Preview of CSCTFL/OFLA 2019 Workshops

6-hour (full-day) Workshops

Foundations of Comprehensibility
Tina Hargaden, Portland Public Schools, Portland, OR and Diego Ojeda, Louisville Collegiate School, Louisville, KY
Practice foundational skills to make ANY input comprehensible! ANYONE can learn to deliver a rich diet of interesting, personalized, understandable language. Acquire concrete tools to put COMMUNICATION in the driver's seat in your classes!

Engaging & Thoughtful Technology Tools for All 3 Communication Modes
Catherine Ousselin, AATF Technology Commission, Carbondale IL
Working from the perspective of supporting the World Readiness Standards and the ACTFL Statement on the Role of Technology in Language Learning, participants will engage in a hands-on exploration and training on technology tools pertinent to all three modes of communication focused on the design and assessment of authentic listening, speaking, and reading tasks.

Can-Do Learning: Developing Communication with Language and Culture
Paul Sandrock, American Council on the Teaching of Foreign Languages, Alexandria, VA; Kathy Shelton, Ohio Department of Education, Columbus, OH
What do learners need to demonstrate consistently over time to show their improving Interpersonal, Interpretive, and Presentational Communication? What are the indicators of increasing Intercultural Communication? Unwrap the NCSSFL-ACTFL Can-Do Statements and the Can-Do Statements for Intercultural Communication to create the blueprint for effective language learning and developing intercultural competence. Apply Can-Do Statements to design effective instruction and assessment.

3-hour (half-day) Workshops

Cuisiner et apprendre le français au Québec
Jane Abrate, AATF
The speaker will discuss how to incorporate food into the curriculum at all levels. Participants will learn about the history of culinary trends in Québec, native North American plant and animal resources, and, of course, maple. The presentation will also include IPAs at several levels. During the workshop, the presenter will cook a 5-course meal for participants to sample at the end.

Increasing Student Engagement in the Urban World Language Classroom
(Coral) Lee Bishop, Columbus North International School, Columbus OH
Urban classrooms offer unique challenges and opportunities. This session will present classroom tested ideas and activities that can engage students and assist teachers in improving their practice (classroom environment, academic/behavioral accommodations, relationship building) utilizing trauma-informed educational practices, as well as support success in teacher evaluation.

Being the Buoy and Beacon: Navigating Proficiency with Your Students

Michael Camp, Homewood-Flossmoor High School, Flossmoor IL

In the classroom and throughout language programs, teachers must guide learners on the voyage to proficiency. This entails managing the ebb and flow of language development of individuals, small groups, and the whole class. Learn how to make decisions about moving WITH students based on proficiency benchmarks and guidelines, and when to place landmarks of progress.

Level Up LIteracy Skills with Embedded Reading

Laurie Clarcq, Bothell, WA

Embedded Reading was created by teachers to develop students' literacy skills. It combines several high-leverage practices in order to create the most successful activities possible. By carefully scaffolding text and incorporating highly-effective activities, teachers can change the look of literacy in their classrooms. Come explore Embedded Reading and develop materials for your students!

Illuminate Comprehension with Student Illustration

Laurie Clarcq, Bothell, WA

Communication is putting a picture into the mind and/or heart of another person. Participants will experience drawing (even with stick figures!) as a powerful device for engagement and acquisition. This is a technique that has been successful with students of any age or level. Reading, listening, speaking and writing skills can be enhanced and evaluated via illustration!

Advocacy Workshop

Richard Emch, North Royalton High School North Royalton OH; Angela Gardner, Ross High School, Hamilton OH

CSCTFL is working to raise public awareness on the benefits of language learning in order to influence the direction of US education. Our goals include: maintaining existing language education programs, diversifying instruction to new languages, and reaching more middle and elementary school students with foreign language instruction. Now, more than ever, advocacy in support of language education is critical. This workshop will address ways to advocate for world language programs at the local, state, and national levels.

Teaching Grammar in Context

Cristin Bleess & Jay Ketner, Wayside Publishing, Freeport, ME

Wonder how to start down the path to teaching grammar in context? By using authentic resources, authentic tasks, and a process of discovery. This interactive workshop will guide participants through the process of acquiring language structures via a co-constructivist approach: accessing authentic resources that model the language structure; highlighting the structure; making predictions; testing hypotheses; and applying the structure through authentic tasks.

Aligning our Instruction and Activities to our World Language Standards

Michael Flenthrope, Olathe School District, Olathe KS

Teachers will take a closer look at not just what the world language standards are, but more importantly, what they are not. The session will focus on the Communication and Culture standards which are often misunderstood by world language educators. Teachers will receive assistance during the session to work collaboratively to redesign their activities to better address the standards in order to better promote growth in language proficiency of students.

Building Language Proficiency with Standards-Based Grading

Patrick Grady, Adlai E. Stevens High School, Lincolnshire IL

Learn to develop and support language proficiency using Standards-Based Grading (SBG) as your platform. Participants will interact with the tools and framework of SBG and leave with the knowledge and resources needed to begin their own journey.

Mini-Units: Teach Culture, History, Geography, Biography, Mythology, AND Language
Tina Hargaden, Portland Public Schools, Portland OR
Learn how to plan and implement easy, low-prep mini-units that teach content knowledge, domain-specific academic vocabulary, AND build proficiency in reading, writing, listening, and speaking. Learn formative and summative assessment strategies.

Bridges to the World- Teaching Languages with Geospatial Technology
Kimberly Jaeger, William Rainey Harper College, Palatine IL; Ingrid Zeller, Northwestern University, Evanston IL
The presenters will share projects that build language skills at all levels and involve geospatial technology, such as StoryMap, Google Earth, and Google Maps. Tasks include planning excursions and journeys across the world, exploring cultural sights, and creating individualized tours. No prior knowledge of the technology is required. Please bring a laptop or tablet to the workshop!

Keeping Kids Engaged and coming Back for More
Michelle Kindt, Hershey High School, Hershey PA
Having retention or enrollment problems? Consider new ways to engage students with music, reading, history, current events and homework choices. Many examples and samples will be shared! Participants will walk away with several high yield practices that have been proven to improve enrollment and keep students learning language longer.

Beyond the Shoulder Partner: Maximize Student Speaking with Cooperative Groups
Mercedes Koch and Ryan Rockaitis, Deerfield High School, Deerfield IL
Cooperative grouping allows students to take ownership of their learning, build positive relationships with their peers, and hold each other to higher expectations. Presenters will share suggestions that maximize effectiveness of class time so that all students speak on meaningful topics for extended amounts of time in a deeper way than simply working with their shoulder partners.

Languages for Everyone – Breaking Barriers for Students with Learning Disabilities
Irene Konyndyk, Calvin College, Grand Rapids, MI
This workshop focuses on helping all students, especially those with learning disabilities, become successful second language learners. Through experiential and hands-on activities, the workshop will define learning disabilities, review research, and explain a pedagogical approach for at-risk students that include multi-sensory instruction, a structured environment, metacognition, direct and explicit teaching, and other best practices.

Student Engagement for a Lifetime
Louisa LaGrotto, North Central High School, Indianapolis, IN
INQUIRY: How do we encourage, create, and sustain student engagement in the world language classroom? Participants will reflect on the value of creating classroom Essential Agreements and classroom routines that engage students as classroom leaders. Participants will also define tools that will develop and support student inquiry and daily communicative practice.

Us vs. Them: For Whom is the Feedback? Exploring Dialogic Student Driven Feedback
Megan McCullough, Jori Greenhill and Jennifer Zizzo, Adlai E. Stevenson High School, Lincolnshire IL
Participants will be walked through the co-construction process and view a variety of examples. Learn how students can become active agents in their own learning, from self-assessment to re-performance. Teachers will be given the opportunity to ponder ways in which they can implement the co-constructed feedback process within their own classrooms while exploring benefits of the process, strategies for implementation, variations in practices, and potential challenges to anticipate.

Get In Their Heads!

Patty McKinnon, Sturgeon Bay HS, Sturgeon Bay, WI

What's going on in your students' heads? Learn about Howard Gardner's multiple intelligence theory and the Silver/Hanson model of learning styles and how to integrated both to ensure that all students experience success in your classroom. Discover your own intelligence and learning style profiles! Leave with fresh, new ideas for student success!

The Faces of Our Generation: A Co-Curricular/Intercultural PBL

Holly Mesmer and Terry Stump, Hudson City School, Hudson OH, and Xohiktza Avendaño, Colegio Miranda, Nogales, Sonora-Mexico

Learn and participate in the PBL process that 8th Grade Art-Tech and Spanish I students from Hudson Middle School and students from Colegio Miranda in Mexico used to create an intercultural experience called "The Faces of Our Generation." The culminating exhibit is a display of art, language, and technology that highlight student similarities and the use of technology as a means of "breaking barriers" and "building bridges."

Formula for Success - Take ONE Legend and…

Barbara Reichenbach, Ohio University, Athens, OH

1 authentic resource + creativity = 4 skills + 3 modes of communication in contextualized activities. Have you come across an interesting story or legend that your students would enjoy? Now what do you do with it? In this workshop you will learn steps to extract elements from that resource and develop a meaningful and effective contextualized lesson. Legends and sample activities in Spanish.

Re-envisioning Writing Instruction in the Foreign Language Classroom

Marissa Rubin and Sarah Gompers, New Trier Township High School, Winnetka, IL

This workshop will introduce educators to beliefs and strategies fundamental to any high school English writing program, and how applying those tenets invigorates foreign language curriculum. Attention will be paid to affective environment, authenticity and personality, and writing as a social process--not a tool for identifying error.

Using Digital Curriculum and Interactive Content to Develop Language and Early Literacy Skills

Natalya Seals, Little Sponges®, Cincinnati, OH; Gini Browsh and Marie Kobayashi, Cincinnati Public Schools

This session will demonstrate the best practices for integrating technology to support language development and academic content proficiency for students in preschool through 2nd grade. This workshop will allow participants to take away new skills and practical approaches which they can implement in their classrooms so as to accelerate foreign language learning and increase student and parent engagement.

Exams that Promote Performance by Fostering Creativity and Communication

Julie Szucs and Nohelia Rojas-Miesse, Miami University, Oxford, OH

End of unit testing is often constrained by the structures dictated by the textbook, resulting in mechanical exams. How can teachers create a summative assessment that combines accuracy, critical thinking, creativity and performance? In this collaborative workshop participants will develop a written assessment for their class that showcases students' abilities to create and communicate in the target language.

An Introduction to Teaching towards Language Acquisition
Teri Wiechart, Delphos, OH and Gary DiBianca, Orange High School, Pepper Pike, OH
This workshop will introduce strategies on teaching contextualized language while staying in the target language. These will be based on Stephen Krashen's Comprehensible Input Hypothesis. We will present the idea that a flood of Comprehensible Input ultimately will aid in language acquisition and will lay the foundation necessary for long-term language proficiency. -- A little theory, a lot of practical, and a little practice.

Flipgrid, Padlet, Popplet & co.: Creative applications and fun activities in world language classes
Nicola Work, University of Dayton, Dayton, OH
This interactive workshop will highlight several free-of-charge technology tools that provide a variety of innovative uses in the language classroom. The presenter will showcase these tools, discuss how to successfully integrate them into the curriculum, provide attendees with how-to-instructions, lesson plan templates, and rubrics for each. Attendees will gain concrete skills using these tools, creating and sharing unique activities for their own classes. BYOD (bring your own device) for hands-on fun and collaboration.