

# NYS AFLT Summer Institute 2020

## Archived Workshop Recordings

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### 1. Preparing to Implement the NYS World Language Standards – Part I

Presenter: Candace Black, NYSED – OBEWL

Since last year's Summer Institute, the World Language Leadership Team, 7 regional committees and 3 language-specific committees, numbering in total over 220 individuals, have been hard at work crafting the new NYS Standards for World Languages. In part 1 of this workshop, participants will review the new standards anticipated to be adopted in the fall of 2020 and implemented in our schools in 2022–23. We will focus on the use of authentic resources that engage students in real-world tasks, and our assessment of students will be performance-based and proficiency-targeted. Participants will come away from this workshop with a greater understanding of what instruction under the new standards will look like in the classroom.

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### 2. Equipping Your Proficiency Toolkit

Presenters: Joanne O'Toole, Ph.D., SUNY Oswego & Bill Heller, SUNY Geneseo

In this workshop, you will discover the tools embedded in the revised NYS World Languages Learning Standards (2020) to equip and empower you as you guide your students on their proficiency journey. Together we will build a deep understanding of the relationships among standards. We will also explore the connection among proficiency targets, language functions and thematic content to create engaging opportunities for meaningful learning.

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### 3. Preparing to Implement the NYS World Language Standards – Part II

Presenter: Candace Black, NYSED – OBEWL

Since last year's Summer Institute, the World Language Leadership Team, 7 regional committees and 3 language-specific committees, numbering in total over 220 individuals, have been hard at work crafting the new NYS Standards for World Languages. This workshop will give an overview of the new standards anticipated to be adopted in the fall of 2020 and implemented in our schools in 2022–23. This workshop will focus on the use of authentic resources that engage students in real-world tasks, and our assessment of students will be performance-based and proficiency-targeted. Participants will come away from this workshop with a greater understanding of what instruction under the new standards will look like in the classroom. **In part 2 of this workshop, participants will delve into the Cultures standards made up of the 3 Ps (products, practices, and perspectives) and then review a sample unit planner aligned to the revised standards.**

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## **4. They CAN Understand It: Classroom Management in the Target Language**

Rebecca Aubrey, Timothy Edwards Middle School, South Windsor, CT

One of the core practices of world language teaching is for students and learners to use the target language for 90% or more of classroom time. Teachers who strive for 90%+ target language typically identify giving directions, establishing routines, and managing behavior as the most challenging. Reverting to English, however, is a slippery slope, and it is precisely these circumstances that create a meaningful purpose for the target language. This workshop will explore a variety of strategies for making directions, transitions, and behavior management comprehensible in the target language, including facilitating station work. While drawn from K-8 teaching experiences, these examples can be applied to any language or level.

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## **5. Building a Community to Enhance Student Engagement**

Brenda Buckley, PSLA@Fowler

Enhance your students' mindset and build a class culture! Learn how your personal mindset, classroom mindset, and school mindset can contribute to building your community. Teachers will learn a variety of community building activities that can be used in the target language to enhance student engagement. These activities include whole class, split class, and small group.

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## **6. Charting a Course for Checkpoint A Proficiency**

Bill Heller, SUNY Geneseo & Joanne O'Toole, Ph.D., SUNY Oswego

In this workshop, participants will create meaningful learning opportunities for their students by contextualizing the revised New York State World Languages Learning Standards, proficiency targets, and performance indicators using the new themes and topics. Give students ownership of their personal path to proficiency through using learner-friendly Can-Do Statements aligned to Checkpoint A performance indicators.

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## **7. Teaching Culture Through CI**

Mary Holmes, New Paltz Central School District

Comprehensible Input (CI) strategies let you talk about any topic in a compelling, comprehensible way. Let the topic be culture! This workshop walks the participants through a three step culture unit on the movie Coco. At the end of the unit, students start to understand how Day of the Dead decorations and customs are influenced by the cultural perspectives of family. Participants will be able to apply the same three steps to any cultural topic.

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## **8. Charting a Course for Checkpoint B Proficiency**

Presenters: Joanne O’Toole, Ph.D., SUNY Oswego & Bill Heller, SUNY Geneseo

In this workshop, participants will create meaningful learning opportunities for their students by contextualizing the revised New York State World Languages Learning Standards, proficiency targets, and performance indicators using the new themes and topics. Give students ownership of their personal path to proficiency through using learner-friendly Can-Do Statements aligned to Checkpoint B performance indicators.

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## **9. Panel Discussion: The New NYS Standards for World Languages**

Presenters:

Candace Black, NYSED – OBEWL

Bill Heller, SUNY Geneseo

Joanne O’Toole, Ph.D., SUNY Oswego

Join us for this panel where we will discuss the most pressing needs as we move forward in implementing the standards and moving forward with plans for new state assessments. Please bring your questions!

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## **10. Engage Learners and Maximize Planning Time Through Thematic Units**

Rebecca Aubrey, Timothy Edwards Middle School, South Windsor, CT

We have all been in that place of searching for ideas for teaching specific vocabulary, what to do next with a class, or how to reach those students who just don’t care. Now is the perfect time to re-evaluate what you are teaching and why. How can we develop an engaging unit that has purposeful communication and cultural goals? Establishing thematic units will guide your planning time by giving you a clearer focus and engage learners with a purpose. In this webinar, participants will walk through the steps of backwards design to learn to create thematic, proficiency-focused units.

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## **11. Engage your FLES students with M.A.G.I.C. Every Day!**

Jessica Haxhi, New Haven Public Schools, CT

How can we ensure that each of our FLES lessons engage students and build their proficiency, whether in-person or through distance learning? The letters in M.A.G.I.C. represent a simple checklist that acts as a guide to incorporating best practices in proficiency, brain-based learning, and intercultural communication in our lessons. Participants will view video of students engaged in FLES lessons and discuss a variety of examples aligned with the M.A.G.I.C. checklist.

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## **12. Using YouTube and Music as a Resource for Authentic Language**

Michael La Paglia, Kenmore West HS

Using music, videos and audio clips from the target culture is an easy way to expose students to authentic speech, promote proficiency and increase comprehension and fluency. Attendees will learn how to curate YouTube for their classroom needs. In a Flipped setting, the presenter will demonstrate how to create a YouTube channel, make playlists, change channel privacy settings and share links to the page or playlist privately. Participants will also learn how to slow down audio to improve comprehensibility, and how to make a song playlist to foster grammar and vocabulary instruction in context. Attendees are encouraged to experiment with their own channel before the live webinar, during which the group will discuss how to use YouTube videos with songs that tell a story, then create assignments to accompany the videos. The presenter will answer questions from participants about YouTube, channels, and playlists.

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## **13. Leadership in Language Education: It's Not Always What It Seems**

Jenny Delfini, Lenape Elementary, New Paltz CSD  
Marissa Coulehan, Dobbs Ferry School District  
Beth Slocum, Genesee Valley Educational Partnership (GVEP)  
Melanie Thomas, Spencerport School District

Leadership does not always look the same to everyone; it does not necessarily mean becoming an administrator or department chair. By being a part of ACTFL-LILL and NYSAFLT's Leaders of Tomorrow, the presenters had the opportunity to collaborate with groups of language educator-leaders from all parts of the country, and develop skills that promote self-reflection on what leadership is. The presenters will showcase what leadership can be, present ways to identify one's cornerstone beliefs and exemplify them, and provide examples of how to lead without being an administrator.

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## **14. Panel Discussion: CI and the New NYS Standards**

Presenters:  
Patricia Moller, New Paltz Central School District  
Mary Holmes, New Paltz Central School District

Join us for this panel where we will discuss how your favorite CI approaches can be aligned to the new NYS Standards for World Languages. Bring your questions and we'll discuss how to bring it all together!

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## **15. Engage Your Upper-Level Students with M.A.G.I.C. Every Day!**

Jessica Haxhi, New Haven Public Schools, CT

How can we ensure that each of our lessons engage students in grades 6-12 and build their proficiency, whether in-person or through distance learning? The letters in M.A.G.I.C. represent a simple checklist that acts as a guide to incorporating best practices in proficiency, brain-based learning, and intercultural communication in our lessons. Participants will view video of students engaged in lessons and discuss a variety of examples aligned with the M.A.G.I.C. checklist.

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## **16. Panel Discussion: Applying Proficiency Standards to Elementary WL Programs**

Presenters:

Rebecca Aubrey, Timothy Edwards Middle School, South Windsor, CT

Jessica Haxhi, New Haven Public Schools, CT

Marissa Coulehan, Dobbs Ferry School District

Jenny Delfini, New Paltz School District

Join us for this panel where we will discuss how FLES programs can be re-envisioned to articulate with the new NYS Standards for World Languages. Bring your questions and we'll discuss how to make the connections!

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## **17. Incorporating Grade Level Readers into the Language Classroom**

Patricia Moller, New Paltz Central School District

Grade level readers and novels are not new to the language classroom today. But there is so much more to them than just reading them. In this session we will explore many different activities that will enrich the student's reading and increase the comprehensible input that they receive. Ways to introduce novels as well as activities while reading will be presented. Closing assessments will also be discussed. If you are looking to increase CI for your students, this session will offer you ways to do just that.

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## **18. Discussion on Novels and Grade Level Readers in the Language Classroom**

Patricia Moller, New Paltz Central School District

In this session, we will share and discuss target language novels or readers that participants have used. We will share reviews of those readers and at the end we will have a list of books that you may wish to try in your classroom. All levels are welcome.

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## 19. Hooked! Teaching Like a World Language Pirate

Sarah Shainfeld, Saratoga City School District

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.

Being a pirate is all about exploring uncharted territories and pushing yourself into new areas of growth- just like we have been doing for the past 6 months! This applies to our mindset *and* our lessons – and this session will address hooks for both live teaching and remote.

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## 20. Re-imagining Back-to-School

Valerie Greer and Wendy Mercado, Bay Shore Middle School

During these uncertain times, the one thing that we all know for certain is that back-to-school will not look the same as it has in years past. While we face the possibility of a blended learning environment in September, we want to help you re-imagine the start of a new school year. In this workshop we will revisit some of our favorite in-person activities and we will share activities that we have adapted to work both in the physical classroom and in the virtual classroom. We will also include some of our new favorites for online teaching. We hope to give you some new ideas and inspiration to add to your teacher toolbox!

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# Presenters

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**Rebecca Aubrey**, the 2019 ACTFL World Language Teacher of the Year, teaches Spanish in South Windsor, Connecticut. With over 10 years of teaching experience in the K-8 setting, Rebecca is also a member of multiple world language teacher associations. Rebecca advocates for all students to have the opportunity to study another language and be prepared to live in a globalized world.

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**Candace Black** is the World Languages Associate at OBEWL/NYSED. She has a B.A. in French from SUNY Potsdam and both an M.B.A./M.A.T. from the University of Rochester. A National Board-Certified Teacher, Candace taught French for 21 years. She has been an active member of NYSAFLT for decades and was president of NYSAFLT in 2016. In all her roles, most especially her current one, Candace is deeply committed to the professional learning and support of WL teachers.

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**Brenda Buckley** is an American Sign Language Teacher that has been teaching for 11 years in city school districts. She has taught PreK through 12th grade, as well as adult classes. She has presented at multiple conferences and has a passion for building positive communities. Her passion has driven her to start her own non-profit girls to women group called I AM ME.



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**Marissa Coulehan** has been an early language teacher for 15 years. She currently teaches FLES in the Dobbs Ferry School District. Marissa also teaches the FLES certification course at Manhattanville College in Purchase, NY. She serves as NNELL Executive Secretary, ACTFL Language Learning for Children Special Interest Group chair, and NYSAFLT FLES Committee co-chair. In her free time, she enjoys her family, friends, and her Great Dane, Blue.



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**Jenny-Lynn Delfini (@JL\_Delf)** is a world language teacher for the New Paltz CSD where she has been a K-8 French and Spanish teacher for 19 years. Jenny is the 1st Vice-president of NYSAFLT, and social media consultant for NECTFL. She was a NYSAFLT nominee/participant in ACTFL's Leadership Initiative for Language Learning, and was a NYSAFLT Leader of Tomorrow in 2016. Jenny is a member of the NYSED-OBEWL Regional Standards Committee for the Mid-Hudson area.



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**Valérie Greer** currently sits on the NYSAFLT Executive Committee as Secretary-Treasurer. She graduated from SUNY Stony Brook with her Bachelors in 1998 and her Masters in 2001. She began teaching in Bay Shore in 1998 and has been there ever since. She has presented multiple times for LILT, NYSAFLT, NECTFL, and ACTFL. In 2017, Valérie and Wendy Mercado also presented sessions for NYCAFLT and ACTFL. They were named Best of NY for their session at the 2017 NYSAFLT Annual Conference and Best of NECTFL 2017.



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**Jessica Haxhi** has been the Supervisor of World Languages in New Haven Public Schools since June of 2013. She leads curriculum, instruction, and assessment for 6 languages and 90 teachers. Before this, she taught PreK-5 Japanese for 20 years in Waterbury, CT. She is past president of AATJ, served on the NECTFL Board of Directors, and teaches methods courses at Southern Connecticut State University. Jessica is President-Elect for ACTFL.



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**Bill Heller** has taught students in public elementary, secondary, community college and undergraduate classrooms for 40 years including 24 years as the high school Spanish teacher at Perry Jr/Sr High School. He has been a methods and Spanish instructor at SUNY Geneseo since 2001. He served as Conference Chair for the 2017 Northeast Conference. He is currently serving on the NYSED



Leadership Team for World Languages. He and his rescue pup, Sadie, live in the Village of Warsaw, NY.

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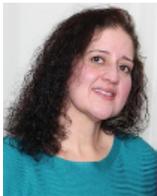
**Mary Holmes** has been a world language teacher for over 25 years, teaching all levels from elementary to college. She is an award -winning presenter – working locally and nationally for over 20 years. She has won multiple awards including the NYSAFLT President’s Award, the Ruth Wasley Distinguished Teacher Award, and was also selected Best of the NYSAFLT Annual Conference.

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**Michael La Paglia** is a Spanish teacher in the Kenmore Tonawanda UFSD in a suburb of Buffalo. Michael has 22 years of experience and is currently teaching in the International Baccalaureate Program. Michael sits on the NYSAFLT Board of Directors, representing Western NY. He enjoys travelling with his students and coordinates an exchange in Santa Marta de Tormes near Salamanca, Spain. Michael is looking forward to experiencing his first NYSAFLT Summer Institute.

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**Wendy Mercado** received both her bachelors and masters degrees from SUNY Stony Brook. She began teaching in Bay Shore in 1998 and has been there ever since. She and her colleague have presented multiple times for LILT, NYSAFLT, NECTFL, and ACTFL. Wendy is currently an officer for the ACTFL Language Learning for Children SIG, as well as the NYC-Long Island Regional Director for NYSAFLT.

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**Patricia Moller** is a veteran language teacher of 25 plus years’ experience with a master’s degree in Spanish Linguistics and Pedagogy. In addition to classroom teaching, she presents to other teachers on comprehensible input techniques around the state and beyond. She is a coach for Blaine Ray at the National Teaching Through Reading and Storytelling conference each July. Patricia is an adjunct instructor at Marist College, where she supervises aspiring language teacher

candidates.

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**Joanne E. O’Toole, Ph.D.**, is Associate Professor of Modern Language Education in the Curriculum and Instruction Department at SUNY Oswego. A primary focus of her scholarship is world language literacy. She has held leadership roles in several world language education professional organizations, and is a frequent presenter at national, state, and local conferences. She previously taught Spanish 7-12 in the Baldwinsville Central School District.

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**Sarah Shainfeld** teaches middle school Spanish at Maple Ave Middle School in Saratoga Springs. She has been in education for 15 years from Naples, NY to the Capital Region, and has “dabbled” in administration. She is excited to be joining her first summer conference to add members to the Teach Like a Pirate Crew!



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**Beth Slocum** (@SlocumBeth) teaches Spanish for the Genesee Valley Educational Partnership (GVEP) in Western NY. She served as NYSAFLT President in 2019 and currently works with the Genesee Region Teachers’ Center where she serves on the Policy Board and chairs the World Language Network for teachers in the region.



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**Melanie Thomas** teaches Spanish at Spencerport CSD. Her experience includes levels I, III, IV and V in conjunction with Syracuse University. She earned her National Board Certification. Her MATL from the University of Southern Mississippi focused on the knowledge, skills, and theories in language, language acquisition, and language instruction. This background in SLA supports her strive to teach with Comprehensible Input to help learners acquire the language they study. @senoramthomas