



Spring Conference for WORLD LANGUAGE EDUCATORS

April 28th, 2018

National Cathedral School

Washington, DC

WHAT: GWATFL Spring Immersion Day Conference 2018

WHERE: National Cathedral School - Hearst

Building. 3612 Woodley Rd NW,

Washington, DC 20016

WHEN: Saturday, April 28, 2018 from 9 to 2 pm.

WHO: Organized by GWATFL, hosted by the World

Languages Department of National

Cathedral School.



GWATFL
GREATER WASHINGTON ASSOCIATION
OF TEACHERS OF FOREIGN LANGUAGES

Register at www.gwatfldc.org



Spring Immersion Day 2018

Time	Event
8:15-8:50	Registration and Breakfast
8:50-9:00	Welcome and Opening Greetings
9:00-9:50	Opening Session Evolving from Editor to Applied Linguist Our Professional Odyssey John De Mado, <i>John De Mado Language Seminars, LLC</i>
10:00-10:50	Session 1
11:00-11:50	Session 2
12:00-1:00	Lunch
1:10-2:00	Session 3

GWATFL - Spring Immersion Day Session Grid

	<u>Room A</u>	<u>Room B</u>	<u>Room C</u>	<u>Room D</u>	<u>Room E</u>	<u>Room F</u>
Opening Session 9:00 - 9:50	From Mastery to Proficiency: Shifting from the Chromatic Scale to Jazz John De Mado <i>John DeMado Language Seminars, LLC</i>					
Session 1 10:00 - 10:50	Let's Talk! Useful Ways to Engage Your Students in Authentic Conversations Sebastian Gluzman and Kim Harris <i>The Shipley School</i>	Blended Learning and Technology in the World Language Classroom Sarah Travis, Karlie Hale, Margaret Sisler <i>Fairfax County Public Schools</i>	Making Culture Meaningful and Promoting Intercultural Communication in the World Language Class Rich Madel <i>Colonial School District, Saint Joseph's University</i>	#BookSnaps & Bitmojis - Social Media in the WL Classroom Kristine Keefe <i>John P Stevens High School Edison, NJ</i>	Let technology bring up the self-actualization, engagement, and collaboration in class (Chinese) Yi-Na Chung <i>Georgetown Day School</i>	Comprehensible Input Rick Jones <i>Fallston High School</i>
Session 2 11:00 - 11:50	Sketchnotes, Scribble Stories, and Drawing for Language Proficiency Jim Ventosa <i>The McDonogh School</i>	The Unspoken Communicative Contract: Target Language Bullseye Effie Hall <i>Woodgrove High School</i>	Teaching with Whole Class Novels Maris Hawkins <i>Bullis School</i>	Plan it, Play it...Plick it! Sheena Jordan <i>Prince George's County Public Schools</i>	Making Technology Work for your Immersion Class- Google Apps Bete Yilma and Michelle Toscana <i>Montgomery County Public Schools</i>	Evolving from Editor to Applied Linguist Our Professional Odyssey John DeMado <i>John DeMado Language Seminars</i>

GWATFL - Spring Immersion Day Session Grid

<p>Session 3 1:10-2:00</p>	<p>Using a Progression Framework to Assess Proficiency and Evaluate Student Growth</p> <p>Jessie Yaun <i>Thurgood Marshall Academy</i></p>	<p>Integrated Performance Assessment (IPA) Exemplars Poster Session</p> <p>Carolina Bustamante, Jacqueline Burgos, Tamar Cedeño-Ramos, Laura Cortés, Karen Díaz, Jacob Friedman, Anyelín Herrera, Andrea Rivera <i>SUNY Old Westbury</i></p>	<p>Keep them talking in the Target Language, the RLRA way!</p> <p>Denise Clivaz Avery Coonley School - Real Language Right Away</p>	<p>National Spanish Examinations</p> <p>Kevin Cessna-Buscemi <i>National Spanish Examinations</i></p>	<p>El pensamiento creativo y sus aplicaciones prácticas</p> <p>Dr. Monica Mulholland <i>George Mason University</i></p>	<p>Lead with Languages: Hands-On Advocacy in the Classroom</p> <p>Erin M. Whelchel <i>ACTFL (Lead with Languages)</i></p>
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Keynote

From Mastery to Proficiency:
Shifting from the Chromatic Scale to Jazz

John De Mado

April 28th 2018
SPRING
CONFERENCE
Washington, DC

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Houghton
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GWATFL
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Keynote

From Mastery to Proficiency: Shifting from the Chromatic Scale to Jazz:

The long-standing goal of language instruction in America has been **Mastery** of the language studied. In the 1980's, the new goal became *Proficiency*, bringing about an immense paradigm shift in our profession. This shift has been further reinforced over the years with the unveiling of several formal documents published by the American Council on the Teaching Foreign Languages (ACTFL). What exactly is the difference between **Mastery** and *Proficiency*? Are the goals mutually exclusive? Through discussion, handouts, passion and visuals, this keynote address will highlight the distinctions.

Be prepared to laugh heartily and to reflect profoundly...

About John De Mado

John De Mado has been a vocal advocate for language acquisition in the United States for many years. After several years of classroom experience in both public and independent schools, John began his career in educational publishing, serving as Senior National Consultant for Foreign Languages and ESL, Foreign Language Marketing Manager and Editorial Director for Foreign Languages.

Mr. De Mado has authored several text book programs, including *¡Avancemos!* and *Bien dit!*, both published by Houghton Mifflin Harcourt, as well as composed and recorded a series of instructional French and Spanish rap CD/DVDs entitled *La Boutique Magique*, *Une Boum Cool*, *¡Festejemos!*, and *¡Somos Campeones!*, respectively. Each features original raps designed to transmit specific linguistic functions and related vocabulary, structure and syntax.

In early 2018, John's latest professional development book for language educators, entitled *In Search of Language: Enhancing Language Acquisition in the Classroom* made its debut.

Mr. De Mado directs **John De Mado Language Seminars, LLC**, a full-service consulting firm dealing exclusively with language acquisition issues. John has consulted to the US Department of Defense Schools in Europe and conducted workshops throughout the United States as well as abroad. A member of several national, regional and state language organizations, John is best known for his motivational keynotes, provocative conference sessions and insightful professional and staff development workshops. You may visit John's website at www.demado-seminars.com for further information.

GWATFL Spring Immersion Day 2018

Presenter	Title	Description
John De Mado <i>John DeMado Language Seminars, LLC</i>	Opening Session From Mastery to Proficiency: Shifting from the Chromatic Scale to Jazz	The long-standing goal of language instruction in America has been Mastery of the language studied. In the 1980's, the new goal became Proficiency, bringing about an immense paradigm shift in our profession. This shift has been further reinforced over the years with the unveiling of several formal documents published by the American Council on the Teaching Foreign Languages (ACTFL). What exactly is the difference between Mastery and Proficiency? Are the goals mutually exclusive? Through discussion, handouts, passion and visuals, this keynote address will highlight the distinctions. Be prepared to laugh heartily and to reflect profoundly...
Session 1		
Sebastian Gluzman and Kim Harris <i>The Shipley School</i>	Let's Talk! Useful Ways to Engage Your Students in Authentic Conversations	The purpose of this presentation is to provide language teachers with useful, well-developed ideas to improve student communication on a daily basis. Attendees will learn how to create daily activities to foster authentic communication. Additionally, participants will receive tools on how to assess students' conversations and provide feedback. The presentation will include examples from levels 1-5 and highlight students' abilities to navigate non-rehearsed communication. The presentation is applicable to all levels. For Program: This presentation will focus on effective ways to engage students in meaningful conversation in the target language. Attendees will learn how to create daily activities to foster authentic communication. Additionally, participants will receive tools on how to assess students' conversations. The presentation is applicable to all levels.
Sarah Travis, Karlie Hale, Margaret Sisler <i>Fairfax County Public Schools</i>	Blended Learning and Technology in the World Language Classroom	Communication, Cultures, Connections, Comparisons, Communities: Tech and the 5 Cs. For world language students, technology can open doors to authentic cultural experiences, collaborative group work, global student connections, and more. Whether your classroom is one to one or you work with more limited resources, there are technology platforms and blended learning strategies that can help your students connect with the target language in an authentic way. Learn about

		how various tech tools and best practices can support the 5Cs in your classroom. Focus on Google Apps for education, FlipGrid, Adobe Spark and more!
Rich Madel <i>Colonial School District, Saint Joseph's University</i>	Making Culture Meaningful and Promoting Intercultural Communication in the World Language Class	This session provides the tools necessary to present and analyze culture as an integrated element of a larger communicative context with the use of the three Ps: products, practices, and perspectives. Attendees will participate in an engaging sample lesson showcasing the IMAGE Model; a lesson template that can be replicated in any target language classroom.
Kristine Keefe <i>John P Stevens High School Edison, NJ</i>	#BookSnaps & Bitmojis - Social Media in the WL Classroom	This session will explore how to leverage the popularity of social media in the classroom. Give your students a voice to use language in an authentic way. We will talk about platforms including Twitter and Snapchat and their role in the World Language Classroom. Connections will also be made to using this tools to develop all three modes of communication with an eye towards proficiency.
Yi-Na Chung <i>Georgetown Day School</i>	Let technology bring up the self-actualization, engagement, and collaboration in class (Chinese)	Classcraft and ClassDojo are great tools to create an interactive class to drive in-person engagement. Use them to keep students on task and create a collective experience that builds positive classroom culture or even use the system to create life-based activities for students fully engaged with the language. Come join with me and explore the new fun tools to work with your students.
Rick Jones <i>Fallston High School</i>	Comprehensible Input	What is the importance of comprehensible input in the world language classroom? How does one maintain comprehensible input? How can one develop comprehensible input in the world language classroom?
Session 2		
Jim Ventosa <i>The McDonogh School</i>	Sketchnotes, Scribble Stories, and Drawing for Language Proficiency	Drawing is an easy way to make target language comprehensible. This hands-on workshop on arts-integration strategies will cover the use of quick drawings made by the teacher to engage students in the interpretive mode. This includes storytelling, the presentation of grammar, vocabulary, and culture. These strategies take advantage of visuals to enhance student comprehension and to reduce teacher preparation time. The session also includes strategies involving student artwork as a tool to demonstrate interpretive proficiency. These strategies do not require artistic ability or experience, only a willingness to try.
Effie Hall <i>Woodgrove High School</i>	The Unspoken Communicative Contract: Target Language Bullseye	Participants learn to enable proper communicative conduct and play the role of coach, while empowering, monitoring, and supporting student efforts to grow their communicative confidence in listening and speaking. Students must

		understand their roles as speakers and listeners. Both parties must go beyond that which they do in their L1 dialogs or they will revert to English. Students must encourage each other, use circumlocution, and eliminate discouraging comments and laughter. Educators will be equipped with several strategies for motivating learners of all language levels and ages, to want an environment in which striving toward greater proficiency is cool and valued.
Maris Haskins <i>Bullis School</i>	Teaching with Whole Class Novels	Teaching whole class novels can be intimidating! This session will break down how to progress through a novel as a whole class and small groups with activities such as reading guides. Teachers will also learn pre- and post reading activities to provide more input in the language and that will engage all students. These activities run the gamut from reader's theater to brain based retrieval practice. Finally, a variety of performance based assessments will be presented.
Sheena Jordan <i>Prince George's County Public Schools</i>	Plan it, Play it...Plick it!	This session will provide teachers with a quick tutorial on how to use the Plickers app. This is the newest method for assessing students; it's not paper, and not a clicker but it's a Plicker! Your students will be amazed by Plickers and you will be amazed by how easily you can collect data using this application! Come prepared with your own device as you will be allotted time to setup your own Plickers account. (grades 3rd and above)
Bete Yilma and Michelle Toscana <i>Montgomery County Public Schools</i>	Making Technology Work for your Immersion Class- Google Apps	The use of technology has helped language learning tremendously. However a tool like Google for education has taken it to another level. I use the Apps to facilitate, edit and give projects to produce a multimedia presentations. Students motivation goes up when using the fascinating features of Google slides, Google doc and more.
John DeMado <i>John DeMado Language Seminars</i>	Evolving from Editor to Applied Linguist Our Professional Odyssey	Despite all the good intentions, much of what is standardly considered common methodological practice for language teachers may actually prove to be anti-linguistic i.e., it works against language acquisition. Applied Linguistics respects the nature of language. Acquaintance with this discipline of language acquisition aids language teachers in their evolution from simply the classroom editor to the Applied Linguist, from teaching for Mastery to encouraging Proficiency. Come find out how and why. Be prepared to laugh uproariously and to reflect profoundly. Personalities will be digitally scanned at the door ...
Session 3		

<p>Jessie Yaun <i>Thurgood Marshall Academy</i></p>	<p>Using a Progression Framework to Assess Proficiency and Evaluate Student Growth</p>	<p>Attendees will learn how to assess interpersonal speaking proficiency in a way that is highly differentiated, focuses on what students can-do, requires no prep, and focuses on individualized proficiency development. Attendees will learn how to use the ACTFL Proficiency guidelines to determine students' interpersonal speaking proficiency levels (can be adapted for presentational format) using a rubric that helps students see their growth and set goals. Baseline data is used to establish growth-band targets and is used to assess throughout the year. Attendees will hear student examples from online Portfolios, test their interpersonal proficiency assessment skills, and reflect on how they might implement this.</p>
<p>Carolina Bustamante, Jacqueline Burgos, Tamar Cedeño-Ramos, Laura Cortés, Karen Díaz, Jacob Friedman, Anyelín Herrera, Andrea Rivera <i>SUNY Old Westbury</i></p>	<p>Integrated Performance Assessment (IPA) Exemplars Poster Session</p>	<p>Via posters, pre-service and in-service teachers from SUNY Old Westbury will share unit plans that feature an IPA, including proficiency-based rubrics and corresponding tasks. A link to a digital folder with all instructional materials will be available. Teachers in the audience will benefit from a variety of new ideas and materials, and presenters will benefit from the feedback and opportunity to network. Examples will be provided in Spanish but can be adapted to other languages.</p>
<p>Denise Clivaz Avery Coonley School - Real Language Right Away</p>	<p>Keep them talking in the Target Language, the RLRA way!</p>	<p>Presenter will share strategies for facilitating 100% use of the target language for teachers AND students. Learn about a fun accountability system, tips for using engaging partner activities, and tools that allow students to start speaking in the target language from day one. Go home with a free sample lesson to try with your classes!</p>
<p>Kevin Cessna-Buscemi <i>National Spanish Examinations</i></p>	<p>National Spanish Examinations</p>	<p>This session will focus on the content and administration of the National Spanish Examinations (NSE), the most widely used standardized tests of Spanish in the US. The presenter will discuss exam content, how the NSE measures both proficiency and achievement based on content and performance standards, online test administration procedures, and how the exams can be used as formative and summative assessments. Participants will be introduced to the free online practice materials available on the National Spanish Exam website and the many scholarships, study abroad opportunities, and awards available for both students and teachers.</p>
<p>Dr. Monica Mulholland <i>George Mason University</i></p>	<p>El pensamiento creativo y sus aplicaciones prácticas</p>	<p>En este taller, los participantes podrán adquirir estrategias que potencian el uso del cerebro para aplicarlas en su vida cotidiana y para estimular la creatividad en los estudiantes. Abordaremos interrogantes como ¿Qué es la creatividad?</p>

		<p>¿Cuáles son los hallazgos más recientes en las Neurociencias respecto al cerebro y la creatividad? ¿Cómo se pueden cambiar patrones y estructuras de pensamiento debilitante establecidas en el pasado? ¿Qué rol tiene “conciencia plena” (Mindfulness) en el desarrollo de la creatividad? Esta es una propuesta de participación activa a través del lenguaje verbal, las artes visuales, el role-play y la música.</p>
<p>Erin M. Whelchel <i>ACTFL (Lead with Languages)</i></p>	<p>Lead with Languages: Hands-On Advocacy in the Classroom</p>	<p>Lead with Languages, a campaign powered by ACTFL, is a movement aimed at making language proficiency a national priority. Our ultimate goal is to create a new generation of Americans competent in other languages and cultures and fully equipped to compete and succeed in a global economy. In this session, hear updates on initiatives from the campaign’s first year in action and explore ready-to-use advocacy activities adaptable to any level language classroom from our Language Advocacy Toolkit. Empower your students and school community to Lead with Languages and speak up for language education!</p>