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OUR PAST
OUR PRESENT
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FALL CONFERENCE

October 24-26, 2019

Penn Stater Hotel & Conference Center
State College, PA

50 *years*



100 *years*



THANKS TO PSMLA

1919–2019

for One Hundred Years of Dedication to the
Modern Language Teaching Community!



KUTZTOWN
UNIVERSITY
IT STARTS AS A GOLDEN BEAR

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PACIE + PSMLA | FALL 2019 CONFERENCE

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BRANDON BLACHE-COHEN, PRESIDENT
Pennsylvania Council for International Education



**“WE LIVE IN UNCERTAIN TIMES.”
I AGREE WITH THOSE WHO
SAY THIS—WE DO.**



People love to say the phrase, “we live in uncertain times.” I agree with those who say this — we do. Things are weird. And while the world may have been pretty unstable and unclear for most of human history, there’s something different today. It seems that things shouldn’t be weird, unsafe, or uncertain. We have all the technology, the brain power, the communication ability, and the public forums to ensure that things are clear, safe, and functioning. And yet, here we are, from Hong Kong to Quito, Caracas to Kabul, it seems that we’re forcing ourselves into a less empathetic and loving world. If you’re reading this, you have a unique responsibility to be part of the solution to the uncertainty. PACIE is on the front lines in training and advocating for the next generation of changemakers and together we will help to ensure a more peaceful and just world.

PACIE has seen a lot in its day. We’ve brought together thousands of people from all over the state to engage international education. We’ve held conferences and workshops, meetings, and trainings, building professional skills for high school teachers, university faculty, administrators, and nonprofit leaders. We’ve built state coalitions for global good in times of war, isolationism, and uncertainty. And now, after 50 years of creating global ready graduates in Pennsylvania, we’re on the eve of helping to build a clear legislative resolution for global education.

Thank you for your commitment to global education in Pennsylvania. There has never been a more important time for us to join together and take advantage of the network we’ve built and the tools we’ve been given to finally create a bit of stability and justice — not just for the well-resourced young people in Pennsylvania — but for all.

**HERE’S TO ANOTHER 50 YEARS OF PROVIDING EQUITABLE ACCESS
TO GLOBAL EDUCATION FOR ALL PEOPLE IN PENNSYLVANIA.**

Warmly,
—Brandon Blache-Cohen

WHERE WERE YOU 100 YEARS AGO WHEN PSMLA WAS FOUNDED?



An odd question, you might say, but one that is quite appropriate. Have you ever stopped to think about societal changes over the past century? Every aspect of society has evolved, save one: basic human behavior. The circumstances, contexts, and parameters have changed, but, man has not. The founders of PSMLA had similar objectives and faced many of the same issues as we do today, 100 years later. How do we convince the public of the critical cultural, intellectual, economic, and unifying value of world languages? How do we enroll (recruit) more students to learn a second language? What is the best way to prepare both students and teachers?

We begin the second century of PSMLA with the input of Artificial Intelligence, greater connectivity, facilitated travel, and a plethora of substantive research to better understand and improve the teaching and learning of L2. These advances are occurring within a “shrinking” world where language and culture can simultaneously unite and divide. Nevertheless, the human interaction between teacher and student is paramount in realizing and integrating all the above-mentioned components of language learning.

With these thoughts in mind, I applaud and thank each and every one of you for your constant unabated efforts to teach and promote world languages to the next generation. Yours are critical efforts at a critical time. We encourage you to be active in PSMLA and to encourage your colleagues to join us. Do not hesitate to express your thoughts and needs.

WHERE WILL PSMLA BE 100 YEARS FROM NOW?

Be well.
—Mina

SCHEDULE AT A GLANCE | FRIDAY, OCTOBER 25

7:30 – 8:30 REGISTRATION; CONTINENTAL BREAKFAST IN THE EXHIBIT HALL

8:30 – 9:30 CONCURRENT SESSION I

- Room 104 Writing Old German Script: A No-Tech Unit for German
- Room 105 Reconceptualizing Oral, Written and Literature Exercises through Design Thought
- Room 106 We're Supposed to Speak TL 90% Even in Level 1?
- Room 107 High-Leverage Practices: Deconstructing and Enacting an Oral Interpersonal Task
- Room 108 Assess Smart: Aligning Formative and Summative Performance-Based Assessments
- Room 204 Advocacy in Global Education
- Room 205 K-12 Instruction for Global Competence: Expanding Student Minds
- Room 206 Partnership Development in China
- Room 207 Internationalization is Alive, Thriving and Still Highly Relevant: One University's Journey through the ACE Lab Program

9:45 – 10:15 CONCURRENT SESSION II

- Room 104 Producing Grammatical Gender Boosts Learning More than Just Comprehending It
- Room 105 Ready, Set, Don't Go!: Instructor Motivation and Student Engagement
- Room 106 Conversation Tables to Promote Face-to-Face Connection for Language Students
- Room 107 Finding Balance: Transitioning to a Communicative Focus
- Room 108 Interpersonal Mode: Increased language Immersion through Variety
- Room 204 How Universities Succeed Internationally: A Primer on Language Ability Tests
- Room 206 Expeditions into VR Creation & Global Learning
- Room 207 Creating Local WL Cultural Experiences That Foster Community Engagement

10:15 – 11:00 COFFEE BREAK IN EXHIBIT HALL

11:00 – 12:00 CONCURRENT SESSION III

- Room 104 Developing Writing Skills through Project-Based Learning and Assessment

Room 105 PSMLA Tech Garden

- Table 1 Exploring the Thousand-Year Old Camino in Virtual Reality
- Table 2 Using Flipgrid to Enhance Classroom Engagement
- Table 3 Interactive Infographics: Integrating the 3 Modes & Digital Literacy
- Table 4 Creating Interactive Digital Animations, Games, and Projects to Transform Language Learning
- Table 5 Tried & True Education Apps for Comprehension and Creation
- Room 106 Global Competence through Engaging Media-Focused Tasks
- Room 107 Interculturality: Significance in Today's World
- Room 108 Accessing Authentic Resources: 18 Strategies That Go Beyond Questioning

Room 204 The Nuances of Identity when Studying Abroad

- Room 205 PACIE Speaks Your Language
- Room 206 Preparing F-1 Students for Immigration & Employment Options Post-Graduation
- Room 207 Maximum Engagement in the Target Language

12:00 – 1:30 LUNCHEON & KEYNOTE SPEAKER

1:45 – 2:30 CONCURRENT SESSION IV

- Room 104 Differentiated Instruction in the German Classroom: Ideas, Activities, Projects
- Room 105 Creating OER Materials and Going Beyond the Textbook
- Room 106 Successes (and Some Failures) from Using Film in the Classroom
- Room 107 Using Authentic Spanish Resources with ALL Students
- Room 108 Laying a Foundation for the AP Exam in Levels 1-3
- Room 204 Visioning an Advising Model for the Global Education Office/Organization
- Room 205 Are You a Schizophrenic If You Are Bilinguals or Biculturals?
- Room 206 Want to Globalize Your Curriculum? PACIE Offers K-12 Success Stories

Room 207 Let's Move! Using Movement in the World Language Classroom

2:30 – 3:00 TABLE TALK DISCUSSIONS IN THE EXHIBIT HALL

3:00 – 3:45 CONCURRENT SESSION V

- Room 104 The Joy of Speaking
- Room 105 2020 Legislative Landscape for Languages
- Room 106 Caminando con música al compás de gerundios y progresivos
- Room 107 A Cultural Approach to Teaching and Assessing: Focus on Teaching
- Room 108 Making Language Stick: Science-Based Strategies to Help Students Retain More
- Room 204 Study Abroad & LGBTQ communities at Stonewall 50
- Room 205 Syntheccultural Communicative Competence through Instant Messaging for High Schoolers
- Room 206 From Active to Intentional Global Engagement: A University's Transformation Through Strategic Planning
- Room 207 Becoming Socially Competent in the Spanish Classroom for the Professions

4:00 – 4:45 CONCURRENT SESSION VI

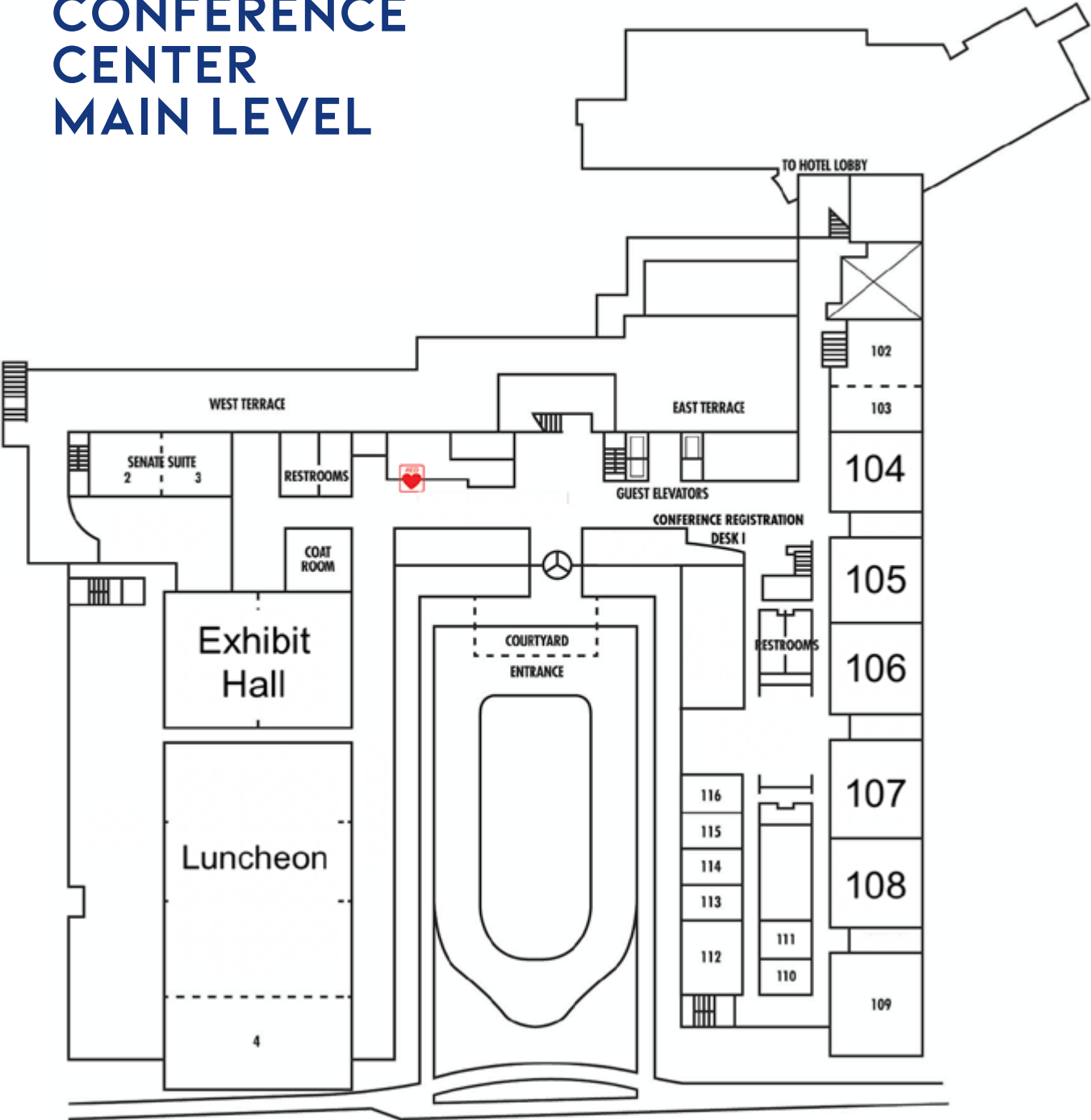
- Room 104 Keeping It Authentic
- Room 105 Going with the "Flow" for an Optimal Language-Learning Experience
- Room 106 Overcoming Oral Proficiency Obstacles
- Room 107 A Cultural Approach to Teaching and Assessing: Focus on Assessment
- Room 108 Student-Centered Classroom Activities
- Room 204 Study Away: "Making the Strange Familiar and the Familiar Strange"
- Room 205 Study Abroad: An Interactive Code Red Exercise
- Room 206 Let's Have a Festival! World Language Fest and Other Ideas
- Room 207 DAS KAPITAL: Empowering Women Entrepreneur with Functional Literacy in English through an International Rafiki Club (friendship club) in Rural Sindh

4:45 – 6:00 PSMLA & PACIE JOINT ANNIVERSARY CELEBRATION: Wine & cheese reception in the exhibit hall, Language Lotto and Silent Auction

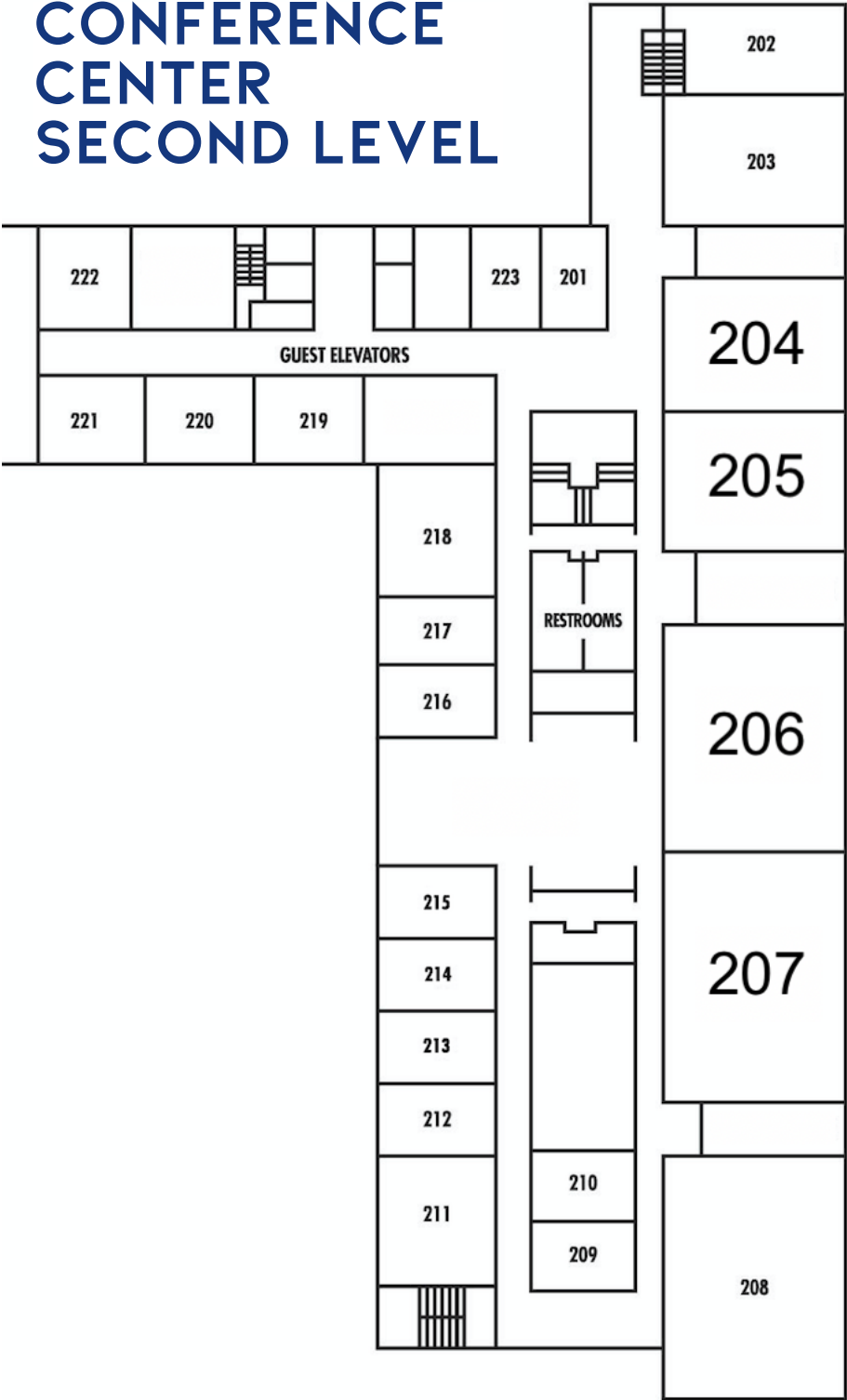
SCHEDULE AT A GLANCE | SATURDAY, OCTOBER 26

| | | | | | |
|---------------------|---|---|---|---------------------|--|
| 7:15 – 7:45 | CHAIR YOGA ROOM 207 | Room 205 | Learning Across Borders through Art in the L2 Classroom | Room 207 | Intro to Acquisition-Driven Instruction |
| 7:30 – 8:30 | REGISTRATION; CONTINENTAL BREAKFAST IN THE EXHIBIT HALL | Room 206 | Short-Term Study Abroad and Its Effect on Student Learning | 11:30 – 1:00 | LUNCHEON, AWARDS CEREMONY, PSMLA BUSINESS MEETING |
| 8:30 – 9:15 | CONCURRENT SESSION VII | Room 207 | The Mindful World Language Classroom – Tips and Strategies for Teachers | 1:15 – 2:00 | CONCURRENT SESSION X |
| Room 104 | EPortfolios & ACTFL Can-Do Statements: A Winning Combination | | | Room 104 | Powerfrauen |
| Room 105 | Proficiency-Based and Personalized Learning (Latin) | 10:00 – 10:45 COFFEE BREAK IN EXHIBIT HALL | | | |
| Room 106 | Student-Centered World Language Classroom on Wheels! Real Solutions for the Traveling Teacher | 10:45 – 11:30 CONCURRENT SESSION IX | | | |
| | | Room 104 | Thinking Outside the Book – Using Authentic Materials to Teach German | Room 105 | Subtitles as a Tool for Comprehension |
| Room 107 | Defining Realistic Expectations for Beginning Spanish Learners through AAPPL-ILS Assessment | Room 105 | PSMLA Tech Garden | Room 106 | Digital Tools to Empower Foreign Language Classrooms and Programs |
| Room 108 | In Search of Best Practices: Authentic Culture | Table 1 | Enhance Language Learning with Green Screen Video Projects | Room 107 | Realistic Differentiation in the World Language Classroom: The Rotational Model |
| Room 204 | Advocating & Advising for Study Abroad on Rural Campuses | Table 2 | Flipgrid in a Flipped Medical Spanish Class | Room 108 | Spanish Immersion and Community Engagement in Guatemala and Central PA |
| Room 205 | 50 Compositions, 100 Conversations: Everyday Activities for Developing Language Competencies | Table 3 | Tried & True Education Apps for Comprehension and Creation | Room 204 | Ethical Storytelling in Global Education |
| Room 206 | All That Glitters Is Not Gold: Examining Challenges of Internationalized Digital Education | Table 4 | Tackling Social Justice Topics with Digital Games | Room 205 | Study Abroad and Employment: A Proposed Research Agenda |
| Room 207 | Language in Motion: Building Bridges to the World | Room 106 | ACTFL/CAEP Teacher Preparation Programs in PA: Facing Our Future | Room 206 | Building Global Leaders |
| 9:30 – 10:00 | CONCURRENT SESSION VIII | Room 107 | The New French Regions: Information for You and Your Students | Room 207 | Tech-Free Teacher's Tool Box |
| Room 104 | Chinese Majors: College and Beyond | | | 2:15 – 3:00 | CONCURRENT SESSION XI |
| Room 105 | Telecollaboration and Community Engagement to Enhance Cultural Competence | Room 108 | Learning a New Alphabet – Working with LGBTQIA+ Students | Room 104 | Central PA AATG Business Meeting |
| Room 106 | Perú: País de todas las sangres | Room 204 | Planes, Prescriptions, and Panic: Prompting/Responding to Student Needs Pre-Departure | Room 105 | Encouraging Interconnectedness in Your Pennsylvania Community |
| Room 107 | Online Polling for Student Engagement and Assessment | Room 205 | Oral Proficiency Gains through Study Abroad: the OPIc as Assessment Tool | Room 106 | What Can I Do with My Language Major? |
| Room 108 | Un Film, ça vous dit? | | | Room 107 | High-impact Practices for Developing Empathy and Intercultural Linguistic Competence |
| Room 204 | Tying My Study Abroad Experience to My Community Back | Room 206 | Concept-based Instruction in the Disciplines: Case Studies and Considerations | Room 108 | Tools to Make Vocabulary and Grammar Fun in World Languages! |
| | | | | Room 207 | Comprehensible Input in Action! |

CONFERENCE CENTER MAIN LEVEL



CONFERENCE CENTER SECOND LEVEL



OCTOBER

24 *Thursday*

PSMLA PRE-CONFERENCE WORKSHOP

9:30 - 4:30

Using High-Leverage Practices to Enact the Work of Language Teaching

Current research in teacher education focuses on the identification of specific practices that all foreign language teachers need to enact to enable learning to occur in their classrooms. This workshop will lead participants in understanding more about this work of teaching by exploring the concept of practice-based teaching and a set of foreign language practices that are based on second language acquisition theory, research on student learning, and classroom practice. Participants will learn how to enact selected practices by analyzing and examining their various instructional moves and understanding the relationship of these moves to learning goals. Three high-leverage practices will be explored: 1) Using the target language comprehensibly during instructional interactions, 2) Focusing on cultural products, practices, and perspectives in a dialogic context, and 3) Providing oral corrective feedback in oral communication.



DR. EILEEN W. GLISAN

Dr. Eileen W. Glisan is Distinguished University Professor of Spanish, retired from Indiana University of Pennsylvania (IUP). She was President of ACTFL in 2010 and is certified by ACTFL as an oral proficiency tester of Spanish. She is co-author of *Teacher's Handbook: Contextualized Language Instruction*, of *Enacting the Work of Language Instruction: High-Leverage Teaching Practices* and of *Implementing Integrated Performance Assessment*. Dr. Glisan is the recipient of awards including the 2012 PSMLA Frank Mulhern Leadership Award for Outstanding Leadership in World Languages and Cultures, the 1996 Anthony Papalia Award for Excellence in Teacher Education, and the 2008 Northeast Conference Nelson H. Brooks Award for Distinguished Service and Leadership to the Profession.



DR. RICHARD DONATO

Dr. Richard Donato is Professor and Chair of the Department of Instruction and Learning at the University of Pittsburgh. He holds joint appointments in the Department of French and Italian, the Department of Hispanic Languages, and the Department of Linguistics. His research in foreign and second language learning earned him the ACTFL/*Modern Language Journal* Pimsleur research award in 1997 and again in 2006, and the Northeast Conference Freeman Award. He is co-author of the book *A Tale of Two Schools: Developing Sustainable Foreign Language Programs* and of *Enacting the Work of Language Instruction: High Leverage Teaching Practices*. In 2016 he received the University of Pittsburgh Provost's award for research mentoring.

KEYNOTE SPEAKER

DON GENTILE

IC Senior Language Authority

IC Chief Learning Officer

Office of the Director
of National Intelligence

Chief Human Capital Office



Since August 2016, Mr. Gentile has served the Intelligence Community as its Senior Language Authority and Chief Learning Officer. He is also Division Chief of the Human Capital Office's Community Learning and Development Division.

Prior to taking his current position, Mr. Gentile worked in the National Counterterrorism Center's (NCTC) Directorate of Intelligence, where he served as a Group Chief from 2010 until August 2016, and Deputy Group Chief from 2005 until 2010.

Don's career has included numerous positions with the National Security Agency (NSA). Among his assignments, he served as a Language Analyst, Manager, and Senior Intelligence Analyst representing NSA in the White House Situation Room, including on 9/11.

He has held NSA linguist certifications in Italian, Portuguese, French, and Spanish and served as a past member of NSA's Standing Committee on Language Testing.

Don received his BA from Colby College in Waterville, Maine with a double major in French and Spanish, and an MA in Spanish from the Middlebury College Language Schools. Before starting work in the Intelligence Community, he taught French and Spanish at the high school level and, while working in the IC, spent a year teaching Spanish at the Naval Academy in Annapolis, MD as a visiting professor.

OCTOBER

25 Friday

celebrating
OUR PAST
OUR PRESENT
OUR FUTURE

7:30–8:30

REGISTRATION; CONTINENTAL BREAKFAST IN THE EXHIBIT HALL

8:30–9:30

CONCURRENT SESSION I

ROOM 104

Writing Old German Script: A No-Tech Unit for German

Handwriting styles come and go. The cursive writing style our grandparents learned is not the way students learn cursive today—if they learn cursive handwriting at all! In this session you will be introduced to the style of handwriting known as old German script. You will get plenty of hands-on practice writing in this style and be given exercises to help your students both learn and decipher short German texts handwritten in the 18th century.

PRESENTER: Gregory Hanson, Kutztown University**EXAMPLES IN:** German

ROOM 105

Reconceptualizing Oral, Written and Literature Exercises through Design Thought

The Design Thought concept originated in the commercial world and has had a tremendous impact on how this sector practices its production, marketing, and modeling by creating solutions to problems that people are facing. In a Jan Feb 2017 article in *The Language Educator*, Lee Ellis and Bernhardt discuss how the Foreign Service Institute (FSI) was using design thought to develop course materials for their adult learners. This session takes Design Thought to the next level by revisiting and recreating alternative activities to oral skits, written composition, and literature questionnaires.

PRESENTER: Victoria Ketz, La Salle University

ROOM 106

We're Supposed to Speak TL 90% Even in Level 1?

This presentation will briefly discuss brain research on WHY it is important for teachers and learners to stay in the TL, even for beginning level learners. Strategies to assist teachers to stay in the TL, as well as incentives to motivate learners to speak in the TL will be shared. Via video, we will analyze a Spanish teacher's performance to decipher how she makes her input comprehensible for Level 1 learners.

PRESENTER: Bonnie Adair-Hauck, World Language Consultant**EXAMPLES IN:** French, Spanish

ROOM 107

High-Leverage Practices: Deconstructing and Enacting an Oral Interpersonal Task

This session introduces the concept of high-leverage teaching practices (HLTPs) that are critical for language teachers to enact in their classrooms to support second language learning and development. Participants will learn how to enact one HLTP—designing and conducting an oral interpersonal task—by deconstructing it into various instructional moves that are difficult to perceive through observation alone. Applicable to teachers and teacher educators.

PRESENTERS: Eileen Glisan, Indiana University of Pennsylvania; Richard Donato, University of Pittsburgh

EXAMPLES IN: Spanish

ROOM 108

Assess Smart: Aligning Formative and Summative Performance-Based Assessments

The design and implementation of performance-based assessments should not be a daunting task if classroom activities include properly-aligned formative and summative assessments. This session will present samples of aligned performance-based assessments targeting the three modes of communication.

PRESENTER: José Ricardo-Osorio, Shippensburg University of Pennsylvania

EXAMPLES IN: Spanish

ROOM 204

Advocacy in Global Education

This session will highlight advocacy issues in international education on both the federal and state levels, the important work PACIE has done and is doing in PA, and some helpful strategies for you to take action! Anyone who wants to know about critical issues in international education and/or engage in advocacy should attend.

PRESENTERS: Jesse Phillips, Gettysburg University, NAFSA Region 8 Advocacy Chair; Jeff Whitehead, University of Pittsburgh

ROOM 205

K-12 Instruction for Global Competence: Expanding Student Minds

Do you want your k-12 students to think outside the box and develop global mindsets? Are you interested in making your class content globally focused and relevant? Do you have colleagues who might be interested in collaborating across disciplines to support student global competence? Then this is the workshop for you! There is a new Framework for Global Competence on Pennsylvania's SAS (Standards Aligned System) website. Learn about the main components and competencies of global competence. Let's enjoy the opportunity to create "global ready graduates" with support from the new curriculum framework and lessons/resources developed by PACIE.

PRESENTERS: Marcia Thomas, Education Consultant; Deanna Baird, Retired World Languages Teacher

8:30–9:30

CONCURRENT SESSION I

ROOM 206

Partnership Development in China

Interested in developing institutional partnerships in China? Discover the current trends and various models in Chinese partnership development. Learn strategies and tactics for early development through implementation and management.

PRESENTER: Christina Kinney, Millersville University

ROOM 207

Internationalization is Alive, Thriving and Still Highly Relevant: One University's Journey through the ACE Lab Program

Participants will gain insights from Holy Family University's successes and challenges faced in our first of the two-year participation with the American Council on Education (ACE) Internationalization Lab Program. Our successes included productive campus-wide conversations, high energy and excitement for the process led to a clear vision early on—and the concrete—institutional commitment to integrating international education into our strategic plan, diversity and inclusion efforts and overall student learning experience. Our challenges included barriers to “implementing the pieces” of internationalization: politics, time, money, data collection, communications, language and working across boundaries and borders. Using a case-study approach, this session will be highly interactive and discussion-based. Participants will leave with tangible “how-to’s” to begin these conversations at their institutions.

PRESENTER: Nicole Stokes-Dupass, Holy Family University

9:45–10:15

CONCURRENT SESSION II

ROOM 104

Producing Grammatical Gender Boosts Learning More than Just Comprehending It

When introducing complex grammatical features to second language (L2) learners, such as gender agreement in German, the question is usually which kind of exercises to use: Should they try to comprehend these features first or should they produce them immediately? In an experiment with first semester L2 learners of German, we showed that learners who orally produced gender agreement during a training session were subsequently better at producing and comprehending German gender compared to learners who only completed comprehension exercises. This shows that producing complex grammatical features early on is both possible and advantageous to German L2 learners.

PRESENTER: Valerie Keppenne, The Pennsylvania State University

EXAMPLES IN: German

ROOM 105

Ready, Set, Don't Go!: Instructor Motivation and Student Engagement

The teaching profession is not the same as it was years ago. Teachers are not the same, nor students. The role of teachers, and their motivation in the classroom, is increasingly more important: It affects student attitude, engagement, interpretation of instructions, and short- and long-term learning. This session analyzes this phenomena, especially with a critical eye to the evolution of "teachnology" in the Spanish-language classroom.

PRESENTER: Dawn Slack, Kutztown University of Pennsylvania

EXAMPLES IN: Spanish

ROOM 106

Conversation Tables to Promote Face-to-Face Connection for Language Students

Want to provide your students with intrinsically interesting opportunities outside of class for practicing the language in unscripted ways with proficient speakers in naturally engaging settings? Conversation Tables can provide the face-to-face contact that today's students need while engaging them in all five World-Readiness Standards. We will share what has worked well for us and what has not, our plans for the future, and relevant research on Positive Psychology (Seligman, 2002) and its applications for Generation Z students.

PRESENTERS: Charla Lorenzen, Elizabethtown College; Raquel Lodeiro, Penn State Harrisburg

SESSION LANGUAGE: Spanish

ROOM 107

Finding Balance: Transitioning to a Communicative Focus

Transitioning from a grammar-based curriculum to a communicative classroom can be challenging for world language educators. Presenters will share a unit that exemplifies this transition. The present subjunctive is embedded through the lens of defining the elements for a healthy lifestyle for teens. Unit activities focus on making connections to real-life situations, engaging students with relevant and authentic resources, and creating integrated performance assessments. Even though examples will be in Spanish, the format can be adapted to other languages and levels.

PRESENTERS: Clarisa Capone Huizenga and Danielle Gibbs, State College Area High School

EXAMPLES IN: Spanish

ROOM 108

Interpersonal Mode: Increased Language Immersion through Variety

Participants will explore the interpersonal mode through the lens of ACTFL and focus on the goals of increasing the quantity and quality of student engagement in the target language within their daily activities. Participants will be able to engage students in supportive everyday methods that will increase two-way communication and meaningful and spontaneous exchange of information, and that will build a foundation for students to begin to conscientiously adjust and clarify intentions in conversations.

PRESENTER: Melissa Moran, Science Leadership Academy @ Beeber

EXAMPLES IN: Spanish

ROOM 204

How Universities Succeed Internationally: A Primer on Language Ability Tests

English assessment, once an afterthought to successful university internationalization, now plays a highly consequential role in the recruitment and retention of international students. When English test policies are neglected, not fully understood, or are systematically misinterpreted, international students and universities both suffer measurable consequences. This session encapsulates the expanding high-stakes English testing industry, and helps attendees better understand the roles and limitations for three popular English admissions tests (TOEFL iBT, IELTS, and PTE Academic).

PRESENTER: Puck Fernsten, Pearson English

ROOM 206

Expeditions into VR Creation & Global Learning

The Unbounded Classroom explores the potential of using cutting edge technology to remove the boundaries of the classroom without ever leaving the school building. Participants in this presentation will be introduced to the global connections framework and how to implement VR/AR and VR creation in K-20 classrooms using Google Expeditions and Google Tour Creator.

PRESENTER: Adam Geiman, Eastern Lancaster County School District

ROOM 207

Creating Local WL Cultural Experiences That Foster Community Engagement

We'd all love for our students and their families to experience (plug in your language) culture beyond the classroom! But, not everyone will travel abroad and not every community readily provides such opportunities. What can we do? We can create these opportunities ourselves! The presenter will share several proven ideas in creating and developing school and locally based opportunities and events for World Language and non-World Language students to participate in meaningful cultural experiences, while helping to foster community engagement and building support of programs. Examples include cross-curricular showcases, community service, volunteering, and more.

PRESENTERS: Gladys Archer, Warren Area High School

EXAMPLES IN: Several Languages

ROOM 104

Developing Writing Skills through Project-Based Learning and Assessment

This session demonstrates a project-based learning approach for an advanced-level German writing course. Students in this 400-level course read, interpreted, and discussed authentic German texts from a range of genres in three individual, but connected, instructional units. The course focused on the production of meaningful texts and emphasized the interactive nature of the writing process. Sample activities included in this session will highlight analysis of the language and function of genre-specific texts, peer reviews of written work, and an online portfolio used as a capstone project for self-assessment and reflection.

PRESENTERS: Katherine Kerschen, The Pennsylvania State University; Lauren Brooks, High Point University

EXAMPLES IN: German

ROOM 105

PSMLA TECH GARDEN

The *PSMLA Tech Garden* consists of tables led by tech experts, similar to a tech fair. This is not a full traditional session. In fact, attendees will come to this session, but instead of 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, a tablet, or a mobile device and walk away with a new app or with an innovative tech-infused lesson for your students. All languages and tech skill levels are welcome!

TABLE
1

Exploring the Thousand-Year Old Camino in Virtual Reality

Participants will learn how an upper-level, standards-driven, and student-centered Spanish course explored the ancient pilgrimage Camino de Santiago by using Virtual Reality. Assessments were aligned with the three modes of communication and specific cultural elements. This mini-session will include the highlights found by the 'virtual pilgrims' as they planned a hypothetical pilgrimage. Participants will be invited to virtually travel the Camino with VR Goggles.

PRESENTER: Nancy Zimmerman, Kutztown University of PA

TABLE
2

Using Flipgrid to Enhance Classroom Engagement

Enhance your classroom target language engagement through video discussion boards with Flipgrid! Participants will be introduced to the basic functionality of this smartphone-friendly technology that integrates with many LMS platforms, and practice utilizing it. The presenter will also share 'Flipgrid fails' and provide work-arounds for some of the product's constraints.

PRESENTER: Janelle Newman, Mercyhurst University

EXAMPLES IN: Several languages

TABLE TOPICS CONTINUE ON FOLLOWING PAGE >>

ROOM 105

TABLE

3

PSMLA TECH GARDEN (CONTINUED FROM PAGE 15)

Interactive Infographics: Integrating the 3 Modes & Digital Literacy

Creating infographics empowers student voice, provides choice, and integrates ISTE Standards. Students can also demonstrate their intercultural competence by creating infographics applying the products, practices, and perspectives of the target culture as well as making connections and comparisons with their own culture. Come explore the possibilities of using interactive infographics!

PRESENTER: Heather Murray Jamiolkowski, Mechanicsburg Area Senior High

EXAMPLES IN: Spanish

TABLE

4

Creating Interactive Digital Animations, Games, and Projects to Transform Language Learning

Creating interactive projects, and learning how to share them, can be a transformative experience for your students. In this beginner-friendly session, participants will learn how to use the Wick Editor, a completely free, open-source, online tool for creating games, animations and everything in-between.

PRESENTER: Zee Ann Poerio, St. Louise de Marillac Catholic School

EXAMPLES IN: Latin

TABLE

5

Tried & True Education Apps for Comprehension and Creation

In this session, the presenters will review the basics of Adobe Spark and Formative and demonstrate how they can be used for activities in both the interpretive and presentational modes. Adobe Spark is a tool for video creation with pictures, text, and music. Formative is a tool for creating various assessments using PDF files, infographics, and other visuals.

PRESENTER: Megan MacNicol and Lynn Shirk, Hershey High School

EXAMPLES IN: Spanish

ROOM 106

Global Competence through Engaging Media-Focused Tasks

As FL educators we are called to promote proficiency and intercultural competence. We guide our students to become lifelong learners who will also be active, productive, and confident participants in a globalized world. To help them develop their own toolkits for intercultural navigation, contexting and data gathering, it is imperative to focus on strategies for interpreting, understanding, and analyzing authentic media in the target culture. This session will present concrete examples from “Contemporary French Society through its Media,” an Advanced level French conversation course informed by these goals. Selected activities across different communicative modalities will be demonstrated.

PRESENTER: Chantal Philippon-Daniel, University of Pennsylvania

SESSION LANGUAGE: French

ROOM 107

Interculturality: Significance in Today's World

As educators prepare students for success in the global community and for careers that may not yet exist, developing interculturality, including the ability to communicate in other languages, is crucial. Students, educators, and administrators at all levels of instruction must make mindful decisions about infusing global perspectives into academic and extra-curricular pursuits. It is also necessary to educate administrators, school boards, the community at large, and other stakeholders about interculturality and global competence in the curriculum and their value in students' personal, academic, and professional lives. The presenter will share current data and research.

PRESENTER: Jan Stewart, Seton Hill University

ROOM 108

Accessing Authentic Resources: 18 Strategies That Go Beyond Questioning

There are so many ways learners can show their comprehension and expand on what they have learned. In and of themselves, authentic resources are highly motivating since they expose learners to everyday use of the target language, make intercultural connections, and bring authenticity into the classroom. But that motivation needs to be maintained through relevance, challenge, and fun! In this session, the presenter will share 18 strategies for supporting learners with comprehension of authentic texts and application of their language skills in meaningful, follow-up tasks.

PRESENTER: Deborah Espitia, Wayside Publishing

EXAMPLES IN: Several Languages

ROOM 204

The Nuances of Identity when Studying Abroad

As the participants of study abroad come from more diverse backgrounds, and the list of countries that students go to increases, it is important to address how the needs of students studying abroad has changed. This session is designed to provide a big picture about how sexual identity and gender expression affect students' time studying abroad. The presentation will facilitate a discussion about how professionals in the field can provide resources and support to students who find aspects of their identities challenged while they study abroad.

PRESENTER: Anisha Mallik, University of Pittsburgh Student

ROOM 205

PACIE Speaks Your Language

PACIE advocates for every language and culture. Its vision of "Global Ready Graduates for PA's Future" speaks to students and educators k-12 and beyond. Hear about PACIE's current advocacy at the state level for education with a global focus, see the new SAS documents and resources for global competence created by PACIE, and learn about mini-grants designed for k-12 educators. Let's work together to advance our language and culture goals!

PRESENTERS: Jeff Whitehead, University of Pittsburgh; Deanna Baird, Retired World Languages Teacher

11:00-12:00

CONCURRENT SESSION III

ROOM 206

Preparing F-1 Students for Immigration & Employment Options Post-Graduation

Explore how to educate international students and campus partners effectively and early about post-graduation options and the changing immigration landscape. Come prepared to learn about programming initiatives such as co-ops and Global Entrepreneur In Residence that nurture your student entrepreneurs and benefit your institution, as well as the new, draconian consequences of student status violations.

PRESENTER: Kristen Dennis, Goldblum & Pollins PC

ROOM 207

Maximum Engagement in the Target Language

Learn different ways to engage all students while using the target language. Participants will experience the cooperative learning structures of Continuous Round Robin, RallyTable, Quiz Quiz Trade and Fan-n-pick, and will learn how each activity can be used to improve proficiency in reading, writing and speaking in the target language.

PRESENTER: Cherie Garrett, Dallastown Area High School

SESSION LANGUAGE: Spanish

12:00-1:30

LUNCHEON AND KEYNOTE SPEAKER

1:45-2:30

CONCURRENT SESSION IV

ROOM 104

Differentiated Instruction in the German Classroom: Ideas, Activities, Projects

Differentiated instruction recognizes that all students have a unique set of abilities and asks the educator to rethink the traditional format of teaching to allow for a more personalized education for each student. This session will give a brief overview of differentiated instruction and then analyze three various aspects of differentiated instruction by content, process and product.

PRESENTER: Erica Shafran, Hempfield Area High School

SESSION LANGUAGE: German

ROOM 105

Creating OER Materials and Going Beyond the Textbook

Approaches to the creation of Open Educational Resources. Hear from faculty who have created instructional materials for introductory Spanish by adapting and authoring open content.

PRESENTERS: Ana Ivette Serrano, PSU Lehigh Valley; Melba Amador, PSU New Kensington; Julie Lang, PSU Teaching and Learning with Technology

EXAMPLES IN: English, Spanish

ROOM 106

Successes (and Some Failures) from Using Film in the Classroom

From commercials to documentaries, film can be an effective access point for developing students' imaginations of places and times unseen, comfort with foreign language realia, and appreciation of diverse cultural tastes. Based on her experience as a Russian language and culture teacher, the presenter hopes to initiate a conversation around using film effectively for both language-learners and students of foreign culture. Beginning with a consideration of types of appropriate media, the presenter will provide examples of both pre-viewing and post-viewing assignments and make suggestions for how to bridge our film literacy with those of our 21st century students.

PRESENTER: Kathryn Duda, Mercyhurst University

EXAMPLES IN: English, Russian

ROOM 107

Using Authentic Spanish Resources with ALL Students

This session explores how to use authentic resources in the Spanish classroom to bring real-life language and culture to your students. We will discuss ways to support different types of students with appropriate tasks and focus on instructional strategies that make the use of authentic resources effective. Join us to see how the use of authentic resources can motivate our students to use Spanish in and beyond the classroom.

PRESENTER: Genevieve Tessier, Pearson World Language Specialist

EXAMPLES IN: Spanish

ROOM 108

Laying a Foundation for the AP Exam in Levels 1-3

The AP Language Exam is no longer a grammar test! The new exam tests our students for proficiency. Teaching with Comprehensible Input is a key way to prepare our students for this test starting as early as Level 1. This session will give practical strategies to use in the lower levels that will build proficiency and lay a foundation for AP Exam success.

PRESENTER: Michelle Kindt, Hershey High School

EXAMPLES IN: French

ROOM 204

Visioning an Advising Model for the Global Education Office/Organization

Visioning and implementing a successful advising model for the IE office is foundational to it's professional outlook. This session discusses benefits of using an appropriate advising model to reflect the mission and goals of your organization. Participants will learn about various advising models/case studies and how to develop/enhance their own.

PRESENTERS: Jennifer Fritz, Bucknell University; Stephen K. Appiah-Padi, Bucknell University; Courtney Kenny, IFSA; Nikki Bruckmann, IFSA; Jeff Whitehead, University of Pittsburgh

1:45-2:30

CONCURRENT SESSION IV

ROOM 205

Are You a Schizophrenic If You Are Bilinguals or Biculturals?

As the number of immigrant families increases, it is commonly seen that the languages spoken by the family members are not limited to one language, English but could be multiple. Many people use two or more languages daily while belonging to one main culture. As language and culture are interrelated, and language could be considered as a part of culture, it would be interesting for the educators to explore the relationship between bilinguals and biculturals along with the issue of identity.

PRESENTER: SoYoung Kang, Gwynedd Mercy University

ROOM 206

Want to Globalize Your Curriculum? PACIE Offers K-12 Success Stories

Today's students need critical thinking skills about and insights into global mindsets. Who better to develop that than K-12 teachers who work daily with PA students? This workshop will feature a panel of teachers who will share their efforts to globalize their lessons. Lesson plans, activities, resources, and results will be shared. PACIE will also share additional global resources on-line and provide information on 2019-2020 PACIE teacher grants to globalize lessons. Come and start to think about what you can do to help make "global ready graduates for PA's future!"

PRESENTERS: Pat Coyle, Propel Schools; Ashlie Crosson, Bellefonte Area High School; Kaysey Beury, Bellefonte Area High School; Ron Sivillo, Upper St. Clair High School; Luke Loboda, Upper St. Clair High School

ROOM 207

Let's Move! Using Movement in the World Language Classroom

Learn how to use movement to teach and review content, to create class cohesion and as a brain break. Participants will experience, first-hand, numerous kinesthetic techniques such as corners, star passing review, red light-green light, line-ups, password and much more.

PRESENTER: Cherie Garrett, Dallastown Area High School

EXAMPLES IN: English, Spanish

2:30-3:00

TABLE TALK DISCUSSIONS IN THE EXHIBIT HALL

EXHIBIT HALL

Table Talk Discussions

While visiting the exhibit hall to meet our vendors, look for PACIE and PSMLA leaders at numbered high-top tables for informal chats regarding our initiatives. Take advantage of your membership benefits and become more involved in our organizations.

SEE DISCUSSION TOPICS ON FOLLOWING PAGE >>

EXHIBIT HALL

Table Talk Discussions (CONTINUED FROM PAGE 20)

TABLE
1

Get Mobilized:
PACIE Advocacy for
Global Education

TABLE
2

PACIE Board:
Learn about Board
Membership and
PACIE Key Initiatives

TABLE
3

**Day in the Life
of the PACIE
Education Committee:**
Learn about the
SAS Portal and Global
Education in PA

TABLE
4

**PACIE Board:
Conference
Planning 101:**
Get Involved to
Shape the next
PACIE Conference!

TABLE
5

Be Recognized:
PSMLA Awards &
Teacher of the Year
Nominations

TABLE
6

Promote Your Programs:
PSMLA PEP
Award & Global
Scholars Program

TABLE
7

Get Involved:
Learn about PSMLA
Board Membership
and Volunteering

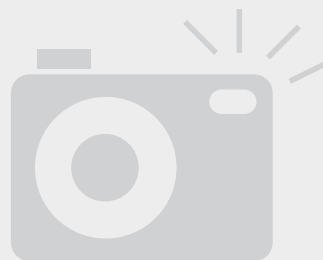
TABLE
8

**PSMLA 2020
Conference in
Philadelphia:**
Submitting Proposals
and Joining the
Local Committee

PHOTO BOOTH

2:30-6:30

Snap a selfie or have the photographer take a group pic at our photo booth outside of the exhibit hall. Celebrate the PACIE and PSMLA anniversaries with photos you can take home with you and share on social media!



ROOM 104

The Joy of Speaking

Do your students resist speaking in the target language? Mine did! Are they scared of making mistakes? Mine were until I started implementing a variety of games from the “real world” that they love and they started to forget that they were speaking German! In this session, I will share ways that I have made speaking fun, helping my students find joy in speaking German! Examples in German will be provided, but the session will be conducted in English.

PRESENTER: Katherine Schock, Carlisle Area School District

EXAMPLES IN: German

ROOM 105

2020 Legislative Landscape for Languages

Armed with data and personal stories, languages advocates are making the case to policy-makers and stakeholders for expanded access to language learning! In this session, learn about specific actions you can take to get involved with the national movement; how to get involved with America’s Languages: Investing in the 21st Century; and discover through personal examples “what works” when advocating for languages at the state and federal level.

PRESENTER: Trey Calvin, Joint National Committee for Languages

EXAMPLES IN: English

ROOM 106

Caminando con música al compás de gerundios y progresivos

A presentation that helps maximize modeling as well as an exposure to culture. Learn to apply backward design to music. Explore some of the benefits in using authentic music as interpretive exercises and how to convert these readings into presentational modes. Clues to the success come from research.

PRESENTER: Douglas Bowman, Linguistic Snapshot LLC

SESSION LANGUAGE: Spanish

ROOM 107

A Cultural Approach to Teaching and Assessing: Focus on Teaching

Create cultural competency and awareness among your students. From scratching the surface of cultural products to digging deep into global challenges and perspectives, this session will share ideas for culture-based unit design as well as strategies and techniques to foster intercultural understanding and reflection in day-to-day lessons. This session can be attended independently but will complement our presentation in Session 6. Attended together, these sessions will examine activities and strategies that help you develop a seamless connection between instruction and assessment.

PRESENTERS: Megan Flinchbaugh and Nathan Campbell, Manheim Central High School / Association of World Language Educators

EXAMPLES IN: English, Spanish

ROOM 108

Making Language Stick: Science-Based Strategies to Help Students Retain More

Ever wonder why students tend to remember certain topics better than others or why they seem to forget new information so quickly? In this interactive session, participants will explore advances in Mind, Brain, and Education Science and how they impact teaching and learning. Topics include: how memory works, best practices for lesson design and studying based on new brain research, and the impact stress and lack of sleep have on learning. Participants will leave with the knowledge of how to improve their students' retention of new content and receive access to classroom activities and resources to learn more.

PRESENTERS: David Brightbill and Sarah Aguilar-Francis, William Penn Charter School

EXAMPLES IN: Several Languages

ROOM 204

Study Abroad & LGBTQ communities at Stonewall 50

2019 is the Stonewall Inn riots' 50th anniversary and this year's New York City gay pride is an official WorldPride event. This year and going forward, study abroad students can be assisted with reflecting on how/why LGBTQ US residents have made progress. They can compare/contrast lives, spaces and events of LGBTQ Americans with LGBTQ persons elsewhere. This session covers legal and cultural statuses of LGBTQ communities in several sample countries to demonstrate specific issues/topics. It then introduces advisors to both academic and activist resources about LGBTQ communities worldwide, including handouts.

PRESENTER: Dane Claussen, Athena Study Abroad

ROOM 205

Synthecultural Communicative Competence through Instant Messaging for High Schoolers

The purpose of this project is to find and describe maximally effective ways to use instant messaging between students of Spanish and native or heritage speakers of Spanish in the World Languages curriculum, in order to enhance synthecultural communicative competence of students, among students, and/or between teacher and students.

PRESENTERS: Dana Webber and Clarisa Capone Huizenga, State College Area School District

ROOM 206

From Active to Intentional Global Engagement: A University's Transformation Through Strategic Planning

Most international educators spend their days busy with the details required to run their programs, with limited time to focus on strategy. Within the larger context of a college, or university, or school, or organization, the daily activities may take priority over intentional approaches to global engagement. This session will alternate between examining a case study, considering challenge questions, and identifying responses and solutions. Drawing from their own experiences, participants will distinguish between activity and intentionality and find ways to strategically transform global engagement at their institution.

PRESENTERS: Dafna Blacksher Diabate, Lincoln University; Terri Joseph, Lincoln University

3:00-3:45

CONCURRENT SESSION V

ROOM 207

Becoming Socially Competent in the Spanish Classroom for the Professions

Combining foreign language studies with other professions such as business, law and other legal professions is increasing. How can we teach FL Spanish students for the professions patterns of contextualized linguistic behavior, and values? This session aims to teach how to become social and linguistic competent in a Spanish FL classroom for Law Enforcement upon exposing students to discourse completion tasks (DCT). Students learn and perform by co-constructing their own interactions in speech acts such as suspect interviewing, detentions and Miranda rights. Examples and hands-on activities on how we might help our FL students for the professions will be provided.

PRESENTER: Marjorie Zambrano-Paff, Indiana University of Pennsylvania

EXAMPLES IN: Spanish

4:00-4:45

CONCURRENT SESSION VI

ROOM 104

Keeping It Authentic

Do your assessments align with your instruction? Are you frustrated with student outcomes on your assessments? We were too! Please join us as we share our journey towards keeping our assessments authentic and aligned to our instruction.

PRESENTERS: April Krempasky and Theresa Wenck, Northampton Area High School

EXAMPLES IN: German

ROOM 105

Going with the “Flow” for an Optimal Language-Learning Experience

“Flow,” often called the optimal experience, maximizes language learning. This is because it encourages continued participation in an activity that is at once enjoyable, focus-inducing, challenging, and accessible. But does playing a vocabulary game, conversing with native speakers, or interviewing classmates tend to generate the most flow? In this interactive session, we will seek to answer this question. Guided by both the research and our own perspectives, we will describe flow experiences and discuss which activities generate flow and why, so that we as teachers can harness the power of flow to optimize language learning for our students.

PRESENTERS: Chris Jacobs, Temple University

EXAMPLES IN: Several Languages

ROOM 106

Overcoming Oral Proficiency Obstacles

This interactive session will provide opportunities for participants to explore strategies that build student confidence when speaking a world language both within and beyond the classroom setting. Participants will receive a packet of lesson and assessment ideas containing examples of strategies and activities that can be implemented at all levels of language learning. There will be time throughout the session for participants to try out sample activities ranging from Novice Low to Intermediate Mid proficiency levels. The lessons will be designed for Spanish teachers, but could be adapted to fit other languages.

PRESENTERS: Jeweline Rozanski and Jenna Turner, Warren County School District

EXAMPLES IN: Spanish

ROOM 107

A Cultural Approach to Teaching and Assessing: Focus on Assessment

Discover the use of cultural artifacts as a backdrop for evaluating proficiency and as a tool for assessing intercultural competency. Through explanation and examples, learn how to begin this process in novice level courses and continue it throughout your language program. This session can be attended independently but will complement our presentation in Session 5. Attended together, these sessions will examine activities and strategies that help you develop a seamless connection between instruction and assessment.

PRESENTERS: Megan Flinchbaugh and Nathan Campbell, Manheim Central High School / Association of World Language Educators

EXAMPLES IN: English, Spanish

ROOM 108

Student-Centered Classroom Activities

In this session, two teachers will share some engaging student-centered activities and techniques that work in their classes.

PRESENTERS: Marina Buratti and Pascale Spinelli, Sewickley Academy

EXAMPLES IN: French, Italian

ROOM 204

Study Away: "Making the Strange Familiar and the Familiar Strange"

Anthropology and Folklore provide resources that can transform intercultural experiences from sightseeing excursions to culturally rich and socially critical encounters. The increasingly popular format of "Study Away" programs, usually in places vastly different from the students' home cultures, offer realistic options for K-12 and college students. Done well, students engage with new languages, different regions, cross-cultural communication, and global perspectives on their own country. We offer guiding principles and best practices based on our two decades of innovating and leading nearly 30 programs in China, Italy, Germany, Peru and Bolivia, Uganda, Ethiopia, as well as across the USA.

PRESENTERS: Maureen Porter and Frayda Cohen, University of Pittsburgh

ROOM 205

Study Abroad: An Interactive Code Red Exercise

Study abroad programs can pose particular considerations for a diverse student and faculty body, including minorities, as well as lesbian, gay, bisexual and transgender (LGBT) members and those with mental health challenges.

PRESENTERS: Dr. William Hauptman, International SOS; Jacleen Mowery, Temple University

ROOM 206

Let's Have a Festival! World Language Fest and Other Ideas

Looking for ways to promote your language programs in your community? Look no further! This session will show you how to throw a World Language Festival featuring all the languages offered at your school with a day of mini-lessons, crafts, music, games, and food offered to local children and their families. Learn how to organize and implement such an event and enjoy handouts designed to give you a head start in doing so including: to-do checklists, lesson and activity samples, letters to administration, advertisement samples, and more! You will also be shown how to tailor this festival into other language specific festivals such as Christmas in Germany and the Gar-Kein-Schreck Fest (Not-So-Scary Festival). Look no further to garner language enthusiasm and appreciation in your community!

PRESENTERS: Alicia Schmouder and Angela Letizia, Hollidaysburg Area Junior and Senior High School

ROOM 207

DAS KAPITAL: Empowering Women Entrepreneur with Functional Literacy in English through an International Rafiki Club (friendship club) in Rural Sindh

This study is about that section of women entrepreneur who run small home based business in rural Sindh, Pakistan. Since they run business into the ICT driven world so they suffer from problems created by ICT. The apps and other ICT world is majorly operated into English language. The limited proficiency in English seems to push them back into the conventional barriers. Therefore, this project was conceived in an attempt to empower the home based business female owners with literacy skills in English language in Sindh with the use of both traditional and new media for the sake of information and enterprise development. Following Vygotsky's theory of able learners, I set up an international 'Rafiki Club (Friendship club) in Darro, Sindh. Some of the women from United Kingdom, Brazil and Malaysia volunteered to talk to them weekly through text messaging on messenger. This was aimed to boost their language skills in English, to making them internet users, and also widen their worldview. In my talk, I will share some of the interesting stories of the participants from Sindh to see how far they suffered from language barriers and how did they experience Rafiki club sessions.

PRESENTER: Shumaila Memon, Humphrey Fellow 2019-2020 at Penn State University



JOINT ANNIVERSARY CELEBRATION 4:45-6:00

PSMLA & PACIE Joint anniversary celebration and wine & cheese reception
in the exhibit hall, Language Lotto and Silent Auction

OCTOBER

26 *Saturday*

celebrating
OUR PAST
OUR PRESENT
OUR FUTURE

7:15-7:45

CHAIR YOGA

ROOM 207

Chair Yoga

Take some time for you and learn simple, practical ways to incorporate movement into your school day! This practice will adapt traditional yoga poses to a chair with an emphasis on breathing to help you to relax and relieve tension.

TAUGHT BY: Amy Necci, RYT-200.

7:30-8:30

REGISTRATION; CONTINENTAL BREAKFAST IN THE EXHIBIT HALL

8:30-9:15

CONCURRENT SESSION VII

ROOM 104

EPortfolios & ACTFL Can-Do Statements: A Winning Combination

This session will explore the process of creating student eportfolios that demonstrate what students “can-do” in the target language through a collection of artifacts and self-reflection. Session attendees will learn about the benefits of eportfolio use in the classroom and the steps involved in creating, introducing and implementing the project. Additionally, attendees will learn how to incorporate student reflection through the use of ACTFL Can-Do Statements.

PRESENTER: Jennifer Campbell, Manheim Central High School

EXAMPLES IN: German

ROOM 105

Proficiency-Based and Personalized Learning (Latin)

This session outlines how we adapted a Latin 1 course into a proficiency-based course. We will illustrate how we began the year by teaching to the entire class with direct instruction and how it evolved into students working at their own pace as we guided them using Google Classroom, supplemental materials, etc. By the end of the year, several students will have not only completed Level 1, but also Level 2. We will describe how we recorded grades, classroom layout and modified for those who needed extra time to attain proficiency.

PRESENTERS: Angela Letizia and Alicia Schmouder, Hollidaysburg Area School District

EXAMPLES IN: English, Latin

ROOM 106

Student-Centered World Language Classroom on Wheels! Real Solutions for the Traveling Teacher

This presentation is dedicated to helping the traveling teacher to incorporate Student-Centered practices in the WL class. Common challenges will be identified and real solutions will be offered based on experience. Be ready to work on hands-on activities and discover a new world of possibilities hidden in your cart.

PRESENTERS: Angela Sanchez and Yao Xiong, Young Scholars of Central PA Charter School

EXAMPLES IN: Several Languages

ROOM 107

Defining Realistic Expectations for Beginning Spanish Learners through AAPPL-ILS Assessment

In this session, we examine performance toward oral proficiency in Spanish students from the first to the fifth semester, based on data collected using the ACTFL AAPPL-ILS assessment. Additionally, we compare the results of students' self-assessment, using a rubric modified from the NCSSFL-ACTFL Can-Do Statements, with their AAPPL-ILS rating. Participants will have the opportunity to evaluate samples of student discourse (in Spanish), using a rubric based on the ACTFL Performance Descriptors. The session concludes with discussion of how to raise learner and instructor awareness of realistic listening and speaking performance in beginning and intermediate language classes.

PRESENTERS: Christine Núñez, Rachel Salerno, and Scheri Zúñiga-Murphy, Kutztown University of Pennsylvania

EXAMPLES IN: Spanish

ROOM 108

In Search of Best Practices: Authentic Culture

Unfortunately the "Second C", or authentic culture, is often secondary to grammar instruction in some WL classrooms. With this in mind, a group of Kutztown University teacher candidates began a search for engaging strategies that successfully bring authentic culture to the world language curriculum. Through interviews and observations of practicing world language professionals across various levels of instruction (K-16), these pre-language teachers report their discoveries and will demonstrate a few of the more engaging strategies that they have uncovered. Their findings not only benefit their own future practices as world language teachers, but add insight to more seasoned practitioners.

PRESENTERS: Nancy Zimmerman, Kutztown University; Briana Juergensen, Lauren Verna, Noel Fedeli, Juliana Kays, Kutztown University

EXAMPLES IN: Several Languages

ROOM 204

Advocating & Advising for Study Abroad on Rural Campuses

Rural campuses may struggle with engaging students in study abroad due to a number of factors: high first-generation populations, lack of general travel experience, and lack of resources/funding. At this session, you'll learn about strategies and policies that Elizabethtown College is implementing to make them one of the highest senders of semester-long study abroad students in their region in partnership with providers like CISAbroad.

PRESENTERS: Keara Dekay, CISAbroad; Megan Bell, Elizabethtown College

ROOM 205

50 Compositions, 100 Conversations: Everyday Activities for Developing Language Competencies

This presentation focuses on the importance of regularly incorporating short conversation and writing activities into the language classroom. We discuss relevant research on the subject and explore how such activities support the kind of language learning that translates to fluency for students and prepares them for success in navigating real-world conversations.

PRESENTERS: Colleen Balukas, University of Buffalo; Joseph Bauman, Pennsylvania State University

ROOM 206

All That Glitters Is Not Gold: Examining Challenges of Internationalized Digital Education

The presentation examines current literature by comparing, synthesizing, and problematizing sources on the topic of digital internationalization of education. The presentation calls for a deeper examination of the issue of digital internationalization of the education, its opportunities for blended methods of learning and engaging with virtual and augmented realities, as well as it proposes to focus future research on English language learners population.

PRESENTER: Oksana Moroz, Indiana University of Pennsylvania

ROOM 207

Language in Motion: Building Bridges to the World

In order to become engaged global citizens and more effective members of their own communities, students must become more knowledgeable about the world in its entirety. One of the most effective ways for students to reach a new level of interconnectivity is through face-to-face interactions with others who bring international perspectives. College-student presenters bring school students a snapshot of these cultures and languages. This encourages students to ask questions that deepen their understanding of differing perspectives and gain an appreciation of the diversity that exists in the world.

PRESENTERS: Sarah Crawford, Elizabethtown Area School District; Deborah W. Roney, Juniata College

EXAMPLES IN: Several Languages

ROOM 104

Chinese Majors: College and Beyond

This panel is going to cover a chronological retrospective on students majoring in Chinese studies and Chinese business. We begin with two current Chinese majors, and then move on to two alumni as we discuss the future and promise that Chinese majors gain while they further develop their career paths in the working world.

PRESENTERS: Stella Ye, Messiah College; Spencer Davis, Luke Hursh, and Cassandra Soi, Messiah College

EXAMPLES IN: Chinese, English

ROOM 105

Telecollaboration and Community Engagement to Enhance Cultural Competence

College students of Spanish skyped with Spanish native speakers in their home countries to learn about different perspectives of common cultural practices, such as Valentine's Day and Día de los Muertos. Students used the content learned in the interviews to create 30-minute engaging lesson for young children at two different preschools. Students reflected on the culture while implementing the "learning by teaching" pedagogical approach to teach the lessons. "The one who does the talking, does the learning" (Vygotsky) best summarizes this approach. Monolingual preschoolers were exposed to a second language and learned about different ways to experience cultural celebrations.

PRESENTER: Lucía Osa-Melero, Duquesne University

EXAMPLES IN: Spanish

ROOM 106

Perú: País de todas las sangres

Spanish textbooks portray Peru as a place for exotic travel, Machu Picchu, the Inca and llamas. In reality, Peru is a country of "todas las sangres" (every blood) with a rich racial mixing and deep-set racial prejudices. Participants will learn about invisible minorities, how their struggles are represented in the literary works of Vallejo, Victoria Santa Cruz and José Watanabe and how to teach those works through the lens of social justice in the classroom. In addition, educators will get access to their literary works in different formats, such as comics, video and authentic media.

PRESENTER: Isabel Espino de Valdivia, Pittsburgh Public Schools

SESSION LANGUAGE: Spanish

ROOM 107

Online Polling for Student Engagement and Assessment

Learn to create and implement online surveys and polls with the free version of Poll Everywhere. As students engage in easy-to-use, nonthreatening, and highly visual informal assessment, teachers receive instant feedback on student comprehension. Audience will participate in multiple examples of polls for novice, intermediate, and advanced levels related to numerous themes.

PRESENTER: Michael Bogdan, South Middleton School District

EXAMPLES IN: French, Spanish

ROOM 108**Un Film, ça vous dit?**

Participants will learn how to engage their class and improve their students' French language skills and cultural awareness through the 2018 film, *L'Ascension* (The Climb), directed by French director Ludovic Bernard. In addition, free pedagogical resources will be made available for French teachers.

PRESENTER: Christine Gaudry, Millersville University

SESSION LANGUAGE: French

ROOM 204**Tying My Study Abroad Experience to My Community Back**

Students across PA are gaining access to study abroad but are they empowered to come home and share /continue their learning at home/classroom. What are the ways the teachers can celebrate and embrace their experiences and foster further growth?

PRESENTERS: Nicole Sprague, CIEE; Tia Miles, Allerdice High School & CIEE HSSA Alumna

ROOM 205**Learning Across Borders through Art in the L2 Classroom**

This presentation reports on a Global Classroom collaboration in two intermediate L2 classes in two different countries that has taken place for four years. Students of English from Universidad Católica in Santiago Chile interact online with students of Spanish from Drexel University on synchronous and asynchronous activities for one month in the fall term. Students develop linguistic as well as intercultural competence through art, muralist movements in both countries.

PRESENTER: Maria de la luz Matus-Mendoza, Drexel University

ROOM 206**Short-Term Study Abroad and Its Effect on Student Learning**

A discussion on the opportunities and obstacles presented by short-term study abroad experience. Specific topics include language learning enhancement as well as acquisition of culture taking place during these short-term excursions.

PRESENTER: Heather Cisneros, Frostburg State University

ROOM 207**The Mindful World Language Classroom - Tips and Strategies for Teachers**

Do you want to create a positive, peaceful, and productive classroom? Attend this session for discussion, ideas, resources, and experiences that will help you to transform your classroom environment step by step. A mindful classroom is one where all involved work toward a place of focus, presence, and an awareness of everything in their experience. This is beneficial in every classroom and can be especially relevant to the World Language classroom, as we strive to create an environment of comfort, where it's safe to take risks while learning a subject that often pushes many outside of their comfort zones.

PRESENTER: Amy Necci, Yellow Breeches Middle School

EXAMPLES IN: English

ROOM 104

Thinking Outside the Book – Using Authentic Materials to Teach German

As foreign language teachers, we are constantly searching for teaching materials to further student learning and optimize our instruction time. Factors such as learners' needs, accessibility, cost, and institutional considerations play key roles in whether we select existing materials or decide to generate our own. This session showcases learning materials that have been designed and successfully implemented by the presenters to supplement and enrich textbook content or to be used in lieu of a textbook. The session also discusses advantages and challenges inherent in switching from a textbook published in the United States to one released by a German publisher.

PRESENTERS: Judith Benz, Juniata College; Joanne Dillman, William Allen High School; April Krempasky, Northampton Area High School

EXAMPLES IN: German

ROOM 105

PSMLA TECH GARDEN

The *PSMLA Tech Garden* consists of tables led by tech experts, similar to a tech fair. This is not a full traditional session. In fact, attendees will come to this session, but instead of 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, a tablet, or a mobile device and walk away with a new app or with an innovative tech-infused lesson for your students. All languages and tech skill levels are welcome!

TABLE
1**Enhance Language Learning with Green Screen Video Projects**

Using green screen techniques with video creation tools provides enhanced learning experiences. Transport students to historic sites, produce weather forecasts, retell stories, and more! Learn how to use green screen with iPad apps to lead your students from being consumers of content to creators for an authentic audience!

PRESENTER: Zee Ann Poerio, St. Louise de Marillac Catholic School

EXAMPLES IN: English, Latin

TABLE
2**Flipgrid in a Flipped Medical Spanish Class**

Flipgrid is an online video application that offers creative ways to assign and review student speaking and provide specific, rubric-led feedback so each student can grow individually. It also offers insights into class-wide struggles, allowing for efficient class review and progress. Flipgrid can be fun, too! Come learn about it!

PRESENTER: Sarah Dutton, Johns Hopkins University School of Nursing and Millersville University

EXAMPLES IN: Several Languages

TABLE TOPICS CONTINUE ON FOLLOWING PAGE >>

ROOM 105

TABLE
3

PSMLA TECH GARDEN (CONTINUED FROM PAGE 35)

Tried & True Education Apps for Comprehension and Creation

In this session, the presenters will review the basics of Edpuzzle and FluentKey and demonstrate how they can be used for interpretive tasks. Edpuzzle is a tool used to embed questions into YouTube or teacher-created videos. FluentKey is a new web-based tool with features similar to Edpuzzle, but with many additional question types as well as a 'live' gaming mode.

PRESENTER: Megan MacNicol, Hershey High School; Lynn Shirk, Hershey High School

EXAMPLES IN: Spanish

TABLE
4**Tackling Social Justice Topics with Digital Games**

Digital games are being recognized as new contexts for language learning. During this mini-session, participants will discover social impact games about real-world issues, explore communicative activities that make gameplay relevant to the language learning process, and brainstorm ideas for gamifying a lesson. Bring your own technology and gamer attitude!

PRESENTER: Silvina Orsatti, University of Pittsburgh at Greensburg

EXAMPLES IN: Several Languages

ROOM 106

ACTFL/CAEP Teacher Preparation Programs in PA: Facing Our Future

The development and maintenance of ACTFL/CAEP recognized programs is no small feat, especially in the current state of lower enrollments, reduced language offerings, reduced and frozen budgets, and other factors which pose significant threats to those programs. Whether currently part of a nationally recognized program or engaged in the process, this session will provide a forum for faculty to discuss these issues and to brainstorm realistic solutions. Participants should leave with ideas that will help them support and enhance their respective programs in support of quality teacher education in Pennsylvania. Please bring your laptop or smart device.

PRESENTERS: Christina Huhn and Jason Killam, Indiana University of PA;
Junko Yamamoto, Slippery Rock University

ROOM 107

The New French Regions: Information for You and Your Students

In 2016, the French government reorganized the regions, combining several to reduce the number. What was the reaction of the French people? Has this helped or hindered economic growth? This presentation will attempt to respond to these questions and address the history of provinces, departments, and regions in France and overseas. It will also consider some ways of incorporating the French regions into the curriculum, and suggest pertinent readings and projects that teachers can use.

PRESENTER: Mary Helen Kashuba, Chestnut Hill College

SESSION LANGUAGE: French

ROOM 108

Learning a New Alphabet - Working with LGBTQIA+ Students

During this session, participants discuss best ways to support LGBTQIA+ students in world language classrooms. Topics addressed include common acronyms and terminology in English as well as other more commonly taught languages, gendered language concerns with trans students, and ways to partner language clubs with a school's Gay-Straight Alliance. Articles may be shared regarding LGBTQIA+ issues in other cultures.

PRESENTER: Devin Browne, Pittsburgh Brashear High School

EXAMPLES IN: Several Languages

ROOM 204

Planes, Prescriptions, and Panic: Prompting/Responding to Student Needs Pre-Departure

Many institutions face the challenge of study abroad attrition, where students make study abroad plans but withdraw prior to departure, often because of anxiety regarding cost, credits, and the general process. Gettysburg College's Center for Global Education responded to this by administering a survey following Pre-Departure Orientation. This survey prompts students about the practicalities of study abroad and personal readiness. CGE uses this survey to structure an additional individual appointment with each student prior to their departure. In this presentation, we will discuss this survey, patterns in responses among students, and our rates of attrition after introducing this survey.

PRESENTERS: Kimberly Longfellow, Gettysburg College; Alecea Standlee, Gettysburg College

ROOM 205

Oral Proficiency Gains through Study Abroad: the OPIc as Assessment Tool

During this session, the presenters will share results of an ongoing 5-year assessment plan of oral proficiency gains of college students who spent at least one term studying abroad. Using data gathered through ACTFL's OPIc, we will analyze the extra-curricular and co-curricular activities that may have higher impact on students' language proficiency skills, with special focus on the accomplishments of the Buenos Aires Center. Finally, the presenters will lead a discussion among attendees on the challenges of maintaining an immersive learning community that at times competes with students' other interests while abroad as well as strategies to overcome those challenges.

PRESENTERS: Leland L'Hote, IES Abroad; Juan Hudson, IES Abroad Buenos Aires

10:45–11:30

CONCURRENT SESSION IX

ROOM 206

Concept-based Instruction in the Disciplines: Case Studies and Considerations

This session shares two case studies in the use of Vygotskian concept-based instruction (CBI) developed for two different disciplinary settings — undergraduate biology and a Master of Laws course for international students. The presenters will discuss the basic principles of CBI before exploring evidence from the two case studies (King, 2018; Kurtz, 2017) supporting how this theory of learning can inform instruction in multiple disciplines. Finally, we share common themes from the case studies illuminative of the efficacy and utility of CBI. Audience members will then be engaged in discussion of the how CBI might be used in their own contexts.

PRESENTERS: Seth King, The Pennsylvania State University; Lindsay Kurtz, Peking University School of Transnational Law

ROOM 207

Intro to Acquisition-Driven Instruction

This session will introduce strategies on teaching contextualized language while staying in the target language. These will be based on Stephen Krashen's Comprehensible Input Hypothesis. 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 will be addressed.

PRESENTER: Teri Wiechart, Language Acquisition Academy

EXAMPLES IN: Czech or Breton

11:30–1:00

LUNCHEON, AWARDS CEREMONY, PSMLA BUSINESS MEETING

1:15–2:00

CONCURRENT SESSION X

ROOM 104

Powerfrauen

Are there German women who influenced the history and culture of the country? Join others in this session to discover names and information to share in your classroom. Explore varied styles for presenting information in a differentiated setting. Share ideas with other participants.

PRESENTER: Kathy Fegely, Antietam High School (retired)

SESSION LANGUAGE: German

ROOM 105

Subtitles as a Tool for Comprehension

Subtitling in cinema is an important tool that has provided viewers with condensed, but accurate translations for many years. Under time constraints for each scene and spoken line, subtitling demands a concise summary which recreates our real time comprehension of conversation. This language classroom activity utilizes the condensed translation in film subtitles as a tool to demonstrate the importance of simplifying certain words and phrases to improve students' comprehension of the spoken target language. The presenter will share a variety of student tasks using film clips with subtitles in English as well as in the target language.

PRESENTER: Mary Jean Bujdos, Saint Francis University and Seton Hill University

EXAMPLES IN: Several Languages

ROOM 106

Digital Tools to Empower Foreign Language Classrooms and Programs

This panel will share and discuss educational digital tools used to deliver different forms of foreign language classes and to develop and promote foreign language programs. Experience will be shared in developing distance Chinese courses and flipped classroom to reshape and reinforce face-to-face language teaching and learning. Strategies using digital tools to increase enrollment in Chinese language programs will also be shared.

PRESENTERS: Siyan Hou, Purdue University; Ying Feng Kline, Pennsylvania State University; Stella Ye, Messiah College

EXAMPLES IN: Chinese

ROOM 107

Realistic Differentiation in the World Language Classroom: The Rotational Model

This session will explore an effective classroom model for providing realistic differentiated instruction in the WL classroom. Learn how to personalize and more effectively differentiate instruction in your WL classroom through the implementation of a rotational (hybrid) model. Participants will leave having experienced the model and feel empowered to implement the model in their own classroom.

PRESENTER: Jennifer Campbell, Manheim Central High School

EXAMPLES IN: German, Spanish

ROOM 108

Spanish Immersion and Community Engagement in Guatemala and Central PA

This session will provide an overview of a partnership established two decades ago with the Asturias Academy, a non-profit, pre-K through secondary school in Quetzaltenango, Guatemala. We will outline opportunities for Pennsylvania Spanish teachers and students to become involved during the summer of 2020. Next summer's events include a two-week service learning course for college students in Guatemala, a two-week volunteer delegation at the Asturias Academy, a ten-day medical delegation, and a new one-week dual immersion camp at Juniata College for PA students who have completed at least two years of Spanish and a group of Guatemalan students from the Academy.

PRESENTER: Henry Thurston-Griswold, Juniata College

SESSION LANGUAGE: Spanish

ROOM 204

Ethical Storytelling in Global Education

With a wide array of devices and mediums, students immersing in global experiences are tempted to hit their camera's shutter button without thinking twice in the outcome of their posts. Other than studying cases of unethical storytelling in this session, participants will also explore some of the best practices suggested by professionals, whether researchers or communicators, as a way to introduce individuals and groups to the creation of more collaborative stories.

PRESENTERS: Arthur Alexander, Amizade; Melissa Nix, Amizade

ROOM 205

Study Abroad and Employment: A Proposed Research Agenda

This presentation includes a literature review summarizing what is known from the valid and reliable social scientific studies. Most of the presentation is a proposed future research agenda, based on existing literature (and other relevant literature on post-millennial students and increasingly millennial-driven employers), for anyone/everyone who is interested in pursuing it. Depending on existing research, proposed research will range from specific (tentative hypotheses) to more general (research questions or simply topics).

PRESENTER: Dane Claussen, Athena Study Abroad

ROOM 206

Building Global Leaders

For the past 25 years, Lehigh University's Iacocca Institute has designed and delivered customized immersive global leadership experiences for high potential U.S. and international high school students, university students, young entrepreneurs and professionals. These experiences have offered a wide variety of focus areas, designed to build leadership and entrepreneurial mindsets and skillsets, explore the challenges and opportunities created by extreme diversity, expose students to creative processes, and enhance cultural understanding and communication skills critical to success in the global society and economy of the 21st century.

PRESENTERS: Kira Mendez and Diana Q. Shepherd, Lehigh University

ROOM 207

Tech-Free Teacher's Tool Box

Making the Most of Classroom Resources - Are a textbook and workbook just not your style? Are you looking for creative ways to motivate and engage your students in vocabulary, grammar, and culture lessons? Check out these TECH-FREE activities that promote Target Language communication. It's time to dig out those dry erase boards, crayons, markers, transparencies, carpet squares, and other TECH-FREE tools you have hiding in your classroom closet. Get ready to have your students up, moving, and excited about learning a second language!

PRESENTERS: Amie Savidge and Alison Browning, JP McCaskey High School

EXAMPLES IN: French, Spanish

ROOM 104

Central PA AATG Business Meeting

ROOM 105

Encouraging Interconnectedness in Your Pennsylvania Community

As PSMLA is celebrating its 100th anniversary in 2019, the Appalachian Professional Language Educators' Society (APPLES) also celebrates a milestone: the 30th Annual APPLES Foreign Language Festival. Closely aligned with ACTFL's World-Readiness Standards, the APPLES Festival encourages interconnectedness through connections to other disciplines, relating cultural products and practices to perspectives and through involving the local community. In this session, we aim to share with others across the state how our organization operates and how the festival is implemented in hopes that your local Pennsylvania communities can fulfill PSMLA's goal of "educating the next generation of citizens in an interconnected world." The APPLES Fall Meeting will immediately follow this session.

PRESENTERS: Jason Killam, Indiana University of Pennsylvania; Louise Wilson, Central High School (Spring Cove); Kevin Buynack, Central High School (Spring Cove); Jay DiBernardo, Westmont Hilltop High School; Christina Huhn, Indiana University of Pennsylvania

ROOM 106

What Can I Do with My Language Major?

Knowing a second language in today's society is a valuable tool that helps individuals succeed in our highly interconnected world. In this presentation, we will discuss ways of contextualizing grammar and culture to target specific products, practices, and perspectives that are relevant to a more professionalized emphasis to language teaching.

PRESENTERS: Adelaida Cortijo, Slippery Rock University; Gisela Dieter, Slippery Rock University

EXAMPLES IN: Spanish

ROOM 107

High-impact Practices for Developing Empathy and Intercultural Linguistic Competence

Experience hands-on activities that help students develop empathy, cultural self-knowledge, and intercultural competence, both in the classroom and before and during travel abroad. Participants will explore several strategies, including an intercultural self-assessment, a culture shock absorber, a Walk of Truth, a Narrative 4 exchange, and key theories from Deardorff, Bennett, and Paige. All activities can be implemented in the target language, with modifications based on student levels. Examples are in English, but content is appropriate for all languages and levels.

PRESENTER: Debra Faszler-McMahon, Seton Hill University

EXAMPLES IN: English

ROOM 108

Tools to Make Vocabulary and Grammar Fun in World Languages!

Teachers will walk away with a treasure chest of activities in the target language that they can implement the next day into their do now, review and closing activities. During this session we will focus on ways in which teachers can maximize student engagement in the target language by incorporating some fun, easy and basic educational games and systems while identifying the objectives, rules and standards for each educational activity. Through language immersion, clear roles, and engaging activities, students will be able to produce higher levels of interpersonal, interpretive, and presentational communication.

PRESENTER: Melissa Moran, Science Leadership Academy @ Beeber

EXAMPLES IN: Spanish

ROOM 207

Comprehensible Input in Action!

Have you attended a variety of Comprehensible Input methods sessions but are reticent to put them into action because you have a traditional textbook-based curriculum? In this session you will learn how to take a traditional unit plan and revise it using CI methods including TPRS, PQA, Movie Talk, and Embedded Reading.

PRESENTER: Patricia Moller, New Paltz Central School District

EXAMPLES IN: Spanish

celebrating
 OUR PAST
 OUR PRESENT
 OUR FUTURE

PACIE KOPP LIFETIME ACHIEVEMENT AWARD

The W. LaMarr Kopp Lifetime Achievement Award recognizes an individual in the Commonwealth of Pennsylvania who has demonstrated longstanding excellence, commitment, and leadership in the field of international education.



DR. LOIS LARSON JOHNSON

Grove City College

Dr. Lois Larson Johnson currently serves as the Director of the Office of Global Programs and a Professor of Education at Grove City College in Grove City, PA. In this role, she has oversight over all outgoing programs: study abroad, faculty travel courses, service learning, volunteering, and a European Study Center (operated by Grove City College). Dr. Johnson is also the director of incoming international programs, including exchange students, international faculty, scholars, and guests. Her areas of research include international curriculum integration and assessment, study abroad cultural learning and assessment and exploring the role of women in higher education leadership.

Prior to her current position, Dr. Johnson taught for Penn State University and Davis & Elkins College, where she built multiple programs at the undergraduate and graduate level in the field of Education. She also has experience as both a teacher and administrator at numerous public and private (Pre-K-12) schools. Before her arrival at Grove City, Dr. Johnson founded and served as administrator of Penn Christian Academy, a private school just south of Butler, Pennsylvania.

Dr. Johnson has a B.S. in Education from Geneva College, a M.Ed. in Early Childhood Education from Slippery Rock University, and an Ed.D. in Curriculum Design from Penn State University. She is a member of numerous professional organizations in her field, including NAFSA, PACIE, and AIEA, and has completed the NAFSA Academy, served as an Academy Coach, and serves on the academic advisory board of several study abroad organizations.

Dr. Johnson is active in a number of educational organizations at the state, national, and international levels. She has facilitated the planning and implementation of several professional regional conferences and has presented at many conferences. She has traveled extensively both nationally and internationally, and has served as a consultant in both domestic and international schools throughout the lifespan of her career.

PACIE KOPP LIFETIME ACHIEVEMENT AWARD

DR. MICHELLE SAYLOR

Bellefonte Area School District



Dr. Michelle Saylor serves as the superintendent of Bellefonte Area School District. She has taught both undergraduate and graduate classes in English and in Education for Bloomsburg University, Wilson College, and Penn State University. Currently Dr. Saylor is also the past president of the Pennsylvania Association of School Administrators Women's Caucus, and contributes as a member of the state's equity team. She served for seven years on the board for the Pennsylvania Council for International Education. In 2018 she was named a national Leader to Learn From in Global Education.

A native of rural Pennsylvania, she graduated from Nazareth High School, earned her Bachelor degree in Education and English certification from Bloomsburg University, her Master in English from the University of Scranton, her Master in Education and Principal Certification from California University of Pennsylvania, and her Doctorate in Educational Leadership and Superintendent's Letter of Eligibility from Widener University. She has done post graduate work at LaSalle University, Penn State University, Penn, Bucknell, and the University of South Florida.

Dr. Saylor served as a high school English teacher, a building administrator at both the middle and high school levels, a Director of Curriculum, Instruction, Assessments PreK – 12, and as an Assistant Superintendent. Throughout her career Dr. Saylor has been an advocate for global learning. She has visited Beijing and Helsinki to learn from their educational systems and share ideas with her staff. She has worked to provide a vast array of learning opportunities for her students across the districts she has served. Her teams have worked to implement global learning academies (both within and beyond the curriculum including a summer language camp free to students in grades k-6), expand world language opportunities k-12, develop sister school partnerships and collaborative learning experiences with schools around the world inclusive of travel to China with embedded home stays.

Dr. Saylor worked with PACIE to help develop the curriculum framework for global competency, and continues to support the work of her teachers as they develop learning opportunities for their students while engaging their own professional learning abroad. Additionally, within her current district she has worked with her global learning coordinator to develop a 10 year plan that encourages not only students to travel abroad with service learning options, but also maximizes teacher travel by sending different teachers on world travel opportunities each year. Dr. Saylor knows that this is only possible through the efforts of her teams and believes they are the ones who make these experiences a reality.

In her spare time, Dr. Saylor loves to travel and enjoys getting to know the people and culture of the places she visits. She has been to China, England, France, Switzerland, Germany, Austria, Italy, Greece, the Vatican, Canada, Mexico, Finland, and the Dominican Republic.

PACIE PORTLOCK OUTSTANDING INTERNATIONAL EDUCATOR AWARD



DR. JENNIFER CREAMER

Robert Morris University

Dr. Jennifer Creamer serves as the Director of Global Engagement at Robert Morris University in Pittsburgh, PA where she oversees education abroad, international student services, and campus internationalization. She previously served as Associate Director for the University Center for International Studies at the University of Pittsburgh. Dr. Creamer is a cultural anthropologist who has been involved in some aspect of international education for over 30 years with experiences studying abroad (Mexico and Japan), teaching English (Japan), and serving as resident director/translator for groups of visiting Japanese students. She has experience working at small private and large public universities throughout Pennsylvania in various positions to facilitate domestic students to study abroad, to assist international students to acclimate to the US campus, and to connect international scholars with the local campus community. Dr. Creamer particularly enjoys developing and delivering workshops to enhance and support faculty and staff intercultural competence.

The David Portlock Award for Outstanding International Educator recognizes international educators in mid-career who have exhibited evidence of on-going mentoring of colleagues in the field, exemplary leadership in international education on their campuses, and consistent contribution to the field as seen in presentations, papers, publications or other academic enterprises.

Dr. Creamer earned her doctorate in cultural anthropology from the University of Illinois at Urbana-Champaign where she focused her research on the impact of study abroad on the academic and professional lives of Japanese women. A member of the NAFSA: Association of International Educators' Trainer Corps since 2010, she is an active trainer and presenter at national international education and anthropology conferences and served on the NAFSA Conference Committee for the Philadelphia and Washington, DC Conferences. Dr. Creamer is a board member of the Japan-America Society of Pennsylvania and volunteers as a cultural presenter for the Society where she introduces K-12 students to different aspects of Japanese culture. Dr. Creamer enjoys mentoring former students and colleagues in the field of international education, a field that has made such an impact on her personal and professional life.

PSMLA TEACHER OF THE YEAR 2019



MEGAN FLINCHBAUGH

Manheim Central High School

Megan Flinchbaugh is a high school Spanish teacher at Manheim Central High School in Lancaster County. In addition to her teaching and club advisor responsibilities at Manheim Central, Megan is very active in the professional community. At the national level, she has served on the board of the Sociedad Honoraria Hispánica as editor of *Albricias*. She currently serves PSMLA as editor of its annual journal *Pennsylvania Language Forum* and as such sits on the Executive Council. She hopes to continue her work with PSMLA as its second vice-president. Together with her colleague Nathan Campbell, Megan co-founded the regional organization Association of World Language Educators (AWLE) to offer professional development and consulting to world language teachers and departments. Through her involvement in these organizations, Megan discovered the value of connectedness and collaboration. In particular, her work with Nathan has been key to her professional growth and success.

In the classroom, Megan's passion and goals revolve around inspiring a love of Spanish and lifelong language learning among her students, beginning on the first day of Spanish 1. Her students describe her as hardworking, passionate, encouraging, and supportive, which she strives to be every day for every student.

PSMLA OUTSTANDING WORLD LANGUAGE EDUCATOR: K-12



DEVIN BROWNE

Pittsburgh Brashear High School

Mr. Devin Browne has been a world language teacher in the Pittsburgh Public Schools since 1999, and currently teaches French and Russian at Pittsburgh Brashear High School. He has presented locally and nationally on a range of issues, most recently focusing on the experience of LGBTQ students in schools and in language classrooms. Mr. Browne is one of several advisers for the school's Gender Sexuality Alliance, a spirited bunch of activist-oriented kids who strive to make one of the city's biggest and most diverse schools a safe and supportive place for all.

Mr. Browne received the Changemaker Award by Pittsburgh-based A+ School for work at the district and community-levels to develop and implement a policy that supports transgender and gender expansive students in Pittsburgh Public Schools. In addition, he was the keynote of the TransPride Pittsburgh conference for professionals working with trans and non-binary youth. Mr. Browne spoke about the role of elevating the voices of LGBTQ students at Brashear High School and how the experience helped to transform the culture of not just this school, but of the whole district. He lives in the Hill District of Pittsburgh with his husband, their kid who makes him rethink he knows anything about adolescents, and an average-sized cat named Tiny.

PSMLA OUTSTANDING WORLD LANGUAGE EDUCATOR: POST-SECONDARY



HEATHER DRAVK

Messiah College

Ms. Heather Dravk currently serves as Senior Lecturer in French at Messiah College in Mechanicsburg, PA where she directs the French program, advises French majors and minors, and teaches all levels of French. She also leads a three-week May Term interdisciplinary cross-cultural course in Strasbourg, France. In over twenty years in education, Ms. Dravk has been fortunate to experience many aspects of the educational field—per-diem and long-term substituting, teaching middle and high school courses from exploratory to AP, French Club fundraising and leading trips to Québec, and adjunct teaching.

Ms. Dravk holds a BA in French from Randolph-Macon Woman's College and an MA in French Language and Civilization from the University of Northern Iowa. She maintains her Instructional II Certification in French with an endorsement in English as a Second Language and also received the Certificat Pratique de Français Commercial et Economique de la Chambre de Commerce et d'Industrie de Paris. Ms. Dravk has studied in Caen, Paris, and Angers, France. Her scholarship interests are second language acquisition and France's Fifth Republic society.

Ms. Dravk's role as President of the Susquehanna Valley Chapter of the American Association of Teachers of French allows her to continue to engage with all who are contributing to language learning in Central PA. Based on the intersection of her professional experiences, she firmly believes that secondary and post-secondary language programs are codependent and must work together to ensure the future of our programs and careers.

When Ms. Dravk is not teaching or at an AATF event, you will find her exploring central Pennsylvania's roads by bike or trails by foot, supporting her daughter on the volleyball court, encouraging her son to finish his college applications, or plotting the next home project with her husband of 24 years.

PSMLA FRANK MULHERN LEADERSHIP AWARD



DR. RICHARD DONATO

University of Pittsburgh

Richard Donato (Ph.D. in Linguistics, University of Delaware) is Chair of the Department of Instruction and Learning and Professor of Foreign Language Education and Applied Linguistics in the School of Education at the University of Pittsburgh where he teaches courses in foreign and second language education, sociocultural theory, and language education theory and research. He holds joint appointments in the Department of French and Italian, the Department of Hispanic Languages, and the Department of Linguistics.

Dr. Donato has received the Modern Language Journal / American Council on the Teaching of Foreign Languages Paul Pimsleur award for his published research in 1997 on early language learning and in 2006 on the connection of language learning to literature instruction in university foreign language classes. He has also received the Northeast Conference Freeman Award (2004) and the French Institute of Washington Award (2003) for his article on storytelling and grammar instruction published in the French Review. He is the co-author of the book *A Tale of Two Schools: Developing Sustainable Foreign Language Programs* (2010). He is the editor of *Foreign Language Learning, Journey of a Lifetime* and developed the book *Stories Teachers Tell* for the Northeast Conference on Foreign Language Teaching for which he also served as chair. He is co-author of the recent book *Enacting the Work of Language Instruction: High Leverage Teaching Practices*.

In 2003-2004, he worked with the WGBH/Annenberg video project on standards-based professional development for foreign language teachers for which he also served as discussion moderator for seven video programs in the series. He serves on the editorial board of *Review of Educational Research*, *Critical Inquiry in Language Studies*, *Studies in Chinese Learning and Teaching*, and *PASSA*, the research journal of Chulalongkorn University, Thailand. He has also worked internationally on innovative language program development and teacher action research. His research includes foreign and second language learning in K-12 classrooms and in university advanced language courses, classroom discourse analysis, language program assessment, language learning and sociocultural theory, and foreign and second language teacher education.

PSMLA MERIT AWARD



IUP SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES

Formally established in 1981, the Indiana University of Pennsylvania (IUP) Special Collections and University Archives is open to the public and provides research assistance in support of the university and the IUP Libraries. Collection strengths include – record groups, manuscript groups, the Pennsylvania Collection, and the Rare Book Collection. Record group collections reflect the institutional history of the university from its founding as Indiana State Normal School in 1875 to the present day. Manuscript group collections are papers donated by individuals, businesses, organizations, and unions in Pennsylvania. This includes Manuscript Group 118, the archival collection of the Pennsylvania State Modern Language Association.

The Pennsylvania Collection includes many out-of-print and fragile books related to the history of the Commonwealth. The Rare Book Collection provides access to and preserves examples of fine printing, limited and first editions, and significant materials that have been donated, purchased using established collection development policies, or transferred from the library circulating collection. The IUP Special Collections and University Archives, located in Stapleton Library Room 302, answers more than 1,500 requests for archival information each year.

Dr. Harrison Wick is the Special Collections Librarian and University Archivist at Indiana University of Pennsylvania (IUP) since 2007. Dr. Wick has been an archivist and academic librarian for more than 17 years. He holds an earned doctorate in Administration and Leadership Studies and his dissertation studied how logistics influenced the Civil War Battle of Gettysburg. He has graduate degrees in history and library science from Indiana University – Bloomington.

PSMLA MERIT AWARD



Latin American Alliance (LAA) is an organization dedicated to bringing together Latinos in educational, civic, and charitable activities to encourage all in the preservation, development, celebration, and promotion of the spirit, diversity, and richness of the Latin American cultural heritage. Their organizational mission and vision is aimed at celebrating the diversity and commonality of Latin American cultural heritage, traditions and arts toward mutual understanding among all and to share it in common cross-cultural experiences with non-Latinos.

Latin American Alliance began in 2013 as the reality of a South American Latino's dream, and a new direction for Hispanics in Lancaster County. The organization began as a united and visible Hispanic organization representing and working for all Hispanics from all twenty-one Latin American countries. Members and volunteers of defunct or inactive individual Latin American country organizations decided to pool their experience, ideas, and energies, thus discovering that there is strength in unity.

But what event or activity would announce the commencement of this visible Latin American presence? The decision was to present a free, family-oriented, and culturally focused Latin American festival. Against many odds, it was a great success and being favorably received, it was held to kick off Hispanic Heritage Month.

In the Lancaster County public schools, the foreign language most taught (and spoken) is Spanish. Since Latin American children frequently stop using their native language, especially written and read, while other students of many races are learning Spanish, LAA wanted to encourage and stimulate the learning, use, and mastery of the rich Spanish language, an important part of Latinos' great cultural heritage. Our poetry contest provides a way for all Spanish teachers to encourage all who are learning and using Spanish to participate. In this way, LAA works with all Spanish language teachers to encourage their magnificent teaching efforts.



After several years, with the contest open to high school and post high school students, LAA expanded the theme to "The Family" (and adapted artwork) and added a short story category, so the name was changed to Spanish Literature Contest. Additionally, instead of competition among the grades, LAA made the competition among the Spanish language learning levels. As a result, the submissions have been serious, funny, heartwarming, sad, and representing an insightful into family life in content as well as some impressive submissions of creative thought and superior language usage.

2019 PSMLA Exemplary Program (PEP) Award Schools



GOLDEN GLOBE AWARDS

Academy of Notre Dame de Namur, Villanova, 2005-20*
Gettysburg Area High School, Gettysburg Area S.D., Gettysburg, 2015-20
Merion Mercy Academy, Lower Marion S.D., Merion Station, 2015-20
Owen J. Roberts High School, Owen J. Roberts S.D., Pottstown, 2013-20
Penncrest High School, Rosetree Media S.D., Media, 2014-19
Pittsburgh Allderdice High School, Pittsburgh S.D., Pittsburgh, 2007-20
Pittsburgh Brashear High School, Pittsburgh S.D., Pittsburgh, 2016-19
Plymouth Whitemarsh High School, Colonial S.D., Plymouth Meeting, 2019-20
Upper Moreland High School, Upper Moreland Twp. S.D., Willow Grove, 2009-20
Upper St. Clair High School, Upper St. Clair S.D., Upper St. Clair, 2019-20
Vincentian Academy, Pittsburgh, 2019-20



SILVER GLOBE AWARDS

Abington Senior High School, Abington S.D., Abington, 2013-20
Chartiers Valley High School, Chartiers Valley S.D., Bridgeville, 2017-20
Gateway High School, Gateway S.D., Monroeville, 2018-19
Greater Latrobe Senior High School, Greater Latrobe S.D., Latrobe, 2019-20
North Hills Senior High School, North Hills S.D., Ross Twp., 2016-19
Saucon Valley Senior High School, Saucon Valley S.D., Hellertown, 2019-20
Upper Merion Area High School, Upper Merion Area S.D., King of Prussia, 2019-20



BRONZE GLOBE AWARDS

Great Valley High School, Great Valley S.D., Malvern, 2019-20
J.P. McCaskey High School Campus, S.D. of Lancaster, Lancaster, 2014-19
Mt. Pleasant Area High School, Mt. Pleasant Area S.D., Mt. Pleasant, 2018-19



GLOBE AWARDS

Boiling Springs High School, South Middleton S.D., Boiling Springs, 2017-20
Delaware Valley High School, Delaware Valley S.D., Milford, 2015-20
Eastern Lebanon High School, Eastern Lebanon County S.D. Myerstown, 2019-20
Hempfield Area High School, Hempfield Area S.D., Greensburg, 2018-19
Milton Hershey School Senior Hall, Hershey, 2018-19
Phoenixville Area High School, Phoenixville S.D., Phoenixville, 2018-19
Pine-Richland High School, Pine-Richland S.D., Gibsonia, 2018-19
Titusville Area High School, Titusville Area S.D., Titusville, 2017-20

(*Years listed represent years of consecutive PEP Awards.)

PSMLA GLOBAL SCHOLARS PROGRAM

The PSMLA Global Scholars Program provides all high school students the opportunity to meaningfully select interdisciplinary studies and activities, develop global awareness/competency, and better prepare themselves for personal and professional success in an increasingly global society.

The program includes 4 interdisciplinary academic and extra-curricular components that are designed for high school students to complete over the 4-year high school experience. At the end of the 4th year of implementation of the PSMLA Global Scholars Program, 88 motivated, ambitious students from 17 high schools across the state of Pennsylvania completed the 4 years of components, thus moving along the scale towards developing global competence.

The following schools had Global Scholars graduates in 2019:

Avonworth High School
Camp Hill High School
Chartiers Valley High School
Dallastown Area High School
Fox Chapel Area High School
Franklin Regional High School
Governor Mifflin Senior High
Greater Latrobe Senior High School
Hempfield Area High School
Highlands High School
Kennard-Dale High School
Norwin High School
Penncrest High School
Plymouth Whitmarsh High School
Saucon Valley High School
Selinsgrove Area High School
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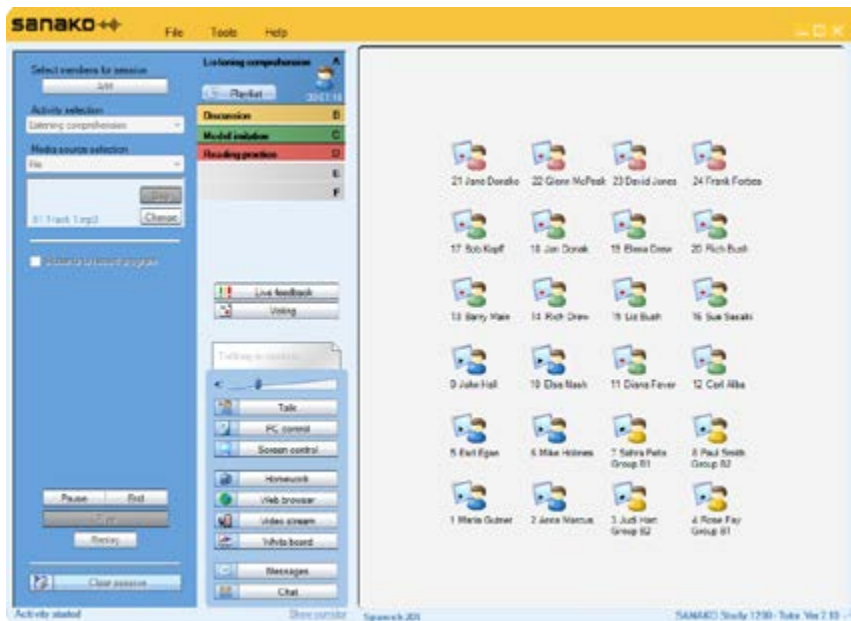
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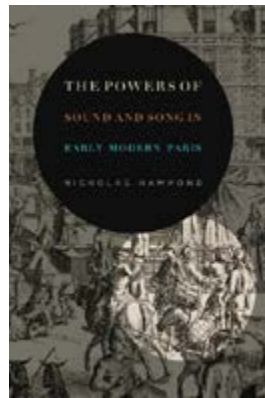
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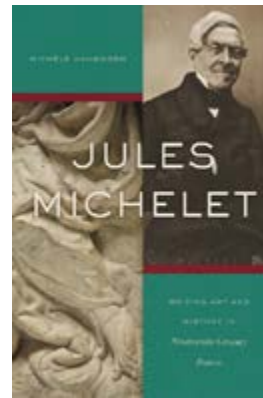
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