Please join us at the CT COLT Fall Conference on Sunday, October 20 and Monday October 21, 2019 at the Red Lion Hotel in Cromwell, CT! This year we are thrilled to welcome the 2019 ACTFL National Language Teacher of the Year, Connecticut’s own, Rebecca Aubrey, as our keynote speaker. Rebecca’s enthusiasm for languages and passion for offering language education to all students makes her the perfect spokesperson for our profession as we continue to build proficiency for all students. The CT COLT two-day conference is organized with three goals in mind: (1) to offer in a wide-variety workshops for professional growth (2) to provide opportunities to visit exhibitors and network with colleagues, and (3) to listen to and be energized by not only our keynote speaker, but to the many voices of professionals who freely share their time and expertise.

Sunday’s afternoon will consist of a choice of 4 workshops, President’s Awards & Reception, followed by trivia. The President’s Reception is open to all attendees., with a cocktail hour and light appetizers. On Monday, Session A will begin promptly at 7:45 am. Following Session A, a continental breakfast will be served along with time to visit our exhibitors. Following session C, a plated lunch will be served in the Grand Ballroom with the along with the Keynote Address. The menu will include a garden salad, choice of Mesquite Grilled Salmon or Chicken Florentine, roasted potatoes with herb butter, honey glazed carrots and chocolate and vanilla tuxedo cake and beverages. Additionally, there is an gluten-free, vegan, vegetarian option of quinoa with a hearty melody of black beans, roasted corn, with peppers and onions, served over wilted spinach.

NEW THIS YEAR, we will hold an Unconference during Session E. 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 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!

In order to determine the Best of Conference winner, and provide meaningful feedback to our presenters, time will be allotted at the end of each workshop session to complete a short evaluation. After the conference, be sure to complete the additional online conference evaluation survey found on the CT COLT website as this feedback continues to help us plan next year’s conference.

As a way to support the CT COLT Ken Lester Summer Study Abroad Scholarship for students, we will continue to raffle our themed baskets with tickets available at the Ways & Means table at the cost of $1.00 each or six for $5.00. Please take a look at these interesting and unique baskets to support the work that CT COLT does to promote the study of world languages. Winners of the baskets will be announced at the end of the day and must be present to win.

ALSO, NEW THIS YEAR, registration for the CT COLT Fall Conference will be done online only. All registration and payments for the 2019 conference will be processed through our CT COLT website. Online registration is available at: www.ctcolt.org. Special Early Bird rates are available for those who register before September 19, 2019. Additionally, special registration rates are offered for beginning teachers, student teachers, and retirees. Please see the registration materials for more details about these special programs.

We look forward to welcoming you to our annual fall conference! For additional information, visit www.ctcolt.org, or contact conference co-chairs Amanda Robustelli-Price (robustellipricea@ctcolt.org) or James Wildman (wildmanj@ctcolt.org).

Refund Policy
All requests for refunds must be made in writing to CT COLT, no later than ten days prior to the conference. No refunds will be made after this date. All refund requests will be subject to a $25 processing fee and will be made via organizational check. All check refunds will be processed after the conference; please allow 4 weeks for processing. All substitution requests must be in writing from the original registrant. Such requests are subject to a $25 processing fee. Membership fees will not be refunded for any reason.

*CT COLT is a non-profit organization and cannot be responsible for refunding any monies as long as the event takes place.
### Schedule for Sunday Oct 20, 2019

<table>
<thead>
<tr>
<th>Time</th>
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<td>2:00 – 3:00</td>
<td>CT COLT World Language Networking Initiative</td>
<td>As Assigned</td>
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| 3:00 – 4:00 | Session Y Workshops  
                        - MUSIC MARCH MADNESS  
                        Amanda Robustelli-Price, Tara Smith  
                        - Food for Art  
                        Stephanie Duchesneau               | As Assigned      |
| 4:00 – 5:00 | Session Z Workshops  
                        - Tech round table/ Speed Dating  
                        - Various presenters  
                        - Every Day Mindfulness as a Key to Your Wellness  
                        Christine Dombrowski             | As Assigned      |
| 4:00 – 5:00 | New Teachers / First-Time Attendees Networking Group                  | As Assigned      |
| 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                                                        | Nutmeg           |

### Schedule for Monday Oct 21, 2019

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<th>Time</th>
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<tr>
<td>7:00</td>
<td>Registration and Exhibit Hall Open</td>
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<tr>
<td>7:45 – 8:45</td>
<td>Session A Workshops</td>
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<td>8:45 – 9:15</td>
<td>Exhibitor Visitation Time/Continental Breakfast</td>
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<td>Session B Workshops</td>
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<td>10:25 – 11:25</td>
<td>Session C Workshops</td>
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<tr>
<td>11:30-12:00</td>
<td>Exhibitor Visitation</td>
<td>Exhibitor Hall</td>
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<tr>
<td>12:00-1:45</td>
<td>Lunch, Awards and Keynote</td>
<td>Grand Ballroom</td>
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<tr>
<td>1:45-2:45</td>
<td>Session D Workshops</td>
<td>As Assigned</td>
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<tr>
<td>2:45-3:00</td>
<td>Exhibitor Visitation and Snacks</td>
<td>Exhibitor Hall</td>
</tr>
<tr>
<td>3:00-4:00</td>
<td>Session E UNCONFERENCE</td>
<td>Nutmeg Room</td>
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</table>
ONLINE REGISTRATION TIPS:
REGISTER TODAY!

www.ctcolt.org

Conference registration and payment are online only.

Most registration types for the Fall Conference require membership in our organization. You may need to update your membership online before registering.

Questions? fallconference@ctcolt.org

THE JOURNEY: BUILDING PATHWAYS TO PROFICIENCY
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 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!

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**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*

*Keyword*: Languages Beyond the Classroom  
*Main Language of the Presentation*: English 
*Examples in*: English, 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-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 Berlinger, *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*

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.
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

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

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 students be excited to communicate in the target language everyday 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
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 though 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 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!
**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.
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-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 LGBT+ earlier and more openly seek appropriate vocabulary to describe themselves in the language classroom. Research demonstrates appropriate language and LGBT+ 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 though Interpretation Authentic Language  
**Main Language of the Presentation:** English  
**Examples in:** French, German, Italian, 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.
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
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 tellecollaborative 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

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

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.

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

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.
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!

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 though 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
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
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

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!
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