



Spring 2015 Spring Conference

The Global Edge:

World Languages Leading the Way



**Common Session: Learning Languages for World-Readiness (P. Sandrock)**

World-Readiness Standards for Learning Languages connect world languages with 21<sup>st</sup> century skills and literacies. What are the implications of the “refreshed” National Standards for planning programs, creating assessments, and designing learning experiences that will help our learners progress from their first experience through professional applications of their language skills? The three modes of communication (Interpersonal, Interpretive, and Presentational) provide a lens to embed literacy, collaboration, critical thinking, and a global competence in language learning. Join this conversation to support educator effectiveness efforts you are already leading locally.

Workshop titles  
(Please select three.)

**(A) Assessment to Inform Instruction (P. Sandrock)**

What does language performance look like and will that understanding change language instruction? Connect the dots between the Proficiency Guidelines, Can-Do Statements, and Performance Assessments in each unit of instruction. Deepen your knowledge of the key characteristics of novice, intermediate, and advanced ranges of performance to create more effective learning experiences and assessments. Knowing what it takes to develop learners’ language performance from the Novice level to Intermediate, and on toward the Advanced level will inform every unit and every lesson.

**(B) Developing and Assessing Interpersonal Communication (P. Sandrock)**

What does it mean to truly commit to using target language 90% or more in language learning? Experience and analyze various strategies to support learners' use of the target language in two-way communication. Identify guiding principles to design effective practice and assessment tasks that engage learners in meaningful interaction and negotiation of meaning. Examine various feedback tools to guide learners to improve their performance in Interpersonal Communication.

**(C) Successfully Implementing Common Core Strategies within the World Language Classroom (R. Dennis & C. Rued)**

This workshop will focus on effectively implementing the Common Core instructional shifts within the world language classroom. Participants will be provided with resources and ideas to incorporate within their practice. Topics discussed will include engaging in rich conversation with text, presentational speaking and writing, building a repertoire of reading and listening comprehension strategies, exposing students to other content areas in the target language, building rich academic vocabulary within the target language, authentic speaking activities, and assessment strategies. These strategies will be applicable to the Read to Write tasks on the revised FLACS Regional Assessments. Ideas for incorporating technology will also be discussed.

**(D) Get ready for the 2015 FLACS Regional Assessments! (J. Nesfield)**

This workshop will help districts become more familiar with the changes to the 2015 FLACS Checkpoint A and B Exams. Point values, reading selections, and writing tasks will all be discussed. A significant portion of the workshop will focus on the new Read-to-Write Common Core tasks that are required at both levels this year. Rating rubrics will be shared with attendees.

**(E) WL Tech Roundup: tools for purposeful technology in the WL classroom (C. Campos)**

This interactive session, teachers will explore the use of social media, web-based technologies, and apps in the classroom to allow them access at their fingertips to a myriad of digital resources. Participants will explore Vlogs, assessment tools, Google apps, presentational and collaborative tools, games, and more!

**(F) Rating the AP Interpersonal (Email) Writing Task: A Reader's Perspective**  
*AP Training Tips for Teachers and Students* (D. Guarnaschelli)

This workshop is designed to train teachers to grade their own students' AP work according to the AP Scoring Guidelines with confidence. By providing insight as to what the AP Scoring Guidelines 'translate' to, teachers can make informed decisions about assigning a grade for student emails, the 'Interpersonal Writing Task'. Sample emails in all AP languages will be provided and the logic behind the various grades will be explained. The role of grammar will be addressed and tips for grading remaining AP sections will be presented.

**(G) Rating the Speaking portion of the AP exam: An AP Reader's Perspective (G. Handler)**

This workshop will present information and specific examples of how the speaking tasks on the AP Language and Culture exams are evaluated and rated by Spanish Language AP readers trained by the College Board. The rubrics for the interpersonal simulated speaking task and the presentational task will be reviewed and discussed. Teachers will have the opportunity to rate a few tasks and compare their results with the AP Readers. In addition, some activities to practice the speaking tasks in the classroom. AP language teachers are encouraged to bring their ideas and lessons to share with their colleagues.

**(H) Creating Comic Book or Comic Strips to Demonstrate Reading Comprehension and/or Vocabulary (F. Elmouchtari)**

The presentation will highlight the importance of using images and captions of the comic books/strips to facilitate memory/recall and comprehension all while having fun!

The comic books will encourage authentic use of the language while also reinforcing the culture and history of the target culture. A guide will be provided to teachers so that they may return to their classroom and use the new strategies immediately. Examples will be provided in Spanish, but are applicable to all languages.

**(I) Accessing Authentic Resources for the World Language Classroom (L. Carey)**

One of the most important aspects of the World Language classroom is the authenticity of resources used in the target language. Many teachers will agree that this can also be a challenge. This workshop will show several ways to access authentic resources such as ads, blogs, current events, charts, realia, etc. for immediate use in the classroom. Examples will be provided in Spanish and French. The technology used is appropriate for all languages and levels.

**(J) A Vertical Integration of AP themes: Practical Strategies for Student and Teacher Success (A. Siffer)**

This workshop will aid participants in understanding the important themes and subthemes in the AP/IB curriculum. Practical strategies will be shared to address the challenges teachers face across checkpoints in order to best prepare students for success. Strategies will include how to find resources, use technology effectively, and integrate the themes across the four modalities. Examples will be shared in French, but are applicable to all languages. Even if you don't teach AP/IB, this is the workshop for you because it teaches students to explore language and culture across many themes!

**(K) Effective Teaching Strategies at the Upper Levels (M. Berkovsky)**

In this workshop different strategies will be presented on how to motivate students to participate more throughout the lesson. Ideas will be presented on how to engage students in partner oral tasks and group discussions, how to pair the target language with visual support and gestures; how to carefully plan and execute lessons; how to engage students with real world-like situations that allow them to function at their particular proficiency level.

**(L) Advancing Critical Thinking in the World Languages Classroom (M. Moussa)**

This workshop will introduce different activities and strategies encouraging critical thinking and incorporating the four skills with a focus on reading. Assessments, warm ups and summarizing activities will be shared as well as some websites to have students engaged in their own learning. Attendees will walk away with ideas they can use immediately in their classroom. Examples in Spanish will be shared although the ideas are applicable to all languages.

**(M) Examining the Themes Document and Read to Write Tasks (E. Margarita/J. Anderson)**

This is a hands-on workshop. In this workshop the new Themes Document for World Languages in the 21<sup>st</sup> Century will be reviewed and analyzed for subtopics under each of the five themes. We will also review Read to Write tasks and prepare tasks together based on resources shared. The language of samples presented is mostly Spanish but examples will be shared in French and Italian as well.

**(N) Introduction to Differentiated Instruction (M. Bolton/A. Vidal)**

This workshop will offer participants an exploration of the uses of differentiated instruction in the classroom. Through research, discussion, and sample lessons, participants will become more knowledgeable about using differentiated instruction in the classroom and tending to the needs of the diverse student population. Teachers will leave with understanding of what differentiation means and how to begin implementing it immediately into the curriculum.

**(O) edTPA Roundtable: From Preparation to Practice (J. Eddy)**

Preparing world language teachers requires that teacher educators, school administrators and teachers work together to support novices as they enter the profession. The edTPA is a new NYS capstone requirement for certification. This portfolio requires curricular planning in the three modes and using this performance assessment to inform instruction.

This session explains the edTPA, the expectations of new candidates in our profession and how it will improve teacher practice in-service.

**(P) Can-Do!: Developing Student-Friendly Learning Targets (J. Eddy)**

Performance Assessment Student Statements (PASS) are student-friendly learning targets developed from your performance assessments. This session will show participants how to develop unit specific can do statements and how to implement them as a key planning and learner accountability tool in assessment and instruction.

**(Q) Designing Thematic Units (J. Eddy/QC Teacher candidates)**

Want to see some great sample thematic units? Let Queens College teacher candidates show you their recent work using our protocol aligning UbD with the World Readiness standards. See performance assessments that move students to transfer knowledge and skills to new situations as they solve problems and create products of value beyond the classroom. Our curriculum templates include formative and summative mode tasks that are common core, college and career ready. Join us!