kentucky world language association

FACING THE FUTURE
MAKING YOUR TOOLBOX COUNT

40th Anniversary Conference from 1974 to 2014 and beyond

SEPTEMBER 18-20, 2014
HILTON LEXINGTON DOWNTOWN
† In Memoriam
Thomas Hale Leech

Members of KWLA were sad to receive the news of the loss of their friend and colleague Dr. Thomas H. Leech who died suddenly at his home on April 25, 2014. Dr. Leech was Associate Professor of German at Northern Kentucky University. He began his career at NKU in 1991 and became an ardent, active supporter of German study in Kentucky. He served two terms as president of the Kentucky Chapter of AATG.

Professor Leech was vitally instrumental in creating NKU’s German program in 2007. In addition to teaching German classes, Dr. Leech served as College Coordinator for the Congress-Bundestag Youth Exchange Program. He helped bring dozens of German exchange students to NKU while encouraging American students to participate in the program as well.

However, “Tom,” as we knew him, did not stop there. Starting in the 2005 he helped develop an alternative certification program for Kentucky teachers in Arabic, Chinese, French, German, Japanese, Latin and Spanish. The institute, offered during summers at NKU, was funded at the state and national level for many years primarily due to Tom’s efforts. He served as sole director of the ISIWLT program from 2008 through 2013, the last year it ran. During this time, Tom assisted many candidates in attaining a teaching certificate in a world language. Many former ISIWLT candidates are successful classroom teachers today and active members of KWLA.

Tom will be remembered for his continued efforts to support world language teaching in Kentucky, his dedication to sharing with his students his love of the German language and culture, and his personal devotion to the Stray Animal Adoption Program through which he adopted numerous cats in need of a loving home. Tom Leech continues to be greatly missed.
Table of Contents

Welcome from the President ........................................ 4
KWLA Executive Board ............................................. 5
Conference Schedule ............................................... 6
General Conference Information ................................. 9

Thursday, September 18
Schedule ............................................................... 11
Workshop Descriptions ............................................. 12

Friday, September 19
Schedule ............................................................... 14
Workshop Descriptions ............................................. 15
Session Overview ..................................................... 19
Session Descriptions ............................................... 20

Saturday, September 20
Schedule ............................................................... 42
Workshop Descriptions ............................................. 45
Session Overview ..................................................... 52
Session Descriptions ............................................... 53
Election Information and Candidates ............................. 69
Hotel Map .............................................................. 70

Share your conference experience on Twitter (@KWLAonline &wlav), Facebook (KWLAonline), Instagram (KWLAonline)
Dear World Language Colleagues:

On behalf of the Executive Board of Directors of the Kentucky World Language Association, I personally welcome you to the 2014 KWLA Fall Conference.

This past year, working with the KWLA board members, I had the privilege to work with some of the most dedicated and inspiring teachers in Kentucky. We are still leading the way for other states in terms of innovation in our field as well as expertise in using proficiency guidelines.

In scheduling our conference, we have focused on your needs and interests.

• We have great sessions, workshops, and feature presenters this year offering a variety of trainings, assessments, and strategies that you can use on Monday morning!
• You wanted more ready to use strategies; so this year we added back in the swap shops for each of our language affiliates. Stop in and share ideas with your colleagues!
• We want you to be the best you possible, so this year we have added mini-sessions that will help you remember to make some time for yourself. Enjoy sessions involving yoga, holistic healing, and more!

This is truly an exciting time in Kentucky to be a world language educator! Throughout this conference, we will help you get your program ready for review. We will examine the revised Kentucky World Language Standard and show you how to integrate languages and the arts.

New teachers, do not miss our yearly New Teacher Workshop! You will learn skills to help you jumpstart your career and survive your first year led by our Outstanding Teacher of the Year and Outstanding New Teacher of the Year from 2013, Pam Pennington and Vanessa Grossl, respectively! We think it’s so valuable to new teachers that we are offering it twice this year!

As always, we are so fortunate to have your award-winning colleagues from Kentucky presenting our sessions and some workshops. They will bring their knowledge, from proficiency-based assessment to finding free technology in the classroom.

You will also have a chance to meet with our Showcase Director, Molly King Anderson, and have the opportunity to provide feedback for this year’s Showcase. Learn from other teachers how much their students enjoyed participating and how much they have learned. Make plans to attend next year as we hold the showcase at Centre College!

To conclude, I would like to thank all the volunteers who have worked tirelessly to make this conference an unforgettable experience. A huge thank you to my entire Conference Committee!

I am in awe of your commitment and leadership. I would also like to thank YOU, our KWLA members and conference attendees, for taking the time not only to commit to your own professional growth but also for your dedication to your students.

Cheers,
Sara Hinds
KWLA Interim President

Share your conference experience on Twitter (@KWLAonline @kla), Facebook (KWLAonline), Instagram (KWLAonline)
Share your conference experience on Twitter (@KWLAonline #kwla), Facebook (KWLAonline), Instagram (KWLAonline)
Thursday, September 18

02:00 PM - 05:00 PM  KWLA Executive Board Meeting

05:00 PM - 07:30 PM  Registration Desk Open

06:00 PM - 09:00 PM  **Workshops:** TPGES: A Primer, Part I (L. Roché); New Teacher Workshop (P. Pennington & V. Grossl); Feature Workshop: Adjust the Focus, Zoom in on Culture (Creative Language Class)

09:00 PM - 10:00 PM  President’s Reception (*RSVP*)

Friday, September 19

08:00 AM - 06:00 PM  Registration Desk Open

08:00 AM - 06:00 PM  Exhibits Open

09:00 AM - 10:30 PM  General Assembly and Keynote Speech

10:45 AM - 11:45 PM  Sessions (Round 1)

12:00 PM - 01:00 PM  **Language Luncheon**

01:45 PM - 02:45 PM  Sessions (Round 2)
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>02:00 PM – 05:00 PM</td>
<td><strong>Workshops:</strong> TPGES: A Primer, Part I (L. Roché); IPA: Integrated Performance Assessments (P. Pennington); Feature Workshop: Power of Student Choice, 3 Ways to Individualize (Creative Language Class); Feature Workshop: Advocacy (S. Berdan); Feature Workshop: 21st Century Skills (D. Squires) University Chairs Meeting</td>
</tr>
<tr>
<td>03:00 PM – 04:00 PM</td>
<td>Sessions (Round 3)</td>
</tr>
<tr>
<td>04:15 PM – 05:15 PM</td>
<td>Sessions (Round 4)</td>
</tr>
<tr>
<td>05:30 PM – 06:30 PM</td>
<td>Wine &amp; Cheese Reception</td>
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<tr>
<td>07:00 PM</td>
<td>Language Affiliate Immersion Dinners</td>
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</table>

**Saturday, September 20**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>08:00 AM – 12:00 PM</td>
<td>Registration Desk Open</td>
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<tr>
<td>08:00 AM – 12:00 PM</td>
<td>Exhibits Open</td>
</tr>
<tr>
<td>08:00 AM – 09:00 AM</td>
<td>Coffee with the Exhibitors</td>
</tr>
<tr>
<td>08:00 AM – 08:50 AM</td>
<td>Language Affiliate Meetings</td>
</tr>
</tbody>
</table>

Share your conference experience on Twitter (@KWLAonline Week), Facebook (KWLAonline), Instagram (KWLAonline)
<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00 AM</td>
<td><strong>Workshops:</strong> TPGES: A Primer, Part II (L. Roché, A. Vinson, J. Lykens); New Teacher Workshop (P. Pennington &amp; V. Grossl); Feature Workshop: Transitioning to a Proficiency Based Classroom (Creative Language Class); Feature Workshop: 21st Century Skills (D. Squires)</td>
</tr>
<tr>
<td>09:15 AM</td>
<td>Sessions (Round 5)</td>
</tr>
<tr>
<td>10:30 AM</td>
<td>Sessions (Round 6)</td>
</tr>
<tr>
<td>12:00 PM</td>
<td><strong>2012 KWLA Awards Luncheon</strong></td>
</tr>
<tr>
<td>01:30 PM</td>
<td><strong>Workshops:</strong> What a CAN-DO Can Do For You (T. Sauer); Curriculum Planning Outside the Textbook (S. Cottrell); What’s the Story? Creating Engaging and Reusable Strategies for Vocabulary Input (M. White); Flipology – Flipping Technology with the Right Tools (J. Chiang); Feature Workshop: Adjust the Focus, Zoom in on Culture (Creative Language Class)</td>
</tr>
<tr>
<td>01:45 PM</td>
<td>Sessions (Round 7)</td>
</tr>
<tr>
<td>03:00 PM</td>
<td>Sessions (Round 8)</td>
</tr>
<tr>
<td>04:45 PM</td>
<td>KWLA Executive Board Meeting</td>
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Share your conference experience on Twitter (@KWLAonline &kwla), Facebook (KWLAonline), Instagram (KWLAonline)
General Information

Welcome to the 40th Annual Fall Conference of the Kentucky World Language Association. The Executive Board hopes that these two days provide you with plenty of opportunities for informative, educational, and entertaining professional learning. The following are some frequently asked questions and issues.

Workshops

Workshops are identified by the letter W and the number of the workshop, for example: W003. There is a charge for each workshop and pre-registration is required. Workshops are two to three hours long. If you didn’t pre-register, please check the desk for any remaining tickets.

Sessions

Sessions are identified by the letter F for Friday Sessions and S for Saturday Sessions and a number indicating the session round and session number, for example: F304 or S401. Sessions are all 60 minutes. Above the session number is the time and room name of a session. General conference registration provides access to all sessions.

General Session

Find out about the latest statewide professional development and networking projects KWLA has to offer. Door prizes and fun are just part of this not-to-be-missed general session on Friday morning (09:00 AM – 10:30 AM) in the Kentucky Salon A and B.

Wine & Cheese Reception

There are no tickets required to attend the Wine & Cheese Reception on Friday afternoon (05:30 PM – 06:30 PM). Join your colleagues from across the state, guests and exhibitors from across the country for some networking and socializing KWLA style. An array of international cheeses, fruit, a selection of wines, and iced tea will be served.

Language Affiliate Meetings

Join your language colleagues on Saturday morning (08:00 AM – 08:50 AM) and find out how you can get involved with a language affiliate organization. Information about past, current and future events will be discussed. Non-members are welcome!

Share your conference experience on Twitter (@KWLAonline #kwla), Facebook (KWLAonline), Instagram (KWLAonline)
Awards Luncheon

Be sure to join your colleagues from across the state, as we present the Lifetime Achievement Award, Outstanding Teachers Awards and the Outstanding Administrator Award. The luncheon will be held on Saturday at 12:00 PM in the Kentucky Salon C & D. A limited number of luncheon tickets are available on-site, so check at the registration desk.

Parking

Unfortunately, we are not able to validate your parking unless you are a registered hotel guest at the Hilton Lexington Downtown.

Evaluation Forms

The KWLA Conference Committee will choose “The Best of Kentucky” according to the evaluations submitted, and the presenter(s) will receive a stipend to attend the Central States Conference or Southern Conference on Language Teaching in 2013. Following the conference, you will receive a link to complete the online session evaluations as well as a conference evaluation. Your evaluations of sessions, workshops, and conference are reviewed carefully. The Executive Board appreciates any and all of your suggestions. Feel free to use the rating scale located under each session to take notes to help you remember which sessions you attended, and how you wish to rate them.

Elections

This year, we have several regional representative positions up for election, as well as the Secretary and Vice President/President-Elect. Please refer to the voting instructions to complete the electronic vote in the Saddle Bred Board Room (near the elevators). Regional Representative positions that have no candidates are up for grabs – please consider writing in your name if interested!

TPGES Domains

In an attempt to support the needs of Kentucky's public World Language educators, KWLA is aligning this year’s conference sessions and workshops with the Domains of the new Teacher Professional Growth Effectiveness System (TPGES). Thus, each session is labeled with either: Domain 1 (Planning & Preparation), Domain 2 (Classroom Environment), Domain 3 (Instruction), and Domain 4 (Professional Responsibilities). For the 2015 conference, plans include sessions being identified by the Components of TPGES (ex. 1A Demonstrating knowledge of content and the structure of the discipline). We hope this effort helps you align your choices of sessions to your Professional Growth Plan or needs.

Share your conference experience on Twitter (@KWALonline #kwla), Facebook (KWALonline), Instagram (KWALonline)
Thursday, September 18, 2014

Schedule Overview

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>02:00 PM – 05:00 PM</td>
<td>KWLA Executive Board Meeting</td>
</tr>
<tr>
<td>05:00 PM – 07:30 PM</td>
<td>Registration Desk Open</td>
</tr>
<tr>
<td>06:00 PM – 09:00 PM</td>
<td>Workshop 001 Crimson Clover</td>
</tr>
<tr>
<td>06:00 PM – 09:00 PM</td>
<td>Workshop 002 Lily of the Valley</td>
</tr>
<tr>
<td>06:00 PM – 09:00 PM</td>
<td>Feature Workshop 001 Triple Crown</td>
</tr>
<tr>
<td>09:00 PM – 10:00 PM</td>
<td>Bluegrass B President’s Reception for Presenters, Board Members, and Conference Attendees (RSVP Requested)</td>
</tr>
</tbody>
</table>

Share your conference experience on Twitter (@KWLAonline &kwla), Facebook (KWLAonline), Instagram (KWLAonline)
Thursday, September 18, 2014

Workshops

06:00 PM – 09:00 PM
Crimson Clover

**W001: TPGES: A Primer, Part I**

**Laura Roché, Ed.D**, Beaumont Middle School
(laura.roche@fayette.kyschools.us)

- I can describe the components of the TPGES system that will be used to measure my effectiveness.
- I can create a plan aligned with the expectations of TPGES to enhance my effectiveness as a world language educator.

How comfortable are you with the new TPGES system? How do the expectations align with what you, a world language educator, are already doing? During this session, we will look at the big picture of TPGES and the tools that will be used to measure your “effectiveness”, such as peer observation, student growth goal, professional growth goal, and student voice survey. World language samples of each will be shared and discussions will focus on helping you create a plan for a successful TPGES experience.

<table>
<thead>
<tr>
<th>Target Audience: All Levels Public</th>
<th>Target Language: Any Language</th>
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</thead>
<tbody>
<tr>
<td>Examples in: English</td>
<td>Presented in: English</td>
</tr>
</tbody>
</table>

Evaluation Reminder Notes:

06:00 PM – 09:00 PM
Triple Crown

**W002: New Teacher Workshop**

**Pam Pennington**, Scott High School
(pam.pennington@kenton.kyschools.us)

Share your conference experience on Twitter (@KWLAonline #kwla), Facebook (KWLAonline), Instagram (KWLAonline)
Vanessa Grossl, Wellington Elementary
(vanessa.grossl@fayette.kyschools.us)
Feeling a bit overwhelmed? Join the new teacher workshop to learn about ideas from incorporating technology into your classroom through websites and apps to assessments, learning targets, maximizing classroom space, comprehensible input, the importance of feedback, state and regional world language activities, and so much more! Last year’s Teacher of the Year and New Teacher of the Year are here to answer questions and help get your school year started off right!

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Examples in: Any Language</td>
<td>Presented in: English</td>
</tr>
<tr>
<td>Domain 1: Planning &amp; Preparation</td>
<td>Domain 4: Professional Responsibility</td>
</tr>
</tbody>
</table>

Evaluation Reminder Notes:

06:00 PM – 09:00 PM
Lily of the Valley

FW001: Adjust the Focus, Zoom in on Culture
Creative Language Classroom
A step-by-step workshop to redesign a traditional unit into a culture-based unit. It will include writing "I can" learning targets, finding authentic resources for activities and assessments (IPAs), and connecting to a cultural experience. We will provide examples of how to this in a proficiency-based class.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Examples in: Any Language</td>
<td>Presented in: English</td>
</tr>
<tr>
<td>Domain 1: Planning &amp; Preparation</td>
<td>Domain 4: Professional Responsibility</td>
</tr>
</tbody>
</table>

Evaluation Reminder Notes:

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**Friday, September 19, 2014**

**Schedule Overview**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:00 AM</td>
<td>Registration Desk Open</td>
<td>Window Box (Near Elevators)</td>
</tr>
<tr>
<td>08:00 AM</td>
<td>Exhibits Open</td>
<td>Atrium</td>
</tr>
<tr>
<td>09:00 AM</td>
<td>General Assembly and Keynote Speech</td>
<td>Kentucky Salon A &amp; B</td>
</tr>
<tr>
<td>10:45 AM</td>
<td>Sessions (Round 1)</td>
<td>Various Rooms</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>Language Luncheon</td>
<td>Kentucky Salon C &amp; D</td>
</tr>
<tr>
<td>01:45 PM</td>
<td>Sessions (Round 2)</td>
<td>Various Rooms</td>
</tr>
<tr>
<td>02:00 PM</td>
<td><strong>Workshops:</strong> TPGES: A Primer, Part I (L. Roché); IPA: Integrated Performance Assessments (P. Pennington); Feature Workshop: Power of Student Choice, 3 Ways to Individualize (Creative Language Class); Feature Workshop: Advocacy (S. Berdan); Feature Workshop: 21st Century Skills (D. Squires)</td>
<td>Various Rooms</td>
</tr>
<tr>
<td>02:00 PM</td>
<td>University Chairs Meeting</td>
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Share your conference experience on Twitter (@KWLAonline & @KWLAtweets), Facebook (KWLAonline), Instagram (@KWLAonline)
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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>03:00 PM</td>
<td>Sessions (Round 3)</td>
<td>Various Rooms</td>
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<tr>
<td>04:00 PM</td>
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<tr>
<td>04:15 PM</td>
<td>Sessions (Round 4)</td>
<td>Various Rooms</td>
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<tr>
<td>05:15 PM</td>
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<tr>
<td>05:30 PM – 06:30 PM</td>
<td>Magnolia Room</td>
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<td></td>
<td>Wine &amp; Cheese Reception</td>
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<td></td>
<td>with Exhibitors</td>
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<tr>
<td>07:00 PM</td>
<td>Language Affiliate</td>
<td>Off-Site</td>
</tr>
<tr>
<td></td>
<td>Immersion Dinners</td>
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</tbody>
</table>

**Friday, September 19, 2014**

**Workshops**

**02:00 PM – 5:00 PM**

Kentucky Salon B

**W003: TPGES: A Primer, Part I**

*Laura Roché, Ed.D*, Beaumont Middle School
(laura.roche@fayette.kyschools.us)

- I can describe the components of the TPGES system that will be used to measure my effectiveness.
- I can create a plan aligned with the expectations of TPGES to enhance my effectiveness as a world language educator.

How comfortable are you with the new TPGES system? How do the expectations align with what you, a world language educator, are already doing? During this session, we will look at the big picture of TPGES and the tools that will be used to measure your "effectiveness",

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such as peer observation, student growth goal, professional growth goal, and student voice survey. World language samples of each will be shared and discussions will focus on helping you create a plan for a successful TPGES experience.

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<tbody>
<tr>
<td>Examples in: English</td>
<td>Presented in: English</td>
</tr>
</tbody>
</table>

Evaluation Reminder Notes:

02:00 PM – 05:00 PM
Kentucky Salon D

W004: IPA: Integrated Performance Assessments

Pam Pennington, Scott High School
(pam.pennington@kenton.kyschools.us)

Host: Maureen Motsinger

- I can explain what IPA stands for.
- I can develop an assessment which uses all 3 Modes of Communication (Interpretive, Interpersonal, and Presentational).
- I can collaborate with my fellow language colleagues to create new summative assessments for my thematic units.

A newer form of assessment, the IPA encompasses the 3 modes of Communication, (Interpretive, Interpersonal and Presentational), along with the 3 P’s (Products, Perspectives and Practices) to help you best evaluate your students' language development. In this workshop, we will discuss what an IPA is, and is not, as well as brainstorm ideas for IPA’s in language groups. We will share out the assessments so that you can adapt them for your classroom needs. Bring your laptop/iPad and a unit for which you would like a comprehensive assessment.

<table>
<thead>
<tr>
<th>Target Audience: All Levels</th>
<th>Target Language: Any Language</th>
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<tbody>
<tr>
<td>Examples in: All Languages</td>
<td>Presented in: English</td>
</tr>
<tr>
<td>Domain 1: Planning &amp; Preparation</td>
<td>Domain 3: Instruction</td>
</tr>
</tbody>
</table>

Evaluation Reminder Notes:

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02:00 PM – 05:00 PM
Bluegrass A

FW002: FEATURE WORKSHOP: The Power of Student Choice, 3 Ways to Individualize Language Learning

Creative Language Class
A step-by-step workshop to create engaging daily lesson plans that are student focused. It will include examples of how to implement learning stations, assessments/projects, and choice boards using authentic resources. We will provide examples of how to this in a proficiency-based class.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
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<td>Domain 3: Instruction</td>
</tr>
</tbody>
</table>

Evaluation Reminder Notes:

01:30 PM – 03:45 PM
Magnolia Room

FW003: FEATURE WORKSHOP: Advocacy
Stacie Berdan

In today’s ever-more connected global world, both language and cross-cultural skills are proving to be essential differentiators for long-term career success. The process of raising global children begins at home, but it must also be reinforced and expanded on in schools, starting in elementary school and continuing through college. Join award-winning author Stacie Nevadomski Berdan as she presents both strategy and tactics for teachers and parents alike, as well as tips for advocating in your school and motivating parents, as detailed in her latest book, Raising Global Children.

<table>
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</table>

Evaluation Reminder Notes:

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02:00 PM – 05:00 PM
Kentucky Salon C

FW004: FEATURE WORKSHOP: 21st Century Skills
David Squires

Educators should be designers of rich learning experiences that prepare students for a global society. Creating these deep learning activities requires careful thought about the skills you want learners to gain and the way in which they are presented. Educators should, as often as possible, scaffold 21st century skills within learning activities. This course, stemming from research conducted by the Stanford Research Institute, will give you a framework within which to assess your own learning activities with regards to student learning, advance your innovative teaching practices, and discuss them with others. We will dive deep into the global perspective of education readiness and learn how to evaluate our effectiveness on each of the 21st Century Skills.

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</table>

Evaluation Reminder Notes:

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Share your conference experience on Twitter (@KWLaonline #kwla), Facebook (KWLaonline), Instagram (KWLaonline)
### Session Overview

**Friday, September 19, 2014**

<table>
<thead>
<tr>
<th></th>
<th><strong>ROUND 1</strong> 10:45 AM – 11:45 AM</th>
<th><strong>ROUND 2</strong> 1:45 PM – 2:45 PM</th>
<th><strong>ROUND 3</strong> 3:00 PM – 4:00 PM</th>
<th><strong>ROUND 4</strong> 4:15 PM – 5:15 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Blackberry Lily</strong></td>
<td>F103: Classroom Management in the TL</td>
<td>F203: Proficiency &amp; Backwards Design</td>
<td>F303: Uncommon Core</td>
<td>F403: Teach Really Well and Still Have Time for Life</td>
</tr>
<tr>
<td><strong>Crimson Clover</strong></td>
<td>F104: Demonstrated Proficiency Requirement</td>
<td>F204: The 70 Voices of Freedom Project</td>
<td>F304: Authentic French Resources</td>
<td>F404: Creating an Immersion Weekend</td>
</tr>
<tr>
<td><strong>Lily of the Valley</strong></td>
<td>F105: Using QR Codes in the WL classroom</td>
<td>F205: Showcase Starters</td>
<td>F305: Integrating the Arts with WL Successes</td>
<td>F405: Chinese Swap Shop (KCALT)</td>
</tr>
<tr>
<td><strong>Bluegrass B</strong></td>
<td>F106: Using Music to Explain Spanish Grammar</td>
<td>F206: Exploring the Chinese Lang Immersion</td>
<td>F306: Showcase Roundtable</td>
<td>F406: Infusing Reality into IPAs</td>
</tr>
<tr>
<td><strong>Bluegrass A</strong></td>
<td>F107: Using the Reader-Writer’s Notebook in WL</td>
<td>F207: Tips from Abroad</td>
<td>FW002: FEATURE WORKSHOP: POWER OF STUDENT CHOICE (CREATIVE LANGUAGE CLASS) – 2:00-5:00</td>
<td></td>
</tr>
<tr>
<td><strong>Kentucky Salon B</strong></td>
<td>Not in use</td>
<td>F209: Japanese Swap Shop (KAJLT)</td>
<td></td>
<td>W003: TPGES: Part I – 2:00-5:00</td>
</tr>
<tr>
<td><strong>Kentucky Salon C</strong></td>
<td>Not in use</td>
<td>Not in use</td>
<td></td>
<td>FW004: FEATURE WORKSHOP: 21ST CENTURY SKILLS (DAVID SQUIRES) – 2:00-5:00</td>
</tr>
<tr>
<td><strong>Kentucky Salon D</strong></td>
<td>Not in use</td>
<td>Not in use</td>
<td></td>
<td>W004: IPA: Integrated Performance Assessments – 2:00-5:00</td>
</tr>
<tr>
<td><strong>Magnolia Room</strong></td>
<td>F108: Calling New Teachers</td>
<td>F210: Chinese Curriculum for Elem. Schools</td>
<td>FW003: FEATURE WORKSHOP: STACIE BERDAN (Advocacy) – 1:30-3:45</td>
<td></td>
</tr>
<tr>
<td><strong>Kincaid Room</strong></td>
<td>F109: Univ. &amp; School Collab in PD in WL</td>
<td>F211: Latin Swap Shop (KCA)</td>
<td>University Chairs Meeting</td>
<td>2:00-5:00</td>
</tr>
</tbody>
</table>

Share your conference experience on Twitter (@KWLOnline8154a), Facebook (KWLOnline), Instagram (KWLOnline)
Friday, September 19, 2014

Sessions (Round 1)

10:45 AM – 11:45 AM

Triple Crown A & B

F101: Language Academies - Introduction
Into Beginning A Language Academy

Lucas Gravitt, Central Kentucky German School
(ckgermanschool@att.net)
Host: Susan Carson

- I can understand the process of opening/starting a language academy or school.
- I can apply these skills to my location to open a language academy.
- I can discuss the importance of early language learning.

Starting three years ago, Lucas Gravitt had the idea and desire to open a German language school in Lexington to instruct German to elementary and middle school students. Having now realized this dream, and opening this doors this fall, this workshop is designed to show you the final product of the Central Kentucky German School, as well as give you tips and tricks of how to get to the point of opening a language academy or school in your area. From business filings, to insurance, location search, and curriculum planning, this workshop will give you the ins and outs of the CK German School.

<table>
<thead>
<tr>
<th>Target Audience: All Levels</th>
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<tbody>
<tr>
<td>Examples in: English</td>
<td>Presented in: English</td>
</tr>
<tr>
<td>Domain 1: Planning &amp; Preparation</td>
<td>Domain 4: Professional Responsibilities</td>
</tr>
</tbody>
</table>

Central Kentucky German School

Creative & Innovative language instruction

Visit us at www.ckgermanschool.com
**F102: French Swap Shop (AATF)**

Teachers of French at all levels of instruction should gather with ideas to share! Bring 35 copies of a successful activity to distribute....be sure to make clear the objectives, the materials needed, the time involved, any post-activity assessment measures, and the French level(s) and age(s) for which your activity would be appropriate. You may also wish to share your website URL with colleagues. Include your name and email address to facilitate this exchange of ideas after the conference ends!

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<tr>
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</tr>
<tr>
<td>Domain 1: Planning &amp; Preparation</td>
<td>Domain 3: Instruction</td>
</tr>
</tbody>
</table>

Evaluation Reminder Notes:

**10:45 AM – 11:45 AM**

**Blackberry Lily**

**F103: Classroom Management in the Target Language**

Jennifer Kennedy, Southern Elementary School  
(jennifer.kennedy@fayette.kyschools.us)

Host: Melissa Willing

• I can name strategies for staying in the target language 90% or more while maintaining control of the class (even 25 rowdy kindergartners!)

ACTFL and KWLA recommend that teachers stay in the target language 90% or more while teaching, but to many teachers the prospect of maintaining that level is daunting, especially with younger children at the elementary level or rowdier groups of middle or high schoolers. In this session we will discuss and share strategies for getting to and maintaining 90% target language while still maintaining control of the class.

<table>
<thead>
<tr>
<th>Target Audience: Elementary, Middle</th>
<th>Target Language: Any Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples in: English, Spanish</td>
<td>Presented in: English</td>
</tr>
<tr>
<td>Domain 2: Classroom Environment</td>
<td>Domain 3: Instruction</td>
</tr>
</tbody>
</table>

Evaluation Reminder Notes:
10:45 AM – 11:45 AM

Crimson Clover

**F104: The Demonstrated Proficiency Requirement at UK and WKU**

*Laura McGee Ph.D.*, Western Kentucky University  
(laura.mcgee@wku.edu)  
*Nels Rogers Ph.D.*, University of Kentucky  
(nelsjrogers@uky.edu)  
*Host: Iris Moreno-Brown*

- I can explain to learners, parents, colleagues, and administrators why proficiency-oriented program design is important.  
- I can tell students how they can demonstrate proficiency for UK and WKU.  
- I can help make sure my students are college-ready.

What are the new proficiency-based requirements in World Languages at UK and WKU? When do they take effect and how will they be assessed? What do World Languages teachers need to know in order to help their students be college-ready? Includes a presentation, references to online resources, and discussion.

<table>
<thead>
<tr>
<th>Target Audience: Secondary, Post-Secondary</th>
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</thead>
<tbody>
<tr>
<td>Examples in: Several Languages</td>
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</tr>
<tr>
<td>Domain 1: Planning &amp; Preparation</td>
<td></td>
</tr>
</tbody>
</table>

Evaluation Reminder Notes:

10:45 AM – 11:45 AM

Lily of the Valley

**F105: Using QR Codes in the WL classroom**

*Diego Ojeda*, Louisville Collegiate  
(Dojeda@loucol.com)  
*Host: Katie Hawbaker*

- I can use technology to enhance my class instruction.  
- I can create interactive games.  
- I can understand how QR codes work.

From polls to interactive scavenger hunts, learn how to create authentic materials in the target language using QR codes.
Target Audience: Middle, Secondary
Target Language: Any Language
Examples in: English, Spanish
Domain 1: Planning & Preparation
Presented in: English

Evaluation Reminder Notes:

10:45 AM – 11:45 AM
Bluegrass B

F106: Using Music to Explain Spanish Grammar
Marie Griffin, Sacred Heart Academy (mgriffin@shslou.org)

• I can introduce the present subjunctive in Spanish using song, game and examples.
• I can explain accent rules for the Spanish language with practical guidelines for pronunciation.
• I can use catchy musical/rhyming memory devices for my students.

Spanish-language present subjunctive and accent rules can be tedious to teach, even for the most avid grammar-loving teachers. Come and learn some new grammar songs, activities and techniques to make these specific lessons come alive and stick in the minds of your students.

Target Audience: Secondary
Target Language: Spanish
Examples in: English, Spanish
Domain 1: Planning & Preparation
Presented in: English, Spanish

Evaluation Reminder Notes:

10:45 AM – 11:45 AM
Bluegrass A

F107: Using the Reader-Writer’s Notebook in the Foreign Language Classroom
Kristen Tinch, Bowling Green High School (kristen.tinch@bgreen.kyschools.us)
Host: Dr. Ferrel Rose

• I can model reading and writing skills to my students through the use of a Writer’s Notebook.

Share your conference experience on Twitter (@KWLAonline &a...
I can lead students of various levels in world language writing activities and mini-compositions.

I can discuss possibilities for the writer’s notebook in my world language classroom.

Writing and composition teachers have long employed the Reader-Writer’s Notebook as a place for students to record, experiment, and respond to readings and writings. Often called a “literacy notebook,” this journal of sorts encourages students to be creative in their writing paired with opportunities to develop technical skills such as grammar and mechanics. As a teacher of both English AND Spanish, the workshop coordinator will connect Common Core literacy standards to foreign language teaching. In this workshop, participants will see a model of this notebook as it is used in a high school foreign language classroom as well as receive rubrics, potential writing prompts, and sample student work.

| Target Audience: Middle, Secondary, Post-Secondary | Target Language: Any Language |
| Examples in: Spanish | Presented in: English, Spanish |
| Domain 1: Planning & Preparation | Domain 3: Instruction |

Evaluation Reminder Notes:

10:45 AM – 11:45 AM
Magnolia Room

**F108: Calling New Teachers: Tricks & Tips for the Proficiency Based Language Classroom**

**Katlynne Mirabal**, Pleasure Ridge Park HS
(katlynne.mirabal@gmail.com)

**Yanay Feria**, Shawnee High School
(yanay.feria@jefferson.kyschools.us)

I can engage students in target language communication.

I can provide on-the-spot engaging learning opportunities when there’s time to spare at the end of class.

I can make productive inquiries and modifications to lessons that need improvement.

Calling all new(ish) teachers! This is a session just for you! We’ll provide tips and tricks for some of the most common classroom challenges such as engaging students in target language communication, on-the-spot fun learning activities for time left at the
end of class, and tips on making quick modifications to lessons that aren’t quite working. You’ll engage in meaningful discussion, share (and laugh at) some of our most awkward moments, take away valuable tools and leave the session more than ready to pick yourself up and try again!

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Evaluation Reminder Notes:

10:45 AM – 11:45 AM

**Kincaid Room**

**F109: University and School Collaboration in Outreach and Professional Development in World Languages**

**Jeanmarie Rouhier-Willoughby,** University of Kentucky  
(j.rouhier@uky.edu)

**Laura Roché,** Beaumont Middle School  
(laura.roche@fayette.kyschools.us)

- I can reap the benefits of collaboration between university and school faculty in world languages.
- I can maximize professional and outreach activities for my own professional development and for students.

The increasing focus on proficiency in the Kentucky World Language standards and at Kentucky universities as well as threats to the variety and availability of world languages in schools have brought about the need for improved communication and ties among university faculty and in-service teachers. This session will present the advantages and challenges of outreach and professional development opportunities from the perspective of a professor at a KY college/university and from the perspective of an in-service teacher at a Kentucky school. Their presentations will be followed by a discussion designed to gather and share information on these issues.

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<td>Domain 4: Professional Responsibilities</td>
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Evaluation Reminder Notes:

Share your conference experience on Twitter (@KWLonline #kwla), Facebook (KWLonline), Instagram (KWLonline)
Friday, September 19, 2014

Sessions (Round 2)

1:45 PM – 2:45 PM

Triple Crown A/B

F201: The New JCPS Middle & High School WL Curriculum

Jacque Van Houten Ph.D, Jefferson Co. Public Schools
(jacque.vanhouten@jefferson.kyschools.us)
Megan Smith, Pleasure Ridge Park High School
(megan.smith@jefferson.kyschools.us)
Kara Parker, South Park TAPP
(kara.parker@jefferson.kyschools.us)

- I can access the new JCPS secondary curricula.
- I can describe how I will be able to implement some or all of the curriculum.
- I can describe how learning targets (language and intercultural) teach to and advance specific language proficiency levels.
- I can create some proficiency-based language and intercultural learning targets for my curriculum.

Jefferson County Public Schools has an updated middle and high school proficiency-based curriculum aligned to the current state and national standards. This session will describe how the curriculum was developed through a collaborative, backward design process, around the notion of teaching to and advancing proficiency levels. Presenters will describe how to access the curriculum and implement it, including how to use the intercultural competencies, stamp sheets, rubrics and integrated performance assessments.

<table>
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<tr>
<td>Domain 4: Professional Responsibility</td>
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</table>

Evaluation Reminder Notes:

Share your conference experience on Twitter (@KWLAonline #kwla), Facebook (KWLAonline), Instagram (KWLAonline)
1:45 PM – 2:45 PM

Triple Crown C

**F202: Applying Apps: Practical Uses for Technology in the Proficiency Based Classroom**

**Benjamin McMaine**, Bryan Station High School  
(ben.mcmaine@fayette.kyschools.us)

**Laura DeVettori**, Bryan Station High School  
(laura.devettori@fayette.kyschools.us)

**Carolina Ayub**, Bryan Station High School  
(carolina.ayub@fayette.kyschools.us)

*Host: Spanish Immersion Program Student from BSHS*

- I can assess students’ proficiency using apps such as Google voice.
- I can use technology to create a language-rich environment in all three modes of communication.
- I can identify strengths and weaknesses in language learning with technology.
- I can utilize technology to encourage language use within and beyond the school setting.

This session goes beyond a simple laundry list of apps to deal with the practical application of technology in the proficiency-based classroom. It demonstrates how culturally-driven lessons can utilize technology and gives specific strategies to use technology as a tool and not as the driver for those lessons. While the World Language classroom cannot recreate the target culture, this session also demonstrates how specific apps can support creating a language-rich environment which facilitates students’ understanding of global perspectives, practices and products.

<table>
<thead>
<tr>
<th>Target Audience: Middle, Secondary, Dual Immersion Programs</th>
<th>Target Language: Any Language</th>
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</thead>
<tbody>
<tr>
<td>Examples in: English, Spanish</td>
<td>Presented in: English, Spanish</td>
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<tr>
<td>Domain 1: Planning &amp; Preparation</td>
<td>Domain 3: Instruction</td>
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</table>

Evaluation Reminder Notes:

Share your conference experience on Twitter (@KWLAonline @KWL), Facebook (KWLAonline), Instagram (KWLAonline)
1:45 PM – 2:45 PM
Blackberry Lily

**F203: Proficiency and Backwards Design**

**Lucas Gravitt**, Scott County High School
(lucas.gravitt@scott.kyschools.us)

*Host: Sara Hinds*

- I can identify proficiency levels of language learners.
- I can design a performance assessment which assesses proficiency.
- I can work backwards to design a unit of study to support a performance assessment.

This session will focus on being able to determine proficiency levels with examples given in English for speaking and writing. From there, we will explore creating rubrics to assess proficiency using Performance Assessments. Finally, we will work to design a unit or series of lessons to support the Performance Assessment.

<table>
<thead>
<tr>
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<tbody>
<tr>
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</table>

**Domain 1: Planning & Preparation**

Evaluation Reminder Notes:

1:45 PM – 2:45 PM
Crimson Clover

**F204: The 70 Voices of Freedom Project**

**Lydia Kohler**, George Rogers Clark HS
(lydia.kohler@clark.kyschools.us)

- I can discuss the D-Day Anniversary Celebration with my students.
- I can discern the adolescent perspective on the D-Day Celebration events.

Students from George Rogers Clark High School in Winchester, Kentucky, attended the 70th Anniversary of D-Day in Normandy, France, during early June 2014 with WWII Veteran Charles E. Wilson of Carlisle, Kentucky. These students took part in the 70 Voices of Freedom Project that commemorated the anniversary with interviews from international witnesses. They are going to share their experiences and photos with you of their visit to France, what it was like.

Share your conference experience on Twitter (@KWLonline #kwa), Facebook (KWLonline), Instagram (KWLonline)
like to return to Normandy with an American Veteran, and their impressions of Paris.

<table>
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<th>Target Audience: Secondary</th>
<th>Target Language: French</th>
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<tbody>
<tr>
<td>Examples in: English, French</td>
<td>Presented in: English, French</td>
</tr>
<tr>
<td>Domain 4: Professional Responsibility</td>
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Evaluation Reminder Notes:

1:45 PM – 2:45 PM

Lily of the Valley

**F205: Showcase Starters**

**Molly King Anderson,** KWLA Showcase Director
(molly.roi@gmail.com)

Heard the buzz, but still not sure just what this Showcase business is? Want to know what’s in it for you and how to apply its tenets to your classroom? If so, this is the session for you! You’ll learn the objectives and format of the KWLA World Language Showcase, how to be eligible to participate in the Showcase and how to prepare your students for success. You’ll also uncover opportunities to plug in at the school, district/regional, and state levels.

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Evaluation Reminder Notes:

1:45 PM – 2:45 PM

Bluegrass B

**F206: Exploring the Chinese Language Immersion Programs**

**Pat Lo**
(patlo85@hotmail.com)

Immersion is an approach to teach second languages in which the learner is “immersed” in the target language and culture. Language immersion programs take this approach further and devote a considerably amount of the daily instructional time to immerse the learners in learning subjects such as math and science in the target language. This workshop will explore the what, why, and how of

Share your conference experience on Twitter (@KWLAonline #kwla), Facebook (KWLAonline), Instagram (KWLAonline)
Chinese language immersion programs. Participants will walk away with the basic knowledge of language immersion programs and a few immersion strategies that they can use in their language classrooms.

<table>
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<tbody>
<tr>
<td>Examples in: Chinese</td>
<td>Presented in: English, Chinese</td>
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</tbody>
</table>

Evaluation Reminder Notes:

1:45 PM – 2:45 PM

Bluegrass A

**F207: Tips from Abroad—Making multicultural Berlin come alive in your German classroom**

Jillian Lykens, Beaumont Middle School
(jillian.lykens@fayette.kyschools.us)

- I can discuss the cultural significance of immigration in Berlin.
- I can develop activities to allow my students to strengthen their cultural and language competencies.

After spending five weeks this summer in Berlin, studying its long and varied history as it evolved into the multicultural hub it is today with a focus on its immigrant populations, I will share with participants my experiences as well as I how I plan on using these to further my students' cultural and language competencies in the classroom. Using the insight from my time spent in Berlin as well as the behind-the-scenes views I gained, I am working to bring this vibrant city on the other side of the world alive to my students in Central Kentucky, and I would like to share my resources and plans with participants.

<table>
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<tr>
<td>Examples in: English, German</td>
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<tr>
<td>Domain 1: Planning &amp; Preparation</td>
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</table>

Evaluation Reminder Notes:

1:45 PM – 2:45 PM

Kentucky Salon A

**F208: Spanish Swap Shop (AATSP)**

Share your conference experience on Twitter (@KWLonline & @KWLonline), Facebook (KWLonline), Instagram (KWLonline)
Teachers of Spanish at all levels of instruction should gather with ideas to share! Bring 35 copies of a successful activity to distribute....be sure to make clear the objectives, the materials needed, the time involved, any post-activity assessment measures, and the Spanish level(s) and age(s) for which your activity would be appropriate. You may also wish to share your website URL with colleagues. Include your name and email address to facilitate this exchange of ideas after the conference ends!

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Evaluation Reminder Notes:

1:45 PM – 2:45 PM
Kentucky Salon B

F209: Japanese Swap Shop (KJALT)
Teachers of Japanese at all levels of instruction should gather with ideas to share! Bring 35 copies of a successful activity to distribute....be sure to make clear the objectives, the materials needed, the time involved, any post-activity assessment measures, and the Japanese level(s) and age(s) for which your activity would be appropriate. You may also wish to share your website URL with colleagues. Include your name and email address to facilitate this exchange of ideas after the conference ends!

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</table>

Evaluation Reminder Notes:

1:45 PM – 2:45 PM
Magnolia Room

F210: Chinese Curriculum for Elementary Schools
Cheng Fisher, Field Elementary
(cheng.fisher@jefferson.kyschools.us)

- I can identify best practices in Chinese language teaching.
- I can understand the basic concepts of Chinese curriculum development.

Share your conference experience on Twitter (@KWLAonline #kwla), Facebook (KWLAonline), Instagram (KWLAonline)
I can apply and adapt units in the curriculum in my WL classroom.

A content-based and art-integrated Chinese curriculum map will be shared with participants. Teachers will understand the basic concepts of curriculum development. The workshop will also discuss and identify some successful practices throughout the curriculum. The implementation of the curriculum will be demonstrated by selected lessons.

**Target Audience:** Elementary, Middle, Secondary  
**Target Language:** Chinese  
**Examples in:** English, Chinese  
**Presented in:** English, Chinese  
**Domain 1:** Planning & Preparation  
**Domain 3:** Instruction

**Evaluation Reminder Notes:**

**1:45 PM – 2:45 PM**  
**Kincaid Room**  
**F211: Latin Swap Shop (KCA)**

Teachers of Latin at all levels of instruction should gather with ideas to share! Bring 35 copies of a successful activity to distribute….be sure to make clear the objectives, the materials needed, the time involved, any post-activity assessment measures, and the Latin level(s) and age(s) for which your activity would be appropriate. You may also wish to share your website URL with colleagues. Include your name and email address to facilitate this exchange of ideas after the conference ends!

**Target Audience:** All Levels  
**Target Language:** Latin  
**Examples in:** Latin  
**Presented in:** English  
**Domain 1:** Planning & Preparation  
**Domain 3:** Instruction

**Evaluation Reminder Notes:**

Friday, September 19, 2014  
**Sessions (Round 3)**

**3:00 PM – 4:00 PM**  
**Triple Crown A & B**
F301: NNELL Session: The New JCPS Elementary WL Curriculum

Dr. Jacque Van Houten, Jefferson County Public Schools
(jacque.vanhouten@jefferson.kyschools.us)
Sara-Elizabeth Cottrell, Whitefield Academy
(cottreillese@gmail.com)
Kasey Fields, Young Elementary
(kasey.fields@jefferson.kyschools.us)
Megan Sparks, Dunn Elementary
(megan.sparks@jefferson.kyschools.us)

- I can access the JCPS elementary WL curriculum.
- I can describe how activities and assessments in a curriculum are designed to address a specific proficiency level.
- I can create Can Do learning targets for language and interculturality in my own curriculum.

Jefferson County Public Schools has a new elementary proficiency-based curriculum. This session will describe how the curriculum was developed through a collaborative, backward design process, around the notion of teaching to and advancing proficiency levels. Presenters will describe how to access the curriculum and implement it, including how to use the intercultural competencies and performance assessments.

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<td>Examples in: English, Chinese &amp; Spanish</td>
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<tr>
<td>Domain 1: Planning &amp; Preparation</td>
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</tr>
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</table>

Evaluation Reminder Notes:

3:00 PM – 4:00 PM

Triple Crown C

F302: Teaching with Poverty in Mind in the World Languages Classroom

Emmanuel Anama, Harlan County High School
(Emmanuel.Anama@harlan.kyschools.us)
Gloria Newsome, Prestonsburg High School
(gloria.newsome@floyd.kyschools.us)
Ann Marie Stevens, Scott County High School

Share your conference experience on Twitter (@KWLAonline #kwla), Facebook (KWLAonline), Instagram (KWLAonline)
Host: Remona Estep

- I can implement new strategies for countering effects of poverty in the World Languages classroom.

The general school population in Kentucky includes many students from high-poverty backgrounds. Their unique situation creates challenges in the world language classroom, such as increased anxiety and learned helplessness. Join three teachers who are searching for ways to remedy the issues through the acclaimed psycho-metacognitive research of Eric Jensen.

<table>
<thead>
<tr>
<th>Target Audience: All Levels</th>
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Evaluation Reminder Notes:

3:00 PM – 4:00 PM

Blackberry Lily

F303: Uncommon Core

Patty Bachman, Villa Madonna Academy
(pbachman@villamadonna.net)

Courtney Kreft, Villa Madonna Academy
(ckreft@villamadonna.net)

- I can adapt existing Spanish-language, core content resources for use in my Spanish classroom.
- I can reinforce core content in the target language.
- I can work as a liaison between Spanish teachers and core content teachers.

In this session we will present a solution to a challenge that many world-language teachers face: accommodating learners of all backgrounds. In meeting the needs of bilingual and heritage students in our elementary-school Spanish, we have adapted existing resources for Spanish-language core content classes to be used in our elementary Spanish classes. We will provide session attendees with resources for science, math, social studies, and language arts to be used in their Spanish classes.

<table>
<thead>
<tr>
<th>Target Audience: Elementary, Middle</th>
<th>Target Language: Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples in: Spanish</td>
<td>Presented in: English, Spanish</td>
</tr>
<tr>
<td>Domain 1: Planning &amp; Preparation</td>
<td></td>
</tr>
</tbody>
</table>

Evaluation Reminder Notes:

Share your conference experience on Twitter (@KWLAonline @KWL), Facebook (KWLOnline), Instagram (KWLAonline)
3:00 PM – 4:00 PM

Crimson Clover

**F304: Authentic French Resources**

**Tracy Rucker**, Louisville Collegiate  
(trucker@loucol.com)

- Read and interpret authentic documents
- View and discuss videos
- Listen to and understand songs
- Read blogs and make cross-cultural comparisons

The purpose of this workshop is to provide teachers with authentic resources that can be used to launch lessons about various francophone regions. Teachers will learn to incorporate Yabla and other authentic resources as they weave culture into lessons. Teachers will watch and discuss videos, peruse and analyze texts, and analyze images. They will also discuss techniques to integrate authentic materials into their own French classes. Attendees will receive a packet of editable lesson plans and a list of resources. Materials will be in French, but they may be applicable to other languages.

<table>
<thead>
<tr>
<th>Target Audience: Secondary, Post-Secondary</th>
<th>Target Language: French</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples in: French, Presented in: English</td>
<td>Domain 1: Planning &amp; Preparation</td>
</tr>
</tbody>
</table>

Evaluation Reminder Notes:

3:00 PM – 4:00 PM

Lily of the Valley

**F305: Integrating the Arts with World Language Learning: Successful Models for Targeting Intercultural and Language Competencies**

**Ruth Styles**  
(rstyleshawk@gmail.com)

**Jeff Jamner**, Kentucky Center for the Performing Arts  
(jjamner@kentuckycenter.org)

**Robert Duncan**, Kentucky Department of Education  
(robert.duncan@education.ky.gov)

Share your conference experience on Twitter (@KWLaonline #kwla), Facebook (KWLaonline), Instagram (KWLaonline)
• I can provide a rationale for integrating art forms with world language learning.
• I can give 2 examples of learning activities that address the language and cultural competencies within an arts context.
• I can think of 2 ways that collaboration with an arts teacher would enhance the support of world language and arts programs in the school community.

Since 2011 KDE and the Kentucky Center for the Performing Arts have offered week-long, summer “Next Generation Academies” providing K-12 arts and world language teachers with training in integrating world language instruction with the elements of an art form in order to advance student competency in both areas. Arts teachers are paired with WL teachers to learn about each other’s subject area by collaborating and co-developing lessons appropriate for their learners. As a result, participants learn how to better support each other’s work in the classroom and in the community. Sample lessons will focus on ways teachers can connect with an arts program in order to promote diverse cultural perspectives and advance language proficiency.

<table>
<thead>
<tr>
<th>Target Audience: All Levels</th>
<th>Target Language: Any Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples in: Several Languages</td>
<td>Presented in: English, French, German, Spanish</td>
</tr>
</tbody>
</table>

**Domain 1: Planning & Preparation**

Evaluation Reminder Notes:

3:00 PM – 4:00 PM

**Bluegrass B**

**F306: Showcase Roundtable**

**Molly King Anderson**, KWLA Showcase Director
(molly.roi@gmail.com)

**Sara Hinds**, KWLA Interim-President
(shinds@thelexingtonschool.org)

In this session, come for a roundtable discussion with/moderated by KWLA Showcase Director Molly Anderson and KWLA Interim-President Sara Hinds. In this forum, we want to hear about what has gone well with the showcase in your area, as well as listen to suggestions for the Showcase in the future.

<table>
<thead>
<tr>
<th>Target Audience: All Levels</th>
<th>Target Language: Any Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples in: Any Language</td>
<td>Presented in: English</td>
</tr>
</tbody>
</table>

Evaluation Reminder Notes:

Share your conference experience on Twitter (@KWLAonline &ala), Facebook (KWLAonline), Instagram (KWLAonline)
3:00 PM – 4:00 PM
Kentucky Salon A

**F307: The Formula for Successful Language Immersion – at Home and Abroad**

**Hélène Vincent**, EF Tours (toni.alongi@ef.com)

- I can build successful language immersion programs to implement this model in classrooms.
- I can gather resources of how to participate in a language immersion program abroad.

Explore a unique formula for language immersion: classroom style instruction + immersive cultural experiences where students practice language skills in real life situations with local speakers. Hear from a panel of experts who have successfully led global immersion programs. Discuss ways to create immersive moments in your community and abroad.

<table>
<thead>
<tr>
<th>Target Audience: All Levels</th>
<th>Target Language: Any Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples in: English</td>
<td>Presented in: English</td>
</tr>
<tr>
<td>Domain 1: Planning &amp;</td>
<td>Domain 4: Professional</td>
</tr>
<tr>
<td>Preparation</td>
<td>Responsibility</td>
</tr>
</tbody>
</table>

Evaluation Reminder Notes:

2:00 PM – 5:00 PM
Kincaid Room

**University Chairs Meeting**

This is a closed meeting for University Department Chairs.
Friday, September 19, 2014

Sessions (Round 4)

4:15 PM – 5:15 PM

Triple Crown A/B

**F401: Mirror, Mirror on the Wall - How can I be the most effective teacher of them all?**

Thomas Sauer, Consultant, AdvanceLearning  
(thomas.sauer@gmail.com)

- I can use a variety of feedback tools to help me complete the TPGES process.
- I can establish a reflection process that will help me become a more effective teacher.
- I can set a realistic professional growth goal for the first semester based on reflecting on my current practices.

Teacher Effectiveness, Teacher Accountability, Professional Learning Networks ... the buzzwords in today's education world. What does it really mean to be a reflective practitioner? What does the research say about the benefits of reflection and professional goal setting? Empowering teachers to drive their professional growth has to be a focus as we prepare teacher to move forward in the profession. This session will allow teachers to explore an easy process and a variety of products designed to put teachers in charge of improving their own practice.

<table>
<thead>
<tr>
<th>Target Audience: All Levels</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Examples in: All Languages</td>
<td>Presented in: English</td>
</tr>
<tr>
<td>Domain 4: Professional Role</td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td></td>
</tr>
</tbody>
</table>

Evaluation Reminder Notes:

4:15 PM – 5:15 PM

Triple Crown C

**F402: German Swap Shop (AATG)**
Teachers of French at all levels of instruction should gather with ideas to share! Bring 35 copies of a successful activity to distribute. Be sure to make clear the objectives, the materials needed, the time involved, any post-activity assessment measures, and the French level(s) and age(s) for which your activity would be appropriate. You may also wish to share your website URL with colleagues. Include your name and email address to facilitate this exchange of ideas after the conference ends!

<table>
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<tr>
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<td>Presented in: English, French</td>
</tr>
<tr>
<td>Domain 1: Planning &amp; Preparation</td>
<td>Domain 3: Instruction</td>
</tr>
</tbody>
</table>

Evaluation Reminder Notes:

4:15 PM – 5:15 PM

Blackberry Lily

F403: Teach Really Well and Still Have Time for Life

Toni Schneller, Campbell County High School
(toni.schneller@campbell.kyschools.us)

Christine O’Bryan, Campbell County High School
(christine.obryan@campbell.kyschools.us)

Host: Ashley Valerius

- I can infuse my teaching with real-world language
- I can allow students to create language
- I can accurately assess student proficiency

Exploring websites and tech tools that will enable us to:
- infuse our teaching with real-world language
- allow students to create language
- accurately assess student proficiency

All while maximizing the time we spend preparing to teach!

<table>
<thead>
<tr>
<th>Target Audience: All Levels</th>
<th>Target Language: Any Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples in: Spanish</td>
<td>Presented in: English &amp; Spanish</td>
</tr>
<tr>
<td>Domain 1: Planning &amp; Preparation</td>
<td>Domain 3: Instruction</td>
</tr>
</tbody>
</table>

Evaluation Reminder Notes:

4:15 PM – 5:15 PM

Crimson Clover

Share your conference experience on Twitter (@KWLaonline #kwla), Facebook (KWLaonline), Instagram (KWLaonline)
F404: Creating an Immersion Weekend for Students

Susan Carson, John Hardin High School
(susan.carson@hardin.kyschools.us)
Lucas Gravitt, Scott County High School
(lucas.gravitt@scott.kyschools.us)

- I can describe elements that go into planning an immersion weekend.
- I can brainstorm things that I will like to have in my immersion weekend.
- I can describe reasons that students should participate in immersion weekends.

This session will introduce you to the planning process for a high school immersion weekend. This planning process could be applied to other levels. The presenters have planned and run a German high school immersion weekend for two years and are currently planning the third immersion weekend. We will tell you what we have found that works well for us, what we have learned along the way, and changes that we are still planning on making.

Target Audience: Middle, Secondary, Post-Secondary  
Target Language: Any Language
Examples in: English, German  
Presented in: English
Domain 4: Professional Responsibility

Evaluation Reminder Notes:

4:15 PM – 5:15 PM

Lily of the Valley

F405: Chinese Swap Shop (KCALT)

Teachers of Chinese at all levels of instruction should gather with ideas to share! Bring 35 copies of a successful activity to distribute...be sure to make clear the objectives, the materials needed, the time involved, any post-activity assessment measures, and the Chinese level(s) and age(s) for which your activity would be appropriate. You may also wish to share your website URL with colleagues. Include your name and email address to facilitate this exchange of ideas after the conference ends!

Target Audience: Any Level  
Target Language: Chinese
Examples in: Chinese  
Presented in: English & Chinese
Domain 1: Planning & Preparation  
Domain 3: Instruction

Share your conference experience on Twitter (@KWLAonline @KALa), Facebook (KWLAonline), Instagram (KWLAonline)
Evaluation Reminder Notes:

4:15 PM – 5:15 PM

Bluegrass B

F406: Infusing Reality into IPAs
Sara-Elizabeth Cottrell, Musicuentos (cottrellse@gmail.com)

- I can discuss why realistic scenarios for assessments are more motivating.
- I can develop an integrated performance assessment that seems realistic to my students.

We often wonder why we don’t have student buy-in or how we can retain students into higher-level electives. Research shows that for people to “buy” a message, they need clarity. Students need to see themselves as language speakers in a realistic setting. Let’s find out why and how we should stop “imagining” assessment scenarios and help students put themselves in a situation that might actually happen. Participants will develop a list of suggested realistic scenarios for integrated performance assessments for common units.

| Target Audience: Middle, Secondary, Post-Secondary | Target Language: Any Language |
| Examples in: English | Presented in: English, Spanish |
| Domain 1: Planning & Preparation | Domain 3: Instruction |

Evaluation Reminder Notes:

4:15 PM – 5:15 PM

Kentucky Salon A

F407: Program Review
Dr. Jacque Van Houten, Jefferson County Public Schools (jacque.vanhouten@jefferson.kyschools.us)
Elena Kamenetzky, Eastern High School (elena.kamenetzky@jefferson.kyschools.us)

This session will provide an in depth look at the WL Program Review: how to form a team, how to understand the descriptors and how to collect and organize evidence throughout the school year.

| Target Audience: All Levels | Target Language: Any Language |
| Examples in: English | Presented in: English |

Evaluation Reminder Notes:

Share your conference experience on Twitter (@KWLaonline &a), Facebook (KWLaonline), Instagram (KWLaonline)
### Saturday, September 20, 2014

#### Schedule Overview

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:00 AM – 12:00 PM</td>
<td>Registration Desk Open</td>
<td>Window Box (near elevators)</td>
</tr>
<tr>
<td>08:00 AM – 12:00 PM</td>
<td>Exhibits Open</td>
<td>Atrium</td>
</tr>
<tr>
<td>08:00 AM – 09:00 AM</td>
<td>Coffee with the Exhibitors</td>
<td>Atrium</td>
</tr>
<tr>
<td>08:00 AM – 08:50 AM</td>
<td>Language Affiliate Meetings</td>
<td>Various Rooms</td>
</tr>
<tr>
<td>09:00 AM – 12:00 PM</td>
<td><strong>Workshops:</strong> TPGES: A Primer, Part II (L. Roché, A. Vinson, J. Lykens); New Teacher Workshop (P. Pennington &amp; V. Grosst); Feature Workshop: Transitioning to a Proficiency Based Classroom (Creative Language Class); Feature Workshop: 21st Century Skills (D. Squires)</td>
<td>Various Rooms</td>
</tr>
<tr>
<td>09:15 AM – 10:15 PM</td>
<td>Sessions (Round 5)</td>
<td>Various Rooms</td>
</tr>
<tr>
<td>10:30 AM – 11:30 PM</td>
<td>Sessions (Round 6)</td>
<td>Various Rooms</td>
</tr>
</tbody>
</table>

Share your conference experience on Twitter (@KWLAonline Write), Facebook (KWLAonline), Instagram (KWLAonline)
12:00 PM – 01:15 PM Kentucky Salon C & D
2014 KWLA Awards Luncheon

01:30 PM – 04:30 PM Workshops: What a CAN-DO Can Do For You (T. Sauer); Curriculum Planning Outside the Textbook (S. Cottrell); What’s the Story? Creating Engaging and Reusable Strategies for Vocabulary Input (M. White); Flipology – Flipping Technology with the Right Tools (J. Chiang); Feature Workshop: Adjust the Focus, Zoom in on Culture (Creative Language Class) Various Rooms

01:45 PM – 02:45 PM Sessions (Round 7) Various Rooms

03:00 PM – 04:00 PM Sessions (Round 8) Various Rooms

04:45 PM – 05:30 PM Executive Board Meeting Arabian

*Elections will end at 4:00PM. New positions will be announced no later than 4:30PM in the Atrium.

**All newly elected or appointed (including affiliates) board members and regional reps are expected to be in attendance at the final meeting.

Saturday, September 20, 2014 Language Affiliate Meetings

Share your conference experience on Twitter (@KWLaonline &usa), Facebook (KWLaonline), Instagram (KWLaonline)
08:00 AM – 08:50 AM
Bluegrass B

American Association of Teachers of French
All teachers of French and those interested in the profession are invited to attend. Information about past, current and future events will be discussed. Non-members are welcome!

08:00 AM – 08:50 AM
Triple Crown A/B

American Association of Teachers of Spanish and Portuguese
All teachers of Spanish and Portuguese and those interested in the profession are invited to attend. Information about past, current and future events will be discussed. Non-members are welcome!

08:00 AM – 08:50 AM
Blackberry Lily

Kentucky Association of Chinese Language Teachers
All teachers of Chinese and those interested in the profession are invited to attend. Information about past, current and future events will be discussed. Non-members are welcome!

08:00 AM – 08:50 AM
Crimson Clover

Kentucky Association of Japanese Language Teachers
All teachers of Japanese and those interested in the profession are invited to attend. Information about past, current and future events will be discussed. Non-members are welcome!

08:00 AM – 08:50 AM
Triple Crown C

Kentucky Classical Association
All teachers of Latin and those interested in the profession are invited to attend. Information about past, current and future events will be discussed. Non-members are welcome!

08:00 AM – 08:50 AM

Lily of the Valley

American Association of Teachers of German

All teachers of German and those interested in the profession are invited to attend. Information about past, current and future events will be discussed. Non-members are welcome!

Saturday, September 21, 2013

Workshops

09:00 AM – 12:00 PM

Kentucky Salon B

W005: TPGES: A Primer, Part II

Laura Roché, Beaumont Middle School
(laura.roche@fayette.kyschools.us)
Jillian Lykens, Beaumont Middle School
(jillian.lykens@fayette.kyschools.us)
Alicia Vinson, Fayette County Public Schools
(alicia.vinson@fayette.kyschools.us)

• I can develop a list of instructional practices that lead to effective teaching and Accomplished and Exemplary scores during observations.

How familiar are you with the TPGES observation instrument? Which components and indicators are you already successfully implementing and which ones would you like to gather more ideas? We will look at the four domains within the observation component and focus intensely on the two domains used during your observations. Ideas for instructional practices will be shared that focus on not only Accomplished but Exemplary teaching and participants will brainstorm with others to create a bank of instructional ideas.

Target Audience: Elementary, Target Language: Any Language

Share your conference experience on Twitter (@KWLaonline #kwla), Facebook (KWLaonline), Instagram (KWLaonline)
Middle, Secondary  
Examples in: English  
Presented in: English  
Domain 1: Planning & Preparation  
Domain 3: Instruction

Evaluation Reminder Notes:

09:00 AM – 12:00 PM

Kincaid Room

W006: New Teacher Workshop

**Pam Pennington**, Scott High School  
(pam.pennington@kenton.kyschools.us)

**Vanessa Grossl**, Wellington Elementary  
(vanessa.grossl@fayette.kyschools.us)

Feeling a bit overwhelmed? Join the new teacher workshop to learn about ideas from incorporating technology into your classroom through websites and apps to assessments, learning targets, maximizing classroom space, comprehensible input, the importance of feedback, state and regional world language activities, and so much more! Last year's Teacher of the Year and New Teacher of the Year are here to answer questions and help get your school year started off right!

**Target Audience:** Any Levels  
**Target Language:** All Languages

Evalution Reminder Notes:

09:00 AM – 12:00 PM

Bluegrass A

FW005: Transitioning to a Proficiency Based Classroom

**Creative Language Class**

A step-by-step workshop to shift to a proficiency-based class. It will cover making performance-based assessments, setting grading categories, assigning a grade to a proficiency rubric, using "stamp sheets," and planning a daily lesson with communicative activities. Also we will share our journey on the proficiency path and include time for a Q/A session.

**Target Audience:** All Levels  
**Target Language:** All Languages

Evalution Reminder Notes:

Share your conference experience on Twitter (@KWLonline KLsl), Facebook (KWLonline), Instagram (KWLonline)
Domain 1: Planning & Preparation    Domain 3: Instruction

Evaluation Reminder Notes:

09:00 AM – 12:00 PM
Magnolia Room

**FW006: FEATURE WORKSHOP: 21st Century Skills**

**David Squires**

Educators should be designers of rich learning experiences that prepare students for a global society. Creating these deep learning activities requires careful thought about the skills you want learners to gain and the way in which they are presented. Educators should, as often as possible, scaffold 21st century skills within learning activities. This course, stemming from research conducted by the Stanford Research Institute, will give you a framework within which to assess your own learning activities with regards to student learning, advance your innovative teaching practices, and discuss them with others. We will dive deep into the global perspective of education readiness and learn how to evaluate our effectiveness on each of the 21st Century Skills.

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>Examples in: All Languages</td>
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</tr>
</tbody>
</table>

Evaluation Reminder Notes:

01:30 PM – 04:30 PM

**Triple Crown A & B**

**W007: What a CAN-DO can do for you!**

**Thomas Sauer**, Consultant, AdvanceLearning  
(thomas.sauer@gmail.com)

- I can develop performance-focused learning targets for a unit plan.
- I can develop performance-focused learning targets for a lesson plan.
- I can make plans to include a daily performance assessment in my classes.
- I can identify what and how to teach based on can-do
Statements.

Proficiency, standards, can-do statements, 21st century skills, performance assessments, student growth goals, ... feeling a little overwhelmed and don't know where to start with all these tools available to language teachers? This workshop will not only give you an in-depth look at how changing the WHAT in our classes with change the HOW, but will help you create lesson plans that will truly help your students learn a new language.

<table>
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</table>

Evaluation Reminder Notes:

01:30 PM – 04:30 PM
Bluegrass B

W008: Curriculum Planning Outside the Textbook
Sara-Elizabeth Cottrell, Whitefield Academy
(cottrellse@gmail.com)

- I can outline a curriculum that does not depend on a textbook.
- I can develop units using authentic resources.
- I can use techniques to make developing my own curriculum, resources, and lesson plans easier.

Many of us are convinced our textbooks are unmotivating, oddly paced, out of date as soon as they’re printed, and full of unrealistic expectations- and if we aren’t, our students are. But the thought of developing our own curriculum and doing day-to-day lesson plans can seem too daunting to try. Based on years of experience, the presenter has developed a baby-step approach to developing textbook-free curriculum and lesson plans. Let’s break down the process into steps of what to do before school begins, before a unit begins, before a week begins, and each day. Participants will leave with a fully developed unit. For best benefit please bring a laptop computer. Session is based on the presenter’s popular blog series on this topic.

| Target Audience: Middle, Secondary, Post-Secondary | Target Language: Any Language |

Share your conference experience on Twitter (@KWLonline #kwla), Facebook (KWLonline), Instagram (KWLonline)
01:30 PM – 04:30 PM
Kentucky Salon A

W009: What's the Story? Creating Engaging and Reusable Strategies for Vocabulary Input
Meredith White, Freedom Prep (TN) (meredith.ellen.white@gmail.com)

- I can differentiate my vocabulary input for my students.
- I can recycle the materials that I’ve already created and therefore save time and effort.
- I can adapt my materials to my students’ learning phases without re-creating the wheel each time.

This engaging workshop will provide attendees with materials and ways to incorporate authentic, high-interest storytelling presentations into their L2 input strategies and then reuse them for maximum impact and ultra-efficient use of time. Students receive the benefit of repetition and differentiated instruction with irrelevant, pre-scripted materials. Attendees will receive materials, see the creation modeled for them, and then have time to create their own to use ASAP. Infusing their own style and having the time and guidance to sit down and prepare a storytelling presentation, they will immediately see the relevance and usefulness to aid their planning and organization.

Target Audience: All Levels
Target Language: Any Language
Examples in: Spanish
Domain 1: Planning & Preparation
Presented in: English
Domain 3: Instruction

Evaluation Reminder Notes:

01:30 PM – 04:30 PM
Kentucky Salon B

W010: Flipology - Flipping technology with the right tools

Share your conference experience on Twitter (@KWLonline #kwla), Facebook (KWLonline), Instagram (KWLonline)
Janna Chiang, Western Kentucky University
(jannachiang@gmail.com)

- I can understand flip classroom theory
- I can create flip classroom videos
- I can develop online collaboration network with other flip classroom educators
- I can evaluate technology tools
- I can apply best practices into my flip classroom videos

Have you ever wondered just what the buzz of "flipping your classroom" is all about? The concept sounds simple, but the process of developing best practice flip classroom materials and analyze technology tools to support it is definitely not a simple task. This workshop's goal is to provide the right tools and knowledge to not only how to begin flipping classrooms, but also how to develop a network of flipped classrooms that can connect beyond the confines of workshops.

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<td>Domain 4: Professional</td>
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<tr>
<td>Preparation</td>
<td>Responsibilities</td>
</tr>
</tbody>
</table>

Evaluation Reminder Notes:

01:30 PM – 04:30 PM

Bluegrass A

FW07: Adjust the Focus, Zoom in on Culture

Creative Language Classroom

A step-by-step workshop to redesign a traditional unit into a culture-based unit. It will include writing “I can” learning targets, finding authentic resources for activities and assessments (IPAs), and connecting to a cultural experience. We will provide specific examples of how to this in a proficiency-based class.

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<td>Domain 4: Professional</td>
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<tr>
<td>Preparation</td>
<td>Responsibilities</td>
</tr>
</tbody>
</table>

Evaluation Reminder Notes:
We are greatly appreciative to all former presidents for all they have done and continue to do for KWLA!

1981-1982    David Hershberg
1983-1984    Thomas Baldwin
1985-1986    Sister Rose Riley
1987-1988    Ted Fiedler
1989-1990    Ruth Styles
1990    Ken Keffer
1991-1994    Tom Welch
1995-1996    Rick Weber
1997-1998    Jacque Van Houten
1999-2000    Mary Jo Netherton
2001-2002    Judith Conde
2003-2004    Sarah Moran
2005    Gregory Fulkerson
2006-2008    Thomas Sauer
2009-2010    Susann Davis
2011-2012    Randy Barrette
2013    Jocelyne Waddle
2014    Sara Hinds

Share your conference experience on Twitter (@KWLAonline &kwla), Facebook (KWLAonline), Instagram (KWLAonline)
**Saturday, September 20, 2014**

**Session Overview**

<table>
<thead>
<tr>
<th>Session</th>
<th>Round 5</th>
<th>Round 6</th>
<th>Round 7</th>
<th>Round 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Triple Crown A &amp; B</td>
<td>SS01: The Integration of Art &amp; Humanities &amp; WL</td>
<td>SS01: Tai Chi (runs 10:30-12:00)</td>
<td>SS01: Reading strategy helps cultural aware</td>
<td></td>
</tr>
<tr>
<td>Triple Crown C</td>
<td>SS02: Sociedad Honoraria Hispanica</td>
<td>SS02: Holistic Healing (runs 10:30-12:00)</td>
<td>S701: Kentucky-Mexico Travel and Exchange</td>
<td>S801: State of ACTFL</td>
</tr>
<tr>
<td>Blackberry Lily</td>
<td>SS03: Student Projects in the Target Language</td>
<td>S603: Coming Full Circle: Teach Bell to Bell, Not Yell to Yell</td>
<td>S702: French Culture Kits</td>
<td>S802: State of KWLA</td>
</tr>
<tr>
<td>Crimson Clover</td>
<td>SS04: Showcasing the Interculturality Standard (A. Post)</td>
<td>SS04: Showcase Starters</td>
<td>SS03: Developing Students’ Global Perspective in MS</td>
<td>S803: Recursos Auténticos: From Our Class to Yours</td>
</tr>
<tr>
<td>Lily of the Valley</td>
<td>SS05: Making the Most of Dual Credit for Students</td>
<td>SS05: Textbook as resource or requirement?</td>
<td>S704: State of KWLA</td>
<td>S804: State of KWLA</td>
</tr>
<tr>
<td>Bluegrass B</td>
<td>SS06: Reach and Teach All Students</td>
<td>SS06: Yoga (runs 10:30-12:00)</td>
<td>S008: Curriculum Planning Outside the Textbook (S.E. Cottrell) – 1:30-4:30</td>
<td></td>
</tr>
<tr>
<td>Bluegrass A</td>
<td>FW005: FEATURE WORKSHOP: TRANSITIONING TO A PROFICIENCY BASED CLASS ROOM (CREATIVE LANGUAGE CLASS) – 9:00-12:00</td>
<td>FW007: FEATURE WORKSHOP: ADJUST THE UNIT FOCUS (CREATIVE LANGUAGE CLASS) – 1:30-4:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kentucky Salon A</td>
<td>SS07: Connections b/n liaisons &amp; DC Teachers</td>
<td>SS07: Zumba (runs 10:30-12:00)</td>
<td>W009: What’s the Story? Creating Engaging and Reusable Strategies for Vocabulary Input (M. White) – 1:30-4:30</td>
<td></td>
</tr>
<tr>
<td>Kentucky Salon B</td>
<td>W005: TPGES: Part II (L. Roche, A. Vinson, J. Lykens) – 9:00-12:00</td>
<td>W010: Flipology – Flipping Technology with the Right Tools (J. Chiang) – 1:30-4:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kentucky Salon C</td>
<td>Not in use</td>
<td>Not in use</td>
<td>S805: From Music to Text &amp; Back Again: Schubert’s Lieder to German</td>
<td></td>
</tr>
<tr>
<td>Kentucky Salon D</td>
<td>Not in use</td>
<td>Not in use</td>
<td>S806: Learning with LinguaFolio</td>
<td></td>
</tr>
<tr>
<td>Magnolia Room</td>
<td>FW006: FEATURE WORKSHOP: 21ST CENTURY SKILLS – 9:00-12:00</td>
<td>Not in use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kincaid Room</td>
<td>W006: New Teacher Workshop – 9:00-12:00</td>
<td>S706: Using Open Source Materials</td>
<td>S807: DIIGO for the WL Classroom</td>
<td></td>
</tr>
</tbody>
</table>

Share your conference experience on Twitter (@KWLAonline &la), Facebook (KWLAonline), Instagram (KWLAonline)
Saturday, September 20, 2014

Sessions (Round 5)

09:15 AM – 10:15 AM
Triple Crown A/B

S501: The Integration of Art and Humanities and World Languages in Elementary School

Alfonso De Torres, Red Oak Elementary
(alfonso.detorresnunez@jessamine.kyschools.us)
Seth Earnest, Red Oak Elementary
(seth.earnest@jessamine.kyschools.us)

• I can create an activity where World Languages and Art & Humanities are integrated.
• I can create a World Languages and Art & Humanities integrated lesson.

So you teach a World Language and would like to take your students to a whole new level? Would you like your students in Elementary school to take away more than they would from an average "sit-and-get" class? Would you like to try a different approach that would give to you "different" tools that you could use in your Elementary World Language classroom? Then, this is your session. Come and become "integrated"!

Target Audience: Elementary
Target Language: Any Language
Examples in: English & Spanish
Presented in: English & Spanish
Domain 1: Planning & Preparation
Domain 3: Instruction

Evaluation Reminder Notes:

09:15 AM – 10:15 AM
Triple Crown C

S502: Sociedad Honoraria Hispanica- How to Start a Chapter at Your High School

Ruth Pascual, duPont Manual High School
(rpascual13@aol.com)

Share your conference experience on Twitter (@KWLonline & @KWLonline), Facebook (KWLonline), Instagram (KWLonline)
Host: Catherine Del Valle

- I can form a chapter of Sociedad Honoraria Hispánica during this school year
- I can recognize high achievement on Spanish through SHH
- I can connect my students to SHH scholarship opportunities
- I can use SHH to encourage my students to continue studying into upper levels of Spanish

Want to recognize and encourage your high-achieving students? Need a way to build your upper-level Spanish classes? Ever wonder if there are scholarships available in Spanish? Well, the answer is Sociedad Honoraria Hispánica. This honor society recognizes your outstanding students, awards scholarships and honor cords, publishes a quarterly with student submissions, has an annual convention in Kentucky for students and gives you all the tools to start up your chapter during this school year. Come to this 60-min session and hear both current SHH chapter sponsors and student members explain the benefits of starting a chapter at your high school.

<table>
<thead>
<tr>
<th>Target Audience: Secondary</th>
<th>Target Language: Spanish</th>
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<tbody>
<tr>
<td>Examples in: English &amp; Spanish</td>
<td>Presented in: English &amp; Spanish</td>
</tr>
<tr>
<td>Domain 4: Professional</td>
<td>Responsibility</td>
</tr>
</tbody>
</table>

Evaluation Reminder Notes:

09:15 AM – 10:15 AM

Blackberry Lily

S503: Student Projects in the Target Language

Cynthia Shiroma, duPont Manual High School  
(cynthia.shiroma@jefferson.kyschools.us)

Rachel Rolston, Butler High School  
(rachel.rolston@jefferson.kyschools.us)

- I can guide my students through the process of presenting in the target language
- I can create projects which allow my students to use the target language

This workshop will focus on various student projects which were done entirely in the target language. Rubrics and details of the projects will be available to participants. Participants will be asked to brainstorm new project ideas and create rubrics to share.

Share your conference experience on Twitter (@KWLaonline #kwla), Facebook (KWLaonline), Instagram (KWLaonline)
09:15 AM – 10:15 AM

Crimson Clover

**S504: Showcasing the Interculturality Standard**

**Alaina Post**, Camp Ernst Middle School
(alaina.post@boone.kyschools.us)

- I can explain the interculturality standards.
- I can begin to plan lessons in which the interculturality standards are addressed.
- I can modify my existing lessons to better address the interculturality standards.

The curriculum I have created designed from what I learned at Kentucky’s Next Generation Academy for the Integration of the Arts and World Languages invites students to present a showcase in the TL. Students demonstrate understanding of perspectives through presenting a showcase targeted toward imaginary exchange students. We used Argentina and the students presented to their parents in an after-school program entirely in the target language. While coupling language skills and cultural knowledge, small groups presented on basic topics and then performed an Argentine folk dance as a large group. In this session, I will address the implementation of this project and how it aligns with ACTFL’s interculturality standard.

09:15 AM – 10:15 AM

Lily of the Valley

Share your conference experience on Twitter (@KWLonline #kwla), Facebook (KWLonline), Instagram (KWLonline)
S505: Making the Most of Dual Credit for Language Students

Dr. Philip Krummrich, Morehead State University
(p.krummrich@moreheadstate.edu)
Zenaida Smith, Raceland High School
(zenaida.smith@raceland.kyschools.us)

- I can offer informed opinions about the potential value of dual-credit Spanish classes for my school.

The recent explosive growth in dual-credit opportunities for high school students has affected every field. In some cases, dual credit may not be a very good option. We argue, however, that such programs can provide valuable motivation for students of languages; we will share both our practical experiences and our ideas for future enhancement of dual-credit Spanish programs.

Target Audience: Secondary, Post-Secondary
Target Language: Spanish
Examples in: English & Spanish
Presented in: English & Spanish
Domain 1: Planning & Preparation

09:15 AM – 10:15 AM
Bluegrass B

S506: Reach and Teach All Students

Linda Zins-Adams, Vista Higher Learning
(emonahan@vistahigherlearning.com)

- I can identify appropriate authentic and instructional content for 21st century learners.
- I can identify appropriate digital tools and activities that support both language instruction and assessment.
- I can develop concepts of instructional approaches and tools that incorporate, integrate, and scaffold language instruction to meet course and institutional objectives.

Engage with authentic short films, contemporary culture, and crafted video tutorials and instructional media, all within meaningful instructional design. Experience innovative digital tools developed specifically for world language learning, in which 21st century students immerse themselves to watch, listen, speak, write, practice, personalize communication, and grow in confidence and skill. Explore
how all these innovative tools and content lead to powerful teaching, mentoring, assessment, and evaluation. Integrated handout provided.

<table>
<thead>
<tr>
<th>Target Audience: Middle, Secondary, Post-Secondary</th>
<th>Target Language: Any Language</th>
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<tbody>
<tr>
<td>Examples in: French, Spanish &amp; German</td>
<td>Presented in: English</td>
</tr>
<tr>
<td>Domain 1: Planning &amp; Preparation</td>
<td>Domain 3: Instruction</td>
</tr>
</tbody>
</table>

Evaluation Reminder Notes:

09:15 AM – 10:15 AM

Kentucky Salon A

**S507: Leveraging the connection between liaisons and dual credit teachers**

Dr. Kelly Conroy, Western Kentucky University  
(kelly.conroy@wku.edu)

Yertty Vandermolen, Western Kentucky University  
(yertty.vandermolen@wku.edu)

- Increase the interest in teaching dual credit classes.
- Improving relationships between college instructors and high school teachers.
- Providing more information to high school teachers about teaching dual credit Spanish classes.

Dual Credit language courses offer numerous benefits for students but also afford robust opportunities for teachers and professors. Dual Credit teachers and their university liaisons can learn from each other, collaborate to provide greater articulation between high school and higher education, and can share resources. Additionally, Dual Credit teachers may receive support from the university to further their education through coursework, training, and special professional development opportunities. In this presentation, we share best practices for leveraging the Dual Credit teacher-liaison relationship to result in the most productive experience for professional development for both the teacher and the professor.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Examples in: English &amp; Spanish</td>
<td>Presented in: English &amp; Spanish</td>
</tr>
<tr>
<td>Domain 1: Planning &amp; Preparation</td>
<td>Domain 4: Professional Responsibility</td>
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</tbody>
</table>

Evaluation Reminder Notes:
September 20, 2014

Sessions (Round 6)

10:30 AM – 12:00 PM
Triple Crown A/B

**S601: Tai Chi**
Wellness Workshop – On Rotations

10:30 AM – 12:00 PM
Triple Crown C

**S602: Holistic Healing**
Wellness Workshop – On Rotations

10:30 AM – 11:30 AM
Blackberry Lily

**S603: Coming Full Circle: Teach Bell to Bell, Not Yell to Yell**
Meredith White, Freedom Prep (TN)
(meredith.ellen.white@gmail.com)

- I can organize my classroom for success.
- I can design procedures and organizational systems that support my classroom management and value system.

Geared towards beginning teachers, this session will engage attendees on how they can prioritize their classroom’s routines and procedures as a daily part of classroom management. With the classroom organized for success and transparent practices in place, discipline becomes a rarity and calm, happy teaching is the norm.

<table>
<thead>
<tr>
<th>Target Audience: All Levels</th>
<th>Target Language: Any Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples in: Spanish</td>
<td>Presented in: English</td>
</tr>
<tr>
<td>Domain 2: Classroom</td>
<td></td>
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<tr>
<td>Environment</td>
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</tbody>
</table>

Share your conference experience on Twitter (@KWLAonline #kwla), Facebook (KWLAonline), Instagram (KWLAonline)
Evaluation Reminder Notes:

10:30 AM – 11:30 AM

**Crimson Clover**

**S604: Showcase Starters**

**Molly King Anderson**, KWLA Showcase Director

(molly.roi@gmail.com)

Heard the buzz, but still not sure just what this Showcase business is? Want to know what’s in it for you and how to apply its tenets to your classroom? If so, this is the session for you! You’ll learn the objectives and format of the KWLA World Language Showcase, how to be eligible to participate in the Showcase and how to prepare your students for success. You’ll also uncover opportunities to plug in at the school, district/regional, and state levels.

<table>
<thead>
<tr>
<th>Target Audience: All Levels</th>
<th>Target Language: Any Language</th>
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<tbody>
<tr>
<td>Examples in: English</td>
<td>Presented in: English</td>
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<tr>
<td>Domain 4: Professional Responsibilities</td>
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</table>

Evaluation Reminder Notes:

10:30 AM – 11:30 AM

**Lily of the Valley**

**S605: Textbook as resource or requirement: selecting curricular materials for proficiency-oriented programs**

**Susann Davis**, Western Kentucky University

(susann.davis@wku.edu)

**Dr. Kelly Conroy**, Western Kentucky University

(kelly.conroy@wku.edu)

**Melba Amador**, Western Kentucky University

(melba.amador@wku.edu)

- I can describe techniques that enhance curriculum development for proficiency and evaluate materials to suit my program.
- I can measure student proficiency outcomes and attitudes to assess and inform curricular choices.
- I can use the TELL framework to evaluate curricular materials.

Share your conference experience on Twitter (@KWLAonline #kwla), Facebook (KWLAonline), Instagram (KWLAonline)
The textbook pictures are culturally authentic and the five C’s are referenced, but how well do your materials engage learners and lead to specific proficiency targets? Presenters will share a model for shaping curriculum for novice-level Spanish courses for greater emphasis on proficiency and student motivation. Tools and resources will be shared.

<table>
<thead>
<tr>
<th>Target Audience: Secondary, Post-Secondary</th>
<th>Target Language: Any Language</th>
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</thead>
<tbody>
<tr>
<td>Examples in: Spanish</td>
<td>Presented in: English</td>
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</tbody>
</table>

Domain 1: Planning & Preparation

Evaluation Reminder Notes:

10:30 AM – 12:00 PM

Bluegrass B

S606: Yoga
Wellness Workshop – On Rotations

10:30 AM – 12:00 PM

Kentucky Salon A

S607: Zumba
Wellness Workshop – On Rotations

Saturday, September 20, 2014

Sessions (Round 7)

01:45 PM – 02:45 PM

Triple Crown C

S701: Kentucky-Mexico Travel and Exchange
Ruth Pascual, duPont Manual High School
(rpascual13@aol.com)

Share your conference experience on Twitter (@KWLAonline &kiwi), Facebook (KWLAonline), Instagram (KWLAonline)
Catherine Del Valle, Russell Independent High School  
(catherine.delvalle@russind.kyschools.us)  

Host: Zenaida Smith

- I can offer exchange program and study abroad in Mexico opportunities to my students.

Learn how high schools in Kentucky are partnering with Universidad Internacional and its high school, Bachillerato Internacional Uninter in Cuernavaca, Mexico. Our school-to-schools exchange and our 2015 summer study in Mexico program will be discussed. Sociedad Honoraria Hispanica and AATSP Kentucky are jointly organizing the study program for June 2015 and it is open to high schools students in the state. The program includes a homestay component, excursions, 2 weeks of intensive Spanish study and possible college credits. Please come and learn more.

<table>
<thead>
<tr>
<th>Target Audience: Secondary</th>
<th>Target Language: Spanish</th>
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</thead>
<tbody>
<tr>
<td>Examples in: English &amp; Spanish</td>
<td>Presented in: English &amp; Spanish</td>
</tr>
<tr>
<td>Domain 4: Professional Responsibility</td>
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</tbody>
</table>

Evaluation Reminder Notes:

01:45 PM – 02:45 PM

Blackberry Lily

S702: French Culture Kits

Sarah Moran, Kentucky Country Day  
(slmora@twc.com)

- I can discuss cultural events in France and the French-speaking world.
- I can use my language skills to investigate the world beyond my immediate environment.
- I can recognize and understand my own and others’ ways of thinking.
- I can use my language skills and cultural understanding to improve my world.

In this workshop, the presenter will share four modules to teach contemporary issues in France and the Francophone world: diversity, immigration, the French language, and the European Union. Participants will receive handouts suitable to use with their students (grades 8-12). The session will be presented in French. (Much of the information in the modules comes from a semester-long course for

Share your conference experience on Twitter (@KWLonline #kwla), Facebook (KWLonline), Instagram (@KWLonline)
French teachers in the USA, offered online by the Services culturels de l’Ambassade de France à Washington.

<table>
<thead>
<tr>
<th>Target Audience: Secondary</th>
<th>Target Language: French</th>
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<tbody>
<tr>
<td>Examples in: French</td>
<td>Presented in: French</td>
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<tr>
<td>Domain 1: Planning &amp; Preparation</td>
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Evaluation Reminder Notes:

01:45 PM – 02:45 PM

Crimson Clover

S703: Developing Students’ Global Perspectives in Middle School Chinese Classroom

Jing Gao, Leestown Middle School
(jing.gao@fayette.kyschools.us)

- I can employ methods, resources, and technologies in my class to develop students’ global perspectives.
- I can develop a thematic unit that develops students’ cultural / cross-cultural competence.
- I can design assessment criteria for the development of global perspectives in students.

Our increasingly complex and changing world requires students to be prepared for global competence so that they can cope with a more pluralistic and interconnected world system today. As foreign language educators, we need to enhance students’ cultural awareness and develop their global perspectives in the process of language teaching and learning. This session discusses the strategies (instruction and assessment) teachers employ in the middle school level Chinese language classroom to develop students’ global perspectives over time.

<table>
<thead>
<tr>
<th>Target Audience: All Levels</th>
<th>Target Language: Any Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples in: English &amp; Chinese</td>
<td>Presented in: English</td>
</tr>
<tr>
<td>Domain 1: Planning &amp; Preparation</td>
<td>Domain 3: Instruction</td>
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Evaluation Reminder Notes:

01:45 PM – 02:45 PM

Lily of the Valley

S704: State of KWLA

Share your conference experience on Twitter (@KWLaonline #kwla), Facebook (KWLaonline), Instagram (KWLaonline).
KWLA Board Members
(info@kwla.org)
In this session, sit down with various members of the KWLA Board to learn more about how you can get involved with the board or make suggestions as to what you might like to see from KWLA in the future.

01:45 PM – 02:45 PM
Kincaid Room

S706: Using Open Source Materials to build a proficiency based curriculum
Timothy Straubel, Western Kentucky University
(tim.straubel@wku.edu)
Host: Dr. Laura McGee

- I can assess learning materials for my students to help with their proficiency.
- I can learn to use new technology to help my students in and outside the classroom.
- I can adapt and support new learning methods so that my students are better prepared and can attain the desired proficiency level by the end of the course.

This is a presentation about open source material(s) and the good (and possibly bad) that can come from using the materials to build a proficiency based curriculum.

Target Audience: All Levels
Examples in: English & German
Domain 1: Planning & Preparation
Target Language: Any Language
Presented in: English & German

Evaluation Reminder Notes:

Saturday, September 20, 2014

Sessions (Round 8)

03:00 PM – 04:00 PM
Triple Crown C

Share your conference experience on Twitter (@KWLAonline #kwla), Facebook (KWLAonline), Instagram (KWLAonline)
S801: Reading strategy helps increase cultural awareness

Lisa Garner, Apollo High School
(lisa.garner@daviess.kyschools.us)

Host: Christina King

- I can complete the reading and interpersonal task (jigsaw activity) with my peers.
- I can state what levels of Bloom's Taxonomy was used during the task.
- I can brainstorm other topics/resources that would work well in my classroom.
- I can begin to compile resources to create another activity using this strategy.

Feel like you struggle to include all the cultural components that you want before the year ends. This strategy shows how to teach several authentic documents at the same time while providing students with the opportunity to use all modes of communication, Interpretive (Reading), Inter-personal, and Presentational (writing). Resources will include Hispanic legends/leyendas presented in both Spanish and English. Additionally I was a member of the pilot group for PGEs last year and I will discuss how this activity lends itself to a score of 3/4 in the new PGES. Any remaining time will be spent in gathering authentic resources to use in one of your teaching units, so bring your laptop, etc.

<table>
<thead>
<tr>
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<th>Target Language: Any Language</th>
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<tbody>
<tr>
<td>Examples in: English &amp; Spanish</td>
<td>Presented in: English &amp; Spanish</td>
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</tbody>
</table>

Domain 1: Planning & Preparation Domain 3: Instruction

Evaluation Reminder Notes:

03:00 PM – 04:00 PM

Blackberry Lily

S802: State Of ACTFL

Dr. Jacque Van Houten, Jefferson County Public Schools
(Jacque.vanhouten@jefferson.kyschools.us)

Learn what new things are happening at ACTFL. Hear about the refreshed standards, the new I Can statements, AAPPL test information, and preview of the 2014 conference in San Diego and more.

Share your conference experience on Twitter (@KWLonline #kwla), Facebook (KWLonline), Instagram (KWLonline)
S803: Enhancing 21st Century Skills Through Performance-based Assessments
Lucy Chu Lee, Livingston High School (NJ) (llee@livingston.org)
The session focuses on how formative and summative assessments are used to promote student language proficiency. The presenter will discuss how to create and apply performance-based assessments while preserving the core value of the 21st Century Skills. Sample performance tasks in Chinese from beginning level to AP level will be shared. Matching rubrics and technologies used for the performance-based assessments will also be shown and discussed in the session.

<table>
<thead>
<tr>
<th>Target Audience: All levels</th>
<th>Target Language: Chinese</th>
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<tbody>
<tr>
<td>Examples in: Chinese</td>
<td>Presented in: English, Chinese</td>
</tr>
</tbody>
</table>

Target Audience: All levels
Examples in: Chinese
Presented in: English, Chinese

S804: Recursos Auténticos: From Our Classes to Yours
Jennifer Larson, Daviess County High School (suca98@hotmail.com)
Brittany Johnson, Daviess County High School (brittany.johnson@daviess.kyschools.us)
Terri Coke, Daviess County High School (terri.coke@daviess.kyschools.us)
Jana Shultz, Ohio County High School (jana.shultz@ohio.kyschools.us)

- I can use authentic materials to support language acquisition.
- I can use available technologies to develop real world language and cultural competencies.
- I can use learning experiences that are focused on proficiency targets and are based on meaningful contexts.
With so many authentic resources and with so little time in our schedules to create meaningful activities, it’s time to share. In this session, teachers will receive authentic reading/audio resources along with teacher-created activity sheets. Some included topics are: family, sports, housing, food/restaurant, travel, clothing/shopping, health, and crime. If you would like ready-to-use proficiency-based materials, this is the workshop for you.

<table>
<thead>
<tr>
<th>Domain 1: Planning &amp; Preparation</th>
<th>Target Language: Spanish</th>
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</thead>
<tbody>
<tr>
<td>Examples in: English &amp; Spanish</td>
<td>Presented in: Spanish</td>
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<tr>
<td>Target Audience: Secondary</td>
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</tbody>
</table>

Evaluation Reminder Notes:

03:00 PM – 04:00 PM

Kentucky Salon C

S806: From Music to Text and Back Again: Integrating Franz Schubert’s Lieder into German Language Instruction

John Krueger, KET
(jkrueger@ket.org)

Dr. Ferrel Rose, Bowling Green High School
(ferrel.rose@bggreen@kyschools.us)

Nicole Whitescarver, Greenwood High School
(nicole.whitescarver@warren.kyschools.us)

John Brown, Clay County High School
(john.brown@clay.kyschools.us)

- I can help students learn to identify in the target language musical elements that accentuate dramatic features of a literary text.
- I can integrate learning about music and poetry into my World Language instruction.

As part of the 2014 Kentucky Center Academy for Integration of the Arts and World Languages in Manchester, Ky, a group of participating teachers collaborated to create a unit to be implemented in September that integrates music and WL instruction. The unit culminates in a student choral performance of Schubert Lieder at BGHS. Students from two BG-area high schools will attend. KET will tape the concert and record student responses to the music for a piece that will be available as a resource to WL teachers across Kentucky.

Learn about the planning process for integrating music education into
world language instruction! Participants will be provided with lesson plans and useful links to resources.

<table>
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<tbody>
<tr>
<td>Examples in: English &amp; German</td>
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</tr>
<tr>
<td>Domain 1: Planning &amp; Preparation</td>
<td>Domain 3: Instruction</td>
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<tr>
<td>Domain 4: Professional Responsibility</td>
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</table>

Evaluation Reminder Notes:

03:00 PM – 04:00 PM

Kentucky Salon D

S807: Learning with LinguaFolio

Ben Hawkins, East Carter High School
(ben.hawkins@carter.kyschools.us)

Host: Dr. John Secor

• I can describe and explain what LinguaFolio is and know how to use its basic tenets to think about how to implement a student goal-setting program in my own classroom.

LinguaFolio, you may have heard the name at a KWLA conference or seen it somewhere on the KDE website but you don’t really know much about it. Or maybe you are well-versed in what it is and are already using it in your classroom! Simply-put, LinguaFolio is a goal-setting program for students to keep track of their progress in learning a second language. With the advent of TPGES and the World Languages Program Review, we are going to be hearing more about student goal-setting, but will we be ready? This session is designed to give you some ideas about how to incorporate a student goal-setting program like LinguaFolio into your instruction

<table>
<thead>
<tr>
<th>Target Audience: All Levels</th>
<th>Target Language: Any Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples in: French</td>
<td>Presented in: English</td>
</tr>
<tr>
<td>Domain 1: Planning &amp; Preparation</td>
<td>Domain 2: Classroom Environment</td>
</tr>
<tr>
<td>Domain 3: Instruction</td>
<td>Domain 4: Professional Responsibility</td>
</tr>
</tbody>
</table>

Evaluation Reminder Notes:

Share your conference experience on Twitter (@KWLAonline #kwla), Facebook (KWLAonline), Instagram (KWLAonline)
03:00 PM – 04:00 PM

Kincaid Room

S808: DIIGO for the World Language Classroom
Teresa Pendleton, Central High School
(teresa.pendleton@jefferson.kyschools.us)

This session is designed as a moderated discussion for the purpose of providing opportunities for K-12 World Languages teachers to share their ideas of how programs at the postsecondary level can help meet needs in World Languages in the state of Kentucky.

- I can engage students in current events research and presentation.

Engage your students in CURRENT EVENTS using the social bookmarking website Diigo. You will see examples of its use in my French classes. This is easily adaptable for all World Language classrooms, across levels.

| Target Audience: Middle, Secondary, Post-Secondary | Target Language: Any Language |
| Examples in: English | Presented in: English |
| Domain 1: Planning & Preparation | Domain 3: Instruction |

Evaluation Reminder Notes:
2014 KWLA Elections – Candidate Information
Elections are being conducted electronically in the Saddlebred Room (adjacent to the elevators) – please place your vote by 4PM on Saturday!
Candidate bios are available at the voting booth!

Vice President/President Elect
Catherine Del Valle – Russell High School, Russell, KY
Lucas Gravitt – Scott County High School, Georgetown, KY

Secretary
Lydia Kohler – George Rogers Clark High School, Winchester, KY

Region 1 Representative – No Candidate, Write-Ins Accepted
Region 2 Representative – No Candidate, Write-Ins Accepted
Region 3 Representative
Christine Wilson – Meade County High School, Brandenburg, KY
Region 4 Representative – No Candidate, Write-Ins Accepted
Region 5 Representative
Emmanuel “Bo” Anama – Harlan County High School, Harlan, KY
Region 6 Representative
Gloria Newsome – Prestonsburg High School, Prestonsburg, KY
Region 7 Representative
Aggie Manion – Lincoln County High School, Stanford, KY

FCPS Regional Representative – No Candidate, Write-Ins Accepted
Fayette Co. Private Regional Rep. – No Candidate, Write-Ins Accepted

JCPS Regional Representative
Cheng Fisher – Field Elementary School, Louisville, KY

Jefferson Co. Private Regional Rep. – No Candidate, Write-Ins Accepted

If your region isn’t represented or has no candidate, please encourage an eager colleague to write their name in, or consider stepping up to help!

Share your conference experience on Twitter (@KWLAonline &a), Facebook (KWLAonline), Instagram (KWLAonline)
*Kincaid Room and Magnolia Room* are located on the lower level of the hotel and conference space. Please take the escalator or elevator down one level.
LANGUAGE IMMERSION IN THE 21ST CENTURY

EF is excited to be part of the Kentucky World Language Association Conference in Lexington on September 18-20, 2014.

We hope to meet each and every one of you – be sure to visit us at our booth and join us for our presentation on Friday!

Friday, September 19, 2014
3 p.m. – 4 p.m.
Please see conference materials for location

The Formula for Successful Language Immersion – at Home and Abroad
Hélène Vincent, Director of Language Immersion Programs, EF Educational Tours

Explore the benefits of immersive language experiences and learn how to facilitate these experiences both at home and abroad. Discover the formula of themed and interactive lessons, cultural experiences, and real conversations that will build both spoken confidence and a passion for foreign language.
Mission & History

The Confucius Institute at WKU was formed in April 2010, with a mission to disseminate the Chinese culture and language throughout the state of Kentucky. The core program for the Confucius Institute at WKU is our “Hanban Chinese Teacher Program,” in which we recruit teachers from China, and strategically place them throughout the state of Kentucky. Here are some statistics of our program since 2010:

- The number of teachers have increased from 11 to 42;
- The number of districts has increased from 4 to 17;
- The number of students enrolled in our program has increased from 1,600 to 10,800;

In 2012/2013 academic year, we partnered with the Kentucky Education & Professional Standards Board (EPSB) and WKU College of Education to develop a mode in which to certify our teachers. In 2012/2013, seventeen (17) of our teachers received KY Rank 1 certification to teach Chinese in K-12 (All Grades). In 2013/2014, an additional 10 teachers receive certification, and presently we are seeking certification for 12 teachers.

2014 Calendar of Events

- **September 6, 2014** – Cumberland River Dragon Boat Festival (Nashville, TN)
- **September 13, 2014** – Louisville Dragon Boat Festival
- **September 24, 2014** – “Love for China” performance in Louisville, KY, at the Kentucky Center for Performing Arts (Moritz von Bomhard Theater).
- **September 26, 2014** – List of events as follows:
  - **Understanding China Symposium** – 1:30pm – 3:30pm (Gary A. Ransdell Auditorium)
  - **“Love for China”** – Performance at SKyPAC starting at 6pm.
    - **Dinner** – In the VIP Room & Aramark to cater from 5:00pm – 6:00pm.
    - **Reception** – 8:00pm in the atrium to meet the performers.
- **September 27, 2014** – BG International Festival

Janna Chiang, 270-883-5499, janna.chiang@wku.edu