



NYS AFLT Webinar Series 2017-2018

Co-sponsored by NYS AFLT and the NYS Language Regional Bilingual Education Resource Network at NYU

<http://steinhardt.nyu.edu/metrocenter/rbern/>



Nathan Lutz,
Kent Place
School

October 24 -- 7:00 p.m. (1 hour)

We Can Do It! An Introduction to the NCSSFL-ACTFL Can-Do Statements

The NCSSFL-ACTFL Can-Do Statements help create a learner-centered classroom in which both teachers and students reflect on the learning process. In this webinar, we shall look at various Can-Do Statements at the Novice and Intermediate proficiency levels to learn how to transform your existing curricular goals into learner-friendly language that supports proficiency-based language teaching. Next, we'll look at ways in which you are able to help students document their growth via portfolios. Finally, we shall explore and brainstorm activities that will support your program's personalized Can-Do Statements for your program's students.



Melanie Thomas,
Spencerport CS

November 9 -- 7:00 p.m. (1 hour)

Teach Like a Coach!

Use the ACTFL proficiency levels to coach your students to the next level. Being familiar with the descriptors can help you gain a foundational understanding of how learners naturally progress. Using the common jargon, you can determine individual performance levels and help your students focus on appropriate strategies to move to the next level. The feedback is powerful for the students to see their own individual strengths and be motivated to achieve higher levels of proficiency.



Patricia Moller,
Pine Bush School
District

December 6 -- 7:00 p.m. (1 hour)

You Can Create Embedded Readings!

Embedded readings greatly improve second language acquisition in our students. They can be created easily and for any level learner from many different sources! I have seen my students soar in their reading skills in the target language. You will learn how to create a reading that you will be able to use in class right away. I will also share other outlets where you can find readings that are already available to use. This is a technique that you will find easy to do yielding amazing results.



**Rita Oleksak and
James Wildman,**
Glastonbury PS (CT)

January 9 -- 7:00 p.m. (1 hour)

Using Green Screen Technology in the Language Classroom

During this webinar, participants will learn how to effectively implement green screen technology in the language classroom as a formative and summative assessment tool that is engaging and models authentic experiences. Presenters will discuss ways to increase 21st century skills in language instruction through the use of green screen technology. This is an easy tool that increases active participation and motivation to use the target language in meaningful and purposeful ways.

NYS AFLT is an approved Sponsor of Continuing Teacher and Leader Education (CTLE) pursuant to Section 80-6 of the Regulations of the Commissioner of Education, beginning July 1, 2016 and ending June 30, 2021. CTLE Identification number: 3167. Register now at <http://www.nysaflt.org/webinars>.



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Dr. Jennifer Eddy,
Queens College
CUNY

March 20 -- 7:00 p.m. (1 hour)

Designing Articulated Performance Assessment Exemplars

This webinar will guide you in designing integrated performance assessment tasks in the three modes of communication, articulated across three levels. We will explore Interpretive, Interpersonal, and Presentational mode tasks around a theme and develop specific Can-Do Statements for them, keeping transfer and articulation in mind. This webinar aligns with the Call for Participation on the NYSED initiative, World Languages NYS in the 21st Century.



Anna Cartwright,
Orchard Park
School District

April 18, 7:00 p.m. (1 hour)

Building Listening Comprehension Skills with Authentic Sources

Listening to authentic speakers of the target language can be a daunting task for students. The speed, timing, accent and idiomatic expressions used can become barriers for our students that prevent them from understanding language that should be familiar to them. But building listening proficiency with authentic documents is possible for all students--even beginners. This webinar will identify common barriers to listening and propose both solutions and activities to help teachers adapt authentic recordings for their classes and build student confidence in listening abilities.



Dr. Eileen Glisan,
Indiana
University of PA
**Dr. Richard
Donato,**
University of
Pittsburgh

May 14, 4:00 p.m. (1 hour)

Enacting the Work of Teaching: Introducing High-Leverage Practices in Foreign Language Education

Current research in teacher professional development focuses on the identification of a specific set of high-leverage teaching practices (HLTPs), which all teachers need to enact for language learning to occur in their classrooms. This webinar will introduce the concept of HLTPs, and how they differ from generic forms of 'best practices', as presented in the recent ACTFL publication (November 2017) on this topic. Presenters will provide a brief overview of 6 HLTPs that are based on second-language acquisition theory, research on student learning, and classroom practice. The webinar will also show how HLTPs can be deconstructed, how they address specific teaching challenges, and how they serve larger instructional purposes. Participants will gain an understanding of the role of HLTPs in the enactment of language teaching and the preparation of language teachers.

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Presenter Biographies

Anna Cartwright received her Bachelor of Arts in French Language and Literature from Nazareth College of Rochester, where she also minored in Italian and obtained her teaching certifications for French 7-12 and Special Education. She completed her Master of Arts in French Cultural Studies at the NYU Institute of French Studies. She currently teaches French 1, French 2 and AP French 5 at Orchard Park High School in Orchard Park, NY.

Richard Donato, Ph.D. is Professor and Chair of the Department of Instruction and Learning at the University of Pittsburgh. His research earned him the American Council on the Teaching of Foreign Languages/Modern Language Journal Paul Pimsleur research award (1997 and 2006) and the Northeast Conference Freeman Award (2004). In 2016, he was awarded the University of Pittsburgh Provost's award for research mentoring. He is the co-author of the book *A Tale of Two Schools: Developing Sustainable Early Language Programs*.

Jennifer Eddy, Ph.D. is a tenured assistant professor of world language education in the department of Secondary Education and Youth Services (SEYS) at Queens College of the City University of New York. Dr. Eddy teaches undergraduate and graduate courses for initial and professional certification as well as writes curriculum, designs performance assessments and directs workshops, webinars and seminars for in-service teachers and college faculty. She has helped many schools and districts plan with Backward Design and Performance Assessment goals and integrate arts in the world language curriculum. Dr. Eddy is the project director for the NYSED World Language Professional Development Initiative and on the task force for STARTALK at the National Foreign Language Center.

Eileen W. Glisan, Ph.D. is Distinguished University Professor of Spanish at Indiana University of Pennsylvania, where she coordinates the Spanish Education K-12 Program. President of ACTFL in 2010, she is co-author of *Teacher's Handbook: Contextualized Language Instruction*, currently in its fifth edition, and of the 2013 text, *Implementing Integrated Performance Assessment*. She received the 1996 Anthony Papalia Award for Excellence in Teacher Education and the 2008 Northeast Conference Nelson H. Brooks Award for Distinguished Service and Leadership to the Profession.

Nathan Lutz is the Global Learning Coordinator and Primary School French teacher at Kent Place School, in Summit, NJ. He previously taught at Manlius Pebble Hill School in central New York and Rutgers Preparatory School in central New Jersey. Nathan holds a B.A. in French from Louisiana State University, an M.A. in French from Rutgers, and an M.Ed. in Teaching and Learning from SUNY Empire State. An advocate for early world language instruction, he serves as the Foreign Language Educators of New Jersey's (FLENJ) vice president of programs and social media coordinator. Nathan is also the president of the National Network for Early Language Learning (NNELL) and a board member of the Northeast Conference on the Teaching of Foreign Languages (NECTFL). He is a 2007 NYSAFLT Leaders of Tomorrow fellow, a 2012 UPENN STARTALK Excellence in Leadership fellow and a 2014 NECTFL Mead Scholar. Nathan presents frequently at conferences and has published several books on curriculum for various language programs. His most recent publication is *Language Together: French* (2017).

Patricia Moller is a Spanish teacher with twenty plus years experience. She is passionate about the Comprehensible Input methods of helping students to acquire their second language. A graduate of Albright College with a B.A. in Spanish/Secondary Education Penn State with a M.A. in Spanish Linguistics and Pedagogy, Patricia is currently teaching in The Pine Bush School District. During the summer she is a teacher coach for the National Teaching Proficiency thru Reading and Storytelling conference with Blaine Ray. Patricia has presented on various CI techniques at the state and national level and enjoys sharing what she has learned with other teachers!

Rita A. Oleksak is the Director of Foreign Languages/ELL in the Glastonbury, CT Public Schools. An advocate of 100% target language use in the language classroom, Rita looks for way to encourage the use of authentic experiences that engage students in performances that model immersive language learning.

Melanie Thomas is a Spanish teacher at Spencerport High School. She currently teaches levels three, four and five in conjunction with Syracuse University. She recently renewed her National Board Certification in World Languages. Melanie received her MATL with the University of Southern Mississippi where focus was placed on the knowledge, skills, and theories in language, language acquisition, and language instruction. This background in SLA supports her strive to teach with Comprehensible Input to help learners acquire the language they study. You can find Melanie actively involved with her PLC via Twitter and Instagram @senoramthomas.

James Wildman is the Head Teacher and a Spanish teacher at Glastonbury High School, Glastonbury, CT. Mr. Wildman has served on the Fall Conference Committee for the Connecticut Council of Language Teachers, as well as the Executive Board, where he currently serves as the President of the organization. Additionally he has served as Program Director and Program Coordinator for eleven years for the Glastonbury Public Schools' STARTALK Summer Programs, in both Chinese and Russian. He is the recipient of the CT COLT Pegasus Pride Award and Distinguished Service Award, in addition to being a NECTFL Mead Leadership Fellow.