition and scaffolded language production. Participants are encouraged to bring several culturally authentic texts for the classes they teach, along with a laptop, tablet, or iPad. Participants will select one lesson they teach and modify it (or major activities from it) so that it builds linguistic comprehension and academic language production about disciplinary content, leaving with a literacy-based lesson plan they can use in their classrooms.

Presenter: **Cherice Montgomery**, Brigham Young University (UT)

W04   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)

W05   Building Intermediate and Advanced Level Proficiency to Achieve the Seal of Biliteracy

This workshop focuses on ways in which instructors can help their students make progress through and beyond the Intermediate level with the goal of earning the Seal of Biliteracy or help those learners with a Seal of Biliteracy who are already at or approaching the Advanced level. After a brief review of Seal of Biliteracy policies across the country, we focus on the key characteristics of the Intermediate and Advanced levels and what learners should be able to do to show progress through the proficiency continuum. With this understanding of proficiency and using the NCSSFL-ACTFL Can-Do statements as a point of reference, we will focus on aspects of proficiency that need to be emphasized in order to support learners as they move to higher levels of proficiency in all modes of communication. The focus will be on how much students *can do* in the language and how well they can do it, rather than how much they *know about* the language. This workshop is appropriate for educators of all languages who teach Intermediate-level secondary or postsecondary learners. Participants will leave with a plan of specific strategies to incorporate into daily lessons and summative assessments.

Presenter: **Fernando Rubio,** University of Utah

W06   Teaching for Social Justice in the World Language Classroom

Engage in the steps toward creating an inclusive, equitable classroom climate and in developing a curriculum that integrates issues of social justice. The first part of the workshop focuses on language-based activities that set the stage for exploring topics of social justice. Learn how the national World-Readiness Standards for Learning Languages align with the *Teaching Tolerance Social Justice Standards* and consider ways in which the 3 P's of the *Cultures* Standards (practices, products, and perspectives) overlap with key tenets of teaching for social justice. The second part of the workshop enables participants to develop their own unit overview focused on social justice in their language contexts. This may be an adaptation of a unit currently taught or a new unit. Throughout the workshop, collaborate and share ideas via online technology. Leave the workshop with plans ready to implement in the classroom and across the curriculum. This workshop is appropriate for all languages, levels, and teaching contexts.

Presenters: **Cassandra Glynn,** Concordia College (MN), **and Beth Wassel,** Rowan University (NJ)

W07   The Baby and the Bathwater - Making Project-Based Language Learning (PBLL) Work with What Already Works

Project-Based Language Learning (PBLL) is a complete paradigm shift, but it doesn't mean you have to throw out everything that worked before. Engaging activities and textbook materials can be effective components of the PBL process, just with a more immediate, real-world endgame. Work through how to re-shape a unit, whether it's your absolute favorite or a required curriculum unit you wish you loved

more. We will develop engaging, driving questions and scaffold how learners can develop potentially public products through interpretive, interpersonal, and presentational tasks that align with different phases of a PBL unit.
Presenter: **Laura Sexton**, Phillip O. Berry Academy of Technology (NC)

W08 AP World Languages and Cultures: from Program Design to New Resources
How can AP serve as a tool in designing an effective world language program focused on language proficiency and cultural competence? Participants will explore how AP courses are grounded in the *World-Readiness Standards* and *Performance Descriptors*, so the AP course and exam can serve as a culminating experience for high school language learners and guide language acquisition, units of instruction and assessments from the earliest encounters with the target language. Participants will also examine the suite of new AP resources produced for the 2019-2020 academic year, including progress checks, suggested resources, and a recommended sequence of instruction. While the workshop is not language specific, opportunities to collaborate and share both in language groups and across languages will be provided.
Presenters: **Marcia Arndt, David Jahner,** and **Fang Ji,** The College Board AP Program

W09 The IN(put)s and OUT(put)s of Comprehensible Input (CI)
Input is the "in" thing in language education, an essential component for acquiring language. Scaffolding comprehensible input is the best we can give our language students. This input gives students the foundation they need to become part of the world's community of bilinguals (or MULTIlinguals). The challenge is knowing when and how to anticipate and support language production. Learn about ACTFL's proficiency levels and explore units that provide a steady stream of essential input while encouraging students to output when they're ready. Build your instructional repertoire as you experience activities, readings, and strategies; then, apply these to (re)design a unit to take back to your classroom.
Presenter: **Carrie Toth**, Salem Community High School (IL)

W10 Building a Classroom Discourse Community Through High-Leverage Practices
In recent years much attention has been given to the identification of specific practices that all language teachers need to enact to enable learning to occur in their classrooms. Gain an understanding of the complex *work of teaching* by exploring a set of language practices that are based on second language acquisition theory, research on student learning, and the wisdom of classroom practice. The focus is on three high-leverage practices that will enable language teachers to build a *discourse community* in their classrooms. Learn how high-leverage practices are connected to each other and mutually support the building of a discourse community. Learn *how* to enact the following practices by analyzing and examining their various instructional moves and understanding the relationship of these moves to learning goals: 1) Using the target language comprehensibly during instructional interactions, 2) Designing and conducting oral interpersonal pair and group tasks, and 3) Leading a text-based discussion. Participants will work together to enact these practices so that they are prepared to use them in their own classrooms.
Presenters: **Eileen W. Glisan**, Indiana University of Pennsylvania, and **Richard Donato**, University of Pittsburgh

W11 AAPPL Familiarization: Connecting Proficiency & Performance
This introduction to the ACTFL Assessment of Performance towards Proficiency in

Languages (AAPPL) is intended for all language professionals. This workshop will link proficiency and performance to show how these concepts both inform the AAPPL and can be used to assess growth in the three modes of communication. Identifying the traits of Novice, Intermediate, or Advanced learners will be addressed and ideas for moving students along the continuum will be discussed. Participants will articulate learning goals in addition to creating rubrics and activities for their classrooms based on the proficiency and performance-based constructs presented in the workshop. Presenter: **Mindy Lindgren**, ACTFL AAPPL Consultant, and **Camelot Marshall**, ACTFL Principal Assessment Manager