

**I** Interest Session (60 minutes)    **N** Interest Session (90 minutes)

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**APRIL 5 • SUNDAY**


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8:00am – 9:00am	<b>I</b> <b>Culturally Responsive Teaching in the World Language Classroom</b> <i>Speakers: Connie Navarro</i> What does brain science tell us about how students learn? How does understanding the physical structure of the brain help teachers promote authentic engagement and rigor in the language acquisition process? Zaretta Hammond's seminal work "Culturally Responsive Teaching and the Brain" will be the foundation of our discussion.	Adventure
8:00am – 9:00am	<b>I</b> <b>Curriculum design using culture and technology to achieve autonomous language learning</b> <i>Speakers: Cong-Kai Jin</i> The presenter will demonstrate strategies and detailed lesson plans to integrate learning technology into curriculum design, and present effective pedagogy of Chinese instruction to accommodate multiple learning styles, to create a student-centered and self-motivated learning environment, and to allow students to be more productive and efficient in their quest of attaining the goal of autonomous learning and mastering the language with strong cultural competence.	Mark Twain
8:00am – 9:00am	<b>I</b> <b>Growing Your Network and Leadership</b> <i>Speakers: Bridget Yaden</i> What keeps you motivated as a language educator? The first five years are critical for keeping educators in the profession through work-based support and opportunities to grow. Identify what institutions, organizations, and networks can do to sustain learning for educators and increase the diversity of our profession. Take action to reverse the teacher shortage and develop every educator's leadership potential.	Nile
8:00am – 9:00am	<b>I</b> <b>In Living Culture</b> <i>Speakers: Lyanne Terada</i> Teaching culture has always been somewhat challenging. As the framework of practices, products, and perspectives shifts toward the relationship between practices and perspectives as well as the relationship between products and perspectives, how can one cultivate global and intercultural competencies while maintaining the target language and incorporating research-based strategies and practices for second language acquisition? Come see the professional journey of a Spanish teacher who is moving her classroom toward interculturality. Are descriptions instead deepening and embedding stereotypes? Are explanations evolving into inequitable perspectives from the viewpoint of privilege and exclusion? Are discussions dividing into binary and polar discourses? Educating students to be linguistically and culturally prepared to function as world citizens is messy, fluid, and transformative, but it is an essential part of the world language classroom.	Castle A
8:00am – 9:00am	<b>I</b> <b>It's all about me (student generated summaries from student created input)</b> <i>Speakers: Jennifer Newman-Cornell</i> Comparing and summarizing information are key for success on the AP Language Exam, but how can we teach those skills while allowing students to share about their favorite subject-themselves? What if students could provide the information to use in their summaries and make classroom comparisons based on their input and answers? In this session, strategies for using class generated examples for comparisons and cultural discussions will be shared-blogs, graphs, comparisons. Come and put it all together in this session. All created materials will be shared with participants.	Castle B
8:00am – 9:00am	<b>I</b> <b>Meeting the ACTFL 6 Core Practices Interpersonal Communication Challenge!</b> <i>Speakers: Ying Jin</i> Interpersonal communication is essential to language acquisition. However, it can be difficult to design and execute in a classroom setting. The challenge to design proficiency-based instruction, learning activities, and more importantly, assessment tools that will encourage and assist learners to acquire the necessary language skills for successful interpersonal communication while energizing and boosting learners' confidence in their language learning. This presentation will share several practical classroom-tested strategies for all levels and all languages, and will demonstrate what needs to be emphasized in order to empower learners to prepare, interact and engage in meaningful and spontaneous communication. These strategies are easy to adopt and participants can expect to apply them into their classroom easily.	Amazon

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8:00am – 9:00am	<b>I National Spanish Assessments and Examinations</b> <i>Speakers: Kevin Cessna-Buscemi</i> This session will focus on the content and administration of the National Spanish Assessments (NSA) and National Spanish Examinations (NSE), the most widely used standardized tests of Spanish in the US. The presenter will discuss exam content, how the exams measure 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 many scholarships, study abroad opportunities, and awards available for both students and teachers.	Columbia
8:00am – 9:00am	<b>I Performance vs Proficiency Assessments and Why You Should Care</b> <i>Speakers: Scott Benedict</i> Find out the difference between performance and proficiency assessments and why performance assessments aren't what they're stacked up to be. You will learn the difference between the two types of assessments referenced by ACTFL and why proficiency assessments are the ones that prepare your students for success in the real world.	Safari
8:00am – 9:00am	<b>I Pre-Teaching Vocabulary: Setting Students Up for Success</b> <i>Speakers: Mira Canion</i> What do you mean I should pre-teach vocabulary? Isn't that the purpose of reading? See how a series of steps can help you infuse your classroom instruction with background knowledge that increases reading comprehension levels.	Monorail A
8:00am – 9:00am	<b>I Teacher in the Mirror: Becoming a Reflective Practitioner</b> <i>Speakers: Greta Lundgaard</i> What do leaders see when they look in the mirror? How does reflection lead to professional growth? The ability to self-reflect is a key characteristic of teacher leaders, and research is clear that this skill can be developed and improved. Reflective practitioners are aware of their instructional reality, intentional in their planning & actions, able to assess their effectiveness, capable of adjusting actions based on feedback, and develop a reflective cycle to engage in continuous improvement. This interactive session outlines the self-reflection continuum, important elements in the continuum, and how to develop action steps for future growth.	Wilderness
8:00am – 9:00am	<b>I Template for Language Course Curriculum Creation</b> <i>Speakers: Jessica Bryan</i> In this presentation, attendees will learn how to create a template for language course curriculum, unit plan, and lesson plan. These templates are built using ACTFL guidelines, standards, and 21st Century Skills. Using a template for language curriculum design is extremely valuable and helps ensure that courses across courses and even languages, learners can expect the same amount of rigor and content. Using a template will also help establish a brand that can be recognized and acknowledged. When students take your courses they will know what to expect and will know that they are set up for success.	Monorail B
8:00am – 9:00am	<b>I The NNELL Networking Session for Educators PreK-8</b> <i>Speakers: Betsy Basom</i> The NNELL Networking Session is an opportunity for early language educators, PreK - 8, to meet for an open discussion to swap ideas and professionally connect with early childhood, elementary, and middle school world language educators. The mission of the National Network for Early Language Learning (NNELL) is to provide leadership to advocate for and support successful early language learning and teaching. Founded in 1987, NNELL provides valuable resources for educators, parents and policy makers. This will be run in an "un-conference" style session to foster ideas, conversation and most importantly engagement between attendees. Need some ideas? Need to vent? Need some guidance? Come chat with us!	Monorail C
8:00am – 9:00am	<b>I Transforming Learning Through Formative Assessment</b> <i>Speakers: Yoshiko Saito-Abbott</i> Presenters share essential elements and strategies to create a variety of level-appropriate formative assessments that lead to the summative assessment for a unit of instruction. They also show the process of developing assessment tasks that inform learners of their progress while providing them feedback to maximize students' performance.	Outpost

8:00am – 9:00am	I	<b>What makes here special?: Using the target language to learn about local history and people</b> <i>Speakers: Alohilani Okamura</i> Wages (2012) describes culturally responsive pedagogy as a student-centered approach to teaching in which the students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the students' cultural place in the world. However, content in language classrooms often focuses on idealized interactions in distant places, such as ordering food in France or China, reading street signs in Spain or Japan, and so on. This presentation argues for, and shows thorough a live teaching demonstration, how the people and history that are distinct to the places where we teach can connect learners with their immediate environments in terms of ways of living, doing, and knowing, the people who lived and still live there, and language to use immediately and even more frequently than for a brief trip to a distant land in the future, including local job opportunities where multilingual professionals are in growing demand.	Congo
8:00am – 9:00am	I	<b>When Kids Are the Curriculum: Circling with Cards</b> <i>Speakers: R Clarice Swaney</i> Circling with cards is a wonderful way to get to know students, build community and provide compelling and comprehended input!When Kids Are The Curriculum: Circling with Cards is an activity that can be used any day of the year.Teachers will participate in a demonstration and practice how to keep the questions coming in an interesting and comprehensible way, using scaffolded, differentiated questioning techniques, in order to spark interest, create connections and expand the curriculum all while using the target language 99-90% of the time. Circling with Cards can make magic happen!	Castle C
9:15am – 10:45am	N	<b>10 Highly-Interactive, Engaging Culture and Language Activities</b> <i>Speakers: Elizabeth Jimenez</i> This highly acclaimed presenter shares 10 culturally driven, language-generating activities that you can use immediately and adapt easily to your language and content.Templates for each activity will be distributed and great resources shared.	Monorail C
9:15am – 10:45am	N	<b>16 Simple “MAGIC” Tricks and Tips to Increase the CI in Your Classroom</b> <i>Speakers: Molly Malone</i> Are you looking for quick and easy strategies to get your students engaged in the target language? In this session, you will take away 16 easy-to-implement ideas for increasing Comprehensible Input in your classroom tomorrow! From generating conversation with authentic photos and comic strips, to question asking to a musical beat, to taking classroom “selfies,” this session will get you up, out of your seats and having fun, all in the target language!So come join us if you want to add more variety and novelty into your teaching repertoire including gestures, technology, brain breaks, props, and routines.	Castle A
9:15am – 10:45am	N	<b>AP Chinese Language and Culture Exam Free Response Task: Cultural Presentation</b> <i>Speakers: Baocai Jia</i> This session will focus on the AP Chinese Language and Culture scoring guidelines for the cultural presentation, presented by a member of the AP Chinese Language and Culture Development Committee. Using past AP exam cultural presentation prompts and student examples, participants will learn how to develop effective instructional strategies in order to prepare students for the AP Chinese Language and Culture exam.	Monorail A
9:15am – 10:45am	N	<b>Créer des évaluations de performance basées sur la communication interculturelle</b> <i>Speakers: Anne Jensen</i> Dans cette session les participants exploreront comment ils peuvent intégrer les "Intercultural Can Do Statements" dans les évaluations de performance.Ils verront plusieurs exemples au niveau du novice, intermédiaire, et avancé.Puis ils auront le temps d'examiner comment ils peuvent changer leur curriculum pour incorporer la notion de l'interculturel.	Western
9:15am – 10:45am	N	<b>From Reading To Writing</b> <i>Speakers: Laurie Clarcq</i> Reading is a very powerful way to provide input for any student.World Language educators are discovering more and more ways to incorporate effective reading practices into their planning and classroom activities.In addition, reading can provide a powerful structural basis for writing.How does this happen?By connecting student interests to appropriate readings and scaffolded writing activities. This workshop explores ways to choose readings that encourage skilled writing and writing activiries that are derived from quality reading samples.Thisapproach can be used at any level to begin or enhance the teaching of writing in the World Language classroom.	Adventure

9:15am – 10:45am	N	<b>More Powerful Storytelling with Brain Research Hacks</b> <i>Speakers: Karen Rowan</i> The secrets to a compelling story can be found in the overlapping worlds of history, brain research and marketing. Why do we tune in again after “to be continued”? Why do we cry at Hallmark commercials? Why do we remember the stories we were told as children? What if you could tweak your stories, history lessons, TPR Stories, legends or personalized stories to extend squirrel-like student attention and cement language into the long term memory? What if tapping into the powerful ways that great storytellers inspire, frighten, intrigue and emotionally connect us could be used to create Compelling, not just vaguely interesting, Comprehensible Input, while also allowing us to crush our goal of 90% or more target language use? If you’ve ever struggled with getting students to pay attention, to stay in the language, or with feeling like your classes are interesting enough, come learn the secrets of marketing and sales and become an intriguing and memorable storyteller. These instant hacks will be applicable immediately and can be used for MovieAsk (MovieTalk), Storytelling, Storylistening, introducing new readers or songs.	Mark Twain
9:15am – 10:45am	N	<b>Quick Writes: The magic spell for increasing writing production !</b> <i>Speakers: Aurelia Mora</i> In this session, participants will learn the how and the why of integrating quick writes for all levels. Presenters will provide information about scaffolding writing, implementing quick writes, providing student feedback and helping students to set and track personal writing goals. Watch the magic of increased production happen with this adventure in spontaneous writing!	Columbia
9:15am – 10:45am	N	<b>Standards in Action: Implementing California’s Vision for Global 2030</b> <i>Speakers: Brandon Zaslou</i> Participants will learn what’s new in California’s 2019 World Languages and reflect on video clips from our past to see how practice aligns with California’s efforts to implement Global California 2030, Speak, Learn, Lead. They will explore how statements from the Standards “Then and Now” actualize California’s vision of highly proficient multilingual graduates, able to interact in real-world settings in culturally appropriate ways, and beginning their study of one or more languages throughout thirteen years of study in California schools.	Amazon
9:15am – 10:45am	N	<b>Students as Authors: Collaborative Content-Based Projects in the HL/L2 Classroom</b> <i>Speakers: Alegria Ribadeneira</i> Learn best practices for designing content-based collaborative projects for Heritage and Second Language Learners. Discover why these types of projects help you create a differentiated classroom environment and foster proficiency growth in both HL and L2 students. Presenter will share three projects from her mixed HL/L2 classes: A multimedia e-book titled Music and Society, a book of home remedies, and a video news magazine site. Audience members will work on adapting or creating possible projects based on their own language, content, and level of choice.	Monorail B
9:15am – 10:45am	N	<b>The best technology tool you have never heard of</b> <i>Speakers: Nicole Naditz</i> Would you like learners to interact more with the authentic texts they experience? What if they could do so in a way that allowed them to share their thinking first and then see their peers’ ideas and respond to them? Come experience a hands-on opportunity to work with Edji, a smart tool that allows you to “see” what catches student attention when they read and fosters collaboration and communication through a robust, collaborative, threaded annotation platform. It even allows for users to record audio annotations, to which other students can reply. Great for authentic texts, including images, which learners can also annotate.	Castle B-C
9:15am – 10:45am	N	<b>The World in Hand: Five Ways to Integrate Global Education in the World Languages Classroom</b> <i>Speakers: Susie Watt</i> Just as linguistic and cultural competence is central to global competence, the World Languages classroom is key to exposing our students to the full skill set for global citizenship. By the end of this workshop, participants will be ready to: • Use the Four Domains of Global Competence to generate ideas • Set goals and measure growth with the CGEN Global Competence Indicators and Benchmarks • Identify connections to Global Education in the World Languages Standards • Incorporate the 4 C’s of 21st Century Learning in classroom activities • Maximize cross-disciplinary connections and forge partnerships across the curriculum	Nile
9:15am – 10:45am	N	<b>Top Ten Things I Wish I Knew When I Started Teaching</b> <i>Speakers: Thomas Sauer</i> Despite a growing emphasis on teacher effectiveness, teachers struggle to identify what they don’t know about authentic language teaching. Looking for quick-fix strategies, Monday morning activities, and ready-to-use resources often leave those teachers scrambling for new solutions every year. This session will outline a series of concepts from successful classrooms that will change the approach to teaching. Picture and video examples from the classrooms of the 2017 ACTFL Teacher of the Year and her colleagues will bring those concepts to life in this session, which will leave participants inspired to make real changes in their classrooms that will lead to authentic language learning.	Safari

