



kentucky world language association

2016 Conference Session and Workshop Descriptions

Friday, September 16, 2016

Workshops:

2:00-5:00

Russell

FW001: Inspire and Engage Learners through the use of IPA

Yo Azama – azamasensi@gmail.com

Description: How to implement Integrated Performance Assessment (IPA) to inspire and engage students and assess students' performance using real-world tasks that are meaningful to students? How can we know students' progress as defined in the ACTFL Proficiency Guidelines and transform classrooms and curriculum to meet the demands of the 21st Century? What do we need to consider implementing IPA effectively in teaching? In this interactive workshop, the presenter will share engaging ways to implement IPA from beginning to advanced levels in thematic units using Backward Design. The presenter will demonstrate effective approaches to provide feedback before, during and after the IPAs to building proficiency and monitor learning progress to prepare learners with 21st century skills. Also, the presenter will showcase ways to inspire and engage learners and assess students' performance using real-world tasks that are meaningful to students and transform the engaging and rigorous learning environment. Students' samples will be shared along with evaluation criteria and standards. The presenter will then share essential elements to consider when creating real-world tasks to promote 21st century skills to successfully function in the global world.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: English, Japanese

Applicable/Useful for: Any Language

Core Practice: Use Target Language 90%+, Design Communicative Activities, Use Authentic Cultural Texts

TPGES Domain: Instruction

2:00-5:00

Shelby

W002: The Brave Little (Storytelling) Tailor

Sara-Elizabeth Cottrell – cottrellse@gmail.com

Description: It's true that students need comprehensible input, but that is easier said than done! In this workshop, discuss what it means to use comprehensible input, explore one effective CI strategy in particular, and learn to tailor strategies to fit your personality, your classroom, and your students. This workshop will focus on the strategy of storytelling but will introduce several other strategies as well.

I Can Statements:

- I can identify and incorporate the non-negotiable elements of comprehensible input.
- I can develop a story that features my language targets.
- I can adapt storytelling strategies to fit my students' learning situation.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: English, Russian, Spanish

Applicable/Useful for: Any Language

Core Practice: Use Target Language 90%+, Design Communicative Activities, Use Authentic Cultural Texts

TPGES Domain: Instruction

2:00-5:00

Trimble

W003: Applying a Global Lens to Foreign Language Instruction

Christopher Ahearn – chris@reachtheworld.org

Description: In today's world, global competence has become a matter of social justice for all youth. Global skills "aren't luxuries that are nice to have; they're what it means to be ready for today's world," said U.S. Education Secretary John King Jr. at a recent press conference. How can classrooms like yours help youth become curious, confident global citizens? Join experts from Reach the World, an international digital exchange provider since 1998, to investigate this question. During this dynamic workshop, you will learn how to identify global education resources that are right for your program; apply a global lens to any subject area to map your own classroom's journey; and employ digital exchange as a driver for student development and engagement.

Evaluating potential classroom resources is never easy. Budgetary restrictions, shifting standards and the severely limited time during the school day weigh heavily on determining which resources make the cut. This workshop will begin as an evaluation of the global education resources in the market, so that attendees can walk away with a high-level overview and feel empowered to make decisions that support the needs of all educators and students. Finally, experts will share with participants how to connect with college-aged students and travelers overseas and to leverage this virtual exchange for maximum impact.

Moving further into the scope of the workshop, we will engage in hands-on exploration of how specifically foreign language educators can leverage global education resources into meaningful experiences for their students. According to the KY Department of Education, a classroom that is globally competent "empowers teachers and students to develop deep cultural knowledge and explore the ways in which culture influences identities and worldviews." Activities in this workshop, will include using students' freehand mapping as a diagnostic assessment tool; and creating a unique classroom journey. Join this workshop, begin your journey toward creating your global classroom!

I Can Statements:

- I can evaluate and identify what makes a quality global education resource.
- I can integrate activities such as "Map Your World" into my curriculum to make lessons more impactful and engaging.
- I can design lessons to make my students more globally competent.

Target Audience: Elementary, Middle, Secondary

Language of Session: English

Examples Provided In: English

Applicable/Useful for: Any Language

Core Practice: Design Communicative Activities, Plan with Backward Design Model, Teach Grammar as a Concept

TPGES Domain: Planning and Preparation

Sessions:

10:45-11:45

Elliott

F001: WL's in the 21st CLD Context

Randy Barrette – randy.barrette@menifee.kyschools.us

Description: A framework for 21st Century Learning Design prescribes six skills that teachers should integrate into their instructional design. These six skills form the basis of what some experts say prepares students for life and

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work. Is it possible to design proficiency or performance based assessments that at the same time allow students to develop skills for Collaboration, Knowledge Construction, Self-Regulation, Problem Solving and Innovation, Use of Information and Communication Technology, and Skilled Communication? In this session we will address this question. In doing so we will naturally talk about developing Global Competence as a context for developing these six skills.

I Can Statements:

- I can list the six skills of 21st Century Learning Design that I should consider in my planning.
- I can determine use the six skills to design instruction for my classroom.
- I can use the 6 six skills to develop instruction that focuses on global competence.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: English

Applicable/Useful for: Any Language

Core Practice: Plan with Backward Design Model

TPGES Domain: Planning and Preparation

10:45-11:45

Franklin

F002: Teaching about sustainability

Susan Carson – susan.carson@hardin.kyschools.us

Erin Munsie – erin.munsie@boone.kyschools.us

Description: Interested in teaching about sustainability and the environment, but don't know where to start? This session will give you lesson ideas based upon the Goethe Institut's Nachhaltigkeit (Sustainability) seminar this summer attended by the presenters.

I Can Statements:

- I can identify ways to teach about sustainability in a German classroom.

Target Audience: Secondary, Post-Secondary

Language of Session: English

Examples Provided In: German

Applicable/Useful for: German

Core Practice: Use Authentic Cultural Texts

TPGES Domain: Instruction

10:45-11:45

Grant

F003: Target language 90%

Marisela Baker – marisela.baker@christian.kyschools.us

Description: Students will be doing most of the talking in the target language by creating and utilizing tools needed to master the material taught. Your students will be speaking the language while having fun in no time.

I Can Statements:

- I can design lessons that focus on language proficiency.
- I can collaborate with other disciplines in order to increase a culture of awareness.
- I can promote an environment of learning by using a variety of teaching techniques.

Target Audience: Middle, Secondary

Language of Session: English

Examples Provided In: Spanish

Applicable/Useful for: Any Language

Core Practice: Use Target Language 90%+
TPGES Domain: Classroom Environment

10:45-11:45

Knox

F004: Are You on Target? Connecting Proficiency Principles with Learning Targets

Thomas Sauer – thomas.sauer@gmail.com

Description: Current research suggests that all good lessons contain learning targets, which are statements that indicate the focus of learning for a particular lesson. Developing effective learning targets is not something that can happen the night before class, but requires careful planning at a number of different levels. As teachers plan a lesson, many wonder if they are doing the right things? Is this the right activity or the right objective they should be focusing on today? Reviewing core principles of backward design and proficiency, this session will allow any teacher to review, expand or discover the importance of learning targets in the planning process and introduce a lesson planning template that allows teachers to plan more effective learning targets.

I Can Statements:

- Participants can identify characteristics of effective learning targets and describe how they differ from unit objectives.
- Participants can design a series of learning targets for a given unit outcome.
- Participants can use resources from the TELL Project to help them evaluate their own effectiveness when designing learning targets.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: English

Applicable/Useful for: Any Language

Core Practice: Design Communicative Activities, Plan with Backward Design Model

TPGES Domain: Planning and Preparation

10:45-11:45

Oldham

F005: Seal of Biliteracy and Kentucky

Laura Roche Youngworth – laura.roche@fayette.kyschools.us

Jacque Van Houten – jacque.vanhouten@jefferson.kyschools.us

Description: What form of recognition does your district have for graduating students who can communicate in two languages? Have you heard of the "Seal" and do you know the steps for implementation? Would you like to be involved in a movement to raise awareness of second language education and speakers?

This session will address the what and why of the Seal of Biliteracy, how a district can adopt it, and what role you can play nationally, state-wide and within your district or school. Attendees will leave with a plan of action and a means to be more involved in world language initiatives!

I Can Statements:

- I can describe what the Seal of Biliteracy.
- I can identify steps to bring the Seal to my District.
- I can help support the Seal coming to Kentucky.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: English

Applicable/Useful for: Any Language

Core Practice: Informational

TPGES Domain: Professional Responsibilities

10:45-11:45

Madison

F006: Practical Global Awareness Strategies

Tracy Rucker – trucker@loucol.com

Description: Attendees will learn to incorporate authentic resources, including videos, blogs, articles, and other realia into the French classroom in order to spark Global Awareness. The presenter will demonstrate useful techniques to develop oral and written proficiency while incorporating grammar, vocabulary, and culture; he will also share lesson plans and copies of online portfolios where students demonstrate skills. The purpose of the workshop is to provide teachers with resources that they can use to teach language and cultures from different francophone regions.

The presenter will discuss strategies on how to use the same videos in different levels of instruction. Using authentic materials addresses 21st century skills while allowing students to reach different levels of proficiency. The presentation will be in English, with some French being used, depending on audience. Materials will be in French, but they may be applicable to other languages.

Target audience: Upper School French Teachers

I Can Statements:

-I can present simple information about something I've learned.

-I can identify the main idea and some details when listening to an oral presentation about a topic I am learning.

-I can give short presentations on cultural landmarks, a current event, and/or a cultural practice I've studied.

Target Audience: Secondary

Language of Session: English

Examples Provided In: French

Applicable/Useful for: French, Spanish

Core Practice: Use Authentic Cultural Texts

TPGES Domain: Planning and Preparation

1:45-2:45

Elliott

F007: Modern Cuba, Intercultural Studies, and Cloud Based Classrooms: A Study in Academic and Diplomatic Change

Luke McClees – Ernest.Mcclees@eku.edu

Bryan Wilson – bryan.wilson@eku.edu

Description: This is a study of change; classroom methodologies and the evolving global politics. The purpose of this paper is to bolster civic-minded educational diplomacy for the twenty-first century global workplace. We accomplished through a balancing of soft skill development, assessment, and incorporating transitive culpability for societal engagement. This goal is aided by the use of cloud based learning and archiving platforms. These platforms allow all educational stakeholders access and opportunity for self-discovery and experience a multi-dimensional subject collaboration. The model provided will include the following core points:

1. Cross-curricular content integration
2. Synchronous and asynchronous digital architectural management
3. Instructional efficacy for academic growth
4. Ethics of virtual archiving

This research concentrates on the changing intercultural relationship between the United States and Cuba. Special attention is given to the modern development and diplomatic ties in a postcolonial world. Other areas explored are: contemporary Cuban culture, effects of the United States embargo, Nineteenth century colonialism and the global influence of Cuban nationalists.

Individuals would be encouraged to develop lessons on Immigration, Climate Policies, or Euro Cup 2016 in France, Diplomatic consequences of Germany's dominance of the Euro vs Greece's issues with Bailout. Additional avenues to look at would be Russia and Relations with Former Soviet Bloc states entering NATO, Arab Spring from any number of perspectives, Immigration policies of Italy, Greece, and Turkey or the South China Sea disputes between China , Japan, Vietnam, and the Philippines. Any number of political issues could be used/developed based around the climate, student clientele and languages being addressed.

I Can Statements:

- I can develop a cloud-based architecture system for shared classroom experiences.
- I can develop cross-curricular activities involving current political events and their cultural contexts.
- I can design a unit of study based around studies shared in multiple social studies and foreign language classrooms.

Target Audience: Secondary, Post-Secondary

Language of Session: English

Examples Provided In: Spanish

Applicable/Useful for: Any Language

Core Practice: Design Communicative Activities, Use Authentic Cultural Texts

TPGES Domain: Planning and Preparation

1:45-2:45

Franklin

F008: A Practical Approach to Creating and Assessing Interpretive Tasks

Abby Diaz – sraabbydiaz@gmail.com

Description: The purpose of this session is to share how World Language teachers can confidently create and assess an Interpretive Task in the context of an Integrated Performance Assessment. Background on the role of Close Reading in the Common Core will be provided, along with specific guidelines for question types and rubric use. Student Work examples will be predominantly in Spanish for participants to analyze.

I Can Statements:

- I can write at least one question for an interpretive task.
- I can use the JCPS Interpretive Performance Assessment Rubric to assess students' proficiency levels.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: Spanish

Applicable/Useful for: Any Language

Core Practice: Plan with Backward Design Model, Use Authentic Cultural Texts, Provide Appropriate Feedback

TPGES Domain: Planning and Preparation

1:45-2:45

Grant

F009: KET Resources in the World Language Classroom

Carla Gover – cgover@ket.org

John Krueger – jkrueger@ket.org

Description: In this workshop, teachers will learn more about the resources available to students and teachers from KET. The emphasis will be on lessons and resources for high school level students, including lesson plans and activities linked to the media on the KET/PBS website, as well as an overview of the services offered by KET Distance Learning Program in Latin, German, and Spanish. We will also touch upon the Spanish resources offered under our Exploraciones banner, including our free K-2 online immersion classes in Spanish, entitled ¡Arte y más! Teachers will come away with some activities to use right away, and administrators will come away with an overview of how KET can enrich the language programs at their schools.

I Can Statements:

- I can access media and lesson plans through KET's website.

-I can use KET's Distance Learning Programs to help serve students with unusual scheduling needs or desires to study languages not offered by my school.

-I can use KET's media and resources to enhance student engagement.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: Chinese, German, Latin, Spanish

Applicable/Useful for: Chinese, German, Latin, Spanish

Core Practice: Design Communicative Activities

TPGES Domain: Instruction

1:45-2:45

Knox

F010: Let's Read

Donna Tatum-Johns – donna.tatum-johns@kcd.org

Description: In this session, I will share reading strategies for use in all levels that will make reading more fun and will increase the use of the target language in the classroom. Using reading samples, we will move step by step through the process. There will be ample time for question and answer. Handouts will be provided.

I Can Statements:

- I can help my students relate to the text/reading on a personal level.

- I can use the text to teach my students culture in the target language.

-I can help my students develop critical-thinking skills through questioning techniques.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: French

Applicable/Useful for: Any Language

Core Practice: Use Target Language 90%+

TPGES Domain: Planning and Preparation

1:45-2:45

Oldham

F011: A Personal Journey to 90%: Benefits and Challenges of Using the Target Language in One Teacher's Classroom

Ann Marie Stevens – ann.stevens@scott.kyschools.us

Description: Using the target language 90% of the time in our classrooms is a challenging but worthy goal. I'll share some experiences I've had on this journey as well as resources that have been helpful and areas of further professional study. The session will conclude with a discussion among attendees of strategies and resources they have found helpful in this same journey.

I Can Statements:

- I can identify benefits and challenges to delivering instruction in the target language.

-I can identify strategies that would help me deliver effective instruction in the target language.

-I can share ideas with colleagues about how I have used the target language in my own classroom.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: Spanish

Applicable/Useful for: Any Language

Core Practice: Use Target Language 90%+

TPGES Domain: Instruction

1:45-2:45

Madison

F012: Mambo and Company

Douglas Bowman – dglshowman@earthlink.net

Description: How to structure music to aid the concepts for today's lesson

Experience a hands-on approach to music in support of 90-10 and interpretive and presentational modes. Add culture and higher participation through the stages of Novice –low to Novice high with low affective filters. It is a look at dissecting songs to model concepts to effective learning.

I Can Statements:

- I can use music to aid vocabulary mastery.

-I can use music to introduce culture.

-I can use music to aid interpretive and presentational modes.

Target Audience: Any/All Levels

Language of Session: Spanish or English

Examples Provided In: Spanish

Applicable/Useful for: Any Language

Core Practice: Use Target Language 90%+, Use Authentic Cultural Texts, Teach Grammar as a Concept

TPGES Domain: Instruction

3:00-4:00

Elliott

F013: Test how you teach: A communicative approach to assessments

Ruth Brown – ruth.brown@uky.edu

Megan O'Neil – megan.oneil@uky.edu

Description: This session focuses upon best practices that enable formative and summative assessments to reflect a communicative approach to world language instruction. There is often a disconnect between communicative instruction in the classroom and non-communicative assessment models (homework, quizzes, and exams). While many of us emphasize a holistic approach in the classroom using activities that promote all areas of communication, our assessments often focus on grammar, interpretative skills and rote language production. This session will present classroom tested assessment activities that require students to demonstrate proficiency and spontaneous language production in all communicative areas. We will discuss ways to prepare students for these assessments through lesson planning and online review resources.

I Can Statements:

-I can create homework assignments, exams and quizzes that are communicative and emphasize holistic language proficiency

-I can plan lessons to prepare students for formative and summative assessments that demonstrate proficiency and spontaneous language production

-I can provide students with communicative quiz and exam review materials using online resources

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: Spanish

Applicable/Useful for: Any Language

Core Practice: Design Communicative Activities, Plan with Backward Design Model, Provide Appropriate Feedback

TPGES Domain: Planning and Preparation

3:00-4:00

Franklin

F014: Make It Happen With Music!

Lonnie Dai Zovi – lonnie@vibrante.com

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Description: In this exciting and active session the presenter will demonstrate the many ways in which teachers can actively or passively exploit music and songs (traditional, popular, children's, chants, lesson specific) for their maximum pedagogical and emotional effects. Participants will learn, relax, laugh, cry, and maybe even dance. All welcome

I Can Statements:

- I can learn which type of music to use for my class. I can use effective activities to teach grammar and vocabulary musically. I can confidently use music in all my class levels.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: French, German, Spanish

Applicable/Useful for: Any Language

Core Practice: Use Target Language 90%+

TPGES Domain: Instruction

3:00-4:00

Grant

F015: Festival Cultural Hispano: Offering an Authentic Spanish Language and Cultural Experience. A Collaboration Between WKU and Area High Schools.

Yertyy VanderMolen – yertyy.vandermolen@wku.edu

Sharon Froedge – sharon.froedge@monroe.kyschools.us

Sharon Mattingly – sharon.mattingly@barren.kyschools.us

Description: How can professionals work together to meet the needs of their students, their profession and their institutions? This session explores the way a group of professionals found each other and discovered new ways to collaborate and provide an exciting day of language, culture and university experiences. Student led activities are the culmination of a year of preparation and study, where they share their skills, knowledge and research. Partnerships between WKU, the area high schools and the local community create a day that satisfies many program review and accreditation requirements. Additionally, the university setting, personnel, and various programs offer students information, and interaction, with post-secondary options.

I Can Statements:

-I can understand ways that professional communities can work together to bring authentic experiences in language and culture to their students.

-I can explore ways for students, teachers and universities to collaborate horizontally and vertically.

-I can find ways to provide my students with engaging opportunities to experience a university setting.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: English, Spanish

Applicable/Useful for: Any Language

Core Practice: Design Communicative Activities, Plan with Backward Design Model

TPGES Domain: Instruction

3:00-4:00

Knox

F016: Ensuring quality programs- the revised Global Competency and World Language Program Review

Jamee Barton – jamee.barton@education.ky.gov

Kelly Clark – kelly.clark@education.ky.gov

Description: 2016-2017 brings a leaner and more focused revised Global Competency/World Language Program Review. The session will begin with a review of the changes in both format and expectations. Then we will move into an in depth conversation about the intent of the rubric demonstrators and best practices for each school to reach proficiency and exceed expectation.

I Can Statements:

- I can understand and explain to others the changes in the Program Review Rubric and why they were made.
- I can describe the intended expectations of the learner demonstrators.
- I can describe several example of best practice for meeting proficiency in each characteristic.

Target Audience: Any/All Levels**Language of Session:** English**Examples Provided In:** English**Applicable/Useful for:** Any Language**Core Practice:** Plan with Backward Design Model**TPGES Domain:** Professional Resonsibilities

3:00-4:00

Oldham

F017: Proficiency Through Play**Jennifer Kennedy** – srakennedsouth@gmail.com**Melissa Willing** – melissa.willing@fayette.kyschools.us

Description: "...for children, play is serious learning." Students, especially younger children, learn better when they can play in the target language. This session includes more than just a list of games or activities to use with students but how to create learning experiences that will engage their imaginations and have them speaking inside and outside of class. Examples from elementary classrooms but ideas for all grade levels!

I Can Statements:

- I can understand the key elements to creating a playful learning experience that also promotes proficiency.
- I can design learning experiences for my students that will allow them to play in the target language.
- I can design learning experiences for my students that will engage their imaginations and promote proficiency.

Target Audience: Elementary, Middle, Secondary**Language of Session:** English**Examples Provided In:** Spanish**Applicable/Useful for:** Any Language**Core Practice:** Use Target Language 90%+, Design Communicative Activities**TPGES Domain:** Instruction

3:00-4:00

Madison

F018: Use technology to bridge the distance barrier - bring native speakers into your classroom via technology and ensure active student engagement**Lisa Garner** – lisa.garner@daviess.kyschools.us**Liz Cobb Owens** – liz.owens@beechwood.kyschools.us

Description: Bring your laptop or online device and learn to use three online tools to create an environment of ensured active student engagement. Discover Mystery Skype to bring the world to your classroom. Use Edpuzzle to create listening activities from YouTube videos that they can complete anywhere they have Internet connection. Best part the computer grades the multiple choice questions for you. Have a You Tube video you like but wish you could add to it. Use Edpuzzle to insert your voice with additional information. Finally, experience Quizlet's new game. My students said it is better than Kahoot.

I Can Statements:

- I can create a Skype for educators account and create a request for a Mystery Skype with a class that speaks the target language.
- I can find a You Tube video I want to use in my classroom and create comprehension questions and insert audio questions into it.
- I can have fun playing Quizlet live and create my own Quizlet live game.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: Spanish

Applicable/Useful for: Any Language

Core Practice: Design Communicative Activities, Use Authentic Cultural Texts

TPGES Domain: Classroom Environment

4:15-5:15

Elliott

F019: Are You Understanding the Words That Are Coming Out of my Mouth?

Thomas Sauer – thomas.sauer@gmail.com

Description: How do you know your students understand? Checking for understanding is a powerful diagnostic tool that helps teachers ensure that students are engaged in a lesson and understand what the teacher is trying to get across. These checks should be frequent and should happen in an ongoing manner throughout the lesson, as it can create a detailed picture of student learning for a teacher. If students don't understand what a teacher is saying, there is NO learning taking place. Through the check for understanding, a teacher will have an accurate picture of what students can do at any given moment and the opportunity to modify the learning experiences to increase student understanding. If students do not understand, the teacher must provide additional strategies to make the language comprehensible and ensure that all students can meet or exceed the targets of the lesson. This session shares strategies that teachers can incorporate to check for understanding and gives access to TELL Project resources that will help teachers implement this important aspect of the performance & feedback loop.

I Can Statements:

- Participants can identify a variety of non-verbal and verbal check for understanding strategies.
- Participants can design activities that have a built-in opportunity for students to demonstrate their level of understanding.
- Participants can use resources from the TELL Project to help them evaluate their own effectiveness when checking for understanding.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: Chinese, English, Japanese, Russian, Spanish

Applicable/Useful for: Any Language

Core Practice: Use Target Language 90%+, Provide Appropriate Feedback

TPGES Domain: Instruction

4:15-5:15

Franklin

F020: Gloom or Boom? Professional Development that Inspires & Energizes

George Stewart – George.Stewart@ef.edu

Description: Mid-career language teachers face a number of challenges: maintaining their target language, keeping up-to-date on current culture, refreshing resources, and most importantly, staying energized in the sometimes challenging world of education. Learn how language-related travel can meet all of these professional development goals and more. Explore models for how you might connect your classroom to the world of your target language, build a network of enthusiastic language teachers, and reinvigorate your own language skills.

I Can Statements:

- I can identify methods for enhancing my language skills and connecting my classroom to the world of my target language.
- I can develop my portfolio of resources so that they reflect current and compelling cultural trends.
- I can build a network of language teachers who are committed to maintaining their target language and developing professionally through language-related travel.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: English

Applicable/Useful for: Any Language

Core Practice: Use Target Language 90%+, Design Communicative Activities, Use Authentic Cultural Texts

TPGES Domain: Planning and Preparation

4:15-5:15

Grant

F021: Stepping Away from the book and Into 21st Century Language Education

Rachel Medina – rachel.medina@franklin.kyschools.us

Description: This session will help guide teachers on what direction to take when designing lessons with no textbook to guide them. This session is best suited for teachers wanting to step away from the book, but need a direction and idea as to which way to turn or a “How to” guide or design from which to work. It help show how to use Standards Based Grading. And also how to set up the gradebook in a way where data is easily useful to the teacher, students, and parents.

I Can Statements:

- I can use Standards based grading.
- I can use my gradebook to guide instruction and give helpful feedback to students and parents.
- I can design assessments to match standards.
- I can use authentic resources with my level 1.
- I can design communicative practices.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: English, Spanish

Applicable/Useful for: Any Language

Core Practice: Plan with Backward Design Model, Use Authentic Cultural Texts, Teach Grammar as a Concept, Provide Appropriate Feedback

TPGES Domain: Instruction

4:15-5:15

Knox

F022: Finding the perfect French authentic resource

Jennifer Hoban – jhoban@loucol.com

Description: Have you removed textbooks from your classroom? Are you considering moving away from textbooks? One of the most rewarding yet time consuming parts of no longer using textbooks is finding the perfect authentic resources. This workshop will direct you to websites where you can find level appropriate, age appropriate, theme based, and current readings and listenings that you can use in your class every day. No more corny textbook videos or out of touch texts! This workshop will be fast paced and to the point session. You will leave with a large variety of resources and ideas of how to use them in your class.

I Can Statements:

- I can design reading comprehension activities that use authentic materials.
- I can design listening activities that use authentic materials.
- I can create lessons plans that are relevant and current.

Target Audience: Middle, Secondary, Post-Secondary

Language of Session: English

Examples Provided In: French

Applicable/Useful for: French

Core Practice: Use Authentic Cultural Texts

TPGES Domain: Planning and Preparation

4:15-5:15

Oldham

F023: Empowering Students without Disempowering Teachers: A Comprehensive Plan for Implementing Student-Friendly Objectives to Build Proficiency

Willie Carver – willie.carver2@montgomery.kyschools.us

Description: Teachers are given content-specific goals (proficiency) and district-wide goals (student-friendly objectives aligned to national and state standards), state-mandated assignments (Program Review), and often we can find ourselves essentially “doing” so many disparate things to meet demands that the big picture can feel lost. This year, I made it a goal to mindfully create a system that delivered unit-wide, student-friendly objectives into the students’ hands at the beginning of the unit while integrating them heavily into the fabric of our activities, and, thinking it would have little effect other than ameliorating my navigation of paperwork, I was surprised to find that students truly soared, with 86% of my French II students meeting proficient on the STAMP test. The “big picture in my hands approach” (1) developed metacognitive linguistic awareness in students, (2) wove goal-oriented planning into all units, (3) simplified assessment, and (4) improved the functionality of “stepping stone” grammatical concepts by integrating them into a contextual, communicative, and intentional framework.

I Can Statements:

- I can create a student-friendly objective sheet for each unit.
- I can empower students via metacognitive awareness.
- I can weave multiple objectives into lessons in order to build proficiency via intentionality and context-based, communicative scaffolding.

Target Audience: Any/All Levels

Language of Session: French

Examples Provided In: English, French, Spanish

Applicable/Useful for: Any Language

Core Practice: Use Target Language 90%+, Design Communicative Activities, Plan with Backward Design Model, Teach Grammar as a Concept

TPGES Domain: Planning and Preparation

4:15-5:15

Madison

F024: GAFE in the WL Classroom

Dustin McClain – dustin.mcclain@jessamine.kyschools.us

Description: Would like to better organize your materials? Make grading and assigning work easier? Help stay in the TL? I’d like to show you how I’ve been able to do this using GAFE (Google Apps for Education) I’m a Level 2 Google Certified Teacher who has been using GAFE in my French classroom over the past year. In my session I share with you the tools and methods that I’ve learned to help improve my classroom. Whether you are a 1:1 school or just have access to a lab or cart, I think I can help.

I Can Statements:

- I can use GAFE to organize materials.
- I can use GAFE to make my grading easier.
- I can use GAFE as a vehicle for presenting authentic text, audio, and video to my students.
- I can use GAFE as a way to collect evidence for student growth in the class.

Target Audience: Middle, Secondary, Post-Secondary

Language of Session: English

Examples Provided In: French

Applicable/Useful for: Any Language

Core Practice: Use Target Language 90%+, Use Authentic Cultural Texts, Provide Appropriate Feedback

TPGES Domain: Instruction

Saturday, September 17, 2016

Workshops:

9:00-12:00

Russell

W004: New Teacher Workshop

Laura Roche Youngworth – laura.roche@fayette.kyschools.us

Abby Diaz – sraabbydiaz@gmail.com

Description: What is at the core of being a proficiency-based teacher and how do we create a classroom culture that fosters engaging and enthusiastic learning? In this workshop, we will build a unit based on standards and around a cultural theme, experience multiple strategies and activities that scaffold and engage learners in interpersonal communication, share techniques for organizing and creating an environment conducive to learning, and explore resources and technology that enhance learning and professional growth.

I Can Statements:

- I can create a proficiency-based unit. I can identify multiple strategies for implementing interpersonal conversation. I can describe techniques for motivating students and classroom management and resources available for student learning and professional growth.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: French, Spanish

Applicable/Useful for: Any Language

Core Practice: Design Communicative Activities, Plan with Backward Design Model, Use Authentic Cultural Texts

TPGES Domain: Planning and Preparation

9:00-12:00

Shelby

W005: Linguistic Strings: The Power of literacy and Music

Douglas Bowman – dglbowman@earthlink.net

Description: Master the art of complimenting your lesson plan with literacy and music. Apply what we know of language learning into every day lesson plans. Hands on practice of selection of text and music to aid a learner's journey in learning or improving their knowledge of a new language.

I Can Statements:

- I can design a lesson plan to include music.
- I can use text and music to increase acquisition of a new language.
- I can use text and music to aid interpretive and presentational modes.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: Spanish

Applicable/Useful for: Any Language, Spanish

Core Practice: Use Target Language 90%+, Design Communicative Activities, Use Authentic Cultural Texts, Teach Grammar as a Concept

TPGES Domain: Instruction

9:00-12:00

Trimble

W006: Organic World Language (OWL) Strategies for Intermediate to Advanced Circles
Darcy Rogers – jaclyn@organicworldlanguage.com

Description: The goal is to demonstrate how to lead students to higher levels of proficiency through a natural progression of activities and prompts. Many teachers have seen the novice level Organic World Language (OWL) 'Circle', but have a hard time imagining what it can look like at a higher level. This presentation will demonstrate how to incorporate the signature kinesthetic, student-centered, high-engagement strategies, while also naturally pushing students to higher language levels. Moving students from Novice to Intermediate is much different than Intermediate to Advanced and this session will focus on demonstrating and collaboratively discussing how to appeal to students at a higher cognitive and language level. Participants will create their own Intermediate to Advanced level prompts and activities during the session.

I Can Statements:

- I can collaboratively share effective strategies for moving students up the ACTFL scale from Intermediate to Advanced.
- I can participate in hands-on activities that demonstrate a progression of language use.
- I can learn how to challenge and push students' language further.
- I can experience how to create a risk-taking environment where mistakes are accepted and encouraged as part of the language-learning process...at all levels.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: Chinese, Spanish

Applicable/Useful for: Any Language

Core Practice: Use Target Language 90%+

TPGES Domain: Instruction

1:30-4:30

Russell

W007: Game making for the proficiency based classroom

Jill Warner – jill.warner@jefferson.kyschools.us

Description: Attendees will be able to produce at least two games that they can take back to their classroom to use immediately. They will learn how to use found objects or items purchased very inexpensively. They will learn how to easily store and organize games for quick retrieval.

I Can Statements:

- I can create games to use in any world language classroom.
- I can create games from found objects that can be modified easily to fit any content.
- I can create games that reflect cultural competency in addition to language proficiency.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: English, Spanish

Applicable/Useful for: Any Language

Core Practice: Design Communicative Activities, Teach Grammar as a Concept, Provide Appropriate Feedback

TPGES Domain: Instruction

1:30-4:30

Shelby

W008: Scaffolding Authentic Resources

Julie Human – julie.human@uky.edu

Brenna Byrd – ghadir.zannoun@uky.edu

Molly Blasing – mtbl226@uky.edu

Ioana Larco – ioana.larco@uky.edu

Ghadir Zannoun – ghadir.zannoun@uky.edu

Description: In this workshop, we will present examples of how to select and scaffold authentic materials from French, German, Italian, Arabic and Russian classes at the University of Kentucky. We will define authentic in the context of language learning and underline its importance for the goal of transcultural competence as outlined in the 2007 MLA report. Each presenter will discuss the benefits and complexities of going away from standard textbook materials to create engaging up-to-date lessons using authentic resources from the target culture. We will look at a variety of multi-modal activities that push students to engage in critical analysis while expanding their knowledge of vocabulary and appropriate structures. We will demonstrate activities that use interactive websites, museum visits, film, and social media. The presenters will attempt to engage instructors from all language backgrounds while also sharing resources from the languages they teach. Participants will be asked to work in groups to develop their own lessons based on authentic language examples from English and share their ideas with the group.

I Can Statements:

- I can better define authentic resources according to ACTFL guidelines.
- I can identify at least three different forms of authentic materials that I might not have previously considered.
- I can design lessons using backwards lesson design format and authentic resources.
- I can identify some challenges and benefits of using authentic resources.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: Arabic, English, French, German, Russian, Other

Applicable/Useful for: Any Language, Arabic, English, French, German, Russian, Other

Core Practice: Use Target Language 90%+, Design Communicative Activities, Plan with Backward Design Model, Use Authentic Cultural Texts

TPGES Domain: Planning and Preparation

Sessions:

9:15-10:15

Elliott

S001: Network with NNELL

Jennifer Kennedy – srakennedysouth@gmail.com

Description: Do you teach at the elementary or middle school level? Do you struggle to find age appropriate resources or how to deal with hundreds of students you see once a week or for only 9 weeks? Are you a department of one? Come network with other teachers in similar situations and learn more about NNELL - National Network for Early Language Learners. Come and sign up for one of our NNELL Cafes throughout the year where teachers share lessons and activities that are working in their classrooms.

I Can Statements:

- I can network with other elementary and middle school World Language teachers.
- I can understand how NNELL can support me as an early language educator and how I can be more involved.
- I can learn more about NNELL Cafes coming up throughout the year.

Target Audience: Elementary, Middle

Language of Session: English

Examples Provided In: Chinese, English, Japanese, Spanish

Applicable/Useful for: Any Language

Core Practice: Design Communicative Activities

TPGES Domain: Professional Responsibilities

9:15-10:15

Franklin

S002: Where Sitting is the Exception: Moving Towards Proficiency

Darcy Rogers – jaclyn@organicworldlanguage.com

Jaclyn Hathaway Rube – jaclyn@organicworldlanguage.com

Description: Movement, creating community and understanding proficiency levels are key elements in creating a 90%+ environment where students are using language. Through purposeful questioning sequences students are naturally pushed to the next level of acquisition. In this interactive and transformational session, participants will experience a sustainable and inspiring way to apply research to practice by individualizing learning and creating a student-generated curriculum.

I Can Statements:

- I can focus on meaning, so that explicit grammar instruction is abandoned in favor of communicative efficacy through spontaneous manifestation of language.
- I can create a strong, safe community where learners and instructors equitably engage in kinesthetic social interaction and co-create community.
- I can focus on accessible language, so all learners engage the language at their own appropriate level in a dynamic system in which instruction and assessment are united.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: Chinese, Spanish

Applicable/Useful for: Any Language

Core Practice: Use Target Language 90%+

TPGES Domain: Instruction

9:15-10:15

Grant

S003: State of ACTFL

Jacque Van Houten – jacque.vanhouten@jefferson.kyschools.us

Description: Updates from ACTFL Past-President on the state of World Languages in the US.

Target Audience: Any/All

Language of Session: English

Examples Provided In: English

Applicable/Useful for: Any/All

Core Practice: Informational

TPGES Domain: Professional Responsibilities

9:15-10:15

Knox

S004: The Integration of the Arts and World Languages

Alfonso De Torres Núñez – alfonso.dettorresnunez@education.ky.gov

Description: How are the Arts related to World Languages? How can they be used to enhance and expand the students' linguistic and intercultural competencies as well as their artistic skills? In this session, a different and innovative approach to teach World Languages will be presented: The integration of the Arts and World Languages.

I Can Statements:

- I can integrate the Arts with World Languages.
- I can design an integrated Arts and World Languages activity/lesson.
- I can align an integrated Arts and World Languages activity/lesson with the Standards for Foreign Language Learning.

Target Audience: Elementary, Middle, Secondary

Language of Session: English

Examples Provided In: English, Spanish

Applicable/Useful for: Any Language, Spanish

2016 KWL A Fall Conference Session and Workshop Descriptions – info@kwla.org

Core Practice: Use Target Language 90%+, Design Communicative Activities
TPGES Domain: Instruction

9:15-10:15

Oldham

S005: KWLA Showcase 2017

Lydia Kohler – lydia.kohler@clark.kyschools.us

Agatha Manion – agatha.manion@lincoln.kyschools.us

Description: Come and see what is happening for the KWLA Showcase for the coming year! We would love to see you and your students show what they can do with languages!

I Can Statements:

- I can explain to colleagues and students what the Showcase is all about.
- I can explain how my colleagues and I can contribute to the 2017 Showcase.
- I can explain to my colleagues and administrators why the Showcase supports the Global Proficiency and World Languages Program Review.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: English, French, Spanish

Applicable/Useful for: Chinese, French, German, Japanese, Spanish

Core Practice: Plan with Backward Design Model

TPGES Domain: Instruction

9:15-10:15

Madison

S006: Using Games to fuel Confidence and Communication in the Foreign Language Classroom

Sarah Vanegas – sarah.vanegas@daviess.kyschools.us

Brittany Johnson – brittany.johnson@daviess.kyschools.us

Description: This session will focus on how to use games in the Foreign Language Classroom to increase Communication and Confidence among students. We will provide attendees with practical games they can employ within the classroom setting to get students communicating in Spanish. (The games will be adaptable for other languages as well). We will show attendees how to play several games, and the effect they have had in our classroom. Attendees will partake in several games themselves so that they can get a feel on how to use them within their own contextual setting. We will show how to create games using a backward-design module, so that communication is the focus from the creation to the implementation of the game.

I Can Statements:

- I can design games to create opportunities for communicating in the target language in my classroom.
- I can use games in my foreign language classroom to engage my students in communication.
- I can create games that assist my students with their confidence in a foreign language.

Target Audience: Middle, Secondary

Language of Session: English

Examples Provided In: Spanish

Applicable/Useful for: Spanish

Core Practice: Design Communicative Activities

TPGES Domain: Instruction

10:30-11:30

Elliott

S007: Teaching through Learning: How learning Chinese and Russian has helped me teach Spanish better
Ben McMaine – ben.mcmaine@fayette.kyschools.us

Description: It had been so long since I had learned Spanish, I had forgotten how it felt to be a Novice speaker, a fact not unnoticed by my students. It wasn't until I found myself in a country, surrounded by a language unknown to me, that I began to rethink second language acquisition on a personal level. By then, I was hooked. Join me on the journey of how a growing addiction to language learning can help inspire proficiency and create a language-rich classroom.

I Can Statements:

- I can make instructional choices based on proficiency levels.
- I can explore apps and on-line resources for language learning.
- I can discuss the roles of motivation, self-confidence and anxiety on language acquisition.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: Chinese, English, French, Russian, Spanish, Other

Applicable/Useful for: Any Language

Core Practice: Design Communicative Activities, Plan with Backward Design Model

TPGES Domain: Instruction

10:30-11:30

Franklin

S008: Mining for Gold: Leveraging Culture and Language in Authentic Film
Sara-Elizabeth Cottrell – secottrell@musicuentos.com

Description: Authentic film can be a dark and confusing place, especially for novice learners, or we can mine films for gold: real language and cultural awareness for early novices onward. In this session, explore how to develop a scaffolding guide and gain access to such guides for the Mexican movie Canela.

I Can Statements:

- I can identify communicative target features in a movie clip.
- I can identify cultural products and practices in a movie clip.
- I can introduce language targets and culture in ways that prepare my students to comprehend authentic video.
- I can assess how well my students comprehend and can use target features in authentic video.

Target Audience: Middle, Secondary

Language of Session: English

Examples Provided In: Spanish

Applicable/Useful for: Spanish

Core Practice: Design Communicative Activities, Use Authentic Cultural Texts

TPGES Domain: Instruction

10:30-11:30

Grant

S009: ACTFL's NEW ICC Can Dos
Jacque Van Houten – jacque.vanhouten@jefferson.kyschools.us

Description: ACTFL has added Intercultural Communicative Competency Can Do statements to its standards support materials. Learn how to implement them and boost learners' global competence.

I Can Statements:

- I can access ACTFL's Intercultural Communicative competency Can Do statements.
- I can identify ICC goals that align with my curriculum.
- I can create new ICC goals and guide learners to do the same.

- I can provide opportunities for learners to demonstrate their ICC.
- I can assess learners' ICC.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: English

Applicable/Useful for: Any Language

Core Practice: Design Communicative Activities

TPGES Domain: Instruction

10:30-11:30

Knox

Feature Session S010: Effective Integration of Technology in Language Classroom

Yo Azama – azamasensi@gmail.com

Description: How can we effectively integrate technology in the language classroom? How can we maximize opportunities for learners' communication tasks with available technology? Presenter will share a lesson that integrates various types of apps to promote learners' communication skills.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: English, Japanese

Applicable/Useful for: Any Language

Core Practice: Use Target Language 90%+, Design Communicative Activities, Plan with Backward Design Model, Use Authentic Cultural Texts, Teach Grammar as a Concept, Provide Appropriate Feedback

TPGES Domain: Instructional

10:30-11:30

Oldham

S011: Front and Center: Assessing Proficiency via Student-Centered Tasks

Tanya Romero-Gonzalez – tromerogonzalez@murraystate.edu

Description: I will discuss and provide multiple examples of different student-centered tasks and techniques that help both students and teachers to assess proficiency levels in the foreign language. While most of us already follow a student-centered approach in our teaching, I want to demonstrate how we can further promote hands-on tasks for our students. Regardless of the level or language you teach, you can easily incorporate and adapt these techniques in your class.

I Can Statements:

- I can adapt tasks to make them student-centered.
- I can create tasks that foster a student-centered discussion and engagement.
- I can design rubrics that promote students' self-assessment.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: English, Spanish

Applicable/Useful for: Any Language, Spanish

Core Practice: Use Target Language 90%+, Design Communicative Activities, Use Authentic Cultural Texts, Teach Grammar as a Concept, Provide Appropriate Feedback

TPGES Domain: Planning and Preparation

10:30-11:30

Madison

S012: Delicious Learning: Using Food to Both Teach Culture and Practice Language Skills

Jennifer Marsh – jennifer.marsh@ucumberlands.edu

Description: You probably already use food in your language classroom to teach culture and...to enjoy the food! This session will provide ideas on how to practice language skills in addition to teaching culture, using food as the “hook” to engage your students. We will walk through three different examples of these types of lessons, using Learning Indicators from the Kentucky Standard for World Language Proficiency.

I Can Statements:

- I can design lessons that use food as a way to teach culture and to practice language skills.
- I can use the Learning Indicators from the Kentucky Standard for World Language Proficiency as a guide to help me to design these types of lessons.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: English, Spanish

Applicable/Useful for: Any Language

Core Practice: Design Communicative Activities, Use Authentic Cultural Texts

TPGES Domain: Planning and Preparation

1:45-2:45

Elliott

S013: Cultural Connections through the Modes: Making the most of your resources

Sarah Thompson – sthompson@vistahigherlearning.com

Description: Let's explore ideas for engaging lessons by making one great resource go a long way. We will be looking at various levels of media and readings and transforming each source into three separate activities utilizing interpretive, interpersonal and presentational modes. This task-based practice and assessment allows us to gauge student growth in a new way. Students will gain confidence and knowledge through the use of authentic sources.

I Can Statements:

- I can create tasks and assessments spanning interpretive, interpersonal and presentational modes
- I can engage students with authentic sources
- I can gauge students growth in a new way

Target Audience: Middle, Secondary, Post-Secondary

Language of Session: English

Examples Provided In: French, German, Spanish, Other

Applicable/Useful for: French, German, Spanish, Other

Core Practice: Design Communicative Activities, Use Authentic Cultural Texts

TPGES Domain: Planning and Preparation

1:45-2:45

Franklin

S014: How to Prepare Your Students for the National Spanish Exam

Ruth Pascual – ruth.pascualborquez@jefferson.kyschools.us

Hilary Landwehr – landwehr@nku.edu

Description: The National Spanish Exam measures proficiency and achievement for students in middle school and high school. This nationally-normed exam provides scholarships and travel awards and allows students access to past exams and study site to prepare.

Easily administered online and providing results immediately, you can use the NSE to motivate your students to excel

.

I Can Statements:

- I can prepare my students for the NSE using the online practice tools
- I can assess my students listening, reading and grammar levels and see how they rank nationally
- I can motivate my students to excel and be recognized for their scores on the NSE

Target Audience: Middle, Secondary**Language of Session:** Spanish**Examples Provided In:** English**Applicable/Useful for:** Spanish**Core Practice:** Plan with Backward Design Model**TPGES Domain:** Planning and Preparation

1:45-2:45

Grant

S015: U-Connect: KWLA Networking and the Outreach Clearinghouse**Jeanmarie Rouhier-Willoughby** – j.rouhier@uky.edu**Laura Roche-Youngworth** – laura.roche@fayette.kyschools.us

Description: Presentation of the latest news about the KWLA Outreach Clearinghouse (<http://www.kwla.org/och/>) and the KWLA/University of Kentucky podcast collaboration. The presenters will collect ideas from the audience for future podcast themes and components, discuss materials and directions of the Outreach Clearinghouse site and fostering collaboration among language teachers of all levels, from K to 20.

I Can Statements:

- I can connect with other language educators. I can participate in improving professional development of language educators. I can provide and access resources to improve classroom teaching.

Target Audience: Any/All Levels**Language of Session:** English**Examples Provided In:** English**Applicable/Useful for:** Any Language**Core Practice:** Informational**TPGES Domain:** Professional Responsibilities

1:45-2:45

Knox

S016: Revising advanced courses with an eye to SLA/CI**Sarah Moran** – sarah.moran@kcd.org

Description: Many teachers already use Second Language Acquisition/Comprehensible Input-based methods and activities in their beginning and intermediate language classes. SLA/CI practitioners know that the teacher can control for two things: the quality and quantity of the language they use when providing input to students. How can you effectively continue this in advanced classes, where the focus becomes student output (especially in preparation for national examinations such as the AP)? This session will guide participants to a better understanding of SLA and CI in advanced classes. Examples will be based on the AP themes. The presenter will share curriculum materials that she is developing for her advanced French classes.

I Can Statements:

- I can demonstrate understanding of SLA/CI principles and what they mean for my students.
- I can design formative and summative assessments that demonstrate SLA/CI principles (using rubrics as appropriate).
- I can design lessons that focus on language proficiency.

Target Audience: Secondary**Language of Session:** English**Examples Provided In:** French**Applicable/Useful for:** Any Language

Core Practice: Use Target Language 90%+
TPGES Domain: Instruction

1:45-2:45

Oldham

S017: ¡Aprendamos español! A Summer Camp Experience for Elementary Students

Pilar Gomez – pilar.gomez@shelby.kyschools.us

Kari Jesse – kari.jesse@shelby.kyschools.us

Description: This session will focus on how to plan and implement a two-week language immersion summer camp experience for elementary students. Participants will learn about Shelby County’s recent summer camp experience, as well as receive resources for planning their own camp experience featuring hands-on language activities based on the three modes of communication through a center-based approach. Additional resources include activities that focus on games, songs and crafts that teach global competency skills to help students “travel” to and explore target language countries.

I Can Statements:

- I can write a proposal for a language immersion summer camp.
- I can plan hands-on activities that focus on the three modes of communication.
- I can integrate language and global competency skills through games, songs and crafts.

Target Audience: Elementary

Language of Session: English

Examples Provided In: Spanish

Applicable/Useful for: Any Language

Core Practice: Use Target Language 90%+, Design Communicative Activities

TPGES Domain: Instruction

1:45-2:45

Madison

S018: Organic World Language (OWL) Strategies for Intermediate to Advanced Circles

Darcy Rogers – jaclyn@organicworldlanguage.com

Jaclyn Hathaway Rube – jaclyn@organicworldlanguage.com

Description: For those of you who have experienced the Organic World Language (OWL) ‘Circle’ in the past and wondered what it looks like at a higher level, this is for you. This session is designed for you to experience and then craft your own Intermediate to Advanced activities, while incorporating the high-engagement strategies and student-centered content that OWL is known for. While simultaneously focusing on student interest and demonstration of proficiency, classrooms become highly motivated spaces where students have ownership of the language and aren’t afraid to show it!

I Can Statements:

- I can collaboratively share effective strategies for moving students up the ACTFL scale from Intermediate to Advanced.
- I can participate in hands-on activities that demonstrate a progression of language use.
- I can learn how to challenge and push students’ language further.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: Chinese, French, Spanish

Applicable/Useful for: Any Language

Core Practice: Design Communicative Activities

TPGES Domain: Instruction

3:00-4:00

Elliott

S019: Sociedad Honoraria Hispánica - How to Start a Chapter

Catherine Del Valle – catherine.delvalle@russellind.kyschools.us

Description: Do you want to motivate your students to continue to study Spanish? Do you want to give them opportunities to use the language, earn community service hours, and win scholarships? Then Sociedad Honoraria Hispánica can be the tool you need. This 60-minute session will give you all the information and resources to quickly start up your chapter and connect your students to the programs and resources that SHH offers. This honor society recognizes high achievement and promotes continued study of Spanish language and culture for high school students.

I Can Statements:

- I can set up my chapter of Sociedad Honoraria Hispánica.
- I can connect my students to service projects to help the Hispanic community.
- I can award high achievement in Spanish.
- I can help my students earn scholarships for their high achievement in Spanish.
- I can recognize high performing students with official SHH regalia at graduation.

Target Audience: Secondary

Language of Session: Spanish/English

Examples Provided In: English, Spanish

Applicable/Useful for: Spanish

Core Practice: Informational

TPGES Domain: Professional Responsibilities

3:00-4:00

Franklin

S020: Become the Master of your own Data

Randy Barrette – randy.barrette@menifee.kyschools.us

Description: The U.S. Department of Education (Teachers' Ability to Use Data to Inform Instruction: Challenges and Supports, 2011) identified five skill areas that the experts thought teachers need to master if they are to use student data to improve instruction. We will apply these 5 skills to data established from national averages from the STAMP 4S. Lastly, we will discuss the use of data to improve practices that lead toward proficiency-based instruction in K-12 World Language Classrooms. Bring along your own data from the STAMP 4S or another assessment tool for discussion.

I Can Statements:

- I can list the 5 skills that teachers need to effectively use data.
- I can use these 5 skills to design or implement effective assessment tools in my classroom.
- I can develop a strategy to improve my teaching practice based on data I've gathered.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: Arabic, Chinese, French, Spanish

Applicable/Useful for: Any Language

Core Practice: Plan with Backward Design Model, Provide Appropriate Feedback

TPGES Domain: Planning and Preparation

3:00-4:00

Grant

S021: State of KWLA

Sara Merideth – smerideth@thelexingtonschool.org

Lucas Gravitt – lucas.gravitt@scott.kyschools.us

Description: Join the President and President-Elect of the Kentucky World Language Association for the State of KWLA including a round table discussion and a question/answer session. Learn how you can get involved from committee work, to regional representatives, board members, or just participating in KWLA events.

Target Audience: Any/All

Language of Session: English

Examples Provided In: English

Applicable/Useful for: Any/All

Core Practice: Informational

TPGES Domain: Professional Responsibility

3:00-4:00

Knox

S022: Duolingo for Practice and Motivation

T Danielle Pendleton – teresa.pendleton@jefferson.kyschools.us

Description: I will give information about using Duolingo to encourage students to practice their TL outside of the classroom. It is a great tool for creating a bit of a challenge and competition for the most points in a class too. Teachers will leave with tools for calculating points as well.

I Can Statements:

- I can use an app to encourage students to have more practice time with the TL.
- I can create an Excel spreadsheet to calculate the points for the top students.
- I can use Duolingo to quickly assess where students need help with grammar concepts.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: English, French

Applicable/Useful for: Any Language

Core Practice: Teach Grammar as a Concept

TPGES Domain: Instruction

3:00-4:00 – 10 minute ePoster Presentation

Oldham

S023: Mi primer millon

Douglas Bowman – dglshowman@earthlink.net

Description: Scientific background to support the 1 Million Word Initiative.

Exposure to recent research into language learning and how the brain works. Reasons to support 90-10 and go beyond.

I Can Statements:

- I can explain the reasons for the 1 Million Word Project.
- I can backup the 1 Million Word Project through research.
- I can aid learners increase their vocabulary.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: Spanish

Applicable/Useful for: Any Language

Core Practice: Use Target Language 90%+

TPGES Domain: Instruction

3:00-4:00

Madison

S024: Updates from the Kentucky Department of Education

Alfonso De Torres Núñez – alfonso.detorresnunez@education.ky.gov

Description: Join the KDE World Language Consultant as he shares updates from the KDE regarding all things World Language including Standards, Assessment, Program Review, Regional World Languages cadres, international programs, Seal of Biliteracy, and be able to voice opinions, needs or concerns with the KDE.

I Can Statements:

- I can learn about the updates from the state level regarding all things World Languages
- I can participate in an activity related to professional inquiry.
- I can participate in a professional learning activity seeking to provide more opportunities for student success.

Target Audience: Any/All Levels

Language of Session: English

Examples Provided In: English

Applicable/Useful for: Any Language

Core Practice: Use Target Language 90%+, Design Communicative Activities, Plan with Backward Design Model, Use Authentic Cultural Texts, Teach Grammar as a Concept, Provide Appropriate Feedback

TPGES Domain: Professional Responsibilities