



NYS AFLT Webinar Series 2018-19

FREE TO CURRENT MEMBERS

Co-sponsored by NYS AFLT and the NYS Language RBERN at NYU

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



Meredith White,
Gwinnett Co.
Public Schools,
Suwanee, GA

Thursday, September 27 -- 7:00 p.m. (1 hour)

Technology: Capture Learning as It Happens

For teaching and learning to be effective, we as educators know that information must be memorable and not memorized. Technology and social media can facilitate and enhance this process and many other touchstones of a master classroom: personal connections, effective practices, and organic, caring moments. Learn how to engage students with Snapchat and Instagram in your world language classes to do exactly that, safely and seamlessly with lots of examples. Teachers and students can work together, via social media, to create and, most importantly, RECYCLE compelling, personalized, relevant materials. Standards 5.1 and 5.2 never had it so good!



Bill Anderson,
Massapequa PS

Wednesday, October 24 -- 4:00 p.m. (1 hour)

Finding Your First/Next Language Teaching Position

With a national shortage of world language teachers, now is the time to find your ideal teaching position. Designing a dynamic résumé, navigating the search for available positions, perfecting the interview, crafting and executing a stellar demo lesson, and marketing yourself are some of the strategies we will explore. Join us as we role-play a mock interview. There will be time devoted to your questions as you strive to find your first or next teaching position.

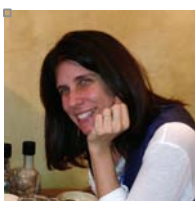


Ashley Uyaguari,
Innovation
Academy Charter
School,
Tyngsboro, MA

Tuesday, November 13 -- 4:00 p.m. (1 hour)

Proficiency Portfolios and Student Self Assessments

In this webinar, the presenter will explore how to create portfolios to document student growth in oral proficiency from Novice through Intermediate and beyond. She will highlight how to create prompts over a wide range of topics that elicit the correct level with open-ended questions. She will then look at student self-assessment practices, including assignments for students to reflect on their proficiency and growth through evidence in their portfolios. These self-assessments help students take ownership of their acquisition journey and empower them to continue as they see how they have grown.



**Lori Langer de
Ramírez, Ed.D.,**
Dalton School,
NYC

Tuesday, December 11 -- 4:00 p.m. (1 hour)

Language Instruction that Works: Strategies for Successful Student Learning

Based on research, case studies, and statistical data, Bob Marzano and colleagues at McREL developed a set of nine “strategies that work” with students: identifying similarities and differences; summarizing and note taking; reinforcing effort and providing recognition; homework and practice; nonlinguistic representations; cooperative learning; setting objectives and providing feedback; generating and testing hypotheses, cues, questions, and advance organizers. In this session, we will explore these strategies as they apply to the language classroom. Examples and resources will be provided.

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, CTLE Identification number: 23167. Register now at <http://www.nysaflt.org/webinars>.



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**Joshua Cabral,
Brookwood School,
Manchester MA**

Wednesday, January 16 -- 7:00 p.m. (1 hour)

Authentic Language Learning with the ACTFL Core Practices

In many world language classrooms, instruction continues to be guided by best practices that were introduced well over 25 years ago. We need to usher in a more effective proficiency-based teaching methodology into the classroom - one that better reflects our current understanding of how languages are most effectively learned. The ACTFL Core Practices are designed to provide this authentic language learning experience. In this webinar, we explore in-depth how to use the target language for learning, design communicative activities, teach grammar as a concept, use authentic cultural resources, plan with backward design, and provide appropriate feedback.



**Fabrice Jaumont, Ph.D.
and José Medina, Ed.D.**



Wednesday, March 13 -- 7 :00 p.m. (1 hour)

World and Dual Language Programs: One Goal

In this webinar, we will explore the issue of the world language deficit in the United States and the paradigm shift that has occurred in dual language education in recent years. The three goals of dual language education - bilingualism/biliteracy, grade level academic achievement in both program languages, and sociocultural competence - align fully with the desired outcomes of world language educators. Therefore, these goals can serve as the unifying force among world language advocates. Tune in as we explore how to join forces in building the future of education and investing in the multilingual capital of our nation. Encourage your building and district leadership to join in as well.



**Michelle Walpole,
Naples Central School
District**

Tuesday, April 2 -- 7:00 p.m. (1 hour)

#AuthRes 101: Finding & Embedding Authentic Resources in the World Language Classroom

As one of the ACTFL core practices for world language teaching, using authentic materials is essential for language acquisition with a strong cultural context. However, this can be intimidating to world language teachers for a variety of reasons. Where do you start? How do you make them accessible to your students and what will they do with the resource? Is the language at the correct level of difficulty? In this webinar, the presenter will walk you through the steps for finding and integrating authentic resources into instruction, designing meaningful interpretive assessments, and finding practical resources already created online. Attendees will leave with a tool kit of strategies for embedding authentic cultural resources in their classroom.

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Presenter Biographies

Bill Anderson earned a BA in Spanish/Political Science and an MS in Foreign Language Education from Syracuse University. He also earned a post-graduate certificate in School Administration and Leadership from SUNY Stony Brook. He is the K-12 Curriculum Associate for World Languages and ENL in the Massapequa School District. He was the 2014 NYSAFLT President and has served on the Board of Directors of ACTFL and NECTFL.

Joshua Cabral has a BA in French and an MA in Applied Linguistics, specializing in psycholinguistics and second language acquisition. He has been teaching French and Spanish at the elementary, middle and high school levels for 22 years. He regularly presents workshops on language proficiency and cultural competence at state, regional, and national conferences. He also works with schools and districts as they move toward building proficiency-based language programs. Joshua is passionate about access to education in developing countries and works closely with schools in Haiti and Nicaragua where he often travels to work with teachers and students.

Dr. Fabrice Jaumont is the author of *The Bilingual Revolution: The Future of Education is in Two Languages* (TBR Books, 2017), which provides practical advice for parents and educators who want to create a dual language program in their own school. The book has been translated in Arabic, Chinese, French, German, Russian, and Spanish. Dr. Jaumont has published several books and articles on philanthropy, higher education, heritage languages, cinema, and the arts. A native of France, Dr. Jaumont moved to the United States in 1997. He is currently Education Attaché for the Embassy of France to the United States, Program Officer for FACE Foundation in New York, Founder of New York in French, and a Senior Fellow at *Fondation Maison des Sciences de l'Homme* in Paris. Fabrice Jaumont holds a Ph.D. in Comparative and International Education from New York University. For more information, visit his blog: <http://fabricejaumont.net>.

Dr. Lori Langer de Ramirez began her career as a teacher of Spanish, French, and ESL. She holds a Master's Degree in Applied Linguistics and a Doctorate in Curriculum and Teaching from Teachers College, Columbia University. She is currently the Director of World and Classical Languages & Global Language Initiatives at the Dalton School in New York City. Lori is the author of books, texts, and articles about language teaching and learning and multicultural education. She presents workshops and works with teachers in schools throughout the U.S. and around the world. Her website (www.miscositas.com) offers free materials for teaching Chinese, English, French, and Spanish.

Dr. José Medina is the founder and Chief Educational Advocate for Dr. José Medina: Educational Solutions. Prior to establishing this boutique-consulting firm, Dr. Medina served as Research Scientist and Director of Dual Language and Bilingual Education at the Center for Applied Linguistics (CAL) in Washington, DC. José provides dual language technical assistance, professional development, and job-embedded support to dual language programs across the United States and globally. He is a former dual language school principal and district leader. José has served as an administrator/educator/advocate at the elementary, middle, and high school levels. Dr. Medina is a co-author of the third edition and widely used *Guiding Principles for Dual Language Education*. José can be reached via email at jose@drjosemedina.com or follow him on Twitter @josemedinajr89.

Ashley Uyaguari transformed her classroom in 2012 by pushing all of the desks and English out of the way. When she made space for students to move and interact without English, she saw increased engagement, risk-taking, and proficiency from her students. Her colleagues soon began hearing Spanish in the hallways and wanted to know more about this shift in approach. The following year, the entire team embraced a desk-free, proficiency-based classroom. Since then, Ashley has inspired and coached teachers through her blog, social media, classroom visits, and through presentations at ACTFL, NYSAFLT Summer Institute, MAFLA, NECTFL, and a variety of workshops, as well as her podcast "Inspired Proficiency." Ashley teaches 6th-8th grade Spanish at the Innovation Academy Charter School in Tyngsboro, MA.

Michelle Walpole teaches Spanish and ESOL at Naples High School, a small rural school in the Finger Lakes region. She currently teaches 7th and 8th grade Spanish, as well as level IV, a college course linked to Finger Lakes Community College. She holds a B.S. in Spanish and Secondary Education from SUNY Geneseo and a Masters of Spanish Education from the University of Nebraska Kearney. While she is only starting her fifth year of teaching, she is constantly seeking to develop her language pedagogy and share ideas with others, both regionally and globally. She considers authentic resources as the best way to engage learners in a realistic context and truly embed culture into lessons in a natural way. She believes the ideal recipe for student success in the language classroom is student rapport, authenticity, grit, engagement, and creativity. As a NYSAFLT Leader of Tomorrow, she is hoping to get more involved in the NYSAFLT organization. She is constantly connecting with others in her Professional Learning Network via Twitter & Instagram: @SrtaWalpole

Meredith White is a Georgia transplant and earned her B.A. (Spanish), B.S. (Foreign Language Education), and M.Ed. (Foreign Language Education) from the University of Georgia. Currently, she is working toward her Ph.D. (Foreign Language Education) from, you guessed it, the University of Georgia. Over the past 11 years, she has taught in private, public, and charter schools in urban, suburban, and rural settings. Her focus on novice learners works to ingrain proficiency, authentic resources, genuine tasks, student-guided thematic units, student-guided lessons, as well as making language learning enjoyable. Addicted to collaboration and professional development, you can typically find her at state, regional, and national workshops, both attending and presenting. She blogs at path2proficiency.com, participates in regular online PLNs like #langchat (@PRHSspanish), and serves as a SCOLT Executive Board Member as well as an ACTFL LILL Emerging Leader.