

# NYSAFLT 102<sup>ND</sup> ANNUAL CONFERENCE 2019

PRESENTED BY NYSAFLT, COLT, AND NYSED OBEWL

## PRELIMINARY PROGRAM



### ***WORLD LANGUAGES: OPENING DOORS AND MAKING CONNECTIONS***

November 1–2, 2019

Saratoga Hilton and City Center



**Keynote Speaker, Paul Sandrock**, Director of Education at the American Council on the Teaching of Foreign Languages (ACTFL), directs this organization's professional development and initiatives around standards, curriculum, instruction, and performance assessment. While at ACTFL, Paul has facilitated the revision of the national *World-Readiness Standards for Learning Languages* and the *NCSSFL-ACTFL Can-Do Statements*, and before that was a member of the original Integrated Performance Assessment development team. Previously, Paul was Assistant Director of Content and Learning at the Wisconsin Department of Public Instruction (DPI), coordinating the areas of English language arts, mathematics, international education, and world languages. He earlier served as the Wisconsin DPI state-wide consultant for world languages. Paul taught Spanish for 16 years in middle school and high school and authored *The Keys to Assessing Language Performance* as well as *Planning Curriculum for Learning World Languages*.

## NYSAFLT Annual Conference - General Information

### **NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS, INC.**

NYSAFLT is the undisputed leader of activities supporting world language teaching and learning in New York State and is a driving force in the profession. The NYSAFLT Annual Conference is only one of many activities and functions sponsored by NYSAFLT, alone or in conjunction with regional and other statewide organizations. Regional workshops and conferences, the NYSAFLT Summer Institute, webinars, and other events all contribute to meeting the needs of our members. NYSAFLT keeps its members abreast of the latest events and teaching techniques through its listserv, webinars, website, the Language Association Journal and the NYSAFLT News. It provides job information with its placement service and works to further world language education through its board of directors, standing committees, and ongoing work with the New York State Education Department. The Annual Conference, held each fall, is comprised of two full days of discussions, workshops, exhibits, speeches, and awards, which reflect the general trends, interests, and needs of the world language teachers of New York State.

### **PRE-REGISTRATION AND CONFIRMATION**

You may pre-register for the conference online with the registration form available at <http://nysaft.org/annual-conference/>. Please note cut-off dates, the fee schedule and refund information on the registration form. Confirmation of conference registration will be made by email only to the email address you provide on your form. If you do not receive a confirmation email, it may be in your spam folder. If you are unable to locate our confirmation email, let us know and we'll resend it.

### **ARRIVAL and CONFERENCE CHECK-IN**

Conference materials (programs, badges, banquet tickets) will be pre-packaged for those participants who have pre-registered and will be available at the conference registration desk in the lower lobby of the Hilton. The registration booth will be open during the Annual Conference from 7:30 a.m. to 5:30 p.m. on Friday and Saturday.

### **HOTEL REGISTRATION**

Reservations for the Saratoga Hilton are made separately using the hotel reservation link available at <http://nysaft.org/annual-conference/>. You are encouraged to make your room reservations as early as possible. Please note the **hotel registration cut-off date of October 1, 2019**. In order to receive the NYSAFLT conference rate at the hotel, you must use the hotel registration link provided on our website. Rooms will not be ready for check-in until after 4:00 p.m. and check-out is at 12:00 p.m. If you are arriving before check-in on Friday, luggage may be stored with the hotel.

### **MEAL INFORMATION**

- **Breakfast will be on your own. There is a restaurant in the hotel lobby.**
- **Lunch will be included in conference registration Friday and Saturday.**
- **Friday banquet tickets can be purchased with conference registration. Check online or with the hotel concierge for information regarding other local options.**

# NYS AFLT Annual Conference - General Information

## CONFERENCE OVERVIEW:

The Annual Conference will run from Friday morning 8:30 a.m. through Saturday afternoon 5:30 p.m.:

- **Three-hour, ticketed workshops** are scheduled for Friday only, 8:30–11:30 a.m. A separate fee applies.
- **Regular 60-minute sessions** begin Friday afternoon. There are three 60-minute session time slots on Friday and five on Saturday. (Eight total, which is an increase from last year.)
- **The General Session, Annual Business Meeting, and Keynote Address** will be held Saturday morning from 10:00–11:00 a.m.
- **Exhibits:** The exhibit area will be open Friday afternoon and in the morning on Saturday.
- **Recognitions of the year's scholarship, grant, and award winners** will take place during Friday's lunch.
- Our **Annual Awards Banquet** will be held Friday evening.
- Our **Service Award Luncheon** will be Saturday.

## BADGES

Attendees at the conference are asked to **WEAR THEIR BADGES AT ALL TIMES**. You will not be permitted to attend workshops or enter the exhibit hall without your name badge.

## SCHEDULE AND LOCATIONS

All workshops and sessions, unless otherwise noted, will be held in the Saratoga Hilton and City Center. The schedule will be determined prior to the Annual Conference and will be posted at <http://nysaflt.org/annual-conference> as soon as it is available. Please note: once scheduled, the listing of workshops and sessions is **subject to change**. All attendees are asked to be at sessions and workshops on time and to remain until the end. Please silence your cell phone while in workshops.

## EXHIBITS

Exhibitors are present for consultation and to demonstrate and/or sell their materials, which include texts, journals, digital media, literature, games, fundraisers, realia, travel services, and more. Most exhibitors accept cash, checks, or credit cards. The grand opening of the exhibit hall will be after Session A, 1:30– 2:15 p.m. on Friday, followed by our traditional wine and cheese hour Friday evening 4:45–5:30 p.m. On Saturday, the exhibit hall will be open 8:30–11:30 a.m. Participants will have ample opportunity to examine a variety of materials. Raffles for valuable prizes will be held in the exhibit hall.

## NYS AFLT Annual Conference - General Information

### PROFESSIONAL DEVELOPMENT CREDIT

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: 23167. Upon request and at the demonstration of signature evidence, NYS AFLT provides a certificate of attendance to conference participants. The certificate verifies a participant's attendance at the indicated sessions and may reflect any and/or all of the possibilities noted below. To qualify for the certificate, participants must attend all sessions noted on a given line and receive official signatures for each of the sessions.

- Friday three-hour ticketed workshops 3 hours
- Opening session, keynote address, and annual business meeting 1 hours
- Friday and Saturday regular sessions A, B, C, D, E, F, G and H 1 hour each

Participants who choose to submit the certificate of attendance to their local school district for professional development credit must refer to their district guidelines for acceptance of PD hours and granting of credit. Contact NYS AFLT Headquarters at [info@nysaflt.org](mailto:info@nysaflt.org) for more information. The official signature form will be in the packet of materials that you receive at the conference. Certificates may be obtained at the NYS AFLT Hospitality desk prior to departure.

### DIRECTIONS AND PARKING

Parking directly behind the Hilton in the Hilton lot is paid parking. Across the street from that lot (also behind the Hilton and City Center) is a free public lot.



# NYS AFLT 102<sup>nd</sup> Annual Conference 2019

## Program Overview

### THURSDAY, OCTOBER 31

5:00 p.m. - 7:00 p.m. **Executive Committee Meeting**

### FRIDAY, NOVEMBER 1

|            |   |            |  |
|------------|---|------------|--|
| 7:30 a.m.  | - | 8:15 a.m.  | <b>Mentor Scholarship Breakfast</b>  |
| 7:30 a.m.  | - | 5:30 p.m.  | <b>Conference Registration</b>   |
| 7:30 a.m.  | - | 10:30 a.m. | <b>Coffee available at registration</b>  |
| 8:30 a.m.  | - | 11:30 a.m. | <b>Three-hour Pre-conference Workshops</b>   |
| 11:30 a.m. | - | 12:30 p.m. | <b>Lunch (all conference attendees) and<br/>Recognition of Scholarship, Grant, and Award Winners</b> |
| 12:30 p.m. | - | 1:30 p.m.  | <b>Session A</b>   |
| 1:30 p.m.  | - | 2:15 p.m.  | <b>Conference Exhibit Viewing and Coffee – Grand Opening</b>   |
| 2:00 p.m.  | - | 5:00 p.m.  | <b>NYS AFLT Board of Directors Meeting</b>   |
| 2:15 p.m.  | - | 3:15 p.m.  | <b>Session B</b>   |
| 3:15 p.m.  | - | 3:45 p.m.  | <b>Conference Exhibit Viewing – Coffee Break</b>   |
| 3:45 p.m.  | - | 4:45 p.m.  | <b>Session C</b>   |
| 4:45 p.m.  | - | 5:30 p.m.  | <b>Conference Exhibit Viewing – Wine and Cheese (Raffle)</b>   |
| 6:00 p.m.  | - | 6:45 p.m.  | <b>Awards Banquet Reception (Ticketed)</b>   |
| 6:45 p.m.  | - | 8:30 p.m.  | <b>Annual Awards Banquet (Ticketed)</b>  |
| 8:30 p.m.  | - | 10:00 p.m. | <b>Dance Party (open to all attendees)</b>   |

### SATURDAY, NOVEMBER 2

|            |   |            |  |
|------------|---|------------|--|
| 8:00 a.m.  | - | 5:30 p.m.  | <b>Conference Registration</b>   |
| 8:00 a.m.  | - | 8:30 a.m.  | <b>Coffee and Conference Exhibit Viewing</b>   |
| 8:30 a.m.  | - | 9:30 a.m.  | <b>Session D</b>   |
| 8:30 a.m.  | - | 9:30 a.m.  | <b>Council of Member Organizations</b>   |
| 9:30 a.m.  | - | 10:00 a.m. | <b>Coffee and Conference Exhibit Viewing</b>   |
| 10:00 a.m. | - | 11:00 a.m. | <b>General Session, Annual Business Meeting and Keynote Speaker<br/><i>Paul Sandroock, ACTFL</i></b> |
| 11:00 a.m. | - | 11:30 a.m. | <b>Final Conference Exhibit Viewing (Raffle)</b>   |
| 11:30 a.m. | - | 12:30 p.m. | <b>Session E</b>   |
| 11:30 a.m. | - | 12:30 p.m. | <b>Past Presidents Council Meeting</b>   |
| 12:30 p.m. | - | 1:30 p.m.  | <b>Lunch (all conference attendees) and NYS AFLT Service Awards</b>                                  |
| 1:30 p.m.  | - | 2:30 p.m.  | <b>NYSED OBEWL Update Session F</b>  |
| 2:45 p.m.  | - | 3:45 p.m.  | <b>Session G</b>   |
| 3:45 p.m.  | - | 4:00 p.m.  | <b>Basket Raffle</b>   |
| 4:00 p.m.  | - | 5:00 p.m.  | <b>Session H</b>   |

## Conference Schedule at a Glance

|  | Friday                                       |                        | Saturday   |  |
|--|--|------------------------|--|--|
| <p><b>Three-hour Ticketed Pre-conference Workshops (PCW)</b></p> <p><b>Pre-conference workshops</b> have their own time slot on Friday morning. <b>Please note:</b> There is a separate fee for pre-conference workshops.</p> <p><b>Lunch</b> is included for all attendees on both Friday and Saturday.</p> <p>You do not need to pre-register for specific <b>sessions</b>, which begin Friday afternoon and run all day Saturday. Just go to the sessions you want to attend!</p> <p>Our <b>Annual Awards Banquet</b> will be <b>Friday evening</b>. It is a ticketed event, usually attended by over 100 conference attendees, award winners, and guests. Tickets may be purchased on your conference registration form.</p> | Three-hour Ticketed Pre-conference Workshops |                        | Exhibit Break  |  |
|  |  |                        | Session D  |  |
|  |  |                        | Exhibit Break  |  |
|  |  |                        | General Session, Annual Business Meeting & Keynote Address |  |
|  |  | Lunch and Recognitions |  | Exhibit Break                          |
|  |  | Session A              |  | Session E                              |
|  |  | Exhibit Break          |  | Lunch and Service Awards               |
|  |  | Session B              |  | Session F<br><b>NYSED OBEWL Update</b> |
|  |  | Exhibit Break          |  |  |
|  |  | Session C              |  | Session G                              |
|  | Exhibit Break                                |                        |  |  |
|  |  |                        | Session H  |  |

All events listed held in the Saratoga Hilton and City Center.

# Thursday, October 31

## 1. Executive Committee Meeting

5:00–7:00 p.m.

This is a closed meeting of the NYSAFLT Executive Committee.

# Friday, November 1

## 2. Mentor Scholarship Breakfast Meeting a.m.

7:30–8:15

This is a closed meeting for mentor scholarship recipients.

### Organizer/Presenter(s):

Sally Barnes, Pierre Van Cortlandt MS  
Leslie Kudlack, Greenville CSD

# Pre-conference Workshops

## 101. Comprehensible Input Lesson Planning - Putting it Altogether!

You have heard about and attended sessions on CI - now what? In this workshop, participants will bring their unit materials for the shopping unit to the workshop. We will work together to create a new unit plan using CI methods such as embedded reading, movie talk, story listening and TPRS/circling techniques. We will also discuss assessment tools and strategies. You will leave with a plan for the shopping unit and the tools to convert any traditional unit to a comprehensible input-based unit for your students. While Spanish is my area of expertise, this is a workshop for any language.

### Organizer/Presenter(s):

Patricia Moller, New Paltz CSD

**Intended Audience(s):** All Levels

**Keyword:** Methods/Instructional Techniques

**Language(s) spoken:** English

**Examples in:** Spanish

**Applicable to:** Any

## 102. High Leverage Teaching Practices: From Input to Output

What is most effective to guide learners to independent use of language? Apply high-leverage teaching strategies to boost learners' performance. Explore how to use authentic resources for learners to "investigate, explain, and reflect on" age-appropriate content and use it as a springboard for building Interpersonal and Presentational skills. Experience and analyze effective practices for strengthening learners' ability to exchange information and ideas in conversations and discussion; to listen, read, or view to accomplish a specific purpose; and to create messages for different purposes. Build your repertoire and identify learning targets to focus instruction and shape assessments to evaluate what learners can do with what they know.

### Organizer/Presenter(s):

Paul Sandrock, ACTFL

**Intended Audience(s):** All Levels

**Keyword:** Methods/Instructional Techniques

**Language(s) spoken:** English

**Examples in:** Several

**Applicable to:** Any

## 103. ACTFL Integrated Performance Assessments - AKA IPAs

If you're teaching for performance and proficiency, are you assessing *for* language use and not *about* the language? ACTFL offers a guideline to design your units using Integrated Performance Assessments. The IPA cycle aligns with teaching for 3 modes of communication: Interpretive, Interpersonal and Performance. It's UBD (Understanding by Design) ACTFL-style! Let me show you how to go about creating a unit with an IPA focus and then have some time to create your own task.

### Organizer/Presenter(s):

Melanie Thomas, Spencerport CSD

**Intended Audience(s):** Middle/Junior, Secondary, Post-Secondary

**Keyword:** Assessment and Feedback

**Language(s) spoken:** English

**Examples in:** English and Spanish

**Applicable to:** Any

## 104. Fun With Flippity!

Flippity is a free website where you can easily turn your Google spreadsheets into quiz shows, flashcards, bingo games, digital breakouts, puzzles and more! The presenters will explore the different activities that you can do with your classes using this fun resource. We will begin the workshop by providing participants with the Flippity experience, by using the games and activities the way students would in class. Participants will then be given an extensive tutorial on how to create these activities and will leave with at least one completed Flippity to use in class on Monday morning, whether you have a class set of computers/tablets or just one to project on a screen. Let's get creative and play some games!

### Organizer/Presenter(s):

Wendy Mercado and Valérie Greer, Bay Shore Middle School

**Intended Audience(s):** All Levels

**Keyword:** Instructional Materials/Textbook

**Language(s) spoken:** English

**Examples in:** Several

**Applicable to:** Any



### 105. Usando la película cubana en la clase de español

Recent movies from Cuba offer classroom teachers the opportunity to integrate film as authentic text into their curriculum. The themes of friendship and identity provide Spanish language learners with relevant and authentic contexts for acquiring new vocabulary and the grammatical constructs needed for developing and practicing their conversation and writing skills. This workshop will present three movies that can be scaffolded for different levels of a high school curriculum or be used together in a single class at the college level. The 3 hour workshop format allows for participants to view sections of each movie and try some of the activities designed for each movie as well as others which compare the treatment of friendship and identity in all three. These movies and activities have been developed and used successfully in the classroom and can be considered "student approved"! Presenter will share all materials related to these movies with participants.

**Organizer/Presenter(s):**

Abigail Cleary, Lansing Central Schools

**Intended Audience(s):** Secondary, Post-Secondary

**Keyword:** Cultural and/or Community Connections

**Language(s) spoken:** Spanish

**Examples in:** Spanish

**Applicable to:** Spanish

### 107. Core Practices in Culture Teaching

Addressing culture is often a goal for language educators, and indeed intercultural competence is central in our state and national standards; yet, many educators, those new to the profession and those who have been teaching for years, search for ways to meaningfully and creatively engage students with culture in the classroom. This workshop shares a set of core practices for culture teaching that have arisen from the presenter's classroom-based research of highly effective world languages teachers. We will analyze effective culture teaching practices represented in short videos, collaboratively draft activity and lesson plans that integrate these practices and try out these practices in some mini-lessons. Please bring any lesson or activity ideas and materials you have for addressing culture in your classroom or curriculum that you want to work on.

**Organizer/Presenter(s):**

Erin Kearney, Ph.D., University at Buffalo

**Intended Audience(s):** All Levels

**Keyword:** Methods/Instructional Techniques

**Language(s) spoken:** English

**Examples in:** French, Latin and Spanish

**Applicable to:** Any

## 108. Surviving the Seal of Biliteracy

Interested in bringing the Seal of Biliteracy to your school but unsure of what student projects look like? Already doing the Seal but struggling on how to guide students in their projects so it doesn't take over your life while demonstrating what they can do in the language? Did you do the Seal but the student projects felt shallow or small? There are many ways to approach the Seal but some of us want concrete examples to help us get started. In this workshop, I will share with you one way to approach the Seal — Cultural Comparisons. We will start by learning what a Cultural Comparison is, the products, practices, and perspectives of culture, and how to view culture through the lenses of AP Themes and Contexts. You will see models of Cultural Comparisons in English, then we'll work together on a few, and finally you'll have time to try a few on your own. You will see videos of actual Seal presentations. I will share a technique from The Writing Revolution — Multi Paragraph Outline — that will help you and your students plan their presentation. I will also show you the timeline and steps I gave students to keep us all on task.

### Organizer/Presenter(s):

Amy Pento, Liverpool Central Schools

**Intended Audience(s):** Secondary

**Keyword:** Methods/Instructional Techniques

**Language(s) spoken:** English and Spanish

**Examples in:** English and Spanish

**Applicable to:** Any

## 109. Interpersonal Communication and Intercultural Competence: Making Connections

Connections come in many shapes and sizes, but are integral not only to effective world language instruction, but also to the safety and success of our students. The Interpersonal mode of communication should, as often as possible, be driven by an authentic need to know. Making connections beyond the walls of the classroom with native speakers can ensure that this happens. Global Competence is a skill that overarches all content areas, but whose development is largely left to world language teachers. Come learn some practical ways to leverage connections with your students and beyond! Please bring an internet capable device.

### Organizer/Presenter(s):

Tracy Brady, Afton Middle/High School

**Intended Audience(s):** All Levels

**Keyword:** Cultural and/or Community Connections

**Language(s) spoken:** English

**Examples in:** Spanish

**Applicable to:** French

# Friday Sessions

## 110. Lunch and Recognitions – Open to All Attendees

11:30 a.m.–12:30 p.m.

Friday, November 1, 12:30-1:30 p.m.

Session A

### 112. Check Your Privilege with Cultural Proficiency

As world language teachers, we are accustomed to teaching about the 3 P's as they relate to our target culture. But to build genuine relationships with students and be truly effective in our teaching, we must also work towards cultural proficiency regarding our students' diversity. In this open discussion about privilege, participants will work through a sample lesson for students while gaining awareness of what it means to be culturally proficient.

**Organizer/Presenter(s):**

AJ Ferris, Saratoga Springs High School

**Intended Audience(s):** Secondary, Post-Secondary,

**Keyword:** Diversity/Learner Variables

**Language(s) spoken:** English

**Examples in:** English

**Applicable to:** Any

### 113. Sneak Reading

Reading is a powerful language acquisition tool. But kids often say they hate to read! What do you do? In this workshop the presenter will show a variety of fun, active games that require reading to compete. The kids are having so much fun, they don't even realize how much reading they are actually doing!

**Organizer/Presenter(s):**

Mary Holmes, New Paltz Central School

**Intended Audience(s):** All Levels

**Keyword:** Methods/Instructional Techniques

**Language(s) spoken:** English

**Examples in:** English

**Applicable to:** Any

#### 114. Fostering Advanced Literacies in the World Language Classroom

A new definition of literacy is at the core of the NYS Next Generation Learning Standards. This definition - Advanced Literacies, responds to the demands of today's literacy and knowledge-based global society. As participants will experience during the session, the Socratic Seminar in the world languages classroom creates a learning environment that fosters the discussion of ideas that promote advanced literacies and develop high levels of language proficiency in all the students. This approach also offers English Language Learners (ELLs) an opportunity to hone their home language skills and share their background knowledge and world perspective in a collaborative and friendly setting. Teachers will use the NCSSFL-ACTFL Can-Do Statements and other strategies to bring the Socratic seminar to their own WL/FL Language classrooms.

**Organizer/Presenter(s):**

Roser Salavert, Ed.D., Fordham University

**Intended Audience(s):** FLES, Secondary, Middle/Junior

**Keyword:** Methods/Instructional Techniques

**Language(s) spoken:** English

**Examples in:** Several

**Applicable to:** Any

#### 115. Using Visuals to Prompt Immediate Language Production

Being able to communicate using a second language can help us open the doors to different cultures and make human connections. Children in immersion programs can develop basic communicative skills at a very early stage. However, not every school offers immersion programs. In order to help students actively speak another language, we need to find the appropriate tools and methods. In this session, we will introduce a groundbreaking teaching/learning method that has been tested in classrooms, recognized by cognitive scientists, and supported by linguists for over 20 years. We will show you how to properly use pictures to help students retain long-term memory by prompting immediate language output.

**Organizer/Presenter(s):**

Tiffany Zhang, QTALK Publishing LLC

**Intended Audience(s):** All Levels

**Keyword:** Methods/Instructional Techniques

**Language(s) spoken:** English

**Examples in:** Several

**Applicable to:** Any

#### 116. Get Published in the *Language Association Journal* - What You Need to Know

The holidays are fast approaching for 2019 and it is time for you to be able to share with your family that this was the year you became a published author! NYSAFLT's premier journal welcomes a range of topics, including but not limited to teacher to teacher articles, scholarly research, and reports. Join the *Language Association Journal* editor for this session in order to add published author to your resume!

**Organizer/Presenter(s):**

Mary Caitlin Wight, Ph.D., SUNY Geneseo/ Greece CSD

**Intended Audience(s):** All Levels

**Keyword:** Research

**Language(s) spoken:** English

**Examples in:** English

**Applicable to:** Any

### 117. Use of Chinese Social Media in the Classroom

In recent years, considering the rapid advancement of technology and the nature of mobile devices being inexpensive and accessible, more researchers started to examine mobile assisted language learning (MALL) (e.g., Burston, 2015). However, research specifically focused on the use of WeChat in a Chinese learning context is scarce, even though WeChat is widely used in the Chinese community and has the potential to help with language learning (Luo & Yang, 2016). Based on classroom observation and interview data, in this presentation, we will discuss how WeChat could be used in the Chinese language classroom to facilitate language learning. Meanwhile, we will also brainstorm with the audience how it can be replicated in other foreign language classrooms.

**Organizer/Presenter(s):**

Yiren Kong, University at Buffalo

Ling Zhai, University at Buffalo

**Intended Audience(s):** Post-Secondary, ,

**Keyword:** Technology

**Language(s) spoken:** English

**Examples in:** Chinese

**Applicable to:** Any

### 119. A World of Possibilities: Connecting Next Gen Standards to core practices

Next Generation Standards? Advanced Literacies? Authentic communication? Discourse community? Best practices for Multilingual Learners? Have you heard these terms? Within our language classrooms, we have a world of possibilities, and we aim to engage all our learners, which may include English Language Learners as heritage learners. This session will make the theoretical and practical connections between Advanced Literacies, which are the foundation of the Next Generation ELA Standards for New York State and an important framework for MLL instruction, and ACTFL's high-leverage (core) practices to promote authentic language and authentic learning for all students.

**Organizer/Presenter(s):**

Jill Schimmel Sopa, New York City Department of Education

**Intended Audience(s):** All Levels

**Keyword:** Methods/Instructional Techniques

**Language(s) spoken:** English

**Examples in/Applicable to:** Japanese/Any

### 120. Articulated Assessment Transfer Task Exemplars

This session unfolds tasks across three performance target levels in the three modes of communication. Come see exemplars submitted by teachers across NYS. Let Jennifer Eddy show you how to design interpretive, interpersonal, and presentational mode tasks around a theme and derive specific Can-Do Statements from them, keeping transfer and the Seal of Biliteracy in mind.

**Organizer/Presenter(s):**

Jennifer Eddy, Ph.D., Queens College, CUNY

**Intended Audience(s):** Middle/Junior, Secondary, Post-Secondary

**Keyword:** Assessment and Feedback

**Language(s) spoken/Examples in:** English

**Applicable to:** Any

### 121. The Need for World Languages in the Job Market

In 2004 my article “Why Are We Teaching Languages?” was published in the NYSAFLT Annual Meeting Series (21) to explain how world languages can be useful in some careers. Much has been published since on this important topic. My presentation will first introduce recent articles which explain the importance and the need for world languages and multilingual speakers in today’s job market. I will also discuss which languages are most sought after by businesses. I will then show different job search websites with current career listings which can aid teachers in educating their students about what can be achieved in a career with the knowledge of a world language.

**Organizer/Presenter(s):**

Guy Imhoff, Ph.D., St Bonaventure University

**Intended Audience(s):** Middle/Junior, Secondary, Post-Secondary

**Keyword:** Cultural and/or Community Connections

**Language(s) spoken:** English

**Examples in:** English

**Applicable to:** Any

### 122. Cultural Similarities and Differences of Heritage Language Students

As a native of Mexico City, professor of Spanish and ESL, and mother of four Heritage Language Learners (HLLs), I have compared and contrasted many cultural aspects between The USA and Mexico, as well as observed how the learning language process and cultural understanding of HLLs is different from that of other language learners. The number of HLLs has increased; this trend will continue and their needs must be addressed. This is a great opportunity both to preserve the HLLs’ culture and their pride in it, in addition to have them help our world language learners better understand other cultures. Come share your own experiences and ideas on how to best plan for our HLLs and to better prepare all of our students for our ever-changing diverse world.

**Organizer/Presenter(s):**

Patricia Martínez de la Vega Mansilla, SUNY Cortland

**Intended Audience(s):** All Levels

**Keyword:** Cultural and/or Community Connections

**Language(s) spoken:** Spanish

**Examples in:** Spanish

**Applicable to:** Any

### 124. Board of Directors Meeting

2:00–5:00 p.m.

This is a closed meeting of the NYSAFLT Board of Directors.

**125. Using Tech to Travel: Tour Creator**

Showing our students all the places and culture that we teach them about can be a daunting task. Tour Creator is a tech tool that can make it easy for students to see and explore all the places they are learning about. In this session the presenter will provide examples of both teacher and student created tours. Participants will have some time to explore Tour Creator on their own device.

**Organizer/Presenter(s):**

Erin Johnson, Penn Yan Academy

**Intended Audience(s):** All Levels

**Keyword:** Technology

**Language(s) spoken:** English

**Examples in:** French

**Applicable to:** Any

**126. Unpack Articulated Performance Assessment Using Authentic Materials and Tech**

Articulated Performance Assessment provides a platform for reaching all students in your class. Learn how to use Understanding by Design (UbD) to make lessons across the three performance levels: novice, intermediate and advanced in order to have activities for diverse students in the same class or in other levels that you teach. Authentic materials will be demonstrated along with the newest websites and apps to help you to bring culture alive for your students in proficiency-based tasks. Use twenty-first century skills to engage your students for the entire lesson.

**Organizer/Presenter(s):**

Patricia Lennon, Ed.D., Douglas Moore, Carmela Taliercio-Cohn, Jonathan Piccirillo, Proficiency Press Co.

**Intended Audience(s):** Middle/Junior, Secondary,

**Keyword:** Instructional Materials/Textbook

**Language(s) spoken:** English

**Examples in:** Several

**Applicable to:** Any

**127. edTPA Primer for World Language Educators**

edTPA is a subject-specific portfolio assessment that has been used as a teacher certification exam in New York State since 2014. In this session, preservice teachers, cooperating teachers, and interested world language educators will learn about the expectations of the edTPA for world languages as well as strategies for successful implementation and support.

**Organizer/Presenter(s):**

Joanne O'Toole, Ph.D., SUNY Oswego

**Intended Audience(s):** Post-Secondary, Secondary, Middle/Junior

**Keyword:** Assessment and Feedback

**Language(s) spoken:** English

**Examples in:** English and Spanish

**Applicable to:** Any

### 128. From Form to Meaning: A Shift in Focus

Explicit grammar instruction, by which students gain significant knowledge ABOUT language, has been the primary focus of many language classrooms for decades. What would it look like to shift the focus from the teaching of explicit grammar for the sake of gaining knowledge (i.e., a primary focus on form) to a focus on expression and interpretation of meaning in the classroom context (i.e., a primary focus on the ability to USE language for the purposes of communication)? In this session, participants will consider the differences between focusing on form and focusing on meaning in both lesson planning/delivery and assessment practices. Participants will see examples of form-focused activities and compare them to meaning-focused activities.

**Organizer/Presenter(s):**

Walter P. Hopkins, Houghton College

**Intended Audience(s):** All Levels

**Keyword:** Methods/Instructional Techniques

**Language(s) spoken:** English

**Examples in:** Spanish and French

**Applicable to:** Any

### 130. World Language Supervisors Roundtable

Are you struggling to hire qualified world language teachers? Do you struggle with teacher evaluation rubrics? Is it difficult establishing a positive collaborative relationship between the teachers in your department? If you relate to these challenges or have other concerns, join us as we network, share ideas, and help one another troubleshoot issues faced by world language supervisors. This roundtable discussion is for all levels of leadership in the field (teacher mentors, department chairs, supervisors, etc.). Bring your questions, concerns, and ideas!

**Organizer/Presenter(s):**

Christy Frembes Boise, Coney Island Prep High School

**Intended Audience(s):** All Levels

**Keyword:** Issues in the Profession

**Language(s) spoken:** English

**Examples in:** English

**Applicable to:** Any



### 131. ¡Del Salón al Mundo!: Using Spanish Skill Set to Forge New Experiences

In this session, we will present best practices that can be adapted for use in the 6-12 classroom through a variety of contexts. Examples include “Ring of Fire”, Kagan Cooperative Learning Structures, Skype, and small group exercises that promote active communication in all domain areas for MS and HS language learners. Demonstrations will be in Spanish (but applicable to other languages) and participants will engage through role-playing. Attendees will be able to easily implement these strategies as a part of any course curriculum.

**Organizer/Presenter(s):**

Richard O'Riley, Valhalla Middle/High Schools

Roxanne Franquelli-Beras, Valhalla MS/HS

**Intended Audience(s):** Secondary, Middle/Junior

**Keyword:** Methods/Instructional Techniques

**Language(s) spoken:** English and Spanish

**Examples in:** Spanish

**Applicable to:** Any

### 132. Teaching Culture in the Target Language to Novice Learners

Language teachers are lucky. We can teach everything: art, music, history, geography, literature . . . you name it. The challenge is how to make the cultural information accessible to our novice learners while using the target language in the classroom. In this session, the presenter will walk you through some strategies and give some tips on how to teach cultural content in the target language to all level learners.

**Organizer/Presenter(s):**

Jessica Robb, New Paltz Central School

**Intended Audience(s):** All Levels

**Keyword:** Methods/Instructional Techniques

**Language(s) spoken:** English

**Examples in:** English

**Applicable to:** Any

### 133. The Workshop Model in the Novice Classroom

As most things go in education: it's the same game, different name. You may know the Workshop Model as Learning Centers or Stations. Just another fancy name to package another great way to facilitate learning. Have you ever felt like you just don't have enough time to accomplish everything you wanted to? THIS is how I make it all happen. In this workshop, I will share how I structure my workshops so that my students benefit the most.

**Organizer/Presenter(s):**

Pamela Russell, North Syracuse CSD

**Intended Audience(s):** All Levels

**Keyword:** Methods/Instructional Techniques

**Language(s) spoken:** English

**Examples in:** Spanish

**Applicable to:** Any

### 134. BOGO (Buy One, Get One Free): Language through Culture

Are you interested in engaging your students in their own learning? If you answered yes to this question, this session is for you. We will explore how providing comprehensible input through cultural products and practices can lead to interpretive, interpersonal, and presentational communication while considering the underlying perspectives that influence these products and practices. The presenter will share several authentic texts and explore tasks appropriate for Novice through Advanced-level language learners. Participants will be encouraged to consider how they might adapt or apply these tasks in their own classroom/school/district.

**Organizer/Presenter(s):**

Cheri Quinlan, Vista Higher Learning

**Intended Audience(s):** Middle/Junior, Secondary,**Keyword:** Instructional Materials/Textbook**Language(s) spoken:** English**Examples in:** French, German, Italian & Spanish**Applicable to:** Any

### 135. What's on the test?!

This presentation will outline for participants important considerations when creating checkpoint assessments. This will be accomplished by explaining how examinations became New York State approved 4 + 1 Pathways examinations. Presenters will identify the important aspects to consider when creating a valid and reliable examination that combines the World Language Readiness Standards of ACTFL, the three modes of communication and the rigor of the former Regents and Second Language Proficiency Exams. Included in the workshop, the presenters will share their experience in the development of the examination as it is now and as it may become in the future.

**Organizer/Presenter(s):**

Lucille Matt, Oneida-Herkimer-Madison BOCES

Louis Baskinger, Oneida-Herkimer-Madison BOCES

Donyce McCluskey, Oneida-Herkimer-Madison BOCES

Fred Valentini, Oneida-Herkimer-Madison BOCES

Sara Cotter, Oneida-Herkimer-Madison BOCES

**Intended Audience(s):** Middle/Junior, Secondary,**Keyword:** Assessment and Feedback**Language(s) spoken:** English**Examples in:** English**Applicable to:** Any

**136. Supercharge Your Tech Toolkit**

“If we teach today as we taught yesterday, we are robbing our children of tomorrow” - John Dewey. In our world, we need to incorporate technology to keep up with our digital native students. It is imperative to use technology to engage our students by inspiring proficiency and encouraging them to be lifelong learners. In this session, AJ and Michelle will engage you on a variety of tech tools that will create a plethora of options for sparking creativity in any lesson. Not only will attendees learn about these tools, they will have time to interact, practice, and create new products to use in the classroom with AJ and Michelle as live tech support. We recommend bringing a mobile device or laptop.

**Organizer/Presenter(s):**

AJ Ferris, Saratoga Springs High School  
Michelle Walpole, Naples Central School District

**Intended Audience(s):** Secondary, Middle/Junior

**Keyword:** Technology

**Language(s) spoken:** English

**Examples in:** Several

**Applicable to:** Any

**137. Cómo Usar Organizadores Gráficos Para Desarrollar Destrezas Interpersonales**

Getting novice students to interact in the target language is challenging. This session presents interactive tasks that engage learners with target language input using graphic organizers, and prepare them to create and respond to questions. This presentation will be conducted in Spanish. Materials will be available.

**Organizer/Presenter(s):**

Carolina Bustamante, Ph.D., SUNY Old Westbury

**Intended Audience(s):** Middle/Junior, Secondary, Post-Secondary

**Keyword:** Methods/Instructional Techniques

**Language(s) spoken:** Spanish

**Examples in/Applicable to:** Spanish

**138. From Authentic Resources to Authentic Assessments**

Authentic resources connect learners to both the language and the cultures under study and offer a window into the everyday lives of people who speak the target language. Such resources engage learners in authentic interpretive, interpersonal, and presentational tasks that provide formative or summative feedback on student performance. This workshop examines different kinds of authentic resources available along with a variety of task-types which lend themselves to authentic assessment tasks.

**Organizer/Presenter(s):**

Michelle Olah, Wayside Publishing

**Intended Audience(s):** All Levels

**Keyword:** Assessment and Feedback

**Language(s) spoken:** English

**Examples in:** Spanish

**Applicable to:** Any

### 139. I'm a Department of 1! Are You?

I'm a department of one! Are you? Being a department of one can be such a rewarding experience, but also very challenging, and at times, even stressful. This session is geared toward teachers that are a department of one or in a similar situation who are looking to connect with others to share tips, advice, strategies, routines, etc. that help when you are in charge of ALL levels! In this session, the presenter will share tips, tricks, strategies, and ideas to help manage the stresses and challenges of being a department of one. Participants will be welcome to share out their own ideas and strategies.

**Organizer/Presenter(s):**

Alana Gaddor, Crown Point Central School

Lynne Lenhart, Ticonderoga CSD

**Intended Audience(s):** All Levels

**Keyword:** Issues in the Profession

**Language(s) spoken:** English

**Examples in:** Several

**Applicable to:** Any

### 140. A Chinese Teacher Candidate's Cross-cultural Adaptation and Negotiations

There has been a growing demand for Chinese language instruction in U.S. schools and many Chinese teachers from China have been recruited to teach. However, the recruitment of such teachers (foreign nationals) may be ineffective for the U.S. educational system. To address the issue, there are more Chinese teaching certification programs in the U.S. to train local Chinese teachers. To help develop a highly skilled and well qualified Chinese teacher force, this case study investigated how a Mandarin Chinese teacher candidate struggled to adapt to the local education system in K-12 classrooms on her initial Chinese teaching certification track. Data collected includes extensive classroom observations over 15 weeks and five interviews with the focal teacher. By showcasing the focal teacher's cross-cultural adaptation experiences and changes in her teaching beliefs throughout student teaching, this presentation will propose ways that university supervisors may provide to Chinese teacher candidates to ease the transition and adapt to the local K-12 educational system more quickly. Attendees will also learn about the struggles and possible solutions to pursue a Chinese teaching certification.

**Organizer/Presenter(s):**

Ling Zhai, University at Buffalo

**Intended Audience(s):** Middle/Junior, Secondary, Post-Secondary

**Keyword:** Issues in the Profession

**Language(s) spoken:** English

**Examples in:** English

**Applicable to:** Chinese

### 143. Creating Community with Year-Long Class Stories

For the last few years, I have developed a curriculum in the first-year and now the second-year Latin classroom based on the creation of class stories, with the aim and intent of teaching necessary vocabulary and grammatical points through practices informed by the Comprehensible Input theory. Furthermore, the students are involved in every step of the story creation process, through class discussions, answering surveys, and giving other feedback to develop the plot. The results of this style of instruction have contributed to a strong classroom community and a sense of ownership among the students. In this workshop I will discuss my story creation process and the adaptation of these class stories into comprehensible novellas; I will also share various activities and examples of classroom routines.

**Organizer/Presenter(s):**

Christopher Buczek, Ph.D., East Syracuse Minoa Central School District

**Intended Audience(s):** Secondary, Middle/Junior**Keyword:** Methods/Instructional Techniques**Language(s) spoken:** English**Examples in/Applicable to:** Latin/Any

### 144. World Language Advocacy: Opening Doors to Connections Globally and Locally

Language skills offer personal and professional benefits, and facilitate communication and understanding both globally and locally. However, relatively few US students study another language, and languages are not always available, especially in elementary and middle schools. Immersion and heritage language programs are another area where advocacy efforts can positively impact the lives of students. World language advocacy, including educators and other stakeholders in business, government, and in our communities, can help to increase both availability of world languages and motivation among students to learn one or more additional languages.

**Organizer/Presenter(s):**

Kathleen Stein Smith, Ph.D., Fairleigh Dickinson University, Metropolitan Campus

**Intended Audience(s):** All Levels**Keyword:** Advocacy and Leadership**Language(s) spoken:** English**Examples in:** French**Applicable to:** Any

### 145. Facilitating Target Language Comprehensibility

Move beyond the slogan “Use 90% plus target language” by unwrapping and analyzing specific effective strategies that facilitate target language comprehensibility. Build your repertoire of teaching moves to support learners effectively through comprehensible input, comprehensible contexts, and comprehensible interactions. High-leverage teaching practices, based on research across all disciplines, provide a lens for novice and experienced educators to examine their own practice. Experience numerous ways to ensure learners can understand, interpret, and analyze what they hear, read, or view.

**Organizer/Presenter(s):**

Paul Sandrock, ACTFL

**Intended Audience(s):** All Levels**Keyword:** Literacy**Language(s) spoken:** English**Examples in:** Several**Applicable to:** Any

#### 146. Using the Comprehensible Novel as the Basis for Instruction - Yes, really!

Don't let the word "novel" cause any stress! Using a book that is written for students in language that they can understand is not only easy, it is a whole lot of fun! In this hour, Jennifer Degenhardt, the author of several comprehensible novels in Spanish, French and English, will share with participants how a compelling novel can act as the springboard for just about everything that teachers want to provide for their students: great vocabulary, grammar in context, culture, history, social issues and more. Come ready to dig in with the author and college-level Spanish teacher as she helps you create activities that you can use - even with short stories! - immediately!

**Organizer/Presenter(s):**

Jennifer Degenhardt, Puentes LLC

**Intended Audience(s):** Middle/Junior, Secondary, Post-Secondary**Keyword:** Methods/Instructional Techniques**Language(s) spoken:** English**Examples in:** English and Spanish**Applicable to:** Any

#### 147. Reception, Awards Banquet, Dancing

6:00–10:00 p.m.

The reception and awards banquet is a ticketed event. Reception at 6:00 p.m., banquet at 6:45, followed by dancing (open to all).

# Saturday, November 2

## Saturday Sessions

Saturday, November 2, 8:30–9:30 a.m.

Session D

### 201. Comprehensible Input (CI) via Technology

CI teaching puts the focus on comprehensible input, communicable language, and using the way our brain naturally learns to increase language acquisition. Stephen Krashen states that students are able to acquire new language when instruction is delivered in language just beyond students' current level of proficiency. It is an instructional shift. It is powerful because students respond to it and teachers see how their proficiency is impacted. It is a mind shift in teaching. I want to show you some technology uses to engage language learners to ensure content and language input is comprehensible. Please bring your device.

**Organizer/Presenter(s):**

Melanie Thomas, Spencerport CSD

**Intended Audience(s):** Middle/Junior, Secondary, Post-Secondary

**Keyword:** Technology

**Language(s) spoken:** English

**Examples in:** English and Spanish

**Applicable to:** Any

### 202. What's Your Type? Supporting all Personalities in the WL Classroom

In the world language classroom, we encourage students to talk, engage, interact, and work with others most of the time. However, where does the introvert fit in all of these activities? In this session, attendees will learn about personality theory, how it can help us understand and connect with our language learners on a deeper level, and how our personality impacts the way we teach. Attendees will leave the session with a better understanding of personality types as well as how to implement concrete strategies to support both introverts and extroverts in the classroom.

**Organizer/Presenter(s):**

Michelle Walpole, Naples High School

**Intended Audience(s):** All Levels

**Keyword:** Personalized Learning

**Language(s) spoken:** English

**Examples in:** English and Spanish

**Applicable to:** Any

### 203. Transform Your Classroom with Simulations

Can't afford to send your students abroad? Then transform your classroom into scenes that mimic real world scenarios. In these settings, students perform role-based simulations to demonstrate their skills and knowledge. It's engaging and authentic! I will also share ways to assess their performances using rubrics and technology programs such as Wizer, FlipGrid, and Tour Builder.

**Organizer/Presenter(s):**

Barbara Patterson, Liverpool Middle School

**Intended Audience(s):** Middle/Junior**Keyword:** Assessment and Feedback**Language(s) spoken:** English**Examples in:** English and Spanish**Applicable to:** Any

### 204. Everyday Resources to Increase Student Engagement in the German Classroom

Students are inundated with images but how many of them reveal everyday occurrences in the German-speaking world? There is no shortage of textbooks and media that present the tourist attractions and natural beauty of the German-speaking countries. In addition to these, though, images of everyday life will benefit students' understanding of the language and culture of these countries. Drawing on topics generally covered in German textbooks, we will collaboratively examine various resources that can increase student understanding of and engagement with vocabulary, grammar, and culture.

**Organizer/Presenter(s):**

Patrick Schultz, Ph.D., SUNY Oswego

**Intended Audience(s):** All Levels**Keyword:** Instructional Materials/Textbook**Language(s) spoken:** English and German**Examples in:** German**Applicable to:** Any

### 205. Council of Member Organizations

This is a closed meeting for representatives of NYSAFLT member organizations.

### 206. Can you escape/échapper/逃走/fugire the Room?

How do we prepare 21st century citizens facing a future filled with jobs that do not yet exist? Our solution: authentic learning experiences encouraging critical thinking and innovation in order to acquire the skills to adapt no matter what the future holds. By creating "Escape the room"-style breakouts with authentic cultural texts and realia, students are literally learning to think outside the box. You will participate in a break-out yourself and leave with a myriad of tools and resources that can be implemented immediately.

**Organizer/Presenter(s):**

Denise Flood and Toby Gillen, Bronxville UFSD

**Intended Audience(s):** Middle/Junior, Secondary, Post-Secondary**Keyword:** Methods/Instructional Techniques**Language(s) spoken:** English**Examples in:** Several**Applicable to:** Any



## 207. Making the Invisible Visible: A Video Analysis of Chinese Teaching Practice

Mandarin Chinese language has been identified as category 4, one of the most difficult languages for English speakers. As the most recent ACTFL report on foreign language enrollment in K-12 public schools pointed out, from 2004 to 2008, Mandarin Chinese had the largest percentage growth of 195%, while the second largest percentage growth was merely 35%. With the sharp increase in student enrollment, the issue that successful Mandarin Chinese teachers are scarce in the U.S has never been more prominent. In recent years, a line of research on world language (WL) teacher education has focused on identifying and deconstructing High-Leverage Teaching Practices (HLTPs) to help novice WL teachers learn to teach more effectively. Using the HLTP framework and analyzing a series of exemplary Chinese teaching videos, the current presentation will deconstruct several Chinese teaching practices and attempt to make the invisible teaching strategies visible for novices to quickly grasp these practices and enact for themselves. Attendees will learn to deconstruct Chinese HLTPs and participate in practicing them during the presentation.

### Organizer/Presenter(s):

Ling Zhai, University at Buffalo

**Intended Audience(s):** All Levels

**Keyword:** Methods/Instructional Techniques

**Language(s) spoken:** English

**Examples in:** English and Chinese

**Applicable to:** Chinese

## 208. The Do's and Don'ts of Modernizing a Foreign Language Program

A quick review of past articles from The Chronicle of Higher Education, shows that a number of language programs at different institutions are struggling. Steve Johnson's "Colleges Lose a 'Stunning' 651 Foreign-Language Programs in 3 Years" is eye opening because the breadth of foreign language programs that closed in the span of 3 years is troublesome and depressing. Perhaps it is time for foreign language departments or language areas such as Spanish to be more proactive and to act now and not wait for the future elimination of any program. What we propose in this presentation is to present facts and strategies to attendees on how they could confront any changes that start materializing in their own schools or deal with the start of administrative, faculty or executive board conversations about eliminating X, Y or Z foreign language program. The presentation will be divided into various sections, but one of them will be dedicated to sharing ideas that will, hopefully, inspire attendees into implementing changes to the ways they engage with their students. Gone are the days in which you could arrive to class and solely teach: now our students are more demanding of our time, of our engagement on campus life, and in how we can make what we teach matter to them. We need them to invest in our foreign language and in our foreign language program. Some of the ideas that will be shared involve offering students opportunities to engage their community via a service component, asking the students to research and discuss cultural articles to complement the course curriculum, design courses that student's find valuable, exploring free or cheaper textbooks, class trips or visits to areas that make the foreign language being taught come alive, etc. The presenter will discuss of his own experiences from his more than 20 year career in higher education but hopes to engage attendees in a productive conversation.

### Organizer/Presenter(s):

Gerardo Cummings, Ph.D., Onondaga Community College

**Intended Audience(s):** All Levels

**Keyword:** Issues in the Profession

**Language(s) spoken:** English

**Examples in:** English

**Applicable to:** Any

### 209. Preservice WL Teachers Integrated Performance Assessment Poster Session

Students from the Spanish Education program at SUNY Old Westbury will present, via posters, unit plans that feature an IPA. Teachers in the audience will benefit from a variety of new ideas and a digital folder with all materials and rubrics, and students will benefit from teachers' feedback and the opportunity to network.

**Organizer/Presenter(s):**

Carolina Bustamante, Ph.D., SUNY Old Westbury

**Intended Audience(s):** Middle/Junior, Secondary

**Keyword:** Assessment and Feedback

**Language(s) spoken:** English

**Examples in:** Spanish

**Applicable to:** Any

### 210. Decentering Whiteness in the Culturally Relevant Language Classroom

“The mainstream society in America is still quite male and white” (Hitchcock & Flint, 2015, p. 1). If marginalization is the process of relegating groups of individuals to unimportant or powerless positions by denying them an active voice, identity, or place in society, then culturally relevant education (CRE) is a term used to explain the integration of teaching and pedagogy that empowers students of diverse backgrounds. In this session, the presenter seeks to explore ways in which world language educators can address marginalization through lessons that highlight privilege, oppression and injustice while simultaneously promoting the accomplishments, traditions, and values of various marginalized groups.

**Organizer/Presenter(s):**

Rhashida Hilliard, Ph.D., Horace Mann School

April Broussard, Town School

**Intended Audience(s):** All Levels

**Keyword:** Cultural and/or Community Connections

**Language(s) spoken:** English

**Examples in:** English and Spanish

**Applicable to:** Any

### 211. Accessing Authentic Resources: 18 Strategies That Go Beyond Questioning

Authentic resources are highly motivating; they reflect everyday use of the target language, make intercultural connections, and bring authenticity into the classroom. But, there are so many ways learners can show their comprehension and expand on what they have learned beyond questioning. In this session, the presenter will share 18 strategies that support comprehension of authentic texts and application of language skills in tasks that provide relevance, challenge, and fun!

**Organizer/Presenter(s):**

Michelle Olah, Wayside Publishing

**Intended Audience(s):** All Levels

**Keyword:** Methods/Instructional Techniques

**Language(s) spoken:** English

**Examples in:** Spanish

**Applicable to:** Any

## 212. Celebrating National French Week: A Unique Way to Make Cultural Connections

Calling all French Teachers! Are you a seasoned veteran at celebrating National French Week? Or are you a new teacher looking for ideas to initiate a celebration at your school? In this presentation, French instructors will have the opportunity to share their most treasured activities for National French Week or learn how to initiate a celebration from the ground up. A unique format for National French Week will be presented as well as a myriad of ideas that can be used for first time planners.

### Organizer/Presenter(s):

Kimberley Harter, Mexico High School

**Intended Audience(s):** Secondary, Middle/Junior

**Keyword:** Cultural and/or Community Connections

**Language(s) spoken:** English and French

**Examples in:** English and French

**Applicable to:** French

## 213. Annual Business Meeting and Keynote Speaker

*Paul Sandrock, ACTFL*

Saturday, November 2, 10:00–11:00 a.m.



**Paul Sandrock**, Director of Education at the American Council on the Teaching of Foreign Languages (ACTFL), directs this organization's professional development and initiatives around standards, curriculum, instruction, and performance assessment. While at ACTFL, Paul has facilitated the revision of the national *World-Readiness Standards for Learning Languages* and the *NCSSFL-ACTFL Can-Do Statements*, and before that was a member of the original Integrated Performance Assessment development team. Previously, Paul was Assistant Director of Content and Learning at the Wisconsin Department of Public Instruction (DPI), coordinating the areas of English language arts, mathematics, international education, and world languages. He earlier served as the Wisconsin DPI state-wide consultant for world languages. Paul taught Spanish for 16 years in middle school and high school and authored *The Keys to Assessing Language Performance* as well as *Planning Curriculum for Learning World Languages*.

**215. Lead with Culture**

Culture is no longer limited to “Cultural Friday” or a corner blurb in a textbook. By placing culture at the heart of our units, learners can use the language to investigate, explain, and reflect on their own culture as well as that of the cultures studied. Culture is now at our fingertips and by using the language as the vehicle to the culture, we can tap into it in order to capture the interest of our students. Let’s discuss how culture aligns with ACTFL Standards and Core Practices. I’ll share my ideas on where to get cultural inspiration and how to get students to interact with the content as they pursue the practices, products and perspectives of the target language.

**Organizer/Presenter(s):**

Melanie Thomas, Spencerport CSD

**Intended Audience(s):** All Levels

**Keyword:** Cultural and/or Community Connections

**Language(s) spoken:** English

**Examples in:** English

**Applicable to:** Any

**217. Créer des LIENS dans les leçons de tous les jours**

**L – langue I – inspiration E – énergie N – nouveautés S – succès.**

In this workshop, the presenters will demonstrate how to make meaningful connections with the world that we and our students live in. Through current events, music, cultural references, and in a variety of other ways, they will demonstrate how to provide rich experiences for students in every day French classes, at all levels of study. They will offer concrete examples from their classrooms that align with ACTFL’s 3 modes of communication (interpersonal/ interpretive/ presentational) and that have proven successful.

**Organizer/Presenter(s):**

Françoise Piron, South Jefferson CSD

Joy Cumming, South Jefferson CSD

**Intended Audience(s):** Middle/Junior, Secondary

**Keyword:** Cultural and/or Community Connections

**Language(s) spoken:** French

**Examples in:** French

**Applicable to:** French

### 218. WL Post-Secondary/Methodologists Roundtable

This session will address issues relevant to teacher preparation programs such as edTPA, teacher certification, NYSED updates, recruitment of new teachers, curriculum, assessment, standards, K-16 articulation, CAEP, NYSED updates, world languages methodology, pre-service teacher preparation and more. Open to all who are interested, especially full-time and adjunct faculty in higher education, this roundtable provides an opportunity to brainstorm ideas, share solutions, and to continue important dialog following the conference.

**Organizer/Presenter(s):**

Virginia B. Levine, Ph.D., SUNY Cortland

Joanne E. O'Toole, Ph.D., SUNY Oswego

**Intended Audience(s):** All Levels

**Keyword:** Issues in the Profession

**Language(s) spoken:** English

**Examples in/Applicable to:** Several/Any

### 219. Past Presidents Advisory Council

This is a closed meeting for past presidents of NYSAFLT.

### 220. Get Kids Thinking on Their Feet - Literally! 2.0

Are you looking for meaningful, fun ways to get kids out of their seats and moving during your class - all while staying engaged? Increased physical activity increases learning and retention, so let's maximize it in our classes. Come prepared to move in this session! (Note: If you attended this workshop at last year's Annual Conference (2018), this version is slightly different and includes new activities. Come check it out!)

**Organizer/Presenter(s):**

Jennifer Mongold, Cosgrove Middle School

**Intended Audience(s):** All Levels

**Keyword:** Methods/Instructional Techniques

**Language(s) spoken:** English

**Examples in/Applicable to:** Spanish/Any

### 221. Engage, Motivate, and Assess

This session will introduce educators to online tools that can be used to help increase students' proficiency, spark creativity, encourage communicative competence, engage motivation and assess their progress. Come to learn and to discuss fun, creative and effective ways to promote language learning through the use of the innovative online resources and materials. Attendees will also have an opportunity to explore technology-enhanced assessment tools such as Glogster, Rubistar, Socrative, Quizizz, and more.

**Organizer/Presenter(s):**

Kate Kagan, Ph.D., Russell Sage College

**Intended Audience(s):** All Levels

**Keyword:** Technology

**Language(s) spoken:** English

**Examples in:** English and Spanish

**Applicable to:** Any

## 222. Jump From Vocabulary to Novice Sentence Speaking in Beginning L2

Quickly move students from learning vocabulary or grammar to speaking sentences at the Novice Level. Help students spend more time in speaking and less time in practicing vocabulary or grammar. Participate in or watch seven diverse easy-to-implement activities

### **Organizer/Presenter(s):**

Harry Tuttle Ed.D., Onondaga Community College

**Intended Audience(s):** All Levels

**Keyword:** Methods/Instructional Techniques

**Language(s) spoken:** English and Spanish

**Examples in:** English

**Applicable to:** Any

## 223. Liven Up Your Language Class

Are you looking for new activities to help you reach the goal of 90% target language use in your classroom? Do you wish your students had an easier time retaining language? Retention is the key for our students. In this session we will provide you with several fun and engaging games and activities that will motivate your students to learn, retain, and use the target language. This will be a highly interactive session where participants will play and practice everything as students would in class. Participants will leave with free materials that can be used on Monday. Have you seen us present before? We will be sharing several NEW ideas that will guarantee to liven up your language class.

### **Organizer/Presenter(s):**

Valerie Greer, Bay Shore Middle School

Wendy Mercado, Bay Shore Middle School

**Intended Audience(s):** FLES, Middle/Junior, Secondary

**Keyword:** Methods/Instructional Techniques

**Language(s) spoken:** English

**Examples in:** English, French and Spanish

**Applicable to:** Any

## 224. Reeling Them In - How Do We Lure Students into Our Courses?

On the secondary but even more importantly the post secondary levels students are opting for courses outside of our traditional language courses. What can we do to encourage them to join our classes and expand their language learning experiences? The presenter will offer and share some suggestions as to how to bring students into our classes as well as to open a forum for discussion from the audience.

### **Organizer/Presenter(s):**

Madeline Turan, Stony Brook University

**Intended Audience(s):** Post-Secondary, Secondary

**Keyword:** Issues in the Profession

**Language(s) spoken:** English

**Examples in:** Several

**Applicable to:** Any

## 225. Station Rotation 2.0

Come learn how the presenter has adapted stations to work in her classroom today. Get tips and tricks as well as different ways to run stations in your classroom. Experience a station rotation and see some of the activities students do at different stations.

### Organizer/Presenter(s):

Erin Johnson, Penn Yan Academy

**Intended Audience(s):** All Levels

**Keyword:** Methods/Instructional Techniques

**Language(s) spoken:** English

**Examples in:** English and French

**Applicable to:** Any

## 226. Lunch and Service Awards – Open to All Attendees

Saturday, November 2, 12:30–1:30 p.m.

Saturday, November 2, 1:30–2:30 p.m.

Session F

## 230. NYSED Update on the Standards Revision Process

Please join us for this important update given by Candace Black, Director of World Languages, NYSEDS OBEWL, and Dr. Jennifer Eddy, Queens College. After many years, the New York State Standards for World Languages (LOTE) are being reviewed and revised. By the time of the conference, the draft revisions may even be up for public comment. Your feedback will be critical! Come learn first-hand what changes are being proposed and stay for the follow-up feedback session if you'd like to discuss in greater depth with the presenters.



**241. Infusing Culture in All Levels of Spanish Class**

Bring Spanish alive by making culture accessible to all learners. In this session the presenters will look at ways to incorporate authentic resources in the classroom using a variety of resources such as art, videos, and non-verbal language. Presenters will share their experiences as native speakers of Spanish.

**Organizer/Presenter(s):**

Evelyn Ledezma, Bethlehem Central High School

Teresita Barcia, Bethlehem Central High School

**Intended Audience(s):** All Levels

**Keyword:** Cultural and/or Community Connections

**Language(s) spoken:** Spanish

**Examples in:** Spanish

**Applicable to:** Spanish

**242. Je me souviens...I remember: Upstate NY's Franco-American Heritage**

With support from the National Endowment for the Humanities, Siena College embarked on a project to preserve and present the rich cultural heritage of French Canadians and Franco-Americans in upstate New York. This presentation will provide context for the digital collection that emerged from our efforts and will discuss how teachers of French might seek to spread knowledge of that heritage with their students via images, artifacts, and other teaching materials.

**Organizer/Presenter(s):**

Janet Shideler, Ph.D., Siena College

**Intended Audience(s):** Middle/Junior, Secondary, Post-Secondary

**Keyword:** Cultural and/or Community Connections

**Language(s) spoken:** English and French

**Examples in:** English and French

**Applicable to:** French

**243. Comprehensible Input: The Path to Proficiency**

Do you want your students to speak the target language naturally, effortlessly and fluently? There are decades of research that show which types of classroom activities contribute to proficiency and why. The exciting part is that you are doing many of these activities already! In this workshop, we will cover the basics of language acquisition research, and how to apply it in our classrooms so that students can confidently open their mouths and language just pours out.

**Organizer/Presenter(s):**

Jeffrey Klamka, Bethlehem Central School District

**Intended Audience(s):** All Levels

**Keyword:** Methods/Instructional Techniques

**Language(s) spoken:** English

**Examples in:** English, French and Spanish

**Applicable to:** Any



#### 244. Public Advocacy Committee Meeting

This is an open meeting of the NYSAFLT Public Advocacy Committee. Please join us to learn more about how you can help advocate for world language education K-postsecondary!

**Organizer/Presenter(s):**

Marie Campanaro, Spencerport CSD, retired  
Barbara Patterson, Liverpool Middle School

**Intended Audience(s):** All Levels

**Keyword:** Advocacy and Leadership

**Language(s) spoken:** English

**Examples in:** English

**Applicable to:** Any

#### 245. Engage Students in Novice High Speaking Through Movement

Participate in or watch many examples of how students can use movement as they practice Can-Do Interpersonal Speaking that leads to Novice High proficiency. Help students be more mentally alert as they communicate. Change the pace of the class while promoting higher level speaking.

**Organizer/Presenter(s):**

Harry TuttleEd.D., Onondaga Community Collge

**Intended Audience(s):** All Levels

**Keyword:** Methods/Instructional Techniques

**Language(s) spoken:** English and Spanish

**Examples in:** English and Spanish

**Applicable to:** Any

#### 246. Digital Breakout 101

We've all heard about Breakout EDU. But what if you just don't have it together to plan that far ahead? Or what if you don't have access to those fancy breakout boxes? I have a digital solution that will have your students just as engaged! In this workshop, I will show you what a digital breakout looks like and teach you how to create one for your students! For this workshop, you will need your device and access to your Google account.

**Organizer/Presenter(s):**

Pamela Russell, North Syracuse CSD

**Intended Audience(s):** All Levels

**Keyword:** Technology

**Language(s) spoken:** English

**Examples in:** Spanish

**Applicable to:** Any

### 248. Enhancing Second Language Acquisition Through Film in a Learning Community

This session will describe a team-taught Learning Community (LC) for first year college students entitled Les Voilà! French Culture, Cinema and Conversation. This learning Community pairs a first semester French language course with a French Cinema course, entitled: The French Speaking World Seen Through its Films. This session will explore the value of a Learning Community in the teaching of second language skills and cultural competencies. In this LC, the skills required to develop competency in a second language are coupled with cultural acquisition techniques which help the learner understand not only the 'how to' of the language studied but the 'why they do it this way' of the new language.

**Organizer/Presenter(s):**

Adelia Williams, Ph.D., Pace University

Geraldine O'Neill, Pace University

**Intended Audience(s):** Post-Secondary, ,

**Keyword:** Methods/Instructional Techniques

**Language(s) spoken:** English

**Examples in:** English and French

**Applicable to:** Any

### 249. NYSED Feedback Session

Please join Candace Black, NYSED OBEWL and Dr. Jennifer Eddy, Queens College for this small group feedback session regarding the proposed revisions to the standards presented during Session F.

**Organizer/Presenter(s):**

Candace Black, NYSED OBEWL

Jennifer Eddy, Ph.D., Queens College

### 250. Using Hyperdocs to Transform Learning

Spark curiosity by using a hyperdoc, an interactive document that offers an effective way to implement authentic material into instruction and give learners a voice and choice in how to learn! Encourage collaboration, self-directed learning, and reflection. Embed assessments and IPAs into hyperdocs! Let technology work for the learners!

**Organizer/Presenter(s):**

Shannon Lundgren, NBCT, Bethlehem Central School District

**Intended Audience(s):** Secondary, Middle/Junior

**Keyword:** Technology

**Language(s) spoken:** English

**Examples in:** Spanish

**Applicable to:** Any

**252. Aligning Assessment and Instruction: Creating Authentic Read-to-Write Tasks**

During this session, participants will learn to use Padlet® as an online collaboration space to create authentic Read-to-Write tasks that are aligned with all NYCDOE-created Comprehensive Exams in LOTE as well as SLP exams. As of June 2019, NYCDOE LOTE exams in Chinese, French, Italian, Korean and Spanish have been approved as a +1 pathway for graduation. Participants will learn to use the template for Part 4a to create their own Read-to-Write tasks in their target language of instruction. Tasks will be created in multiple languages using Checkpoint B functions, situations and topics. Participants will have access to the collaboration space and may continue adding resources and tasks after the session. Participants should bring their own laptop or tablet/iPad for this session. Workshop will be presented in English with examples given in multiple languages.

**Organizer/Presenter(s):**

Cristina Santiago-Campbell, NYCDOE - Office of Assessment

**Intended Audience(s):** Secondary, Middle/Junior**Keyword:** Assessment and Feedback**Language(s) spoken:** English and Spanish**Examples in:** Several**Applicable to:** Any**253. Teaching Indigenous Peoples in the Spanish Language Classroom**

Barbacoa, camote, Hatuey, Evo Morales, Standing Rock, even JLO and Pitbull. Food vocabulary, current political movements, popular dance music, film, and literature. Indigenous influences and cultures are reflected throughout the Americas. They are key factors in shaping both the the historical and current Latin American experience. The Tainos (Caribbean), Mapuche (Chile), Aymara (Bolivia), and Huichol (Mexico), to name a few, are often left out of Spanish language curriculum. In this interactive workshop, participants will experience how I incorporate the indigenous experience into my Spanish language classes using culturally authentic materials with activities that align to the 5 Cs, and help students improve their critical thinking and cultural competency in the target language

**Organizer/Presenter(s):**

Abigail Cleary, Lansing Central Schools

**Intended Audience(s):** Secondary, Post-Secondary,**Keyword:** Cultural and/or Community Connections**Language(s) spoken:** Spanish**Examples in:** Spanish**Applicable to:** Spanish

## 254. Comprehensible Input and Classroom Management

In this workshop the presenter will offer strategies to successfully manage a dynamic Comprehensible Input classroom. Attendees will learn specific strategies to: teach your students rules and routines that make our classroom run smoothly, set the tone for a positive, engaged and disciplined classroom environment, learn to anticipate and head off potential behavior problem spots in lesson plans, and use strategies to avoid or control them.

### Organizer/Presenter(s):

Mary Holmes, New Paltz Central School

**Intended Audience(s):** All Levels

**Keyword:** Personalized Learning

**Language(s) spoken:** English

**Examples in:** Chinese

**Applicable to:** Any

## 256. Mentor Scholarship Debrief

This is a closed meeting for participants of the mentor scholarship program.

## 257. Making Connections through Podcasts: Opening Doors to Practical PD

Teachers and teacher trainers often struggle to distribute relevant ideas to language teachers and practitioners. Podcasting is one possible and accessible way to solve that problem. In this session, the co-hosts of the popular SLA podcasts *Tea with BVP* and *Talkin' L2 with BVP* share ideas on how educators can integrate existing podcasts into their teaching in a way that benefits student learning. The participants will be engaged in discussions on how to connect podcasts to their teaching, how to maximize podcasts for professional development, and how to create student projects that support language acquisition and advance proficiency.

### Organizer/Presenter(s):

Angelika Kraemer, Ph.D., Cornell University

Walter P. Hopkins, Houghton College

**Intended Audience(s):** All Levels

**Keyword:** Methods/Instructional Techniques

**Language(s) spoken:** English

**Examples in:** English

**Applicable to:** Any

### 258. Keep the 1:1 Classroom Comprehensible

In this workshop, best practices will be shared with participants for today's 1:1 world language classroom. As a Comprehensible Input (TPRS) instructor, the presenter has found ways to keep the classroom comprehensible while using technology and allowing students to acquire language in a blended environment. Experiences will include flipped classrooms, formative assessment and intercultural pen-pal exchange.

**Organizer/Presenter(s):**

Mike Mitchell, Bethlehem CHS

**Intended Audience(s):** Middle/Junior, Secondary**Keyword:** Methods/Instructional Techniques**Language(s) spoken:** English**Examples in:** Spanish**Applicable to:** Any

### 259. Building a Community and Changing the Mindset of a World Language Learner

World language teachers will learn different strategies that will help their students build their confidence and increase their engagement on a regular basis. Teachers will look into and create independent, pairing, small group, and whole group activities that focus on developing their students' proficiency level. Teachers will learn how to take a novice low activity and change it up to an intermediate high. Teachers will leave with new material to start the new school year.

**Organizer/Presenter(s):**

Brenda Buckley, PSLA@Fowler High School

**Intended Audience(s):** All Levels**Keyword:** Methods/Instructional Techniques**Language(s) spoken:** English**Examples in:** American Sign Language**Applicable to:** Any

### 260. The Super Seven through Stories

Beginner students need lots of repetition for language acquisition. By focusing on the most often-used sentence structures, students can acquire language beyond recitation of vocabulary lists and move toward proficiency. The presenter will include examples of how to incorporate the seven most used structures ("The Super Seven") into existing thematic units and provide resources for finding authentic resources for curriculum. She will also provide a framework for how and when her students hear, see, and use the structures throughout the unit and beyond. This is not just for FLES, but any beginner level class.

**Organizer/Presenter(s):**

Jenny Delfini, New Paltz CSD

**Intended Audience(s):** FLES, Middle/Junior**Keyword:** FLES**Language(s) spoken:** English**Examples in:** Several**Applicable to:** Any

## 261. Hooked!

Have you ever stared at your lesson plans, wondering how to spice things up for the week? Can you answer 'yes' when considering: "Would the kids be here if they didn't have to be?" Based on the book "Teach Like a Pirate" by Dave Burgess (2012, with permission), we will participate in different ways to "hook" your students and engage them through exciting activities. Some hooks include: movement, music, "safaris", storytelling, art, and current events. No need to read the book, but there will be door prizes!

### Organizer/Presenter(s):

Sarah Shainfeld, Saratoga Springs CSD

Lisa Meade, Saratoga Springs

**Intended Audience(s):** Middle/Junior, Secondary

**Keyword:** Methods/Instructional Techniques

**Language(s) spoken:** English and Spanish

**Examples in:** Spanish

**Applicable to:** Any

See you next year  
in Syracuse!

# Looking to the Future: Recruitment, Leadership and Advocacy for World Languages

Sally Barnes, Chairperson

October 23-24, 2020