



PENNSYLVANIA STATE MODERN LANGUAGE ASSOCIATION PRESENTS

ADDRESSING THE MOMENT: BRIDGING DIFFERENCES WITH LANGUAGES

A VIRTUAL CONFERENCE FOR LANGUAGE EDUCATORS

October 13-16, 2021

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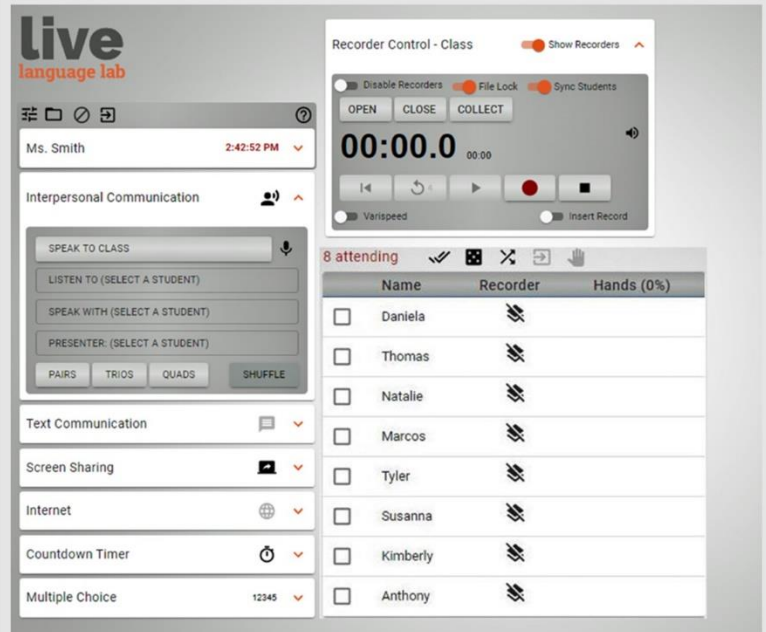
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COMMITTEE'S WELCOME

Initial planning for this event began in-person as early as 2018 in Philadelphia. A lot sure has changed in the time after session proposals were invited and hotel conference space was booked! Since then, the world has faced a global pandemic that may forever change the landscape of modern education, the murder of George Floyd sparked a long-overdue racial reckoning for many in the United States, and leaders of language pedagogy have continued to reinforce the importance of centering a communicative approach in our practice.

As a result of the many drastic changes that we have experienced and the urgency to meet this unique moment in history, the PSMLA Conference Planning Committee proudly presents to you our first-ever virtual conference under the banner theme *Addressing the Moment: Bridging Differences with Languages*. We are pleased to have organized over 50 live and pre-recorded sessions among the primary themes of communicative pedagogy, integration of technology, and diversity, equity, inclusion, and social justice.

Sessions focused on communicative pedagogy leverage authentic target language use in all modes of communication to support the development of students' communicative competence while sessions among the technology integration strand provide much needed guidance to continue the transition toward an educational context and modern student body that is more closely related to technology than ever. Lastly, sessions focused on diversity, equity, inclusion, and social justice have been selected to support educators in their efforts to make language classes a safer space for all students as they develop a more critical and empathetic global perspective.

We sincerely hope that your participation in this event will help guide you as you cross the bridge from yesterday to a better tomorrow, rich with linguistic and cultural diversity.



January 20, 2018



February 8, 2020



July 20, 2020

2021 PSMLA CONFERENCE PLANNING COMMITTEE



John Grande



Rich Madel



Mary Helen
Kashuba



Thomasina
White



Melissa Moran



Katy Geare



David Brightbill

SCHEDULE OVERVIEW

Wednesday, October 13

Opening Session

4:00-5:00PM

President's Address

Business Meeting

Opening Keynote Address

Optional Tech Support

Immediately following Opening Session

Attendee Support

Presenter Support

Thursday, October 14

Concurrent Sessions

4:00-4:45PM

Virtual Exhibit Hall

5:00-5:30PM

Concurrent Sessions

5:45-6:30PM

Invite-Only Session

6:45-7:45PM

PSMLA Teachers of the Year

Friday, October 15

Concurrent Sessions

4:00-4:45PM

Virtual Exhibit Hall

5:00-5:30PM

Concurrent Sessions

5:45-6:30PM

Invite-Only Session

6:45-7:45PM

PSMLA Executive Council

Saturday Morning, October 16

Virtual Exhibit Hall

8:15-8:45AM

Concurrent Sessions

9:00-9:45AM

Concurrent Sessions

10:00-10:45

Virtual Exhibit Hall

11:00-11:30AM

Saturday Afternoon, October 16

Concurrent Sessions

12:00-12:45PM

Concurrent Sessions

1:00-1:45PM

Closing Session

2:00-3:00PM

Awards Presentation

Closing Keynote Address

SESSIONS AT A GLANCE

LIVE SESSIONS

<u>Communicative Pedagogy</u>	<u>Technology Integration</u>	<u>Diversity, Equity, Inclusion, Social Justice</u>	<u>Other</u>
Thursday, October 14 Concurrent Block 1 4:00-4:45PM			
These Tools Are Made for Talkin'! K. Geare	Zoom Your Way to a FLES Program N. Puhala	Using Simulations to Foster Conversations about Diversity, Inclusion, and Justice D. Faszter-McMahon	The Power of CommUNITY in the World Languages Classroom L. Markley
Thursday, October 14 Concurrent Block 2 5:45-6:30PM			
Art for Everyone! Teaching and incorporating art at the novice level M. Flinchbaugh, N. Campbell	Snapchat, Chit-Chat, #LangChat -- Heck, Let's Chat! M. White, B. Langley	Social Justice and Literature M. Kashuba	How 'bout Them AAPPLs? The Value of Testing for Proficiency A. Bowen
Friday, October 15 Concurrent Block 1 4:00-4:45PM			
Maximizing Interpersonal Speaking Skills C. Garrett	Designing an Engaging Platform for a Distance Learning Chinese Course M. Wang	How do you say QUEER in your target language? D. Browne	Put "PEP" in your Program--A Step-By-Step guide M. Levenson, I. Espino de Valdivia, N. Puhala
Friday, October 15 Concurrent Block 2 5:45-6:30PM			
Language Learners' Self-Assessment of Interpersonal Communication Skills: From Perception to Reality C. Nunez	An Introduction to Task-Based Language Teaching and Its Application on Extempore G. Castner	Everyone Can Learn a Language A. Young, B. Clouser	Teachers as Leaders: A Panel Discussion with Pennsylvania Teachers of the Year M. Flinchbaugh, R. Madel, C. Garrett, B. Kurtz
Saturday, October 16 Concurrent Block 1 9:00-9:45AM			
Authentic Interpersonal Communication: Strategies for Real World Interactions N. Campbell, M. Flinchbaugh	Creating the Ultimate Virtual Resource Center: How to Make It Your Students' Favorite Online Resource N. Stearns, W. Dunkle, B. Kurtz	Implementing Culturally Responsive Teaching Strategies in the Middle School World Language Classroom M. Marchionna	University K-12 collaboration: Promoting language study and teacher education together! C. Huhn, J. Yamamoto
Saturday, October 16 Concurrent Block 2 10:00-10:45AM			
Developing Communicative and Cultural Competence with Authentic Resources M. Smeby	Online Teaching and Learning Techniques and WIDA T. Paterra	SEL (Social Emotional Learning) in the Hybrid/Virtual Language Classroom J. Schwester	Boosting German Programs through AATG Chapter grants C. Altmeyer
Saturday, October 16 Concurrent Block 3 12:00-12:45PM			
Total Participation Techniques for the Comprehension-based Classroom L. Fosnight	Formative Assessment - Supporting Growth with a Tech Twist M. Moran, S. Graham	Develop Data Fluency, Global Competence and Future Ready Skills: Human Rights and Refugees Unit L. Fleischer Proano	Bridging Differences through Foreign Language Advocacy K. Stein-Smith, M. Kashuba
Saturday, October 16 Concurrent Block 4 1:00-1:45PM			
Implementing & Sustaining Target Language Use M. Bogdan	Weekly Chats with a Refugee: Connecting across borders virtually O. Grugan	Social Mercy and Reaching the "Unreachable" B. Kurtz, W. Dunkle, N. Stearns	Promoting the Seal of Biliteracy C. Garret

SESSIONS AT A GLANCE

PRE-RECORDED ON-DEMAND SESSIONS

<u>Communicative Pedagogy</u>	8 Best Practices to Take the Plunge into Proficiency T. Hammatt	How do I know that they know? Meaningful Output M. Moran, S. Graham	Foldables: Making Notes Useful, Organized, and Unforgettable! N. Stearns, W. Dunkle, B. Kurtz
	"Mi enfoque": Empowering Students through High-Leverage Teaching Practices M. Zambrano-Paff, C. Huhn	Providing Timely Feedback that Matters T. Hammatt	Deductive Vs. Inductive Teaching Approaches on the Learning of Ser/Estar L. Osa-Melero
<u>Technology Integration</u>	National Spanish Exams and National Portuguese Exams: Contests and Assessments L. Greenman		Engaging Students Virtually Using Daily Routines in Nearpod M. Moran, S. Graham
<u>Diversity, Equity, Inclusion, Social Justice</u>	The Words We Choose: Bringing More Compassion into The Classroom J. Schwester	Is My Learning Environment Culturally Responsive? M. Moran, S. Graham	
<u>Other</u>	Balance for Educators: Self-Support Strategies A. Necci	What Influences World Language Teachers' Perception of Grammar Instruction? R. Madel	The Mindful World Language Classroom - Tips and Strategies for Teachers A. Necci
	Taking Charge of our Professional Development W. Dunkle, B. Kurtz, N. Stearns	While We Teach, We Learn: Channeling Seneca's Philosophy to Uncover Our Aha Moments N. Zimmerman, D. Slack, N. Clinard	Promoting the French Language by Supporting French Teachers R. Duncan, M. Ausseil



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OPENING KEYNOTE SPEAKER

Rebecca Blouwoff

2020 ACTFL Teacher of the Year



Rebecca Blouwoff has taught French at Wellesley Middle School in MA since 1998, but fell in love with middle schoolers while serving as a Fulbright teaching scholar at a collège in Saint-Omer, France. Novice students inspire her to create engaging, age-appropriate lessons focused on global awareness. She served as 2020 ACTFL Teacher of the Year, 2019 MaFLA and NECTFL Teacher of the Year, and is a National Board Certified Teacher and certified MOPI tester.

Wednesday, October 13 | 4:00PM

Thoughtful Curation:

Toward Anti-Bias Education in World Language Classrooms

Selecting resources to use in our classrooms is a weighty responsibility. As the "experts" in our languages and cultures, we must ensure that materials provide "mirrors, windows, and sliding glass doors" in the words of Dr. Rudine Sims Bishop. Knowing our students and the target cultures allows us to be thoughtful curators. This year, let's audit our classroom materials for bias and bring diverse texts to the center of our lessons and units.

CLOSING KEYNOTE SPEAKER

Gisele Barreto Fetterman

Second Lady of Pennsylvania
Founder, Freestore 15104
Co-founder, 412 Food Rescue



Gisele Barreto Fetterman is an access and equity advocate, a hugger and the Second Lady of Pennsylvania. She is the founder of Freestore 15104, where surplus and donated goods are received and redistributed to neighbors in need. The Freestore aims to eradicate food and clothing insecurity and has inspired spin-off locations and the birth of 412 Food Rescue. Gisele is the co-founder of 412 Food Rescue, a community-wide effort to end hunger and reduce food waste. 412FR has rescued over 11 million pounds of food. She is co-founder of For Good PGH, a non-profit that works to advocate inclusion and inspire kindness. Its first initiative, Hello Hijab, has received both national and international praise. Gisele was born in Brazil and emigrated as a child to the US, living as an undocumented immigrant for over a decade. Her work has been featured in the TODAY Show, CNN, NPR and more. Gisele is a Forty under 40 honoree, a Tedx Speaker, and a Jefferson Awards recipient. She is a mother of three and a beloved rescue pup named Levi.

Saturday, October 16 | 2:00PM

**Closing Keynote Address from the Second Lady of Pennsylvania,
Gisele Barreto Fetterman**



Pennsylvania State Modern
Language Association



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October 13-15, 2022

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 - sponsor of *Le Grand Concours*
 - founding member of JNCL/NCLIS

2020 PSMLA TEACHER OF THE YEAR

Barbara J. Kurtz

Crawford Central School District



Barbara Kurtz has taught Spanish in grades 1-12, but happily resides at the 9th-12th grade level at Meadville Area Senior High School in northwest Pennsylvania. She considers it both a great privilege and a tremendous responsibility to introduce her students to new languages, new cultures, and new ways of learning. As a teacher, Barb ponders, “How can I best help my students to see the world, to be curious about other languages and cultures, and to learn to learn for themselves”? Her answer is clear: she must model what she desires to see in her students.

Barb is a role model of work ethic to students and colleagues. She strives for excellence in and out of the classroom, constantly working to improve her practice. She will readily confess, she cannot resist a challenge, a trait that has led to unforgettable milestones: achieving National Board Certification and Renewal, and being recognized as a Finalist for the 2018 Pennsylvania Teacher of the Year.

In addition to teaching, Barb advises Spanish Club and Key Club, and serves with her school’s Attendance Team, communicating with students and families to find ways to improve attendance and academic success. In addition to PSMLA, Barb enjoys membership in the Pennsylvania Association for Educational Communications and Technology (PAECT) and the National Network of State Teachers of the Year (NNSTOY-PA). Barb mentors and speaks to pre-service teachers through the NSTOY-PA TEACH program, and presents at conferences, addressing topics such as language education, classroom connections, professionalism, and of course, her favorite, technology in the classroom. She also blogs about education topics, and has written guest blogs for Alice Keeler and Jennifer Hogan.

Award Information: PSMLA Teacher of the Year

This program is intended to select viable candidates for the ACTFL Teacher of the Year Award. Candidates must be full-time world language Pre-K-12 teachers or postsecondary instructors or professors who spend at least 50% of their time in direct teaching during the year of application with an expectation of teaching for at least two additional years. Candidates must be in the profession a minimum of five years and demonstrate excellence in world language education; be an active member of PSMLA for a minimum of 3 complete consecutive years; demonstrate leadership in world language education; impact the local, state, and/or national arenas; and demonstrate continued growth as a world language educator.

[VIEW THE VIRTUAL AWARDS PRESENTATION HERE!](#)

2021 PSMLA TEACHER OF THE YEAR

Natalie Puhala

Gateway High School



Natalie Puhala has been passionate about world languages since winning a University of Pittsburgh Nationality Rooms study abroad scholarship in 1992. Soon thereafter she began her teaching career at Lebanon School District before moving to Gateway High School in 2000 where she has served as Spanish instructor and World Languages Department Chairperson. In her time with Gateway School District, her vision has led the department to earn its first PEP Award, namely by implementing a department-wide proficiency assessment. Natalie's recent endeavor with exciting opportunities for growth has been the creation of Gateway SPIES (Spanish in the Elementary Schools), an innovative virtual program pairing high school Spanish student teachers with elementary classrooms throughout the district and in Mexico.

After being named a NECTFL MEAD Fellow in 2007, Natalie became actively involved in giving back to the profession. She has served as a mentor teacher, FLAP Grant reviewer, and presenter at numerous PSMLA/NECTFL/ACTFL conferences and workshops. She proudly worked with PSMLA Executive Council for two terms, serving as Professional Development Chair and NECTFL Representative. Currently, she volunteers for the PEP Awards Committee and PSMLA local conference committee when in Pittsburgh.

Both in and out of the classroom, Natalie thrives on innovation. She credits her evolution as an educator to ongoing professional development and involvement. Most importantly, she recognizes the impact of enthusiastic world language educators she has connected with through PSMLA and NECTFL on her continued success.

Award Information: PSMLA Teacher of the Year

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[VIEW THE VIRTUAL AWARDS PRESENTATION HERE!](#)

FRANK MULHERN LEADERSHIP AWARD

Dr. Nancy Zimmerman Kutztown University



Dr. Nancy Zimmerman's parents bought a retirement home in Puerto Rico when she was twelve and she and her family were able to live as locals and enjoy and explore the island up close for 30 years! Because of this early immersion experience, Nancy developed a love of the Spanish language and culture.

At Kutztown University, Nancy gets to teach and advise students from all walks of life with various majors and minors. She is able to follow their successes both in and out of the classroom. Teaching at Kutztown has provided her an opportunity to utilize the creative and innovative side of her skillset and pass that on to her students.

Her undergraduate degree in Spanish was acquired at Millersville University and her Masters in Spanish Language and Literatures was received at University of Delaware. She went on to receive her Doctorate at Penn State University. Professionally, she taught Spanish to urban middle school children as well as teaching in both public and private high schools. More recently, Nancy has taught higher level at Harrisburg Area Community College, University of Delaware, and Kutztown University where she is currently teaching. She has also been involved with adult ESL learners.

Award Information: **Frank Mulhern Leadership Award**

The Frank Mulhern Leadership Award recognizes the exemplary work of an individual who has provided outstanding leadership in the world language profession in the state, region and/or nation and also contributed significantly to the work of PSMLA. The recipient must have been a member of PSMLA for a minimum of 10 years and must still be active in the work for which the award is being given. Furthermore, the recipient has contributed significantly on regional and/or national levels by one or more of the following or similar activities: serving on boards of regional and national foreign language associations; presenting frequently at regional or national conferences; and/or leading curriculum development efforts with a regional and/or national impact.

[VIEW THE VIRTUAL AWARDS PRESENTATION HERE!](#)

PSMLA MERIT AWARD

Chestnut Hill College Philadelphia, Pennsylvania



Chestnut Hill College holds in high regard the study of World Languages. Students study multiple levels and have diverse experiences in learning World Languages. The professors in the World Language department, headed by Sister Mary Helen Kashuba, are actively involved in international opportunities as well as professional organizations. They have a passion for what they do, and they do it well. The level of support is incomparable. Chestnut Hill College is centrally located and easily accessible for many of us. The college is always willing and able to provide resources for workshops, professional development sessions, conferences and much more. World Language educators from throughout the State always feel welcomed on campus. It begins at the entrance; seeing the beautiful landscape when parking, walking the corridors of Fournier, sitting in the Rotunda of St. Joseph's Hall or being greeted and guided by the college staff. An invitation to an event at Chestnut Hill College is always greeted with a smile and a positive response.

Award Information: **PSMLA Merit Award**

The PSMLA Merit Award is given to individuals or institutions who have rendered exceptional service in the promotion of world languages. The recipient must be individuals or institutions outside the world language profession.

[VIEW THE VIRTUAL AWARDS PRESENTATION HERE!](#)

PENNSYLVANIA OUTSTANDING WORLD LANGUAGE EDUCATOR (K-12)

Cynthia Bailey

Boiling Springs High School



Cindy Bailey has been teaching French at Boiling Springs High School in the South Middleton School District for 18 years. She consistently teaches French 1 through AP French Language & Culture. Cindy earned her Bachelor's degree in French from Virginia Tech in 2004 and her Master's degree in Teaching & Curriculum from Penn State University in 2009. Cindy also achieved her National Board Certification in 2011 and just recertified in 2021.

Cindy is passionate about bringing the francophone culture to life for her students. She is the founder and advisor of her school's French Club and chapter of *La Société Honoraire de Français*. She has led five student tours to France and is keeping her fingers crossed for a sixth tour scheduled for June 2022. Cindy also coordinates a pen pal exchange for her students each semester with students learning English in a middle school outside of Toulouse, France.

Cindy enjoys expanding and refining her instructional techniques by participating in local workshops and conferences sponsored by various organizations including the Association of World Language Educators, PSMLA, and NECTFL. Cindy has also presented on her favorite instructional and technological resources in her home school district, at local PSMLA workshops held at Messiah University, and at PSMLA's annual conference in 2017 and 2018. She is honored to have been selected for this award and is so deeply appreciative of the support and inspiration generated by her World Language Department colleagues in the South Middleton School District.

Award Information: PSMLA Outstanding World Language Educator (K-12)

This award is intended to recognize a K-12 member of the world language profession whose career has displayed excellence in the teaching of world language and who has made significant contributions to the world language profession.

[VIEW THE VIRTUAL AWARDS PRESENTATION HERE!](#)

PENNSYLVANIA OUTSTANDING WORLD LANGUAGE EDUCATOR (POST-SECONDARY)

Dr. Christina Huhn

Indiana University of Pennsylvania



Dr. Christina Huhn is an associate professor of Spanish and currently serves as the director of the Spanish Education Program at Indiana University of Pennsylvania.

She holds a PhD in Foreign Language Education and Technology from Purdue University. Her scholarly work includes published work and presentations on teacher preparation programs, program assessment, classroom language proficiency development of beginning language learners, National Language Standards in post-secondary environments, and technology in language education. Both her master's thesis and doctoral dissertations presented work on program reviews, and she has conducted program reviews for K–12 school districts and local community colleges. In continuing her work in program review, she currently volunteers for the Council for the Accreditation of Educator Preparation.

Huhn has received two teaching awards from the Center for Teaching Excellence: The 2014 Faculty Recognition Award for Content Pedagogy, and the 2018 Faculty Recognition Award for Teaching of Writing.

She participates regularly in ACTFL, the Northeast Conference on the Teaching of Foreign Languages, and PSMLA, and currently serves as Co-Editor of the PSMLA Language Forum. She has also presented papers at the Southern Conference on Language Teaching, West Virginia Foreign Language Teachers Association, and other local conferences. Huhn serves as President of the Appalachian Professional Language Educators' Society, and is currently the director of the six-week summer program in Cuernavaca, Mexico.

Award Information: PSMLA Outstanding World Language Educator (Post-secondary)

This award is intended to recognize a post-secondary member of the world language profession whose career has displayed excellence in the teaching of world language and who has made significant contributions to the world language profession.

[VIEW THE VIRTUAL AWARDS PRESENTATION HERE!](#)

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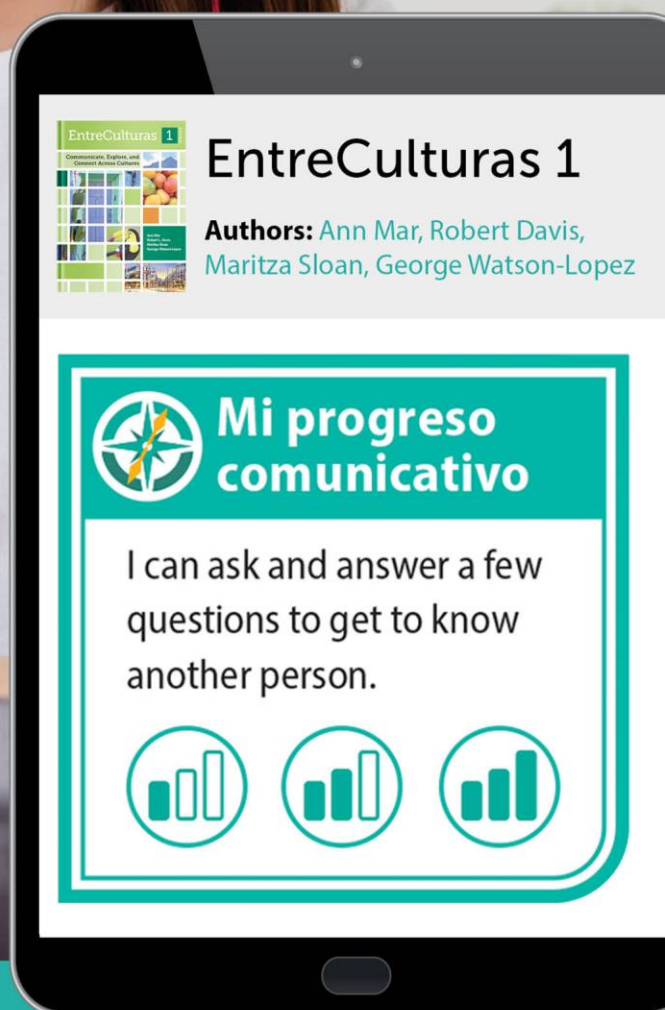
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¿De dónde eres?

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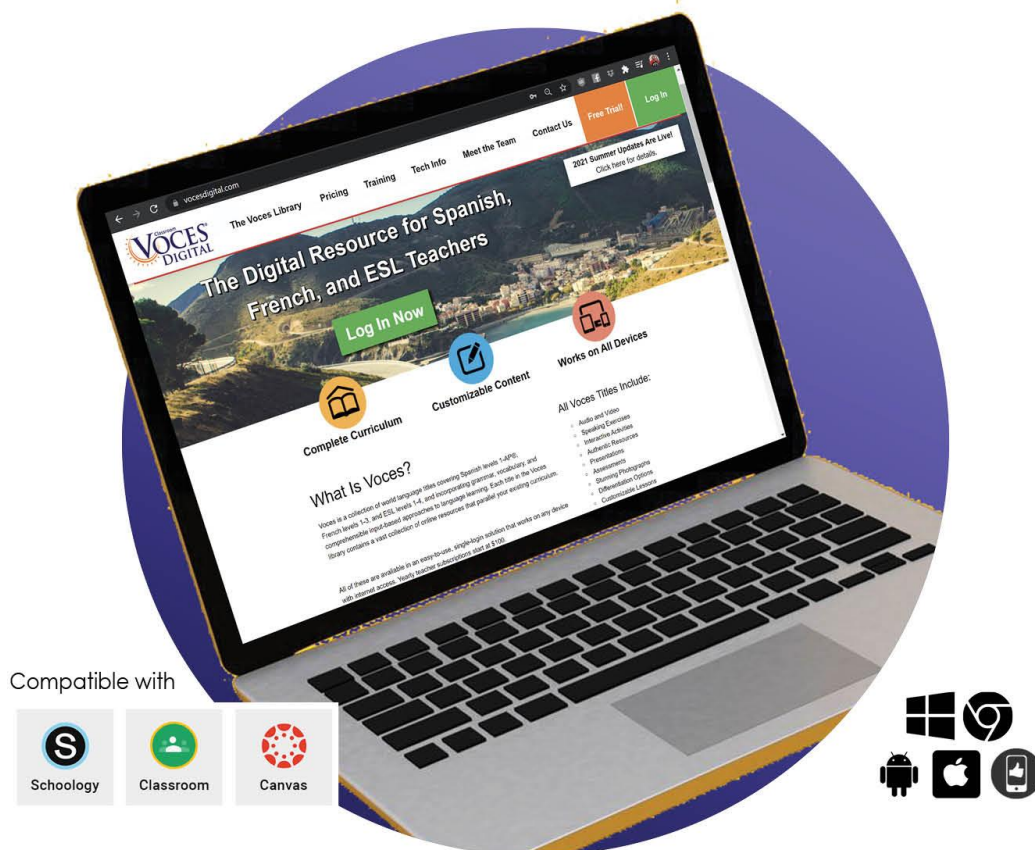
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CONCURRENT SESSIONS

Thursday, October 14 | 4:00-4:45PM

[Communicative Pedagogy](#)

[Technology Integration](#)

[Diversity, Equity, Inclusion,
Social Justice](#)

[Other](#)

These Tools Are Made for Talkin'!

In this session, teachers will acquire strategies for cultivating communicative confidence in their students that can be used Monday morning! Our activities will focus on purposeful interpersonal opportunities for both novice and intermediate speakers, and will offer options for differentiation to maximize student engagement and language development.

Presenter: Katherine Geare, Colonial School District

Zoom Your Way to a FLES Program

Have you always wanted a FLES program in your district, but are lacking funding and support? Zoom to the rescue! Come see how the use of Zoom enabled an upper level language class to reach out to hundreds of elementary students weekly. What was once a fun extra-curricular activity developed into a legitimate program. A true grassroots growth of a language department that did not require decisions from administration or school board.

Presenter: Natalie Puhala, Gateway High School

Using Simulations to Foster Conversations about Diversity, Inclusion, and Justice

Experience hands-on simulations that help students analyze concepts of race, equity, and inclusion while participating in target language interactions. Participants will experience an online digital simulation available in a range of Modern Languages, explore additional simulation resources, and participate in guided conversations about diversity, inclusion and justice following ACTFL's proficiency framework (with examples for novice, intermediate, advanced, and superior levels). Participants will be encouraged to envision how they might use simulations and proficiency guided conversations in their classrooms to help foster a more equitable and just world. Examples in English, Spanish, French, German, Arabic, Chinese, and several other languages.

Presenter: Debra Faszler-McMahon, Seton Hill University

The Power of CommUNITY in the World Languages Classroom

A sense of community is a powerful context for learning. We will explore how the use of authentic resources, real world applications, interpersonal connections and interculturality promote equality and commUNITY that empower and support more effective language acquisition and greater communicative proficiency. Participants will engage in modeling and hands-on activities that will equip them with a toolbox of strategies and resources to build their own powerful language learning community.

Presenter: Linda Markley, Vista Higher Learning

CONCURRENT SESSIONS

Thursday, October 14 | 5:45-6:30PM

[Communicative Pedagogy](#)

[Technology Integration](#)

[Diversity, Equity, Inclusion,
Social Justice](#)

[Other](#)

Art for Everyone! Teaching and incorporating art at the novice level

Novice learners benefit from exposure to art, but they also have the ability to learn about art and artists, even with their limited linguistic proficiency. Art also helps our students gain intercultural competence as they explore perspectives through artwork. Join us to see examples and explanations of how novice learners can engage with, learn about, and reflect on art in the target language.

Presenters: Megan Flinchbaugh, Manheim Central High School; Nathan Campbell, Manheim Central High School

Snapchat, Chit-Chat, #LangChat -- Heck, Let's Chat!

Does your department and/or district have the rapport you're seeking? Is there a culture of sharing as the norm? If not, perhaps #langchat can help! In this session, Meredith will explain and model how to join the #langchat community on Twitter. Don't judge a book by its cover; #langchat on Twitter has a LOT to offer without the chaos of normal Twitter.

Presenters: Meredith White, Gwinnett County Public Schools; Bill Langley, Park Tudor School

Social Justice and Literature

As far back as the Middle Ages, French writers have focused on Social Justice issues. They have created unforgettable characters, from Candide to Doctor Rieux, and have expressed in poetry their hopes for a more just world. This presentation will explore several works of French literature from the perspective of Social Justice. It will also feature some model lessons and illustrate student reactions to the topic.

Presenter: Mary Helen Kashuba, Chestnut Hill College

How 'bout Them AAPPLs? The Value of Testing for Proficiency

How can we accurately measure students' language skills on their paths to proficiency? In this session, take an in-depth look at the data produced by ACTFL Assessments as they are administered on school, district and state levels. Explore how these innovative tools keep learning in the forefront and provide tangible evidence of interpretive, presentational, and interpersonal (that's right, interpersonal!) abilities. Our focus will be on the robust reporting that is new to the 2021 AAPPL, and how it can be analyzed to fine-tune language programs.

Presenter: Andrew Bowen, LTI, the Executive Provider of ACTFL Assessments

CONCURRENT SESSIONS

Friday, October 15 | 4:00-4:45PM

[Communicative Pedagogy](#)

[Technology Integration](#)

[Diversity, Equity, Inclusion,
Social Justice](#)

[Other](#)

Maximizing Interpersonal Speaking Skills

Interpersonal speaking is one of the most important skills that a student can develop and is generally the main goal of students taking a world language. In this presentation, participants will experience first-hand interpersonal speaking activities that can be used to engage learners at all levels. In addition, participants will learn how to provide their students with the opportunity to speak French, German, Italian, Portuguese, ESL or Spanish with native speakers all over the world via Boomalang, an online conversation platform. Included in this presentation will be methods of assessing interpersonal speaking and online tools to facilitate the feedback process.

Presenter: Cherie Garrett, Dallas Area High School

Designing an Engaging Platform for a Distance Learning Chinese Course

The current challenges posed by the pandemic have necessitated the creation of distance learning courses under unorthodox circumstances. The rapid growth of the use of modern technology in today's educational fields has made such a target attainable by incorporating more flexibility and diversity in foreign language education. This research discusses means of designing distance learning course materials and creating an engaging and interactive environment to counterbalance the above drawbacks based on the hands-on experience in developing a distance learning Chinese course at a private liberal arts college in Pennsylvania. It explores methods to enhance the student-student interaction as well as student-instructor interaction, including asynchronous written and oral responses on Blackboard, written discussions on social media, incorporating interactive platforms such as Blackboard, Zoom meetings, Google Meet, and other social media, and cultural engagement through multi-media resources.

Presenter: Meng Wang, Mercyhurst University

How do you say QUEER in your target language?

This session will dig deeper into ways that language teachers can create truly inclusive classrooms. Topics addressed include common vocabulary and terminology in English as well as other more commonly taught languages, gendered language concerns with trans and gender expansive students, and ways to empower our queer students to find their own voice in their language learning experience.

Presenter: Devin Browne, Pittsburgh Brashear High School

Put "PEP" in your Program--A Step-By-Step guide

The PEP Awards Program was established to highlight exemplary high school World Language programs. PEP provides clear delineated evidence necessary to establish and develop new programs, as well as, improve existing ones. The focus of this session is to familiarize the participants with the program while reducing the angst and mystique associated with the PEP application. Participants will hear from a panel of PEP awardees, will review each component of the process, and will be encouraged to ask questions and engage in meaningful discussion. The more convincing and clearly delineated the evidence, the better your program can be publicly recognized by administrators, parents, students, and other stakeholders.

Presenters: Mina Levenson, Pittsburgh Public Schools (retired); Isabel Espino de Valdivia, Pittsburgh Allderdice High School; Natalie Puhala, Gateway High School

CONCURRENT SESSIONS

Friday, October 15 | 5:45-6:30PM

Communicative Pedagogy

Technology Integration

Diversity, Equity, Inclusion,
Social Justice

Other

Language Learners' Self-Assessment of Interpersonal Communication Skills: From Perception to Reality

This presentation describes an instructional model that successfully incorporates authentic target language experiences, learner self-reflection, and oral proficiency assessment. Learners in this fifth-semester Spanish course participate in informal conversational exchanges with native and heritage speakers and assess their speaking and listening competencies during each exchange. Interpersonal listening and speaking skills are also measured objectively via AAPPL-ILS pre- and post-testing. Pre- and post-semester surveys demonstrate that learners develop more realistic awareness of their oral proficiency skills through authentic interpersonal experiences combined with self-reflection. Presentation includes examples of communicative activities, learner self-assessments, rubrics, and alignment with ACTFL proficiency benchmarks and performance indicators.

Presenter: Christine Nunez, Kutztown University

An Introduction to Task-Based Language Teaching and Its Application on Extempore

Task-based language teaching (TBLT) emphasizes using real-world situations as a foundation for language learning. With ample theoretical and application-based research to support it, TBLT is a valuable foundation for language learning, but it can still take some time to adjust to. In this webinar, learn the background and basics of TBLT, as well as how to implement TBLT on Extempore.

Presenter: Grant Castner, Mound Westonka High School/Extempore

Everyone Can Learn a Language

Who is "good" at languages? Join us to dig deep into the fixed mindset about what it takes to acquire a language. We will consider which students are receiving the benefits of world language classes. Then, we will share strategies for districts that want to be able to realistically offer a variety of languages to all their students.

Presenters: Anita Young, Appalachia Intermediate Unit 8/World of Learning Institute; Barbara Clouser, Derry Township School District

Teachers as Leaders: A Panel Discussion with Pennsylvania Teachers of the Year

The challenges facing world language education are many. Shrinking programs, reduced funding, and teacher shortages jeopardize the size, effectiveness, and success of the language programs in our schools. What can teachers do? How can you make a difference so your school and program thrive? Join Teachers of the Year Cherie Garrett (2017), Rich Madel (2018), and Megan Flinchbaugh (2019) to hear how they advocate for language education in their school districts, communities, and beyond. Time will be available for session attendees to ask questions and spark discussion.

Panelists: Megan Flinchbaugh (2019), Rich Madel (2018), Cherie Garrett (2017), Barbara Kurtz (2020)

CONCURRENT SESSIONS

Saturday, October 16 | 9:00-9:45AM

[Communicative Pedagogy](#)

[Technology Integration](#)

[Diversity, Equity, Inclusion,
Social Justice](#)

[Other](#)

Authentic Interpersonal Communication: Strategies for Real World Interactions

Genuine communicative interactions require that listeners focus on the content of the message as a primary means to solve a problem or respond. During this session discover and discuss strategies and activities that assist learners to produce more authentic interactions.

Presenters: Nathan Campbell, Manheim Central High School; Megan Flinchbaugh, Manheim Central High School

Creating the Ultimate Virtual Resource Center: How to Make It Your Students' Favorite Online Resource

Participants will be introduced to Bitmoji classroom and given step by step instructions on setting up their own classroom. Then, we will explore the endless possibilities of items that can be included in our resource centers; for example, reading materials, popular podcasts, study and learning aids, games and activities, and much more. Participants will have opportunities for discussion and asking questions.

Presenters: Natalie Stearns, Crawford Central School District; Wilma Dunkle, Crawford Central School District; Barbara Kurtz, Crawford Central School District

Implementing Culturally Responsive Teaching Strategies in the Middle School World Language Classroom

Our content area naturally lends itself to the teaching and learning of cultures. But what if we made efforts to incorporate our students' individual cultures in addition to the target culture? In this session, we will define culturally responsive teaching, challenge our preconceived definitions of culture and discuss strategies to infuse and celebrate the cultures of our students in the middle school world language classroom. We will also discuss initiatives to create a culturally responsive school culture.

Presenter: Maria Marchionna, Upper St. Clair School District/University of Pittsburgh

University K-12 collaboration: Promoting language study and teacher education together!

Today's language student is tomorrow's bilingual employee or language teacher! The need for language skills – and language teachers - has never been greater. But in the current climate of dropping enrollments, budget crises and teacher shortages, programs at all levels need to take action for survival. Collaboration between K-12 and university programs are key to essential articulated sequences of study and potential funding opportunities. The session facilitators invite stakeholders to bring their ideas for university and K-12 collaborative activities and partnerships. The session will include a brief presentation of current opportunities and provide participants an opportunity to initiate new connections.

Presenters: Christina Huhn, Indiana University of PA; Junko Yamamoto, Slippery Rock University

CONCURRENT SESSIONS

Saturday, October 16 | 10:00-10:45AM

[Communicative Pedagogy](#)

[Technology Integration](#)

[Diversity, Equity, Inclusion,
Social Justice](#)

[Other](#)

Developing Communicative and Cultural Competence with Authentic Resources

This session explores how to develop communicative and cultural proficiency in the Spanish classroom using authentic resources. We will examine practical strategies and techniques for using authentic videos, art, music, and more to enhance language skills while developing cultural awareness and competence.

Presenter: Mary Smeby, Savvas Learning Company

Online Teaching and Learning Techniques and WIDA

A quantitative research study of English as a Second Language educators' delivery methods and the 2019 results of the WIDA/ELPA of elementary English Language Learners' proficiencies in English Language Arts. This study analyzes the trends and predictions of outcomes in a tristate area related to both online and face-to-face teaching and learning methods and proficiency levels in the tasks of Reading, Writing, Listening, and Speaking. The results lead to discussion on the need for future studies on the correlation between delivery methods of ESL educators and the English proficiency of ELLs in the tristate area.

Presenter: Theresa Paterra, Eastern Gateway Community College/Brooke County Schools

SEL (Social Emotional Learning) in the Hybrid/Virtual Language Classroom

This interactive workshop will help teachers to understand what SEL is and is not, as well as practical ways to help students work on their social emotional learning skills. By helping students identify their emotions, acknowledge them, and work on ways to deal with them, teachers are giving students valuable life skills to be more effective and productive learners, as well as strengthen the classroom community.

Presenter: Jennifer Schwester, Brick Township Public Schools

Boosting German Programs through AATG Chapter grants

It's time to reenergize your German program! AATG chapter grants have funded immersion days, community events, and public relations campaigns, which help to recruit and motivate students--and inspire communities. Join this discussion of past, present, and future AATG Chapter grants. Meet others who might be willing to work on an event together. You might just leave this session with the application finished!

Presenter: Cathy Altmeyer, Washington & Jefferson College

CONCURRENT SESSIONS

Saturday, October 16 | 12:00-12:45PM

Communicative Pedagogy

Technology Integration

Diversity, Equity, Inclusion,
Social Justice

Other

Total Participation Techniques for the Comprehension-based Classroom

This session will provide actionable strategies to help all learners demonstrate comprehension and interact confidently during input-driven instruction. Attendees will analyze teaching demonstrations and discuss how to make the most of a number of total participation techniques, from classic choral responses and variations on think-pair-share strategies to comprehension-based games.

Presenter: Lauren Fosnight, Germantown Academy Middle School

Formative Assessment - Supporting Growth with a Tech Twist

Formative assessment is a guiding light for teachers to adjust instructional practices to support student achievement. Bridging the gap from one level to another can be smoother, purposeful and gel with student interests. Setting learning goals and measuring progress can take place at any time, multiple times during instruction. If a student knows where they are, what they need to do in order to get to a clear target - better results can happen!

Presenters: Melissa Moran, School District of Philadelphia; Sharae Graham, School District of Philadelphia

Develop Data Fluency, Global Competence and Future Ready Skills: Human Rights and Refugees Unit

Participants will explore how to adapt for their language classroom a Human Rights and Refugees unit designed for a Spanish IV class that helps students develop their data fluency, global competence and future ready skills. Participants will learn how to create stories of global refugee situations in the target language with EarthTime interactive maps. Other rich resources will also be examined including the Youth for Human Rights tools available in 17 languages and an Integrated Performance Assessment (IPA) and an Integrated Reading Model (IRM) that enable students to interpret challenging texts and analyze global refugee situations in Syria and Venezuela.

Presenter: Laura Fleischer Proano, Highlands High School

Bridging Differences through Foreign Language Advocacy

While the COVID-19 pandemic has highlighted the need for communication with other cultures, the number of foreign language programs declines and the opportunity to learn another language decreases. These challenges have been exacerbated by economic and social pressures, and challenges faced by students without access to technologies needed in virtual learning. As multilingualism is an essential 21st century skill, advocacy is needed more than ever to expand access to foreign languages so that all interested students have the opportunity to learn languages. Advocacy involves us all, as individuals and active supporters of our professional associations and national campaigns for languages.

Presenters: Kathleen Stein-Smith, Fairleigh Dickinson University; Mary Helen Kashuba, Chestnut Hill College

CONCURRENT SESSIONS

Saturday, October 16 | 1:00-1:45PM

[Communicative Pedagogy](#)

[Technology Integration](#)

[Diversity, Equity, Inclusion,
Social Justice](#)

[Other](#)

Implementing & Sustaining Target Language Use

Many language teachers struggle to maximize target language (TL) use in their class. Using ACTFL's Position Statement on TL Use as a base, explore various ways to instruct novice and intermediate learners in the TL and encourage student use of the TL as well. Through visual support, comprehension checks, encouraging spontaneous language, and providing appropriate feedback, you will develop strategies for increasing TL use in your classroom and for building student (and teacher) confidence in speaking.

Presenter: Michael Bogdan, South Middleton School District

Weekly Chats with a Refugee: Connecting across borders virtually

Picture this: It's a Friday morning in rural Pennsylvania on a small college campus. Arabic students in their respective dorm rooms log on to their computers and join each other virtually to have a 1-hour conversation with their class partner, a refugee from Syria living in Jordan. She only speaks Arabic. They are novice learners. After the first session, one student writes to the professor saying "I love the Friday sessions. I learn so quickly." Come view recorded clips of these Friday conversations and join with colleagues in an evaluation of the best practices for intercultural exchange and authentic language immersion experiences virtually.

Presenter: Olivia Grugan, Appalachia Intermediate Unit

Social Mercy and Reaching the "Unreachable"

What is the role of social mercy in an age of social justice? How can we reach students who challenge our authority, disrupt our classes, and wreak havoc? We have challenging students; our response is the variable. When do we persevere patiently, trying to win them, and when do we act in order to protect the rest of the class? We will discuss strategies for reaching troubled students, share insights for communicating with parents and other stakeholders, provide examples of successes and failures, offer encouragement to our colleagues, and define and demonstrate social mercy as it applies to our classrooms.

Presenters: Barbara Kurtz, Crawford Central School District; Wilma Dunkle, Crawford Central School District; Natalie Stearns, Crawford Central School District

Promoting the Seal of Biliteracy

Participants will learn how to offer a Seal of Biliteracy at their school district so that students can be recognized for their proficiency in English and a second language by universities and employers. This session will explain the Seal of Biliteracy, the target groups who are possible candidates and the necessary steps to offer the Seal. Participants will also learn about the Global Seal of Biliteracy and its benefits. Finally, the current status of the PA Seal of Biliteracy and ways to advocate for the Seal of Biliteracy will be shared.

Presenter: Cherie Garrett, Dallas Area High School

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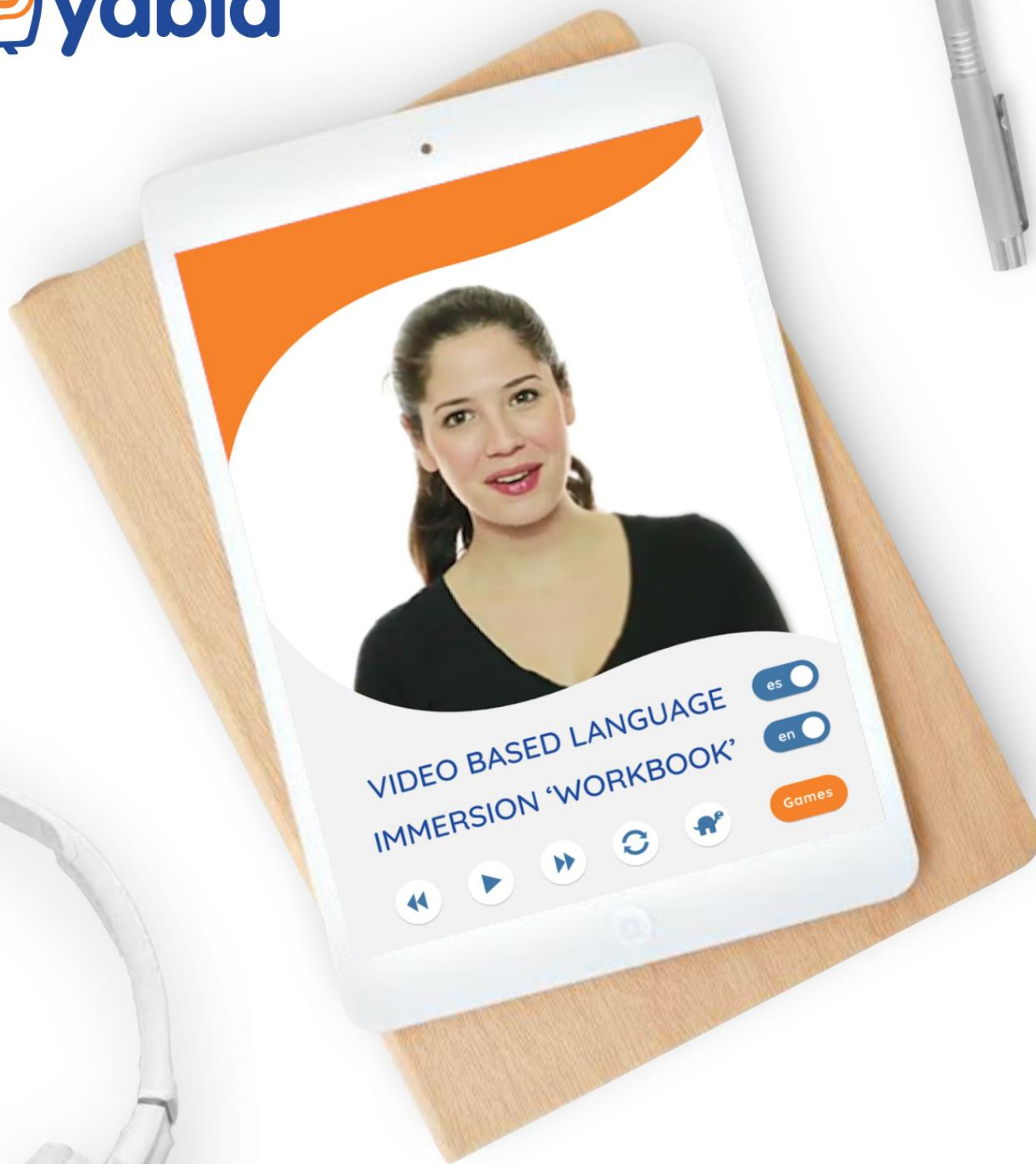
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8 Best Practices to Take the Plunge into Proficiency

Just starting to dip your toes in the proficiency pool? Come learn more about eight ACTFL-aligned best practices for teaching for proficiency and how to start incorporating them into your practice: authentic resources, grammar in context, can-do statements, performance assessments, and more!

Presenter: Terri Hammatt, Wayside Publishing

How do I know that they know? Meaningful Output

Student output is the best part of teaching a world language...ask any WL teacher! Eventually achieving higher levels of comprehension can present itself in various modes through listening, writing, reading and speaking opportunities. It might feel like a continuous struggle for students to gain the level of success that they aim for - however output is celebrated in small and large scale successes throughout a class setting.

Presenters: Melissa Moran, School District of Philadelphia; Sharae Graham, School District of Philadelphia

"Mi enfoque": Empowering Students through High-Leverage Teaching Practices

This session will present the results of a pilot course design in which High Leverage Teaching Practices (HLTP) were used to create a highly contextualized environment. Students developed a personalized cultural project and engaged in conversation, creating a space for meaningful and essential memorable opportunities for students to interact in the target language. Students were empowered in the role of Expert, giving them motivation to share cultural perspectives of a meaningful authentic text in the target language. This session will showcase student projects, and participants will have an opportunity to draft a similar project for their classrooms.

Presenters: Marjorie Zambrano-Paff, Indiana University of PA; Christina Huhn, Indiana University of PA

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Foldables: Making Notes Useful, Organized, and Unforgettable!

This session will take a step away from technology and turn regular colored copy paper into personalized notes that will be organized and useful for students at all learning and ability levels. Foldable notes, by their nature, are an adaptation of regular notebook notes to help all our students, and particularly our IEP students to see their notes in a different way. “Where could I find that information?” “Our FOLDABLE!” During this session, we will observe and experiment with several practical note-taking methods designed to streamline and categorize information for maximum retention and application.

Presenters: Natalie Stearns, Crawford Central School District; Wilma Dunkle, Crawford Central School District; Barbara Kurtz, Crawford Central School District

Providing Timely Feedback that Matters

Providing timely and effective feedback is important for moving students on the proficiency continuum-- but knowing when and how to provide actionable feedback isn't always obvious. This session will examine different types of feedback for interpersonal speaking and empower participants with concrete strategies for starting to put it to use on Monday.

Presenter: Terri Hammatt, Wayside Publishing

Deductive vs. Inductive Teaching Approaches on the Learning of Ser/Estar

This presentation focuses on the impact of inductive and deductive teaching approaches on the acquisition of the Spanish copulative verbs ser and estar in Elementary Spanish courses at the university level. It focuses on the acquisition of verb conjugations and correct usage of both verbs. Post-test results show that students in the inductive group selected the correct verb 90% of the times vs. 65% in the deductive group. Both groups equally used the correct verb form 92% of the times. Post-delayed test shows parallel results. Effectiveness of both approaches was assessed by fill-in-the-blank activities and supported by journal entries.

Presenter: Lucía Osa-Melero, Duquesne University

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National Spanish Exams and National Portuguese Exams: Contests and Assessments

This session will focus on the content, administration, and awards available from three contests: The National Spanish Exam (NSE), the National Portuguese Exam (NPE), and the new National Spanish Challenge (NSC) for elementary students. This session will also suggest the National Spanish Assessment (NSA) as a way to test students twice in one academic year to assess gaps from fewer instructional hours during the pandemic and chart a course forward.

Presenter: Lisa Greenman, National Spanish Exams

Engaging Students Virtually Using Daily Routines in Nearpod

Let's get our students talking in the virtual classroom. Creating engaging conversation in the TL online can sound overwhelming so let's talk about it! Teachers will explore ways they can implement techniques to engage students in discussions in the target language. The options presented can be modified for various proficiency levels and desired student output. WL teachers will become familiar with Nearpod, its features, and its uses in the World Language classroom.

Presenters: Melissa Moran, School District of Philadelphia; Sharae Graham, School District of Philadelphia

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[Other](#)

The Words We Choose: Bringing More Compassion into the Classroom

By being mindful and compassionate towards themselves, teachers can better serve their students. Attendees will work on cultivating tools to learn and experience mindful self-compassion and how to help their students translate these valuable life-skills into the classroom and beyond.

Presenter: Jennifer Schwester, Brick Township Public Schools

Is My Learning Environment Culturally Responsive?

We will peel back the layers of the foundational beliefs that impact teaching, learning, and academic achievement. The context of a school community is just as important as the content taught in class. Community ties can be familial, cultural and built up from mutual experiences. Rapport, relationship, and respect are common amongst the three. The community we build in schools can be equal to or more important than the communities students have at home. Given the effects of marginalization, we will explore the importance of relationships as it relates to educating the whole child.

Presenters: Melissa Moran, School District of Philadelphia; Sharae Graham, School District of Philadelphia

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Balance for Educators: Self-Support Strategies

Are you feeling burned out, overwhelmed or unable to find any time to take care of yourself? I hear you. I was you. I know how hard it can be to find even a few minutes of time to pause and regroup, much less try to find the time or money to get a massage, go on a self-care retreat or other getaway, etc. This workshop offers 5 simple steps to help you to create more balance and ease in your daily life as an educator. If you struggle to find the time for self-support, this is an opportunity to get comfortable with putting yourself first on the list.

Presenter: Amy Necci, South Middleton School District

What Influences World Language Teachers' Perception of Grammar Instruction?

The profession is in the throes of a paradigm shift that is moving away from explicit teaching about the TL and toward implicit acquisition to support communication, but old habits really do die hard. So what influences teachers' value of grammar instruction? What role can we play in pushing the paradigm shift toward a new generation of communicative language pedagogy? This session describes new research on the perceptions that language teachers have about grammar instruction and what influences their practice. The relationships between these variables will be discussed as well as what it tells us about how pedagogy has transferred throughout generations. Lastly, the results indicate that teacher leadership may be just what the profession needs to disrupt this cycle!

Presenter: Rich Madel, Colonial School District

Taking Charge of our Professional Development

In a department where PD is often generalized for the sake of simplicity, world language teachers must create and seize opportunities to develop our craft. We will share experiences that have sparked self-initiated PD on personal, departmental, and regional levels. With a blend of experiences, we will suggest ways for WL teachers to commit to and engage in opportunities of true world language professional development within a department. We will also share our experiences to suggest ways to network on a regional level, drawing on the work, thoughts, energy, and skills of many to develop our own expertise.

Presenters: Wilma Dunkle, Crawford Central School District; Barbara Kurtz, Crawford Central School District; Natalie Stearns, Crawford Central School District

PRE-RECORDED SESSIONS

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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 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, South Middleton School District

While We Teach, We Learn: Channeling Seneca's Philosophy to Uncover Our Aha Moments

According to ancient Roman philosopher Seneca, teaching is one of the best ways to learn. This session highlights some of the teaching/learning moments from several of our program courses, including students, student teachers, faculty, and alumni. These educators/learners comment insightfully on how peer-mentoring, self-reflection, journaling, blogging, tutoring, and teaching increases their ability to connect material to their students' learning and deepens not just their own knowledge but their teaching/learning process. Each teacher/learner shares experiences, gives specific examples, and illustrates how they made the most from learning while teaching. Small groups devise their own methods for recording and sharing "aha" moments.

Presenters: Nancy Zimmerman, Kutztown University; Dawn Slack, Kutztown University; Noah Clinard, Kutztown University

Promoting the French Language by Supporting French Teachers

Learn about French Embassy programs designed to support French teachers: continuing education and professional development opportunities, short-term grants for training sessions in France, access to pedagogical resources, assistance with French school partnerships, hosting French teaching interns, and support for French-language immersion programs.

Presenters: Rebecca Duncan, Embassy of France in the United States; Mathieu Ausseil, Embassy of France in the United States

VIRTUAL EXHIBIT HALL

Use the links below during the times listed to engage with representatives from the organizations in a live Q&A forum.

Thursday, October 14 5:00-5:30 PM	Friday, October 15 5:00-5:30 PM	Saturday, October 16 8:15-8:45 AM	Saturday, October 16 11:00-11:30 AM
ACTFL Voces Digital Extempore	AATSP Wayside Publishing	Vista Higher Learning	Vista Higher Learning NECTFL PSMLA Advocacy Committee

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