



GWATFL 2018 Fall Conference for World Language Educators

Program Overview

Time	Event
8:30 - 9:00	Registration and Breakfast
9:00 - 9:10	Welcome - Guest Performer
9:10 - 9:15	Matthew Gould, Head of Norwood School
9:15 - 9:30	Opening Conference - President
9:30 - 10:20	Opening Session - Leslie Grahn
10:20 - 10:30	Coffee Break / Exhibitors Hall
10:30 - 11:20	Session 1
11:20 - 11:30	Coffee Break / Exhibitors Hall
11:30 - 12:20	Session 2
12:20 - 12:30	Coffee Break / Exhibitors Hall
12:30 - 1:30	Lunch
1:30 - 2:20	Session 3
2:20 - 2:30	Exhibitors Hall

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Session Grid

Cohen Common Room	Opening Session 9:30-10:20	Making It Real! Leslie Grahn <i>Howard County Public Schools, MD (retired)</i>	
	Session 1 10:30-11:20	Session 2 11:30-12:20	Session 3 1:30-2:20
Room A	Reinvigorating the Heritage Language Learner Curriculum Alfredo Varela <i>Santa Paula High School, CA</i>	Using Authentic Text with Novice Language Learners Leslie Grahn <i>Howard County Public Schools, MD (retired)</i>	Authentic Resources in the Early Levels Anna Gilcher Rachelle Adams <i>Elevate Education Consulting, MD</i>
Room B	Learn to Use the Language, not Learn the Language Jiye Shi <i>District of Columbia International School, DC</i>	Making Thinking Visible. Use of Thinking Routines to teach vocabulary Dolores Virasoro <i>Washington International School, DC</i>	The Importance of Language Acquisition & Language Objectives for Authentic Learning and Communicating in Target Language Kerri Valencia Juan Figueroa Serena Keeney-Horsch <i>MCPS Two-Way Immersion Program, MD</i>
Room C	People, Place and Time: How Art Reflects Culture with the Smithsonian Learning Lab Collections Marcela Velikovsky <i>Bullis School, MD</i> Vicky Masson <i>Christ Episcopal School, MD</i> Philippa Rappoport <i>Smithsonian Center for Learning and Digital Access</i>	Humanizing Classroom Observation: Communication Tools that Enhance Harmony in Schools Monica Mulholland <i>George Mason University, VA</i>	Documentation in the EC Immersion/Dual Language Classroom Sarah Hair Mabel Ramirez <i>Washington International School, DC</i>

Room D	<p>Making Input Comprehensible in a Beginner Russian Classroom</p> <p>Maria Goebert <i>C.D. Hylon High School, VA</i></p>	<p>Lessons from My First Time AP Reading</p> <p>Jim Ventosa <i>The McDonogh School, MD</i></p>	<p>Making Language Real: Music for Writing Accuracy and Cultural Pride</p> <p>Mayka Puente de Righi <i>The Catholic University of America, DC</i></p>
Room E	<p><i>Más allá del aula: Learning Language and Culture through Service in the Community</i></p> <p>Edwin Pérez <i>Baltimore City College High School, MD</i></p>	<p>Gaining Confidence in a Foreign Language: Lessons from Theatrical Performance</p> <p>Dr. Marilyn Matar Dr. Cybèle Arnaud <i>The Catholic University of America, DC</i></p>	<p>Amplifying Student Voice in the World Language Classroom</p> <p>Heidi Trude <i>Skyline High School, VA</i></p>
Room F	<p>More than Artists: Arts Integration in the World Language Classroom</p> <p>Gillian Hersh <i>AACPS, MD</i></p>	<p>Exploring Cultural Masterpieces is like Making a Great Sandwich</p> <p>Effie Evans Hall <i>Loudoun County Public Schools, VA</i></p>	<p>Tools for Connection: Innovative Can-Do Statements Cultivating Collaboration and Empathy</p> <p>Kate Ramella Andrea Martin <i>Bullis School, MD</i></p>

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Opening Session - Cohen Common Room

Making It Real!

Leslie Grahn
Howard County Public Schools, MD (retired)

How are we engaging the iGeneration in our classrooms? What does language instruction look like in the 21st century? This keynote will explore ways for us to make our instruction real, relevant, and rigorous through real world resources, contexts, tasks, and assessments.

Sessions		
Title & Presenter	Description	Details
<p>Reinvigorating the Heritage Language Learner Curriculum</p> <p>Alfredo Varela <i>Santa Paula High School, CA</i></p>	<p>Heritage Language Learners are still language learners. They need to be fully understood and their linguistic and cultural focus may not be congruent with the teacher's focus. One must enter the mind of a Heritage Language learner to fully comprehend what will motivate them in your language classroom. With that end, this session will touch upon the following:</p> <ul style="list-style-type: none"> *High-interest topics to consider for unit and curriculum guides *Sample unit structures/templates *Grammar: What to teach and how *Literature: What to teach, when, and how *Culture: What and how to assess it when they already have a base Heritage culture 	<p>Session 1 Room A</p> <p>Strand: Heritage Language Instruction Level: Middle School, High School Program: World Language Class Language: Spanish, English</p>
<p>Learn to Use the Language, not Learn the Language</p> <p>Jiye Shi <i>District of Columbia International School, DC</i></p>	<p>This session will discuss how a Chinese language and culture teacher should use authentic resources to prepare lesson plans, embed project-based learning in classrooms, and build up a community of target language culture. The key point is to teach the students how to use the language, not teach the language.</p>	<p>Session 1 Room B</p> <p>Strand: Best Practices, Project-Based Learning, School and Global Communities, Using Authentic Resources Level: Middle School, High School Program: World Language Classroom Language: Chinese</p>

<p>People, Place and Time: How Art Reflects Culture with the Smithsonian Learning Lab Collections</p> <p>Marcela Velikovsky <i>Bullis School, MD</i></p> <p>Vicky Masson <i>Christ Episcopal School, MD</i></p> <p>Philippa Rappoport <i>Smithsonian Center for Learning and Digital Access</i></p>	<p>Art reflects culture and shapes the way we see the world, others, and ourselves. The Smithsonian Learning Lab collections allow us effectively to integrate online museum resources in the World Language curriculum. These materials provide a rich variety of authentic resources and digital art that tap into multiple themes that pertain to global issues and promote global-mindedness, curiosity, and empathy while fostering students' communication, critical thinking, and collaboration in the World Language classroom. We will showcase three collections and implement Thinking Routines or Global Thinking Routines to unveil products, practices and perspectives in the artwork.</p>	<p>Session 1 Room C</p> <p>Strand: Arts Integration, Dual Language / Immersion Programs, Using Authentic Resources Level: Middle School, High School Program: World Language Class, Immersion/Dual Language Language: English</p>
<p>Making Input Comprehensible in a Beginner Russian Classroom</p> <p>Maria Goebert <i>C.D. Hylon High School, VA</i></p>	<p>The session will address the tools that I use this year in order to stay in target language in beginner Russian classroom. Focus will be made on incorporation of flipped classroom methods, making one's own tutorial videos with the help of screen-filming programs (such as Screencast-o-matic), use of authentic resources and bringing culture into the classroom</p>	<p>Session 1 Room D</p> <p>Strand: Best Practices Level: High School Program: World Language Class, Language: Other</p>
<p>Más allá del aula: Learning Language and Culture through Service in the Community</p> <p>Edwin Pérez <i>Baltimore City College High School, MD</i></p>	<p>Learn how to develop and implement a language acquisition based service learning program that goes beyond the walls of the classroom. First, instructors will teach community centered concepts in class. Then, students will use acquired language skills to advocate for a cause, build community partnerships and participate in real life, language immersive scenarios within their city. <i>¡Juntos hablando español en la comunidad!</i></p>	<p>Session 1 Room E</p> <p>Strand: School and Global Communities Level: High School Program: World Language Class, Immersion/Dual Language Language: Spanish, English</p>

<p>More than Artists: Arts Integration in the World Language Classroom</p> <p>Gillian Hersh <i>AACPS, MD</i></p>	<p>In this session teachers will investigate the use of the arts as a means of increasing comprehension and authentic communication in all levels of language learning. We will look at the difference between arts integration and artful thinking as well as effective use of authentic resources.</p>	<p>Session 1 Room F</p> <p>Strand: Arts Integration, Differentiated Instruction Level: Middle School, High School Program: World Language Class Language: English</p>
<p>Using Authentic Text with Novice Language Learners</p> <p>Leslie Grahn <i>Howard County Public Schools, MD (retired)</i></p>	<p>The recently published list of “Core Practices for Language Learning” by the American Council on Teaching Foreign Languages (ACTFL) includes “using authentic cultural texts.” In this session, participants will become familiar with what authentic texts are, how to use authentic texts with novice learners, and how to adapt tasks without altering authentic texts.</p>	<p>Session 2 Room A</p> <p>Strand: Using Authentic Resources Level: Elementary School, Middle School, High School, College, Community College/Adult Education Program: World Language Class Language: English</p>
<p>Making Thinking Visible: Use of Thinking Routines to Teach Vocabulary</p> <p>Dolores Virasoro <i>Washington International School, DC</i></p>	<p>How to help students make their thinking visible in a safe and positive way. In this session I will share how to use a Thinking Routine: I see, I think, I wonder, to introduce vocabulary and build on, from one stem to the other, a sentence and then a paragraph of the content to learn. Also multiple ways of using this Thinking Routine in class with pictures, books, artifacts...</p>	<p>Session 2 Room B</p> <p>Strand: Best Practices, Differentiated Instruction, Dual Language / Immersion Programs Level: Elementary School Program: Immersion/Dual Language Language: Spanish, English</p>
<p>Humanizing Classroom Observation: Communication Tools that Enhance Harmony in Schools</p> <p>Monica Mulholland <i>George Mason University, VA</i></p>	<p>Whether you are a novice teacher, a seasoned one, or an administrator, this hands-on workshop is for you. It is aimed at providing tools to become more adept at classroom observation and at giving honest, constructive, and empathetic feedback, on the one hand, and at being receptive to feedback, on the other. The participants will experience listening deeply and non-judgmentally, and expressing themselves more clearly and fully. Effective communication can help create a school environment in which teachers thrive through peer and supervisor support. This practical and humanistic approach to classroom observation can have a powerful impact on the well-being of the entire school community</p>	<p>Session 2 Room C</p> <p>Strand: Best Practices Level: Pre-School, Elementary School, Middle School, High School, College, Community College/Adult Education Program: FLES, World Language Class, Immersion/Dual Language, Post-Secondary Language: English</p>

<p>Lessons from My First Time AP Reading</p> <p>Jim Ventosa <i>The McDonogh School, MD</i></p>	<p>This Summer I attended my first AP reading. It was an excellent, eye-opening professional development opportunity. As a result, I'm making changes to the way that I teach reading and writing at all levels (not just AP). In this session, I'll talk about what I'm doing differently, and how the AP reading informed these changes.</p>	<p>Session 2 Room D</p> <p>Strand: Articulation and Collaboration, Assessment and Feedback, Best Practices, Strengthening Language Comprehension and Communication Skills, Teacher Preparation, Using Authentic Resources Level: High School Program: World Language Class Language: Spanish, English</p>
<p>Gaining Confidence in a Foreign Language: Lessons from Theatrical Performance</p> <p>Dr. Marilyn Matar Dr. Cybèle Arnaud <i>The Catholic University of America, DC</i></p>	<p>Borrowing from theatrical techniques and exercises, we will present a hands-on workshop where teachers will learn how to encourage openness and self-expression in the classroom. This will help students gain confidence in their foreign language skills and better interact in the target language in the real world.</p> <p>This workshop will start with a theoretical introduction, then present guided activities where teachers will be able to experience a range of theatrical techniques adapted to foreign language teaching before coming up with material of their own. This presentation and workshop, based on the “five Cs”, are applicable across languages and across levels from beginners to advanced classes.</p>	<p>Session 2 Room E</p> <p>Strand: Arts Integration, Best Practices, Culture / Interculturality, Strengthening Language Comprehension and Communication Skills, Teacher Preparation Level: High School, College, Community College/Adult Education Program: World Language Class, Post-Secondary Language: English</p>
<p>Exploring Cultural Masterpieces is like making a Great Sandwich</p> <p>Effie Evans Hall <i>Loudoun County Public Schools, VA</i></p>	<p>During this hands-on session, participants learn how to motivate students to explore art, music, literature, and theater, as elements of a cultural sandwich, even if they "don't like art". Students identify and describe artists' styles in the TL, and grow appreciation for what museums offer. Use this to get them talking, writing, reading, and listening to the period's cultural 'sandwich'. With students drawing masterpieces while learning about what 'trended' in the past, culture comes alive and acts as a stepping stone to communication. The day of dry art lectures ends. Bring your sandwich 'fixins' and an appetite for something new!</p>	<p>Session 2 Room F</p> <p>Strand: Arts Integration, Best Practices, Culture / Interculturality, Using Authentic Resources, Level: Middle School, High School, College Program: World Language Class Language: English</p>

<p>Authentic Resources in the Early Levels</p> <p>Anna Gilcher Rachelle Adams <i>Elevate Education Consulting, MD</i></p>	<p>Challenged by how to use authentic resources in the early levels? This session will give you concrete examples of what is out there and how to use it in the early level language classroom. Focusing on reading and listening materials, participants will leave with a broader understanding of what an authentic resource is and best practices for how to create communicative tasks to engage students with these materials.</p>	<p>Session 3 Room A</p> <p>Strand: Best Practices, Using Authentic Resources Level: Elementary School, Middle School, High School, College, Community College/Adult Education Program: World Language Class Language: English, French</p>
<p>The Importance of Language Acquisition & Language Objectives for Authentic Learning and Communicating in Target Language</p> <p>Kerri Valencia Juan Figueroa Serena Keeney-Horsch <i>MCPS Two-Way Immersion Program, MD</i></p>	<p>Learn how to meet students where they are by providing authentic learning opportunities for every student! This session explores the stages of language acquisition and the importance of creating language objectives to show how students will learn content through the 4 language domains of language learning: listening, reading, speaking and writing. Presenters will give an overview of the stages of language acquisition, providing effective strategies and activities to support students in each stage. They will discuss how to create effective language objectives that outline the type of language students will need to learn and use to support the content taught.</p>	<p>Session 3 Room B</p> <p>Strand: Dual Language / Immersion Programs, Strengthening Language Comprehension and Communication Skills Level: Elementary School, Middle School, High School Program: Immersion/Dual Language Language: English</p>
<p>Documentation in the EC Immersion/Dual Language Classroom</p> <p>Sarah Hair Mabel Ramirez <i>Washington International School, DC</i></p>	<p>In this session, participants will look at examples of documentation of students' learning in early childhood language immersion programs. The presenters will use a protocol to involve the participants in the collaborative experience of documentation and understand how documentation can be used to plan for differentiated language instruction, catering for various proficiency levels. Participants are encouraged to bring samples of student work with them. Even though this session takes examples from Early Childhood classrooms, it is also appropriate for primary school teachers in dual language programs.</p>	<p>Session 3 Room C</p> <p>Strand: Assessment and Feedback, Best Practices, Differentiated Instruction, Dual Language / Immersion Programs Level: Pre-School, Elementary School Program: Immersion/Dual Language Language: Spanish, French, English</p>

<p>Making Language Real: Music for Writing Accuracy and Cultural Pride</p> <p>Mayka Puente de Righi <i>The Catholic University of America, DC</i></p>	<p>How do you entice heritage speakers to become more critical Spanish language learners? Modern popular songs are characterized by informal speech, a “street slang,” familiar to them. Students will hear, transcribe these songs, and then rewrite them, transforming colloquial speech into a more formal register. They will also interpret lyrics in music from their parents’ generation and compare it to today’s songs. While becoming aware of how language is used and analyzing the lyrics, students will become engaged in exploring cultural topics. Special attention is paid to language analysis, while increasing cultural connection, community and language competence.</p>	<p>Session 3 Room D</p> <p>Strand: Arts Integration, Heritage Language Instruction, Culture / Interculturality, Project-Based Learning Level: College Program: Post-Secondary Language: Spanish, English</p>
<p>Amplifying Student Voice in the World Language Classroom</p> <p>Heidi Trude <i>Skyline High School, VA</i></p>	<p>Are you looking for ways to amplify student voice in your classroom? In this session, participants will discuss why it is important to amplify student voice in the classroom and how making thinking visible helps the students learn. Participants will explore various technology tools, such as Flipgrid, Book Creator, Adobe Spark, Padlet, and Screencastify, that will engage students and promote student voice. Participants will leave this session with many strategies to promote student voice and choice.</p>	<p>Session 3 Room E</p> <p>Strand: Innovative Use of Technology Level: Middle School, High School Program: World Language Class Language: English</p>
<p>Tools for Connection: Innovative Can-Do Statements Cultivating Collaboration and Empathy</p> <p>Kate Ramella Andrea Martin <i>Bullis School, MD</i></p>	<p>Wondering how can-do statements can foster connection in your classroom? Looking for ways to promote effective communication, collaboration, and empathy? In this session, you’ll receive tools to integrate soft skills into interpretive, interpersonal, and presentational tasks. Walk away with can-do statements, activity checklists, and prompts for reflection. All resources are designed to support student engagement in authentic communication by encouraging deeper human connection, intercultural competence, and social-emotional proficiency. This presentation will benefit teachers and students at all levels. Presented in English with examples in Spanish and French; applicable to all languages.</p>	<p>Session 3 Room F</p> <p>Strand: Strengthening Language Comprehension and Communication Skills Level: Middle School, High School Program: World Language Class Language: English</p>