



**Greta Lundgaard** has been involved in world language education for over 30 years, 15 years as a German/Biology/English teacher and 15 years as a district supervisor. Greta was named the NADSFL Supervisor of the Year in 2014, received the ACTFL Florence Steiner Award for Leadership in K-12 Education in 2016, and in 2017 was awarded the Ludwig Award for Leadership in World Language Education by the New York State Association of Foreign Language Teachers. She has served both on the Board of Directors and as President of the Texas Association for Language Supervision, the National Association of District Supervisors of Foreign Languages, and the Southwest Conference of Language Teaching. Currently Greta facilitates professional development workshops for ACTFL, supports implementation, professional development, and outreach for STARTALK, and consults with state organizations, schools and school districts on world language professional learning and curriculum development projects.



**Paul Sandrock** directs ACTFL’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 statewide 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*. Paul previously served ACTFL as a board member and president and received ACTFL’s Florence Steiner Award for Leadership in Foreign Language Education, K-12.



**Laura Terrill** taught French at all levels for 21 years before becoming the Coordinator of Foreign Language and English as a Second Language and then Director of Curriculum in the Parkway School District in St. Louis, MO. She has taught methods courses at Washington University in St. Louis and at Butler University and IUPUI in Indianapolis and continues to present frequently at the state, regional and national levels. She has served on the Board of Directors for Central States and ACTFL. She is the recipient of the Founders Award for Central States and has been named a NADSFL District Supervisor of the Year. She is currently working as an independent consultant, has served STARTALK in a variety of roles, and leads numerous workshops and projects for ACTFL.



The Office of Bilingual Education and World Languages of the New York State Education Department is proud to present a series of three professional development workshops

***Implementing New York State Standards for World Languages: Supporting Learners on the Pathway to the Seal of Biliteracy***

facilitated by ACTFL presenters to support the transition to the revised New York State Standards in World Languages.

These three full-day workshops are offered **free of charge** and will be held in each our of 7 regions of New York (Buffalo, Rochester, Syracuse, Albany, Hudson Valley, New York City and Long Island) from 9:00 a.m. – 3:00 p.m. A total of five (5) CTLE hours will be granted for attendance at each workshop. For detailed workshop descriptions, dates, locations and presenter information, see inside.



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### Workshop 1: Focusing Learning through Standards and Can-Do Statements

Registration link: <https://wlnys.wufoo.com/forms/w14g6kbv1ctwkka/>

How can we be as effective as possible in planning for language learning? The World-Readiness Standards answer the “what” of language learning, balancing the development of Communication with the meaningful exploration of Cultures, Connections, Comparisons, and Communities. What really counts to move along the proficiency continuum? Unpack the major levels of proficiency by closely examining the NCSSFL-ACTFL Can-Do Statements organized by the three Modes of Communication and Intercultural Communication to fill in the “how well” to guide learners forward. Use the lens of Standards and Can-Do Statements to analyze key shifts for learners and educators.

Jan. 28: Buffalo (Terrill)

Jan. 29: Rochester (Terrill)

Jan. 30: Albany (Terrill)

Jan. 31: Syracuse (Terrill)

Feb. 24: Long Island (Graner Kennedy)

Feb. 25: New York City (Lundgaard)

Feb. 26: Hudson Valley (Lundgaard)

### Workshop 2: Developing Proficiency through High-Leverage Teaching Practices

Registration link: <https://wlnys.wufoo.com/forms/s1pxev5b1wipqew/>

How can I be the most effective language educator to guide my learners to higher levels of proficiency? High-leverage Teaching Practices are research-based strategies to answer that question. Experience and analyze specific instructional moves to implement the vision of the World-Readiness Standards and to develop proficiency as detailed in the NCSSFL-ACTFL Can-Do Statements. Deconstruct and reflect on how to apply in your classroom “what works” to facilitate target language comprehensibility, support the development of the Interpersonal mode through pair and small group conversations or discussions, and access and discuss authentic resources to develop the Interpretive Mode. Strengthen your core practices!

Mar. 9: Long Island (Graner Kennedy)

Mar. 10: NYC (Terrill)

Mar. 11: Hudson Valley (Terrill)

Mar. 16: Buffalo (Lundgaard)

Mar. 17: Rochester (Lundgaard)

Mar. 18: Syracuse (Sandrock)

Mar. 19: Albany (Sandrock)

### Workshop 3: Designing Effective Units of Instruction

Registration link: <https://wlnys.wufoo.com/forms/p103k7671flownn/>

How can I focus each unit to effectively develop and assess learners’ performance? Using the principles of backward design (UbD), plan one unit of instruction: identify the goals (from Standards and Can-Do Statements), determine acceptable evidence (design assessment of each Mode of Communication), and plan the instruction (what learners need to know and be able to do). The heart of the unit design is envisioning what success looks like as you create the assessments for the end of a unit of instruction. Integrate the assessment of the three Modes of Communication and measure growth in what learners can do with what they know. Build your repertoire for the effective design of tasks in the three Modes of Communication targeting Novice, Intermediate, or Advanced levels of proficiency.

Apr. 20: Long Island (Graner Kennedy)

Apr. 21: New York City (Sandrock)

Apr. 22: Hudson Valley (Sandrock)

Apr. 23: Albany (Sandrock)

Apr. 28: Buffalo (Lundgaard)

Apr. 29: Rochester (Lundgaard)

Apr. 30: Syracuse (Lundgaard)

### Workshop Locations

Albany – Questar III BOCES

Buffalo – Erie 1 BOCES Educational Camp.

Hudson Valley – SUNY New Paltz

Long Island – Western Suffolk BOCES

NYC – Fordham University (Lincoln)

Rochester – Monroe 2 BOCES

Syracuse – OCM BOCES (Liverpool)

### Presenters



**Lea Graner Kennedy** was the 2016 Supervisor of the Year for the National Association of District Supervisors of Foreign Languages (NADSFL). Lea is a French and Spanish teacher and administrator with Stonington Schools (CT) and also serves as a world language consultant working with many districts. Lea is on the board for NADSFL, CT Council of Language Teachers (COLT) and currently serves as the President of COLT. Lea was the NECTFL

(Northeast Conference) Emerging Leader named to participate in a two-year cohort through the national Leadership Initiative for Language Learning (LILL) program. Lea recently has provided several workshops for ACTFL, supporting language educators examining their practices to become even more effective.