

THE CONNECTICUT COUNCIL OF
LANGUAGE TEACHERS

51ST ANNUAL FALL CONFERENCE

**The Journey:
Building Pathways to
Proficiency**

CROMWELL, CT

OCTOBER 20 &
OCTOBER 21, 2019

RED LION HOTEL
CROMWELL

Connecticut Council of Language Teachers

www.ctcolt.org

Schedule for Sunday October 20, 2019

2:00 – 3:00	CT COLT World Language Networking Initiative	As Assigned
3:00 – 4:00	Session Y Workshops - Music March Madness , Amanda Robustelli-Price, Tara Smith - Food for Art , Stephanie Duchesneau, Lynne Lipkind	Crown 1 Crown 3
4:00 – 5:00	Session Z Workshops - Tech round table/ Speed Dating , Karen Stoj, Frances Valentin, Gina Gallo, Katy Reddick - Everyday Mindfulness as a Key to Your Wellness Christine Dombrowski	Coach Crown 2
4:00 – 5:00	New Teachers / First-Time Attendees Networking Group Jill Griswold	Crown 1
5:00 – 6:30	President's Reception and Awards (includes the Future World Language Teachers Honor Society Induction)	Nutmeg
6:30 – 7:30	Cultural Trivia Robin Bertrand	Nutmeg

Schedule for Monday October 21, 2019

7:00	Registration and Exhibit Hall Open	Lobby Area/Exhibitor Hall
7:45 – 8:45	Session A Workshops	As Assigned
8:45 – 9:15	Exhibitor Visitation Time/Continental Breakfast	Exhibit Hall/Lobby Area
9:20 – 10:20	Session B Workshops	As Assigned
10:25– 11:25	Session C Workshops	As Assigned
11:30-12:00	Exhibitor Visitation	Exhibitor Hall
12:00-1:45	Lunch, Awards and Keynote: Rebecca Aubrey  <p>Rebecca Aubrey has over 10 years of experience teaching Spanish to students in PreK-8, and 20 years of experience teaching about Latin America at the college level. Rebecca presents workshops locally and nationally on a variety of topics, including project-based learning, differentiation strategies, and target language use. An avid traveler, she views language learning as an essential tool for 21st century citizenship and is passionate about getting students equally passionate about engaging with our globalized world. Rebecca serves on the Board of CT COLT and is the state representative to NNELL. As the 2019 ACTFL World Language Teacher of the Year, Rebecca is proud to have the opportunity to advocate for all students to have access to quality language learning.</p>	Grand Ballroom
1:45-2:45	Session D Workshops	As Assigned
2:45-3:00	Exhibitor Visitation and Snacks	Exhibitor Hall
3:00-4:00	Session E UNCONFERENCE	Nutmeg Room

Table of Contents

Schedule for Sunday October 20, 2019.....	1
Schedule for Monday October 21, 2019	1
CT COLT Fall Conference Planning Committee	2
President’s Letter	3
CT COLT Board of Directors 2018-2020	4
Evaluations	5
CT COLT Language Teacher of the Year, 2019-2020.....	5
CT COLT Language Teacher of the Year, 2018-2019.....	5
Awards, Recognitions, and Scholarships.....	6
CT COLT Year-at-a-Glance 2020	7
Conference Sponsorships.....	8
With Our Thanks	8
CT COLT Future Teachers Honor Society.....	8
CT COLT Fall Conference Exhibitors 2019	9
Session Descriptions.....	11
CT Networking Group for World Language Teachers	25
Get Involved!	25
Teaching for Proficiency Institute	27
Hotel Map	28

CT COLT Fall Conference Planning Committee

Name	District	Role
Amanda Robustelli-Price	Enfield Public Schools	Conference Co-Chair
Jimmy Wildman	Glastonbury Public Schools	Conference Co-Chair
Robin Bertrand	South Windsor Public Schools	Workshops
Linda Dalpe	Quinnipiac University	Advisor & Scholarships
Carla DeStefanis	North Haven Public Schools	Hospitality
Giancarlo DeStefanis	Retired	Audio-Visual
Maria DeStefanis	Retired	Registration
Jill Griswold	Glastonbury Public Schools	Workshops & Sponsorships
Mara Malafronte	North Haven Public Schools	Sponsorships & Committee Member
Vincenza Mazzone-McNulty	Retired	Advisor & Hospitality
Christi Moraga	Retired	Hospitality
Judith Ojeda	South Windsor Public Schools	Photography
John Rook	Glastonbury Public Schools	Committee Member
Tara Smith	Canton Public Schools	Calendar & Publicity
Paul St. Louis	Retired	Advisor
Joseph Parodi-Brown	Marianapolis Preparatory School	Publicity
Maria-Paz Tellechea	Retired	Evaluation
Lisa Urso	Rocky Hill Public Schools	Committee Member

President's Letter

Welcome to the 51st CT COLT Conference where we aspire to serve teachers, students, and the profession, coming together to represent *many languages* and advocating for them with *one voice*. We hope that you grow from this year's conference in the sessions with leaders from around our state, our CT COLT Teacher of the Year, Glastonbury's Meiching Chang, and the Keynote with this year's ACTFL Teacher of the Year, Rebecca Aubrey. Please recognize and celebrate this year's Co-Chairs, Jimmy Wildman and Amanda Robustelli-Price, and all the Conference Committee for their work through the entire year to make this conference a reality.

The CT COLT Board has been busy over the past months working to build resources and design learning experiences to benefit all members. Over the past six months, we created a new website that reflects modern branding and updated resources with links to all events, current job postings, advocacy information and Seal of Biliteracy. The CT COLT Board also tackled the need for easy-to-use membership management and event registration and we hope that you derive the benefits of Wild Apricot. I would like to extend my deepest gratitude as these two projects were extremely time-consuming. They were led by the President-Elect, Amanda Robustelli-Price, and supported by board members.

As we continue to grow as an organization, we also devoted time to reflect on goals and initiatives that were celebrated at last year's 50th celebration. Following a productive day-long summer retreat, board member and Advocacy Chair, Rebecca Aubrey, led the initiative to build a three-year strategic plan with members of the CT COLT Board to guide our work from 2019-2022. The strategic plan focuses the time and energy of our volunteers and aims to meet our mission statement: "CT COLT promotes, advocates for and fosters the teaching and learning of World Languages and Cultures. We support, guide and connect educators, students, policy makers and the public through professional development, scholarship and collaborative initiatives." The following categories were established to meet the needs of our teachers: Teachers as Leaders, Teachers as Advocates and Teachers as Collaborators. For each category, the board articulated clear objectives, action steps, and people responsible to ensure our progress.

Our Summer Proficiency Institute was another wonderful summer event, led by Greg Duncan and attended by over 100 teachers. We were able to work collectively to build units based on authentic resources to engage our students in higher order thinking skills needed to become proficient. We collaborated to share strategies and materials to teach for proficiency. As ACTFL defines it, proficiency is "what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context." To that end, Greg provided clear guidance needed to set proficiency targets and choose authentic resources that help to build the bridge from performance in the classroom to proficiency in the real world. We look forward to his return on June 24-25 so we can work to build effective lesson plans at this Summer Proficiency Institute.

As we begin this new year, please consider getting involved in CT COLT through the many PD offerings, student contests and scholarships, or in our committees to build capacity in our organization. Take time to visit the new website, www.ctcolt.org, for all of the latest information about what is happening in the State of Connecticut with regard to our world language profession and resources to enrich your work life.

With gratitude for all that you do to promote globally-minded and biliterate youth who can lead our next generation,



Lea Graner Kennedy
President, CT COLT

CT COLT Board of Directors 2018-2020

Officers/Executive Committee

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Evaluations

Session Evaluations

After each session please complete your conference evaluation. You can complete this evaluation via the paper forms within your conference folders, or you can complete them online.

<https://www.surveymonkey.com/r/JYFHV7W>



Conference Evaluation

At the end of your day, please complete this overall conference evaluation. You can choose to add your name to a drawing for a free conference admission in 2020!

<https://www.surveymonkey.com/r/C55TWKR>



CT COLT Language Teacher of the Year, 2019-2020

CONGRATULATIONS TO MEICHING CHANG, GLASTONBURY PUBLIC SCHOOLS



Meiching Chang is originally from Taiwan, where she was an English teacher before coming to the United States to pursue her Master's Degree in Teaching English as a Foreign Language in 1997. Upon completing her degree work, Meiching worked as an elementary classroom teacher in the Philadelphia Public Schools, before moving to Connecticut. She is certified in Elementary Education, TESOL, and Chinese and served as an ESL teacher and Chinese teacher in the West Hartford Public Schools before joining the Glastonbury Public Schools in 2012, as a Chinese teacher. Meiching also works for STARTALK Discover Chinese program at the Glastonbury, CT site, where she serves as the program's Instructional Lead, a position she has held since 2010. Prior to her current role in the STARTALK program she participated in the training program in 2007 and served as an instructor in the program in 2008 and 2009.

CT COLT Language Teacher of the Year, 2018-2019

CONGRATULATIONS TO RICHARD DE MEIJ, HARTFORD PUBLIC SCHOOLS

De Meij is an outstanding advocate for students in his classes, and for language and culture education in general. He is committed to social justice in his classes and school, and he has worked to become a specialist in equity education. He has presented workshops at CT COLT, NECTFL, and ACTFL. Richard demonstrates commitment to languages in the community. He speaks eight languages with differing levels of proficiency. He teaches both French and Spanish with an energy and passion that is contagious to his students. He understands and implements high leverage teaching practices in order to effectively promote language proficiency and reach the World Readiness Standards for his students.



Awards, Recognitions, and Scholarships

Awards

Pegasus Pride Award

Robin Bertrand, *South Windsor Public Schools*
Stephanie Duchesneau, *Simsbury Public Schools*
John Rook, *Glastonbury Public Schools*

Recognitions

CT COLT 2019 Fall Conference Co-Chairs

Amanda Robustelli-Price, *Enfield Public Schools*

CT COLT Poster Contest Chair

Jimmy Wildman, *Glastonbury Public Schools*

CT COLT Rhyme Celebration Chair

Karen Murano, *Greenwich Public Schools*

CT COLT Essay Contest Chair

Kate Krotzer, *Glastonbury Public Schools*

CT COLT Student Awards for Excellence Chair

John Rook, *Glastonbury Public Schools*

CT COLT Summer Institute Chair

Lisa Urso, *Rocky Hill Public Schools*

CT COLT Networking Group for World Language Teachers

Kathleen Archibald, *Bristol Public Schools*

CT COLT Poetry Recitation Contest Co-Chairs

Gina Gallo, *Bristol Public Schools*

Amanda Robustelli-Price, *Enfield Public Schools*

Eliza Gonzalez, *Vernon Public Schools*

Elizabeth Lapman, *Hamden Public Schools*

John Rook, *Glastonbury Public Schools*

CT COLT Best in Conference 2019

Jill Griswold, *Glastonbury Public Schools*

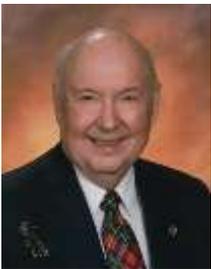
CT COLT Future Teachers Honor Society Coordinator

Aileen Dever, *Quinnipiac University*

Scholarships

Kenneth A. Lester Summer Immersion Scholarship

Diego Angeles, *Enfield, CT*



Kenneth A. Lester was one of the founding fathers and first President of CT COLT in 1968. This scholarship is awarded to a world language student to help defray the cost of a summer language study abroad/immersion experience. *All proceeds from the raffle baskets will support the Kenneth A. Lester Scholarship Program.*

Please consider contributing to the Kenneth A. Lester Student Summer Immersion Scholarship through our website, www.ctcolt.org.

CT COLT offers a variety of awards & scholarships for both teachers and students. To find out more about these awards & scholarships, or to nominate someone for one please visit our website: www.ctcolt.org/awards-contests.

CT COLT Year-at-a-Glance 2020

Teacher Conferences and Events

Name of Event	Registration Deadline	Date of Event
NECTFL	See website.	2/13/20-2/15/20
CT COLT Fall Conference 2020 Theme: Proficiency: Continuing the Journey	Early Bird 9/17/20 On-time 10/8/20	10/18/20-10/19/20
EdCamp CT COLT @CCSU	None	5/2/20
Summer Proficiency Institute	Early Bird:5/15/20 Online: 6/23/20	6/24/20 & 6/25/20

Teacher Awards

Name of Award	Application Deadline	Date winners announced
CT COLT Language Teacher of the Year	5/15/20	June 15,2020
Helen Amaral Award	9/15/20	Fall Conference: President's Reception October 18,2020
Robert G. Mead, Jr. Award	9/15/20	
Jane G. Graveen Award	9/15/20	
Pegasus PRIDE Award	9/15/20	
Service/Retirement Award	5/15/20	

Student Events

Name of Event	Registration Deadline	Date of Event
Rhyme Celebration at Glastonbury East Hartford Magnet School		4/8/2020
Poetry Recitation Contest at Wethersfield High School	2/7/20 postmark deadline for registration materials	4/22/20 Snow: 4/23/20

Student Awards and Contests

Name of Award/Contest	Registration Deadline	Date winners announced
Poster Contest	3/1/20 deadline for submissions	4/1/20
The Irene Stanislawczyk Scholarship	3/31/20 deadline for submissions	4/15/20
The Kenneth A. Lester Summer Immersion Scholarship	3/31/20 deadline for submissions	4/15/20
Essay Contest	5/1/20 deadline for submissions	6/1/20
CT COLT Student Awards for Excellence	5/15/20 deadline for submissions	N/A
Seal of Biliteracy	5/15/20 orders due for the seals	N/A

***All dates subject to change. Please check the website for current details.

Conference Sponsorships

A VERY SPECIAL THANKS TO THE FOLLOWING EXHIBITORS FOR MAKING THIS A VERY SUCCESSFUL CONFERENCE!

Platinum Sponsor

Language Testing International

Silver Sponsor

Central Connecticut State University

Bronze Sponsors

Colegio Delibes

EF – Education First

Howard Financial Group

Pearson

WorldStrides ISA Global Competence

With Our Thanks

Tote Bags

Colegio Delibes

President's Reception

Thank you to Avant Assessment for co-sponsoring the President's Reception in cooperation with CT COLT

Ken Lester Scholarship Baskets

Generous Members of CT COLT

Colegio Delibes

Filmarobics

Halladay's Harvest Barn

Olive Garden

Vera Bradley

Tote Bag Items

Language Magazine

Calendar Sponsors

Apollo Refrigeration

Bruno Massaro & Sons, Inc.

Colegio Delibes

Film Aerobics

Giovanni Pizzeria Restaurant

Mr. Audio Visual

Nero, Inc.

Tonino Pizzeria

Viscuso Electric & Son

CT COLT Future Teachers Honor Society

University of Connecticut

Advisor: Michele Back

Laura Rahmig

Quinnipiac University

Advisor: Aileen Dever

Kimberly Day

Stephanie Kotsovolos

Southern Connecticut State University

Advisor: Jesse Gleason

Mariliz Maysonet

Maria I Saca

Andrea Salmeron

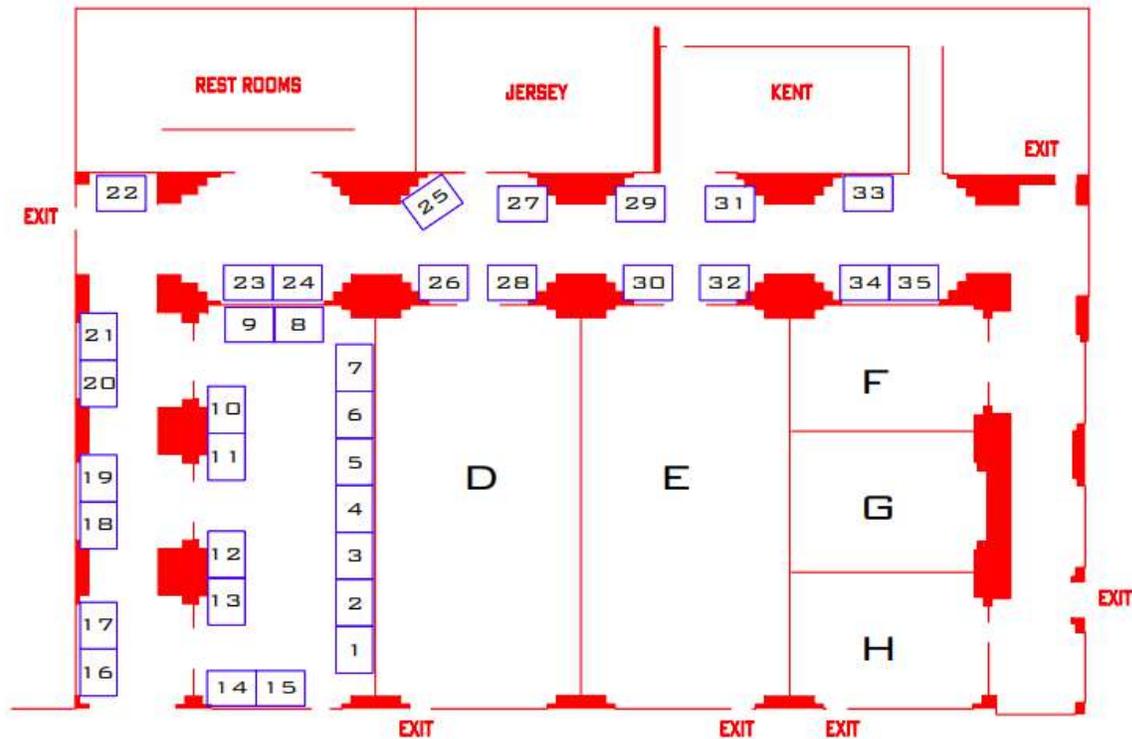
Miguel Diaz

Pamella Madrigal

Odalis Mercado

Samantha Miller

CT COLT Fall Conference Exhibitors 2019



Location	Name	Location	Name
28	AATF	22	Language Testing International
7	ACTFL	26	NECTFL
10	Avant Assessment	27	Pearson
1	Barnes & Noble	8	Prometour Educational Tours
20 & 21	Cambridge University Press	24	Puentes, LLC
3	Carnegie Learning/EMC School	12 & 13	QTALK Publishing, LLC
6	Central Connecticut State University	25	Sparkle
2	CIEE - The Council on International Educational Exchanges	19	Students Love Travel
14	Colegio Delibes	5	The Pulsera Project
4	CT COLT	18	TRO Learning
15	EF - Education First	16	Vista Higher Learning
23	Houghton Mifflin Harcourt	17	WorldStrides ISA Global Competence
11	Howard Financial Corp	9	Yabla

Invoices

To get an invoice after the conference, please visit our membership page <https://ctcolt.org/about/membership/> and login to your profile. Or you should have received proof of payment via email. Please contact conference@ctcolt.org with questions.

THE JOURNEY: BUILDING PATHWAYS TO PROFICIENCY 2019 FALL CONFERENCE WORKSHOP DESCRIPTIONS

Sunday Workshops and Activities

CT COLT World Language Networking Initiative 2:00 - 3:00 p.m.

This invite-only session will include the participants in this year's 2019-2020 COLT World Language Networking Initiative. During the session, newer and more experienced teachers will have the opportunity to get to know each other and to set goals for their school-year collaborations.

Session Y: 3:00 p.m. – 4:00 p.m.

Session Y-01

Musical March Madness

Amanda Robustelli-Price, *Enfield Public Schools*
Tara Smith, *Canton Public Schools*

It's March Madness time - for music! Come to this interactive workshop to learn how to structure a March Madness bracket for authentic music videos from the target culture. During the session, attendees will see sample brackets, discuss class and school engagement, experience model activities, and compare possible variations on this culturally engaging activity that will have your students viewing and downloading music in the target language during their free time. Participants will be given the opportunity to personalize their learning for their own classroom use.

Session Y-02

Food for Art

Stephanie Duchesneau, *Simsbury High School*
Lynne Lipkind, *Simsbury High School*

Relax and create an art piece using healthy ingredients to promote nutritional eating habits and exercise. Examples will be shared from the French government sponsored website mangerbouger. This can be a fun, easy to organize activity for students that can be done in multiple ways. Materials for class will also be shared. Join us and create your piece and have a healthy snack!

Session Z: 4:00 p.m. – 5:00 p.m.

Session Z-03

Tech Round Table/Speed Dating

Various Presenters

The tech round table consists of tables led by teachers with "techspertise," similar to a tech fair. Attendees will come to this session but, instead of sitting down and learning from one presenter only, they will have the opportunity to learn 'à la carte' from several world language educators with expertise in instructional technology. Participants may stay as long as they like with one presenter or browse the tables at their own pace. Please bring a laptop, an iPad, or a mobile device and walk away with a new app or with an innovative tech-infused lesson for your students.

Session Z-04

Everyday Mindfulness as a Key to Your

Wellness Christine Rapp Dombrowski, *Business Owner Finding Dharma, LLC and Founder Uplift Teachers*

This workshop will provide participants a sampling of various mindful practices and methods allowing them to approach their everyday work and lifestyle with less stress and more well-being. Although mindfulness is usually first associated with meditation, there are many other applications, from mindful eating to mindful listening, practicing "the pause," mindful walking, mindful planning, mindful reflection and changing thought patterns, among others. This session will introduce some of these methods and allow for practice, reflection and discussion, so you can begin to shape your own mindful practice at home and work.

New Teachers/First Time Attendees Networking Group 4:00 p.m. - 5:00 p.m.

Jill Griswold, *Smith Middle School*

Come to this session open to teachers new to the profession within the last five years and first-time conference attendees!

THE JOURNEY: BUILDING PATHWAYS TO PROFICIENCY 2019 FALL CONFERENCE WORKSHOP DESCRIPTIONS

The presenter will lead participants in creating a "New Teacher Survival Kit" with resources and strategies discussed throughout the session. Participants will have an opportunity to network with other new teachers from across the state and be able to share experiences.

President's Reception & Awards ***5:00 p.m. – 6:30 p.m.***

During this session, CT COLT will honor and celebrate those who have won awards and contributed to the organization and profession. The awards will include the inductees to the CT COLT Future Teachers Honor Society. Awards winners are invited via invitation, and all conference attendees are welcome to attend. The Presidents' reception immediately follows the awards session with the return of the popular mashed potatoes station and other delights. To close our Sunday Funday there will be a Trivia Contest with a chance to win some fun prizes and enjoy some great comradery.

Cultural Trivia ***6:30 p.m. – 7:30 p.m.***

Robin Bertrand, *Timothy Edwards Middle School*

Bring your friends/colleagues and join us for Cultural Team Trivia. Have fun putting your brains together to answer trivia questions, have fun and win prizes!

Monday Workshops

Session A: 7:45 a.m. – 8:45 a.m.

Session A-01

Capturing Conversations and Responses with Video

Jennifer Zugarazo, *Mansfield Public Schools*

Keyword: Technology

Core Practice Addressed: Provide Appropriate Oral Feedback

Main Language of the Presentation: English

Examples in: English, Spanish

Target Audience: Elementary, Middle School, High School, University

Being a World Language teacher means listening to lots of students talk. Often it is difficult to find time to have students present information in a meaningful way that doesn't bore the class or take up all your time. Screencastify and Flipgrid have enabled me to turn my classroom into a language lab whenever I need to. Come check out how to use these extensions and apps with your students. Both iPads and Chromebooks will be represented. Screencastify is an app that you can add to a Chromebook and use to record videos of individuals, groups and even capture the desktop screen and discuss. We will check out Flip Grid, a great web-based program where students can provide an oral response to a question as well as listen to others and provide feedback.

Session A-02

Whole-School World Language Lip Dubs & Flash Mobs

Jon Shee, *St. Luke's School*

Keyword: Languages Beyond the Classroom

Core Practice Addressed: N/A (not applicable)

Main Language of the Presentation: English

Examples in: American Sign Language, Ancient Greek, Arabic, Chinese, English, French, German, Italian, Japanese, Latin, Portuguese, Russian, Spanish

Target Audience: All

In this fun, music-filled session, Jon Shee of St. Luke's School will share how to organize and successfully execute WL-themed lip dubs and flash mobs. For WL lip dubs, students write lyrics in the target language to accompany the tunes of popular songs, and then the entire school dances and lip-syncs the song as a camera moves through the throngs of enthusiastic, costume-bedecked people. Think this is "too much to plan"? This session will show you everything you need to know. Nothing gets an entire community more mobilized and excited about languages than a lip dub or a flash mob!

Session A-03

River of Words: Using a Public Art Installation to Celebrate World Languages

Stephanie Spaulding, *Hamden Hall Country Day School*

THE JOURNEY: BUILDING PATHWAYS TO PROFICIENCY 2019 FALL CONFERENCE WORKSHOP DESCRIPTIONS

Keyword: Interculturality

Core Practice Addressed: Facilitate Target Language Comprehensibility

Main Language of the Presentation: English

Examples in: Chinese, French, Latin, Spanish

Target Audience: Elementary, Middle School, High School

In March, 2019, our school decided to do something visible and collaborative to celebrate languages. Inspired by an art project with the same name in Pittsburgh, our students created an art installation called "River of Words." Each student chose a word of significance to illustrate in the target language. Displayed together, hundreds of words turned into a River of Words flowing through our halls. This project received praise from our administration and brought attention to the importance of studying languages. It earned a feature in our school's newsletter. In this workshop, participants will get a visual tour of the art show and step-by-step instructions for teachers to create a River of Words in their schools.

Session A-04

Elaboration: the Key to Proficiency in Speaking and Writing

Bruno Koffi, *West Hartford Public Schools*

Keyword: Languages Beyond the Classroom

Core Practice Addressed: Facilitate Target Language Comprehensibility

Main Language of the Presentation: English

Examples in: English, French, Spanish

Target Audience: All

In this workshop, the presenter will provide strategies to expand the writer or speaker's thoughts so that s/he can turn relatively short, condensed ideas into large amounts of information. A variety of strategies and task-based activities will be shared and practiced to foster elaboration in speaking and writing. This will be a very interactive and hands-on session.

Session A-05

Path to End of Unit Proficiency

Betty Chang, *Glastonbury-East Hartford Magnet School*

Keyword: FLES - Younger Learners

Core Practice Addressed: Plan with Backward Design Model

Main Language of the Presentation: English

Examples in: Chinese

Target Audience: Elementary, Middle School

How do we ensure our students make it to the end of a unit with the proficiency we expect them to have? The session will be focused on how to create a sequential, logical, and scaffolding unit to reach expected proficiency. The participants will first understand how an engaging end of unit proficiency is created through ACTFL standards, and then we will examine the first lesson to last lesson within a unit. Participants will experience learning activities to gain understanding of the lesson sequence.

Session A-06

Infographics: A key to many gates in the WL classroom

Lisa Berliner, *Avon Public Schools, World Language Coordinator*

Sarah Huntley, *Avon Middle School, Spanish teacher*

Keyword: Literacy

Core Practice Addressed: Guide Learners through Interpretation Authentic Language

Main Language of the Presentation: English

Examples in: French, Spanish

Target Audience: All

Looking for comprehensible input that is interesting and engaging? In this workshop, participants will learn different ways to embed infographics into units to help build proficiency across the modes of communication. We will present examples of how we integrate infographics in both daily lessons and assessments, and participants will have the opportunity to start to work on integrating infographics into their current curriculum. This workshop will be presented in English, with examples in Spanish and French, but can be applied to all languages. Please bring a device with internet access.

Session A-07

IPAs, start at the end and get to the finish line!

Elizabeth Lapman, *Hamden Public Schools*

Erica Torruellas, *Hamden Public Schools*

THE JOURNEY: BUILDING PATHWAYS TO PROFICIENCY 2019 FALL CONFERENCE WORKSHOP DESCRIPTIONS

Keyword: Assessment and Feedback

Core Practice Addressed: Plan with Backward Design Model

Main Language of the Presentation: English

Examples in: Chinese, Italian, Spanish

Target Audience: Middle School, High School

How do you measure what your students can do with the language they are learning? You know where you want your students to be at the end of the unit, but how do you determine whether or not they reached the goals? During this workshop, examples will be shared on how to design, create, and implement the Integrated Performance Assessment (IPA) as a framework in developing a thematic unit using backward design. Participants will become familiar with or refresh how to identify learning outcomes, determine acceptable evidence, and plan learning experiences.

Session A-08

Diverse Pathways Towards Proficiency

Rebecca Aubrey, *South Windsor Public Schools*

Keyword: Personalized Learning

Core Practice Addressed: Plan with Backward Design Model

Main Language of the Presentation: English

Examples in: English, Spanish

Target Audience: All

Learning a language is no longer just about preparing for college, but about preparing all students to live in a globalized world. Thus, every student has a right to study languages and teachers need to meet their diverse needs. We typically add differentiation strategies after a lesson has been developed. This is time-consuming and disrespectful of the diversity of our students. In this session, participants will learn to differentiate through backwards design by individualizing proficiency targets within a common theme, empowering students to self-direct how they show their learning, and designing a variety of learning activities.

Session A-09

Finding Common Ground: Aligning CI with Core Practices and ACTFL Standards

Matthew Mangino, *Wethersfield High School*

Keyword: Articulation and Collaboration

Core Practice Addressed: Facilitate Target Language

Comprehensibility

Main Language of the Presentation: English

Examples in: English

Target Audience: All

The movement toward classroom proficiency doesn't need to be mutually exclusive from the movement of teachers who are using comprehensible input techniques. This presentation will demonstrate that teachers can use Comprehensible Input techniques to enact ACTFL's Core Practices and address ACTFL's World-Readiness Standards in order to develop students' proficiency in the target language.

Session A-10

What does Mindfulness look like in a World Language Classroom?

Paula Grant, *King School, Stamford, CT*

Keyword: Languages Beyond the Classroom

Core Practice Addressed: N/A (not applicable)

Main Language of the Presentation: English

Examples in: Chinese, French, Spanish

Target Audience: All

This session will show clips of what Mindfulness looks like in the classroom. From those clips I will explain Mindfulness practices for the classroom and answer questions. Those clips will sample elementary, middle and high school divisions. This is an interactive and experiential session; attendees will be invited to practice Mindfulness exercises in the session. Lastly, we will discuss resistance in the classroom and how to handle it from the lens of Mindfulness. I encourage you to come and get a sense of how this transformative practice of Mindfulness is silently revolutionizing our World Language classrooms for the better. Teachers will leave this session knowing how to apply two or three minutes of Mindfulness in the classroom the very next day!

Session A-11

Building Language Proficiency in the Classroom

John R. Rook, *Smith Middle School, Glastonbury Public Schools*

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Keyword: Standards-Based Instructional Design and Grading

Core Practice Addressed: Design Oral Interpersonal Communication Tasks

Main Language of the Presentation: English

Examples in: Russian, Spanish

Target Audience: Elementary, Middle School, High School, University

This session will provide attendees with practical activities and performance tasks for the foreign language classroom that build students' linguistic proficiency across the 3 modes – interpersonal (maximizing skills and proficiency in verbal expression), interpretive (maximize listening and viewing comprehension skills and proficiency) and presentational (building skills and proficiency in verbal and written expression). The session will also touch upon proficiency targets and strategies, Can-Do Statements, the usage of authentic texts, original materials and realia from the target culture as well as proficiency testing. Lastly, attendees will be provided with ways to analyze and track language proficiency on the part of both teacher and student throughout the school year.

Session B: 9:20 a.m. – 10:20 a.m

Session B-12

Using "The Art of Data" to build language proficiency in the WL classroom

Lara Dolphin, *Pine Point School*

Keyword: Articulation and Collaboration

Core Practice Addressed: Design Oral Interpersonal Communication Tasks

Main Language of the Presentation: English

Examples in: Spanish

Target Audience: All

The "Art of Data" is a concept in which students draw symbols that represent information about themselves. Those symbols are used to have conversations about each individual. The "Art of Data" can be used to expand language development and strengthen interpersonal communication skills. Workshop participants will be introduced to the "Art of Data" and learn how to effectively use the results of this activity to build proficiency in the language classroom. Each participant will leave the workshop ready to have their



When it comes to what students need within and beyond the classroom, there's no substitute for effective and engaging materials. The many Pearson world languages programs are based upon the latest research and feature an effective and articulated curriculum built around authentic content and assessments, integrated technology for teachers and students, and a wide range of program resources to engage and motivate the learner. Our goal is to give students the world languages skills to compete in the 21st century.

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students be excited to communicate in the target language every day when they come to the classroom. The activity can be used at any level for any language.

Session B-13

La Aerolínea del saber: Esp.Mex.Col

Aileen Dever, *Quinnipiac University*

Marcela Ocampo, *Quinnipiac University*

Ashley Ponce, *Quinnipiac University*

Keyword: Target Language Use

Core Practice Addressed: Facilitate Target Language Comprehensibility

Main Language of the Presentation: Spanish

Examples in: Spanish

Target Audience: All

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In this session, participants will take a cultural tour of Colombia, Mexico, Spain, and other Latin American countries using authentic materials. There will be photos, actual cultural artifacts from these countries, a presenter playing a Mexican song on a ukulele, and much more to engage, entertain, and educate; presenters will provide ideas for participants to take back to their classrooms.

Session B-14

Warm-Up Their Ears to Increase Acquisition

Patricia Moller, *SUNY New Paltz / Marist College*

Keyword: Target Language Use

Core Practice Addressed: Facilitate Target Language Comprehensibility

Main Language of the Presentation: English

Examples in: French, Spanish

Target Audience: All

Students leave our classrooms daily and many never hear the target language for at least 24 hours or more. This session will demonstrate how to use current events, short video clips or any topic to create opportunities for students to listen to comprehensible input. This is an effective way to begin class, "warm up" the students' ears and keep to 90% or more of the target language in class.

Session B-15

Pecunia Pedagogica: Teaching Roman Coins in the Latin Classroom

Alan Beck, *South Windsor High School*

Keyword: Interculturality

Core Practice Addressed: Guide Learners through Interpretation Authentic Language

Main Language of the Presentation: English

Examples in: Latin

Target Audience: Middle School, High School

Ancient coins can offer a wealth of information valuable to academic professionals such as historians, art historians, archeologists, and linguists. For Latin students, it is a chance to connect their language study to authentic ancient Roman artifacts in a hands-on way. The students learn about cleaning ancient coins as well as documenting numismatic data. This

can serve as an engaging launch pad for lessons in history, culture, geography, and language. The presenter will describe how he gave a series of lessons about basic numismatics in his Latin 2 class during the 2018-19 school year. He will discuss how students cleaned the coins, documented the information from them, and created an exhibit for the school's display case. He will show the material which students learned, the coin cleaning process, and lessons generated from the work. He will also describe things he would improve for next time. Teachers will have time to discuss the creation of activities for immediate use in their classrooms.

Session B-16

Providing a Text-Rich Environment in the WL Classroom to Improve Proficiency

Ursula Lopez, *Fairfield Woods Middle School*

Jane Vigliotti, *Fairfield Woods Middle School*

Elsa Cardoso, *Fairfield Woods Middle School*

Keyword: Target Language Use

Core Practice Addressed: Plan with Backward Design Model

Main Language of the Presentation: English

Examples in: French, Spanish

Target Audience: Elementary, Middle School, High School

What does the journey down the pathway to proficiency look like? How does the language of the pathway intersect with the scoring language of the STAMP test? How can we support our students in becoming more proficient and creating complex sentence structures in both their written and oral language? This session will focus on the introduction and implementation of word walls in the World Language classroom (with examples in French and Spanish) and how they help the students to become proficient in creating complex sentences as they write and speak. There will be a specific emphasis on how this method encourages proficiency through the lens of the STAMP scoring rubric and the Pathway to Proficiency. The best part is... we will be providing the time and materials for you to create your own word walls so that you can truly "make and take" and use them in class when you get back to school!

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Session B-17

Making Students do the WORK: the KEY Element to Proficiency!

Marta Krzemien, *Glastonbury Public Schools*
Kate Krotzer, *Glastonbury Public Schools*

Keyword: Target Language Use

Core Practice Addressed: Plan with Backward Design Model

Main Language of the Presentation: English

Examples in: Spanish

Target Audience: All, Elementary, Middle School, High School

As language teachers, we work hard to design authentic and meaningful learning experiences. Do our students work as hard as we do? Do they leave our classroom feeling accomplished? In this interactive session, we will discuss ways to set up the classroom environment that encourages students to DO their best work as they build their language proficiency. Together we will explore elements of unit and lesson design that contain meaningful communicative activities across modes and inspire students to own their learning experiences. Examples applicable to K-12 audience in Spanish and English will be provided.

Session B-18

Using Singing & Magic As Pathways to Proficiency

Richard de Meij, *Hartford Public High School*

Keyword: Target Language Use

Core Practice Addressed: Facilitate Target Language Comprehensibility

Main Language of the Presentation: English

Examples in: English, French, German, Italian, Portuguese, Spanish

Target Audience: All

Come experience how singing and magic are leveraged in class as proficiency pathway activities to motivate learners, enhance learning experiences, and improve proficiency outcomes by increasing vocabulary, reinforcing grammatical structures, and amplifying cultural competence. Come participate in ways to liven up lessons and make them student-centered, with singing and performing magic tricks.

Session B-19

Stations in a World Language Class

Trudy Anderson, *Nathan Hale School, New Haven*

Keyword: Personalized Learning

Core Practice Addressed: Facilitate Target Language Comprehensibility

Main Language of the Presentation: English

Examples in: Spanish

Target Audience: Middle School, High School

Stations are an effective way to promote differentiation and proficiency in a World Language classroom because they provide multiple avenues to engage students and cater to their varied interests and proficiency. In this session, we will discuss setting goals, station types and organization. Participants will learn how to choose materials and to design meaningful tasks. We will look at the role of the teacher during stations and how to hold students accountable for the work that is produced. Participants will receive detailed materials for use in a Spanish 1 classroom.

Session B-20

The Ideal Lesson Plan: 10 Steps to Total Fluency

John Conner, *Groton School*

Keyword: Personalized Learning

Core Practice Addressed: Teach Grammar as a Concept and Use in Context

Main Language of the Presentation: English

Examples in: Spanish

Target Audience: All

In this session, John Conner, Spanish teacher at Groton School and author of the award-winning Breaking the Barrier world language series, leads participants through ten activities guaranteed to make classes more productive and exciting. The ideas presented in this session can be used in your classroom the very next day.

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Session B-21

Small Group Instruction in the WL Classroom

Denise Fitzsimmons, *Danbury High School*

Keyword: Standards-Based Instructional Design and Grading

Core Practice Addressed: Facilitate Target Language Comprehensibility

Main Language of the Presentation: English

Examples in: Spanish

Target Audience: All

In this presentation, you will learn how to create small groups based on formative or summative data and utilize small group instruction to help increase student proficiency. Examples will be given for interpersonal, interpretive, and presentational modes of communication. Having trouble moving your low level students to the next level? This presentation will help you get everyone moving up the ACTFL proficiency rubrics!

Session C: 10:25 a.m. – 11:25 a.m.

Session C-22

Building Authentic Learning Experiences that All Students Can Access

Megan Villanueva, *Smith Middle School*

Rita Oleksak, *Glastonbury Public Schools*

Keyword: Personalized Learning

Core Practice Addressed: Facilitate Target Language Comprehensibility

Main Language of the Presentation: English

Examples in: Chinese, French, Russian, Spanish

Target Audience: Elementary, Middle School, High School

Innovative practices support proficiency development in the language classroom. During this interactive session, the participants will examine several scaffolded activities that have been developed as a means of ensuring that all students will have the opportunity to demonstrate growth across all the modes of communication. Examples of tiered texts and tiered tasks will be shared as well as the process the teachers used to create these materials. Participants will leave with ideas for replicating this model at the elementary, middle,

and high school levels. Attendees will be given time to collaborate with their colleagues and brainstorm ways in which to implement this model upon returning to their schools.

Session C-23

Including Everyone on the Journey: LGBTQ+ Content for Language Classrooms

Joseph A. Parodi-Brown, Ed.D., *Marianapolis Preparatory School*

Keyword: Interculturality

Core Practice Addressed: N/A (not applicable)

Main Language of the Presentation: English

Examples in: Spanish, Predominantly Spanish, with some quick examples in other languages

Target Audience: High School

Students identifying as LGBTQ+ earlier and more openly seek appropriate vocabulary to describe themselves in the language classroom. Research demonstrates appropriate language and LGBTQ+ voices in classrooms moderates effects of anti-LGBT+ bias. In this session, participants will be introduced to the research guiding the use of inclusive language in language classrooms, with an emphasis on Spanish. Participants will receive tools and suggestions on how to address concerns about gender in languages where grammatical gender is an important construct. Teachers will receive suggestions on where to find resources to answer questions they may have about LGBTQ+ students and their experiences, tips on how to integrate LGBTQ+ content in their classes, and ideas on how to adapt lessons from English sources to the world language classroom.

Session C-24

BOGO (Buy One, Get One Free): Language through Culture

Cheri Quinlan, *Vista Higher Learning*

Keyword: Standards-Based Instructional Design and Grading

Core Practice Addressed: Guide Learners through Interpretation Authentic Language

Main Language of the Presentation: English

Examples in: French, German, Italian, Spanish

Target Audience: Elementary, Middle School, High School

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Are you interested in engaging your students in their own learning? If you answered yes to this question, this session is for you. We will explore how providing comprehensible input through cultural products and practices can lead to interpretive, interpersonal and presentational communication while considering the underlying perspectives that influence these products and practices. The presenter will share several authentic texts and explore tasks appropriate for Novice through Advanced-level language learners. Participants will be encouraged to consider how they might adapt or apply these tasks in their own classroom/school/district. This is an exhibitor session.

Session C-25

We Can Reach the Next Level of Oral Proficiency Together!

Eileen Wargo, *Fairfield Woods Middle School*

Keyword: Assessment and Feedback

Core Practice Addressed: Provide Appropriate Oral Feedback

Main Language of the Presentation: English

Examples in: English, French

Target Audience: Middle School, High School

This session will encompass various peer-review strategies to push fellow classmates to reach the next level in their oral proficiency. The presenter will share the "Path to Proficiency" benchmark process forms with participants to discuss and use in their classes. Participants will engage in a peer-review activity using Flipgrid which they will be able to use the next day in their own classes!

Session C-26

Flamenco or Non-Flamenco?

Luisa Piemontese, *Southern CT State University*
Melinda Márquez, *Melinda Marquez Flamenco Dance Center & Barnard College/Columbia University*

Keyword: Interculturality

Core Practice Addressed: Design Oral Interpersonal Communication Tasks

Main Language of the Presentation: English

Examples in: Spanish

Target Audience: All

This workshop investigates contemporary interpretations and manifestations of Flamenco. For almost a century, Flamenco culture and music has been defined and portrayed in ways that are cliché and stereotypical. This workshop looks beyond the conventional and focuses on form, expression, and improvisation as core elements. Participants will differentiate stereotypical from non-stereotypical Flamenco and explore perceptions of tradition. They will examine contemporary interpretations of the art, and have an opportunity to develop activities for their students that present Flamenco as a non-restrictive tool for self-expression and social commentary. Participants will also take part in explorations of sound and movement.

Session C-27

How well does your curriculum address the World-Readiness Standards?

Sarah Lindstrom, *Glastonbury Public Schools*

Keyword: Standards-Based Instructional Design and Grading

Core Practice Addressed: Plan with Backward Design Model

Main Language of the Presentation: English

Examples in: English, French, Italian, Spanish

Target Audience: All

The World-Readiness Standards are a guide to developing student communicative and global competence in our classrooms and should drive our units, lessons, and assessments. This session gives participants time to consider ways to include all 5 C's in their curriculum. The presenter and participants will discuss all of the goal areas and standards as a reminder of how important each of them are.

Session C-28

"My partner was my guide to the culture"

Sarab Al Ani, *Yale University*

Keyword: Languages Beyond the Classroom

Core Practice Addressed:

Main Language of the Presentation: English

Examples in: Arabic

Target Audience: All

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This presentation describes the outline of a semester long assignment in which 30 students of Arabic (intermediate level) were partnered with native speakers. The partnership was in the form of telecollaborative conversation that took place in multiple meetings online. Additionally we will examine the students' responses to questions related to how this assignment was able to not only give them the opportunity to enhance their cultural competence, language skills and ability, but also to inch them closer to the understanding of the issues that they discussed, from the perspective of their partners.

Session C-29

Meeting the Needs of Spanish Heritage Speakers

Patricia Clua, *Danbury High School*

Carmen Crisóstomo-Lenz, *Danbury High School*

Keyword: Articulation and Collaboration

Core Practice Addressed: N/A (not applicable)

Main Language of the Presentation: Spanish

Examples in: Spanish

Target Audience: High School

This session showcases the development of a high school 'Spanish for Heritage Speakers' program across three levels. Presenters will demonstrate how their students' specific needs and assets were the driving forces to develop curriculum and instruction that improves proficiency by promoting literacy skills and cultural heritage knowledge. The presentation describes the rationale, design, and implementation of AP-aligned units of instruction across three levels, providing an overview of classroom-tested themes, projects, assessments, and feedback strategies. The presentation will inspire educators to create units of instruction that provide opportunities to advance literacy skills and celebrate the uniqueness of this population.

Session C-30

Sing, Play, and Present Your Way to Proficiency in the FLES Classroom

Marisa Lewis, *South Windsor Public Schools*

Keyword: FLES - Younger Learners

Core Practice Addressed: Design Oral Interpersonal Communication Tasks

Main Language of the Presentation: Spanish

Examples in: Spanish

Target Audience: Elementary

Students in the FLES classroom can readily achieve proficiency through highly engaging and culturally authentic activities. This session will demonstrate how to craft high interest lessons that keep elementary school students confidently singing, speaking, playing and presenting in a full immersion class environment. Sample activities and strategies will be modeled. Participants will be able to create a highly engaging lesson that affords the students the opportunity to experience an authentic age appropriate target culture activity and maximize output and proficiency.

Session C-31

Using Authentic Materials in Your Classroom

Meiching Chang, *Glastonbury Public Schools*

Keyword: Languages Beyond the Classroom

Core Practice Addressed: N/A (not applicable)

Main Language of the Presentation: Chinese

Examples in: Chinese

Target Audience: Elementary, Middle School, High School

Learning a language is not a simple task. Teachers not only have to teach the language but also promote cultural competence. Using authentic materials in your language classroom provides real world language learning for your students in the target language and target culture. Learning occurs when the topics are relevant to the learners, and using authentic materials is the best way to lead the learners to culture-embedded language learning. Participants in this session will see some samples of using authentic materials in the language classrooms and make at least one assignment using appropriate authentic materials by the end of the session. Come join us for this authentic experience!

THE JOURNEY: BUILDING PATHWAYS TO PROFICIENCY 2019 FALL CONFERENCE WORKSHOP DESCRIPTIONS

Lunch, Awards,
Keynote Address
12:00 p.m. – 1:45 p.m.

*The keynote address will be given by
Rebecca Aubrey, 2019 ACTFL Teacher
of the Year*



Rebecca Aubrey has over 10 years of experience teaching Spanish to students in PreK-8, and 20 years of experience teaching about Latin America at the college level. Rebecca presents workshops locally and nationally on a variety of topics, including project-based learning, differentiation strategies, and target language use. An avid traveler, she views language learning as an essential tool for 21st century citizenship and is passionate about getting students equally

passionate about engaging with our globalized world. Rebecca serves on the Board of CT COLT and is the state representative to NNELL. As the 2019 ACTFL World Language Teacher of the Year, Rebecca is proud to have the opportunity to advocate for all students to have access to quality language learning.

Session D: 1:45 p.m. – 2:45 p.m.

Session D-32

Building Proficiency Through Authentic Interactions

Elena Serapiglia, *Amity Regional High School*
Helly Potter, *Amity Regional High School*
Andrea Regan, *Amity Regional High School*
Claudia Mirci, *Amity Regional High School*

An advertisement for 'Intensive Spanish Language courses in Salamanca-Spain'. The text is in blue and purple. It lists 'Special programs for Middle schools, High Schools, Universities'. Below the text is a photo of students in a computer lab. At the bottom, the logo for 'colegiodelibes' is shown with the tagline 'Y TO... HABLAR ESPAÑOL?'. Contact information includes the address 'Plaza Julián Sánchez "El Charro", 1 • 37005 Salamanca (Spain)', phone number '+34 923 12 04 60', fax number '+34 923 12 04 89', email 'delibes@colegiodelibes.com', and website 'www.colegiodelibes.com'.

Keyword: Languages Beyond the Classroom
Core Practice Addressed: N/A (not applicable)
Main Language of the Presentation: English
Examples in: Spanish
Target Audience: Middle School, High School

In leading students on their journey on the pathway to proficiency, some of the most engaging motivators are authentic situations in which learners can use the target language. Students can interact with speakers of the target language to strengthen their presentational, interpretive, and interpersonal skills while learning more about the target cultures and their own culture and community. We will include examples of authentic experiences for students of Spanish (which can apply to any other target language) and time for participants to talk about their own experiences.

THE JOURNEY: BUILDING PATHWAYS TO PROFICIENCY 2019 FALL CONFERENCE WORKSHOP DESCRIPTIONS

Session D-33

Interpretive Listening Using Authentic Materials for Novice Learners

Marta Mwambulukutu, *Fairfield Public Schools*

Keyword: FLES - Younger Learners

Core Practice Addressed: Guide Learners through Interpretation Authentic Language

Main Language of the Presentation: English

Examples in: Spanish

Target Audience: Elementary, Middle School

Authentic listening materials can empower students and prepare them for real-life communication. But how do we choose and utilize them with our beginner students who have very little language? Also, how do we assess their proficiency using these authentic materials? This session will provide some concrete examples of thematically-based materials that are used at the elementary level (grades 3-5), but can be tailored for a variety of levels. There will also be examples of activities and ways to guide and assess students' comprehension, as well as ways to scaffold and extend learning along the pathway to proficiency.

Session D-34

Promoting Proficiency, Growth, and Reflection Using Student Portfolios

Denay Johnston, *Bacon Academy*

Samantha Burroughs, *Bacon Academy*

Keyword: Standards-Based Instructional Design and Grading

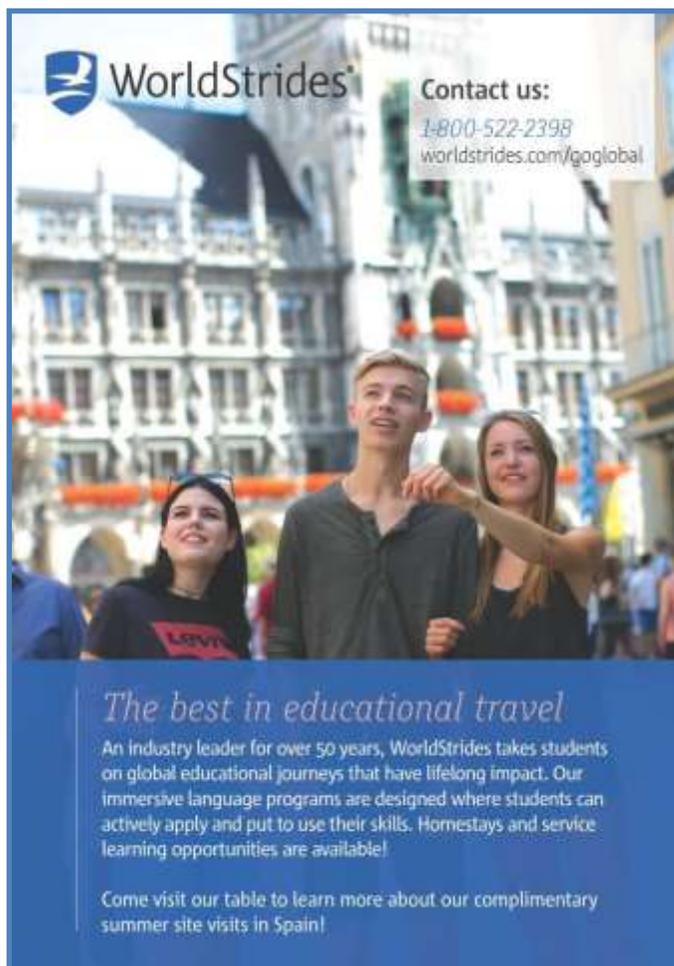
Core Practice Addressed: N/A (not applicable)

Main Language of the Presentation: English

Examples in: English, Spanish

Target Audience: Middle School, High School, University

Push towards proficiency! Learn how to use student portfolios to track proficiency at all levels, and increase student autonomy through goal-setting, feedback, and reflection. You'll get actionable strategies for increasing student reflection and improving goal-setting, all while focusing on what matters most - proficiency in the skills!



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Session D-35

Poesía visual: ¿cómo, cuándo, dónde y por qué?

Luisa Piemontese, *Southern CT State University*

Keyword: Target Language Use

Core Practice Addressed: Guide Learners through Interpretation Authentic Language

Main Language of the Presentation: Spanish

Examples in: Spanish

Target Audience: All

This workshop will present ideas and strategies on how to incorporate visual poetry in the Spanish classroom to foster communication, express ideas, discover culture, and encourage an appreciation of authentic written texts. This is a hands-on workshop which will offer participants a variety of ready-to-use materials and activities for students at different

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levels of proficiency. Participants will have the opportunity to read a variety of visual poems, write their own poems individually and in groups, and explore ways in which to incorporate visual poetry as a technique and strategy in their own classrooms.

Session D-36

Lyme Old-Lyme High School 360 Spanish Alignment to Proficiency

Juan José Vazquez-Caballero, *Lyme Old Lyme High School*

John McGannon, *Lyme Old Lyme High School*

Keyword: Standards-Based Instructional Design and Grading

Core Practice Addressed: Plan with Backward Design Model

Main Language of the Presentation: Spanish and English

Examples in: Spanish

Target Audience: Middle School, High School

This workshop will share one department's vision to align the Spanish (9-12) program with AP themes, levels of proficiency and modes of communication. We will share curricula, units, and department goals aligned with level of proficiency and tools for evaluation. We will also discuss how to implement benchmarks and class activities to evaluate the students' progress.

Session D-37

Using Real-World Tasks to Assess Student Performance toward Proficiency

Andrea Bohling, *Glastonbury Public Schools*

Sarah Lindstrom, *Glastonbury Public Schools*

Keyword: Languages Beyond the Classroom

Core Practice Addressed: Plan with Backward Design Model

Main Language of the Presentation: English

Examples in: Spanish

Target Audience: Elementary, Middle School, High School, Supervisory

Building proficiency is about developing language in real-world situations. While the classroom setting does not typically include real-world or spontaneous interaction, the types of activities done in the classroom CAN affect topics

and tasks that would happen outside of the classroom. In this session, the presenters will share unit outlines and integrated performance assessments that require students to use the target language in real-world contexts. Participants will gain insights into improving student language use at all levels.

Session D-38

Assessing Students' Proficiency: Alternative Strategies to the Classroom

Karen E. Murano, *Region 16 Public Schools*

Keyword: Personalized Learning

Core Practice Addressed: Facilitate Target Language Comprehensibility

Main Language of the Presentation: Italian

Examples in: Italian, Spanish

Target Audience: All

This workshop will present the flipped classroom as a model for creating greater student independence and ownership in learning. Personalized learning can be achieved through this model, which is both a meaningful use of homework (assignments) and differentiating learning. Different models of the flipped classroom will be presented for language phonetics, grammar, interpretive listening, presentational speaking, and more!

Session D-39

Make it "Fun"ctional with Sentence Structures

Jenny Delfini, *New Paltz CSD (NY)*

Keyword: FLES - Younger Learners

Core Practice Addressed: Teach Grammar as a Concept and Use in Context

Main Language of the Presentation: English

Examples in: French, Spanish

Target Audience: Elementary, Middle School

Beginner students need repetition for language acquisition. FLES students in particular need not only repetition, but interesting content through which to receive it. The presenter will include examples of how to incorporate the seven most used structures ("The Super Seven") into existing thematic units and provide resources for finding authentic resources for curriculum. By focusing curriculum around the

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most often used structures, students can acquire language beyond recitation and move toward proficiency. Attendees will experience a scaffolded input activity, as students. The presenter will also provide a framework for how and when her students hear and use the structures throughout the unit and beyond. Attendees will work collaboratively to redefine a traditional unit.

Session D-40

Collaborative Learning: Building Proficiency in a Cohesive Learning Environment

Lely Evans, *Hopkins School*

Keyword: Articulation and Collaboration

Core Practice Addressed: Design Oral Interpersonal Communication Tasks

Main Language of the Presentation: English

Examples in: Chinese, English, Spanish

Target Audience: Elementary, Middle School, High School

Would you like to bring laughter into your classroom while staying on track to attain proficiency? One's affective filter and motivation play a decisive role in language learning. To cultivate one's motivation and confidence in the classroom, constant interaction with peers is vital. I am sharing my favorite activities and tips that promote a cohesive learning environment through collaborative learning. The participants

will discover the power of collaborative learning and how it transforms this presentation from a teacher-centered lecture into an opportunity to familiarize themselves with one another and a new language.

Session D-41

Hit the Deck!: Using Pear Deck to Build /Assess Language Proficiency

Keith Orsini, *South Windsor High School*

Jose Rivera, *South Windsor High School*

Keyword: Technology

Core Practice Addressed: Facilitate Target Language Comprehensibility

Main Language of the Presentation: English

Examples in: English, Spanish

Target Audience: All

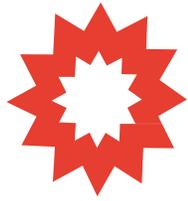
World Language teachers can use web-based technology to build and assess their students' language proficiency in Interpretive and Presentational modes. This session will show examples of how to create learning activities with the app Pear Deck that align with the ACTFL Intermediate level proficiency guidelines, as well as how to use the application to assess students and provide instant feedback.

Session E: 3:00 p.m. – 4:00 p.m.

Unconference

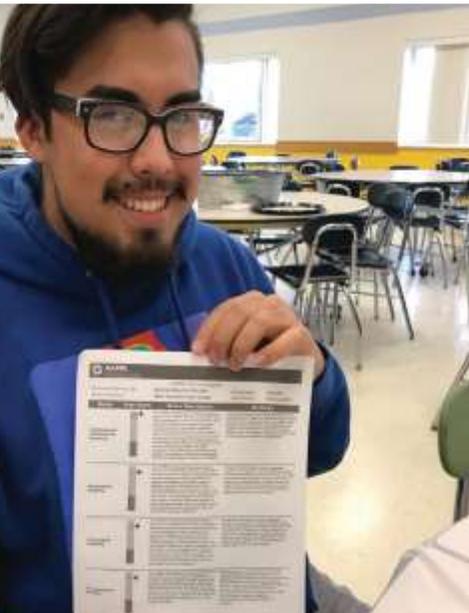
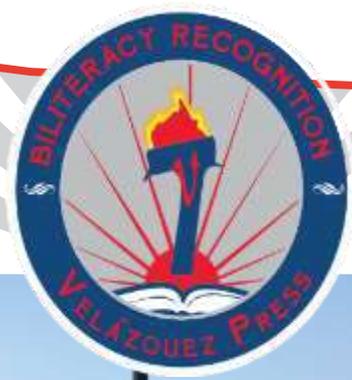
Gina Gallo, *Bristol Central High School*
Jennifer Zugarazo, *Mansfield Public Schools*

This innovative and exciting new offering will allow attendees to attend a session that they themselves will help to shape. Attendees with similar interests will be grouped together and the conversation and learning that will ensue will provide everyone with a unique, relevant, personalized experience. And the best part- if the conversation in your room isn't meeting your needs, you get up and move to a new room that is more aligned to what you want from the experience – guilt free!



AAPPL

ACTFL ASSESSMENT OF PERFORMANCE
TOWARD PROFICIENCY IN LANGUAGES



CT Networking Group for World Language Teachers

CONGRATULATIONS TO THE FIRST CLASS OF PARTICIPANTS!

Organized by Gina Gallo and Amanda Robustelli-Price
Supported by CT COLT, CITA, and NECTFL



Mentees	Mentors
Taylor Pacekonis	Suria Sanchez
Michelle Martino	Lisa Urso
Gillian Fox	Omar Espinosa Luis Rivera
Claudia Gonzalez	Matthew Mangino Teresa Garrity
Julie-Anne Buonasora	Maureen Lamb

Get Involved!

Please visit our CT COLT table at the conference for information for home to become more involved. You are also invited to visit: <https://ctcolt.org/get-involved/>

CT COLT has a variety of opportunities to contribute to the profession and to the organization. There are different ways to contribute, from very small projects for one event to overseeing larger events.

JOIN A COMMITTEE

- Fall Conference Committee, meets in-person bi-monthly
- Teaching for Proficiency Institute, meets online, bi-monthly
- Poetry Recitation Contest, meets monthly
- Rhyme Celebration: If you teach in an elementary school, offer to have your school host the event.
- EdCamp CT COLT @CCSU: Meets online, bi-monthly

PARTICIPATE: Involve your students in the Rhyme Celebration, Poster Contest, Essay Contest, Poetry Recitation Contest, CT COLT awards

VOLUNTEER:

- to judge a contest
- to give a workshop at the Fall Conference
- to write a column or article for the newsletter
- to write letters to your congressional representative when an issue arises
- to offer technology expertise or artistic talent on a current project
- to research information needed for decision-making and communication, or if you want
- to be involved, but must do a project from home
- to serve on the Board of Directors
- to join the board as an Organizational Director for AATF, AATG, AATSP, CITA, ACTR, NNELL

ONLINE SUMMER INSTITUTES FOR LANGUAGE TEACHERS *DEPARTMENT OF MODERN LANGUAGES* CENTRAL CONNECTICUT STATE UNIVERSITY



After nearly twenty years helping teachers in Connecticut develop their language and teaching skills by working with them to prepare lessons that integrate language and culture using technology to enhance delivery and learning, we are proud to offer three summer programs: the **Summer Institute for Teachers of Spanish (SITS)**, the **Summer Institute for Teachers of Italian (SITI)**, and the **Summer Institute for Teachers of Foreign Languages (SIT-Lang)**. These programs are now offered fully online.

- State of the art technology to facilitate delivery of instruction and contact with students no matter where they are
- More flexibility and less traveling time and expense
- Ability to review lectures and materials as often as needed for improved comprehension
- Strict deadlines, rigorous assessments and well-defined academic standards

For more information about the Summer Institute for Teachers of Spanish, please contact: Dr. Lilián Uribe at uribe@ccsu.edu

For information about the Summer Institute for Teachers of Italian, please contact: Dr. Carmela Pesca at pescac@ccsu.edu

For information about the Summer Institute for Teachers of Foreign Languages, please contact: Dr. Rocío Fuentes

More information at <http://www.modlang.ccsu.edu/>

Teaching for Proficiency Institute

2020

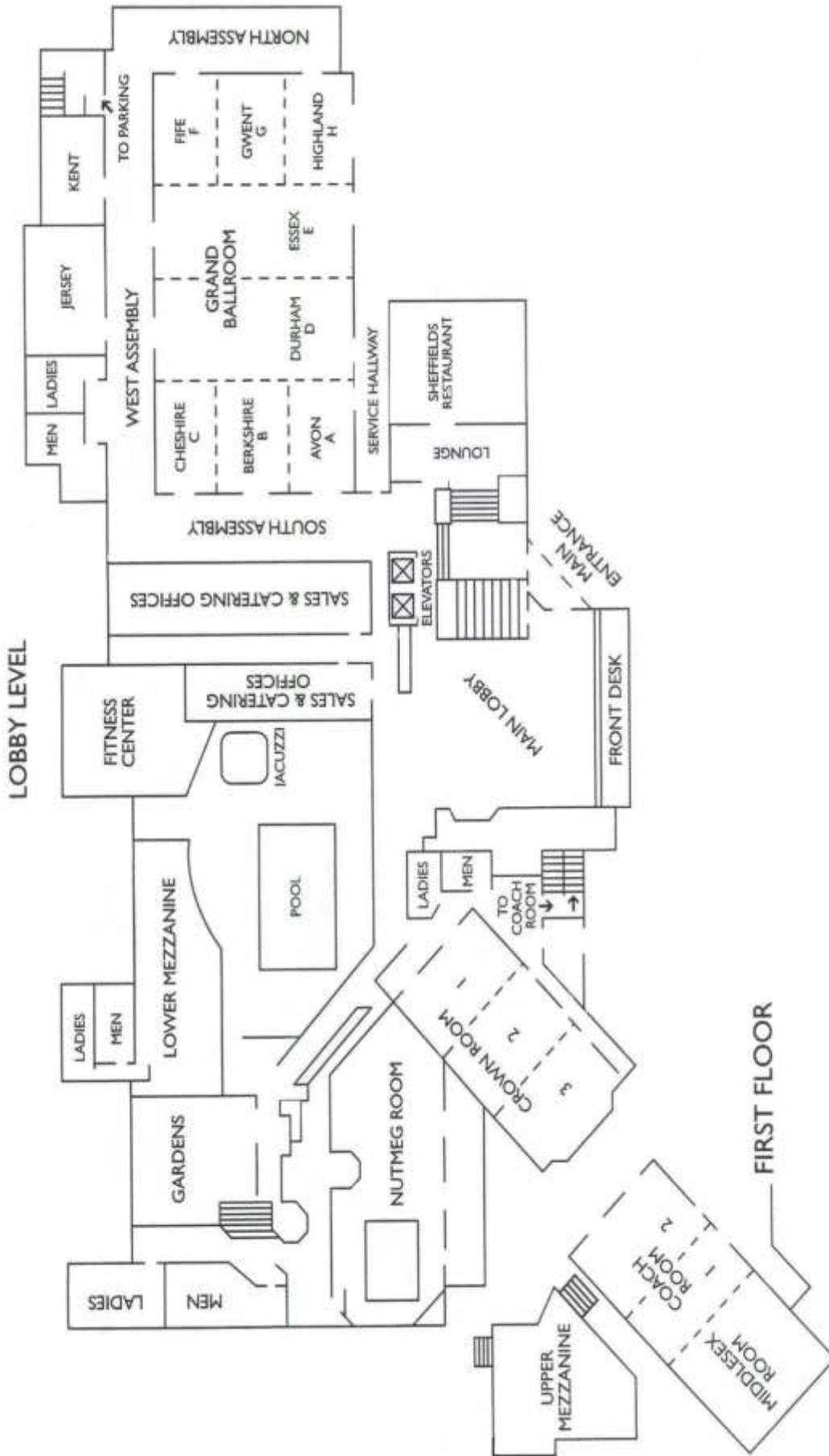


Continue your path to proficiency in 2020!
CT COLT & RIFLA are pleased to announce
the dates for the 2020 Summer Proficiency
Institute with Greg Duncan!



\$10 discount for
returning
attendees!

Hotel Map





CT COLT

Connecticut Council of Language Teachers

Lea Graner Kennedy, President
Amanda Robustelli- Price, Vice President/President-Elect
James Wildman, Immediate Past President
Paul M. St. Louis, Treasurer
John Rook, Recording Secretary
Kate Krotzer, Corresponding Secretary

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#ctcolt19