



Minnesota Council on the Teaching of Languages and Cultures

MCTLCC FALL CONFERENCE

# **Diversity, Equity, and World Languages: Empowering Teachers for Change**

**October 24-25, 2014 • Brooklyn Center, MN**  
Minnesota Council on the Teaching of Languages and Cultures

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# Welcome



This year's conference theme looks deeply into how our role as world language teachers can meet the needs of culturally and linguistically diverse students in our classes. Current trends clearly show that if the achievement gap is not addressed, millions of students will not obtain the education necessary for full participation in the economic and civic life of our country. As renowned teacher and psychologist Haim Ginott asserted, "We are the decisive elements in the classroom. It is our personal approach that creates the climate. It's our daily mood that makes the weather." Attending this conference, it is clear that we all embrace this mindset and believe that our professional growth will never end. We realize we must continue to hone our practices, try out new techniques, and find new ways to meet the changing needs of our students.

At this year's conference, the 35 breakout sessions, four poster sessions, and five post-conference workshops will provide you with many essential tools to ignite your instruction. Our dynamic Friday keynote speaker, Yo Azama, will share how he acknowledges the diverse learners in his classroom, and how he motivates them to learn about the world. As ACTFL's 2012 Teacher of the Year, Yo spent a year traveling the country, speaking out on behalf of language teachers and students. He promises to share how we can advocate for our students and programs to give an equitable language learning experience to all Minnesota students.

MCTLC is confident that you will leave this conference inspired and empowered with new tools to better engage and motivate ALL learners to achieve high levels of success in your class, in school, and in life!

Have a marvelous conference!

Marjie Hay

*MCTLC President & 2014 Conference Chair*

## Affiliate Organizations



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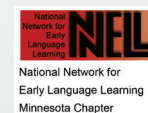
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## 2015 Central States Conference

A joint conference of the Central States Conference on the Teaching of  
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March 12 – 14, 2015  
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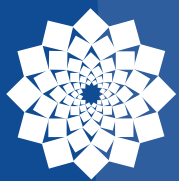
# MCTLC Fall Conference 2014 Schedule of Events

## Diversity, Equity, and World Languages: Empowering Teachers for Change

**Friday, October 25**

*Friday conference events take place at the Earle Brown Heritage Center,  
6155 Earle Brown Drive, Brooklyn Center, 55430*

Time	Event	Location
7:30 am	Doors and Registration Open	North Entrance
8:00 am	Exhibits Open Continental Breakfast	Harvest A
8:30 - 9:20 am	Breakout Sessions 1	According to Program Schedule
9:30 am	Keynote Address <i>by Yo Azama</i>	Garden City Ballroom
10:30 am	Exhibit Break - Beverages	Harvest A
11:00 - 11:50 am	Breakout Sessions 2	According to Program Schedule
12:00 - 1:30 pm	Awards Luncheon - MCTLC Annual Meeting <i>(Floral Arrangements courtesy of CETA Tours)</i>	Garden City Ballroom
1:30 - 2:00 pm	Exhibit Break	Harvest A
2:00 - 2:50 pm	Breakout Sessions 3	According to Program Schedule
2:50 - 3:10 pm	Exhibit Break - Beverages and Snacks Door Prize Winners Announced	Harvest A
3:10 - 4:00 pm	Breakout Sessions 4	According to Program Schedule
4:10 - 5:00 pm	Breakout Sessions 5	According to Program Schedule
5:00 pm	Closing Raffle	Garden City Foyer



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## 2014 MCTLC POST-CONFERENCE WORKSHOPS

**Saturday, October 25, 2014, 9:00 - 12:30 pm**

*Stop by MCTLC's conference registration desk to REGISTER TODAY!*

### **Workshop #1 - Motivating Students by Design**

*Presenter Yo Azama, 2012 ACTFL Teacher of the Year*

Location: Embassy Suites Boardroom, Brooklyn Center • Time: 9:00 am - 12:00 pm

Join ACTFL's Teacher of the Year, Yo Azama, in this energizing workshop. Yo is a passionate advocate of the importance of language teaching in preparing students for the 21st century. He will share how he designs lessons that provide both personal relevance and a challenge to students. Yo will guide participants through the development of motivational outcomes and thematic focus using IPA and the model of Backward Design.

**Language(s):** Any • **Level(s):** All

### **Workshop #2 - Beyond the Textbooks: Interactively Empowering All Students to Use Language**

*Presenter Darcy Rogers, Organic World Language [www.owlanguage.com](http://www.owlanguage.com)*

Location: Brookdale Library, 6125 Shingle Creek Parkway, Brooklyn Center, 55430 • Time: 9:00 am - 12:00 pm

Go beyond textbooks and worksheets to create an interactive, motivating classroom where all students are communicating and achieving proficiency through a strong sense of community and solidarity. In this exciting, hands-on session, participants experience what it feels like to be a learner and practice strategies that lead to classrooms where students actually help each other stay in the target language! Participants will learn techniques that guide diverse groups of students to work together to acquire language naturally. Teachers will receive resources to plan and assess student-based curriculum.

**Language(s):** Any • **Level(s):** All

### **Workshop #3 - Who's Who in the Target Culture? Using Biography at Every Level**

*Presenter Janice Holter Kittok, Educator in Service [www.educatorinservice.com](http://www.educatorinservice.com)*

Location: Maple Grove Library, 8001 Main Street North, Maple Grove, 55369 • Times: 9:30 am - 12:30 pm

Who were the movers and shakers who shaped today's culture? Who is influencing current culture and shaping the future? Biographies are the stories of people's lives. The story format is proven to be a powerful tool for learning in a context that makes for easier recall of both the language components and the information. It's an ideal genre for deeper understanding of culture and making connections with history, geography, the arts and other disciplines of study. Join the presenter for demonstration mini lessons and dozens of ideas for using biography at any level, beginner to advanced.

**Language(s):** Any • **Level(s):** All

### **Workshop #4 - Create language accessibility through culture based stories**

*Presenters Barbara Cartford, Wayzata Public Schools & Nancy Ledesma, Minneapolis Public Schools*

Location: Minneapolis Federation of Teachers' Building- 67, 8th Avenue NE, Mpls, 55413 • Times: 9:30 am - 12:30 pm

Everyone learns through stories! Two master teachers share their expertise and success in making language accessible through culture based stories worth remembering! Learn how to craft stories that peak the interest of all your students based on culture that explores the diverse world of languages. We'll you take through the steps to create what you need for a cultural based unit. We'll help you adapt your stories for all language levels. We'll discuss literacy strategies used throughout the reading process. Bring your laptop and a cultural based text or story and we'll help you adapt it for your students.

**Language(s):** Any • **Level(s):** All

### **Workshop #5 - No Passport Required: Developing Intercultural Competence in the Classroom**

*Presenter Mary Lynn Montgomery, University of MN-Twin Cities*

Location: Intercultural Student Experiences (ISE) Office Building, 129 N. 2nd Street, Suite 102, Minneapolis, 55401 • Time: 9:00 am - 12:00 pm

As we prepare our students for the 21st Century, intercultural competence is a necessary skill for them to develop. Have you ever wondered how to teach your students these skills without traveling abroad? This hands-on workshop will give you ideas and activities that you can use in your world language class to make your students aware of the need for intercultural competence and to help them begin to develop these skills, regardless of their age or language proficiency level. Participants will come away from this workshop with ideas and activities they can immediately incorporate in their classroom.

**Language(s):** Any, Examples in Spanish • **Level(s):** Middle School, Higher Education



## BREAKOUT SESSIONS 1: 8:30 - 9:20 am

### 101. Increasing Achievement and Enrollment through Comprehensible Input

#### Captain's Room

*Grant Boulanger, Skyview Middle School, ISD 622*

TCL prioritizes the delivery of high doses of comprehensible input to students. Inherent in this approach is an awareness and dedication on the part of the teacher to ensure that input is both compelling and understandable. The strategies we use to increase student interest and to ensure our messages are understood dovetail beautifully with goals and strategies of culturally responsive teaching being implemented throughout MN districts. In 2013 we presented about our district's transition to an instructional model of Teaching with Comprehensible Input. We presented achievement data and posited that this switch would result in increases in achievement and enrollment for all students, especially students historically underrepresented in upper level language courses. One year later, this is our update.

**Language(s):** Any

**Level(s):** All

**CEU(s):** Communication, Differentiated Instruction

\*Session recommended for administrators

### 102. Get to Know the MN-AATSP!

#### Harvest B

*Gwen Barnes-Karol, MN-AATSP*

*Veronica Guevara, MN-AATSP*

*Donovan Williams, MN-AATSP*

Oigan profesores de espanol! Come to an informative session about the MN-AATSP (American Association of Teachers of Spanish and Portuguese) and find out what membership can do for you and your students! We offer a student competition, with many categories, called the "Festival Quijote" as well as the National Spanish Exam (NSE). We also sponsor a fall workshop for teachers which in turn serves as a great networking opportunity. In addition there is a mid-winter workshop and both of these learning opportunities offer CEU's. Come meet the current "Mesa Directiva" board members, meet other Spanish teachers, learn of cultural offerings in the Twin Cities area, and most importantly, discover what our organization can do for you! Hasta pronto!

**Language(s):** Spanish

**Level(s):** Elementary, Middle School, High School

**CEU(s):** Collaboration

### 103. World Languages & Cultures: A Unique FLEX Program

#### Harvest C

*Janae Hutchins, Roseville Area Schools*

*Ann Hite, Roseville Area Schools*

Hear a description of a unique FLEX program that seeks to do more than introduce students to the academic aspects of language learning. It also presents students with mature conversations that teach them skills for navigating their multi-cultural communities with openness and curiosity. Topics typically covered include: cultural self-awareness; defining culture; observing our reactions to difference; pragmatics and speech acts; language extinction; and language discrimination. Aspects of this presentation will also be useful for language teachers looking for ways to embed larger issues of culture into their regular classroom lessons.

**Language(s):** Any

**Level(s):** Middle School, High School

**CEU(s):** Communication

### 105. Yoga for the World Language Classroom

#### Tack A

*Amanda Stenberg, Mora High School*

How could you integrate stretching, physical movement, directions and directions through simple yoga-like activities? Learn how one teacher tried and found success and fun with her students in German. Applicable to any language.

**Language(s):** Any, examples in German

**Level(s):** Elementary, Middle School, High School

**CEU(s):** Communication

### 106. Cultural Self-Discovery

#### Tack B

*Carolyn Sharratt, AFS Intercultural Programs*

Our cultural values lie deep within us, and are not easily identified or explained. Yet knowing our core values can help us both maintain them and also behave more flexibly. Understanding our cultural values enables us to better explain ourselves and negotiate our needs with others. Investigate and explore your cultural identity. Explore the roots of your cultural influences, identify core values, and discover how your values and behavior compare to those of other cultural groups. Cultural Self Discovery will enable anyone who works in multicultural environments to better understand their own and their colleagues'/students' motivations and to function more effectively.

**Language(s):** Any

**Level(s):** All

**CEU(s):** Collaboration, Differentiated Instruction



## BREAKOUT SESSIONS 1: 8:30 - 9:20 am

### 107. Heritage AP Prompt Dissection: How to Break Down a Prompt, Plan Your Writing, and Write a Solid Thesis

**Morgan**

*Cari Johnson, Robbinsdale Armstrong High School*

*Catherine Fuller, Robbinsdale Armstrong High School*

Do your AP or upper level students struggle when confronted with challenging writing prompts? Learn how to help all of your students improve their writing skills by using this cross-curricular strategy being used in the Robbinsdale School District as part of their AVID curriculum, a program that prepares all students - especially those who are under-represented in college - for success in college and beyond.

**Language(s):** Any

**Level(s):** High School, Higher Education

**CEU(s):** Collaboration, Communication

### 108. The Necessity of World Languages for Cultural Agility

**Loft**

*Richard Benton, Speak to Hear*

The ability to perceive the world from diverse points of view ensures success in today's global marketplace. Businesses seek employees with "cultural agility," the ability to move adeptly among different cultures, in order to navigate this frontier. World language classrooms offer many students their first, essential glimpse into a diverse cultural landscape by offering them new ways to speak and hear about the world. Moreover, diverse students in the classroom, plus community resources, can engage students' cultural agility. Participants in this presentation will learn the nature of cultural agility and strategies to develop it among students.

**Language(s):** Any

**Level(s):** Middle School, High School, Higher Education

**CEU(s):** Communication



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**Saturday, December 6** – Apply techniques and ideas to your classroom through collegial collaboration and interactive activities.

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(Above): Students pose on the way to Mont St-Michel

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Julie Eiden  
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## KEYNOTE



Keynote Address: *Language Connects Us*

by Yo Azama

9:30 - 10:30 am

At the 2011 ACTFL conference held in Denver, Yo Azama received the prestigious honor, ACTFL 2012 Teacher of the Year. At the opening session of that conference, he told teachers gathered at the Colorado Convention Center that, “The world needs a deeper understanding of each other. We must begin that task now, no matter how long it takes. One student, one colleague, one friend at a time, we are changing the world.” He puts forth a question that we must all ask ourselves: “Taking today and tomorrow into consideration, what are our roles as global citizens and language educators in the 21<sup>st</sup> century?” Yo will address this important question through personal stories and

recent research discoveries during his keynote address. Yo’s experience as a language teacher convinces him that today’s students are ready and more than willing to learn other languages and cultures to prepare themselves to join a world that has no borders. Our world offers unlimited opportunities if they have the linguistic and cultural competency to make it happen. Yo proclaims that, “Language connects us and as a result it binds us into the global family that we are.” He goes on to say, “Nothing makes me more proud than witnessing my students feel the pride of having developed a high level of Japanese and cultural competency that enables them to successfully accomplish a linguistic task, and engage in a meaningful conversation with native speakers in culturally appropriate ways. But most of all, when students share how this learning experience opened their horizons and engendered confidence in them that they are indeed prepared to meet the opportunities and challenges inherent in the global society of the 21<sup>st</sup> century.” Yo continues to explain that this means that the language learning experience needs to be much more rooted in culture and certainly more than teaching students to “speak/read the words”— but much more about teaching them to be able to “read the world.” Getting students, as well as ourselves, to understand a culture and its manifestations has the potential to transform minds and create individuals who are sensitive to diverse points of view. He states, “It is important that students become skilled observers, analysts of other cultures.” A graduate of California State University in Monterey Bay, CA, Yo holds a single subject credential from that university’s program. He also has a multiple subject teaching credentials from the New College of California and a Bachelor of Arts in Music from Showa Academia Musicae in Kanagawa, Japan. From 1995 to 1999, he taught Japanese at Clarendon Elementary School in San Francisco, and from 1999 to 2000, he taught Japanese, English Literature, and a cultural exploratory class at Gaviian View Middle School in Salinas, CA. Since 2000, he has taught Japanese at all levels at North Salinas High School. He is widely published in the field of language education and culture. He was named Teacher of the Year by the Southwest Conference on Language Teaching and received the Teacher of America Award by the Carlston Family Foundation in 2013. In addition, he has received many awards since the beginning of his teaching career 19 years ago.

### Short Bio:

Yo Azama is currently teaching Japanese at North Salinas High School and is a team leader of the Monterey Bay Foreign Language Project. He also serves as a College Board Advisor for AP Japanese Language and Culture Development Committee.

He has conducted numerous presentations and seminars regionally and nationally on various topics including; Motivational Curriculum & Syllabus Design, Classroom Management, and Effective use of Technology in World Language Classroom. In 2003, he served as a member of the Instructional Materials Advisory Panel for the California Department of Education.

His teaching has been featured in the Teaching Foreign Languages K-12 Video Library by WGBH Boston in 2003.

He also has been a recipient of numerous Teaching Excellence awards. He was named the 2012 ACTFL National Language Teacher of the Year and Teacher of America Award by Carlston Family Foundation in 2013.



## BREAKOUT SESSIONS 2: 11:00 - 11:50 am

### 201. Windows and Mirrors: A Place for Culturally Relevant Pedagogy in World Language Teaching

#### Captain's Room

*Michelle Benegas, University of Minnesota*

What do teachers need to know about their students in order to teach them in culturally relevant ways? This session will expand upon the speaker's recent TEDX talk about her coming to culturally relevant teaching through working with immigrant students and it will guide participants toward considering how they can tailor their pedagogy toward the populations that they serve. Style's (1996) "Curriculum as Window and Mirror" will serve as a framework for how world language teachers can consider pedagogies that take into account students' lived experiences (mirrors) while presenting existing world language curricula (windows).

**Language(s):** Any

**Level(s):** All

**CEU(s):** Communication, Collaboration, Differentiated Instruction

### 202. Meet ¡Qué chévere! EMC Publishing's Revolutionary New Spanish Program

#### Harvest B

*Alex Vargas, Kristin Hoffman, EMC Publishing*

Join us and experience how awesome the new, five-level Spanish program is from EMC. ¡Qué chevere! delivers language and culture submersion experiences in a blended learning environment where text and technology are seamlessly integrated to engage students and enhance learning. Each unit, based on an essential question, provides many activities for practicing the three modes of communication. Culture is brought to life through up-to-date readings that sharpen critical thinking skills by reflecting on questions in the Comparaciones, Perspectivas, and Analiza sections. Beginning in level one, strategies, activities, and authentic texts that lead to success on Advanced Placement and other proficiency based tests are threaded throughout all five levels. Discover how ¡Qué chevere! will launch your students onto the pathway of proficiency.

**Language(s):** Spanish

**Level(s):** Middle School, High School

**CEU(s):** Communication, Collaboration, Technology

### 203. The TELL Project: Teacher Effectiveness for Language Learning

#### Harvest C

*Ayumi Stockman, Minneapolis Public Schools*

Learn about the Teacher Effectiveness for Language Learning (TELL) Framework that defines the characteristics of an effective language teacher. TELL was developed by leading educators to support better articulation of effective practices for language learning. The current teacher evaluation process challenges language teachers to share a common understanding of what makes good language teaching with administrators, evaluators, and fellow language teachers. Become familiar with these tools, reflect on your current practice, and equip yourself to be prepared for evaluations and to share your best practice.

**Language(s):** All

**Level(s):** All

**CEU(s):** Collaboration, Teacher Evaluation

### 205. Heritage Speakers in the Writing Intensive Classroom: A Case Study of 210w Tack A

*Elizabeth Harsma, Minnesota State University, Mankato*

*Alfred Duplat, Minnesota State University, Mankato*

*Adrianna Gordillo, Minnesota State University, Mankato*

The presentation is a case study of the experiences of three Minnesota State Mankato professors who have worked to create an environment for addressing classroom management and how to meet learning outcomes in Spanish 210w, a writing intensive course that has attracted heritage and native speakers as well as the original intended audience of non-native 3rd or 4th semester second language Spanish students. The purpose of the presentation is to provide guidance for working with students with very different levels of Spanish language proficiency in the same classroom.

**Language(s):** Spanish

**Level(s):** High School, Higher Education

**CEU(s):** Communication, Collaboration, Differentiated Instruction



## BREAKOUT SESSIONS 2: 11:00 - 11:50 am

### 206. Trade Desk Time for Experiential Learning! (Mini Skirts Not Allowed!)

#### Tack B

*Becky Hegstad, Concordia Language Villages*  
*Valerie Borey, Concordia Language Villages*

Communication based activities that utilize fundamental, purposeful play lead to engaged and successful learners. We know that traditional models of language education don't maximize opportunities to communicate in an authentic way, so the question then becomes how to replace the traditional strategies with relevant, fun, stimulating, and challenging activities; activities where the learner experiences and experiments with language. Why not move away from the desks and onto the floor? Or into the hall or the gym? Or outside? Surprise and capture students' imagination as they dance, sing, jump, crawl and cooperate, all the while discovering that language and culture is within reach. Leave with a bucket full of concrete ideas for your classroom.

**Language(s):** Any

**Level(s):** All

**CEU(s):** Communication

### 207. Comprehension for All: Using Authentic Materials with All Levels and All Learners

#### Morgan

*Mary Lynn Montgomery, University of Minnesota*

World language students come to our classes with a broad range of abilities and interests. This session will help teachers integrate authentic materials in their classes at all proficiency levels, from novice to advanced. Teachers will come away from this session with strategies and activities they can use with all learners to expose them to authentic materials, even if they are novice learners. Emphasis will be placed on reading and listening activities, but other modalities and modes of communication will be addressed as well. Examples will be in Spanish, but the activities will be applicable to all languages.

**Language(s):** Any, examples in Spanish

**Level(s):** Middle School, High School

**CEU(s):** Literacy, Differentiated Instruction, Reading

### 208. Digital Storytelling

#### Loft

*Shirley Nieto, University of St. Thomas*  
*Ruth Nieto*

Would you like to include culture through storytelling and use technology while you are at it? Then this workshop is for you! It will show you creative ways to include culture and storytelling in your language class through the use of technology. Let your students explore the culture and world through their own lenses by providing them with the necessary tools to enhance their learning experience. So, come see how quick and easy is to author a digital board that will enhance your student's experience by creating and working with meaningful media and in the target language.

**Language(s):** Any

**Level(s):** Middle School, High School, Higher Education

**CEU(s):** Collaboration, Technology



### Introducing MCTLCTeachers Café on Facebook

You are cordially invited to join the new Facebook group of Minnesota world language teachers! MCTLCTeachers Café is a forum for teachers to share your language teaching ideas, celebrate your success, and ask for feedback.

Already, members have posted questions about apps for learning languages and creating curricula for middle school exploratory classes. Join the discussion! [www.facebook.com/groups/MCTLCTeachersCafe/](http://www.facebook.com/groups/MCTLCTeachersCafe/)

The group is for ALL language teachers of Minnesota, so please invite your friends and colleagues to join us. To maintain the group's trust and integrity, new members must be approved by a group administrator. Its membership is public, however only members may post and see its content. A Facebook account is necessary to become a member of MCTLCTeachers Café.

Be sure to follow MCTLCT's public page at  
[www.facebook.com/MCTLCT](http://www.facebook.com/MCTLCT).

## BREAKOUT SESSIONS 3: 2:00 - 2:50 pm

### 301. Redefining Possibilities for Learning Languages

#### Captain's Room

*Jan Holter Kittock, Educator in Service*

If we keep on teaching the way we're already teaching, then we'll keep on getting the same results. Join the presenter for an inspirational session on how to design language learning filled with joy and meaningful learning. Probe into assumptions we have about the teaching and learning of languages. How do we break free from what we've always seen to envision new possibilities for all students to learn languages? Tap into the passion that brought you to the teaching profession.

**Language(s):** Any

**Level(s):** All

**CEU(s):** Communication

### 302. The Art of Engaging Novice Learners

#### Harvest B

*Grant Boulanger, Skyview Middle School, ISD 622*

Learn how slowing down and simplifying can accelerate confidence and achievement for all learners. What if your textbook weren't necessary? What if you already have all you need to bring all your students farther faster? What if you gave yourself permission to slow down, simplify and enjoy being in the moment with your students. And what if their learning skyrocketed as a result?

**Language(s):** Any, examples in Spanish

**Level(s):** All

**CEU(s):** Communication, Collaboration, Differentiated Instruction

### 303. Excellent Classroom Management: The First Step Towards Language Proficiency

#### Harvest C

*Amy Hornby Uribe, Winona State University*

Excellent classroom management is key to creating an environment where language proficiency can be achieved and all students feel safe and excited to learn. Practical, research-based strategies for forming a culture of learning, mutual respect and responsibility will be modeled. Time will be provided for a question and answer session and teachers will have the opportunity to collaborate and discuss solutions that can work in their classrooms. Participants will practice proactive management strategies and leave with resources for further guidance, support and networking opportunities.

**Language(s):** Any

**Level(s):** All

**CEU(s):** Communication, Collaboration

### 305. Teaching World Language Textbook Topics Through a Social Justice Lens

#### Tack A

*Cassandra Glynn, Concordia College*

This interactive session will engage participants in a step-by-step process for adapting typical topics in traditional world language classes to be taught in a contextualized manner through the lens of social justice. Practical methods and resources will be shared with participants, and participants will be able to begin the process of adapting their own unit. Examples will be provided for beginning, intermediate and advanced levels of language learning in Spanish, French and German.

**Language(s):** Any, examples in Spanish, French and German

**Level(s):** Middle School, High School, Higher Education

**CEU(s):** Collaboration, Communication

### 306. Virtual Field Trips: Creating A Common Experience For All Learners

#### Tack B

*Jessica Wanless, Breck School*

Diverse learners means students with diverse backgrounds and a wide range of experiences. Virtual Field Trips are interactive, creative, and budget-friendly virtual experiences that will allow you to differentiate your instruction while also providing students with a common experience of the target language and/ or culture. In this session you will get a taste for what virtual field trips are and how they can be used to meet both language and culture objectives. You will also receive practical tips for how to create your own virtual field trip!

**Language(s):** Any

**Level(s):** Pre-K, Elementary, Middle School, High School

**CEU(s):** Communication, Collaboration, Technology

## BREAKOUT SESSIONS 3: 2:00 - 2:50 pm

### 307. Native Speaker Spaces: Bilingual Classrooms

**Morgan**

*Jenna Cushing-Leubner, University of MN*

This session focuses on teaching Spanish to native speakers (SNS). It explores opportunities for developing Spanish bilingualism and biliteracy for native bilingual Spanish speakers, and discusses the intentional use of both Spanish and English in SNS classrooms. We will discuss some of the goals of SNS classes, gather ideas for advocating for SNS classes in your school, and explore how SNS classes can support the development of both Spanish and English oral and literacy skills. You will leave with strategies for how to mindfully use bilingual approaches to support students in developing both Spanish and English.

**Language(s):** Any, examples in Spanish

**Level(s):** Middle School, High School

**CEU(s):** Communication, Differentiated Instruction

### 308. Using Self-assessment to Support Diverse Goals, Backgrounds, and Motivations in the Hybrid Language Course Environment

**Loft**

*Sara Mack, University of MN, Twin Cities*

*Gabriela Sweet, University of MN, Twin Cities*

This session presents a proficiency-based e-learning protocol designed to help students assess their skills in relation to course outcomes and take an active role in the learning process. The protocol is a fusion of interactive online elements, in-class activities, and computer lab experiences. A key component of the protocol is the online "My Language Learning Self-Assessment" tool that helps students tailor learning strategies to their individual learning preferences and goals. Preliminary analyses suggest that the proficiency-based assessment empowers students through a heightened sense of motivation, responsibility, and self-awareness, and that overall it enhances their language learning experience.

**Language(s):** Any, examples in Spanish

**Level(s):** Higher Education

**CEU(s):** Differentiated Instruction, Technology

## POSTER SESSIONS

*To be held during the 2:00 pm Breakout Sessions*

Location: Harvest Foyer/Hall

### POSTER SESSION #1: Action Research: Qualitative Research-How, Why, and Examples from World Language Teachers

*Presenter: Karla Smart-Morstad, Ph.D., Concordia College*

### POSTER SESSION #2: Questions of Diversity and Equity in Terms of Learner Portfolio Development at the Novice Level

*Presenter: Martin Pflug, College of St. Scholastica*

### POSTER SESSION #3: Writing Fluency

*Presenter: Barb Cartford, Wayzata Public Schools*

### POSTER SESSION #4: Creating an Interactive and Motivating Proficiency-Based Classroom

*Presenter: Darcy Rogers, Organic World Language*



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### Next Year's Conference!

Fall Conference 2015: *Educating Global Citizens*

Friday, October 23, 2015

Earle Brown Heritage Center, Brooklyn Center

*Post-Conference Workshops to be held on Saturday, October 24 at various locations around the Twin Cities. Stay tuned for more information!*

## BREAKOUT SESSIONS 4: 3:10 - 4:00 pm

### 401. Re-examining Language Learning Through a Racial Equity Lens

#### Captain's Room

*Nancy D. Paez, St. Paul Public Schools*

*Maria Alicia Arabbo, St. Paul Public Schools*

*Kasya Willhite, St. Paul Public Schools*

This session will focus on the mind-shift that is beginning to take place in Saint Paul Public Schools as it relates to how languages are defined and perceived through a lens of racial equity. The implications of how the native languages of our students of color, American Indian, and English Learners (EL) are viewed will also be discussed, along with their access to higher level language courses.

**Language(s):** Any

**Level(s):** Middle School, High School

**CEU(s):** Collaboration, Differentiated Instruction

### 402. Enseñando los Derechos Humanos a Través de las Películas y la Música

#### Harvest B

*Kay Edberg, Mora High School*

A veces no es fácil presentar los temas de la discriminación y la desigualdad, pero estos tópicos son importantes cuando hablamos de las realidades sociales que enfrentan los hispanohablantes hoy. Tampoco podemos ignorar su importancia histórica. En esta sesión hablaremos de la importancia de enseñar los derechos humanos y como las películas y la música pueden aportar a una comprensión más profunda del mundo hispanohablante. También veremos como se puede incorporar el tema de los derechos humanos en la gramática, la escritura, y las actividades orales.

**Language(s):** Spanish

**Level(s):** High School, Higher Education

**CEU(s):** Communication, Collaboration, Technology

### 403. Flipgrid and Nearpod: Getting Engaged in and Outside the Language Classroom Via Technology

#### Harvest C

*Stephanie Hernandez, University of MN, Twin Cities*

Flipgrid and Nearpod are two visually appealing and easy-to-use tools that help get students excited about language learning in and outside the language classroom. With Flipgrid, students create 90-second videos in response to a prompt. Nearpod allows instructors to develop interactive in-class and homework presentations that students view on their mobile device or computer. In this presentation I will give examples of my experiences using Flipgrid and Nearpod in the beginning and intermediate Spanish classrooms. I will introduce each tool and its capabilities and show how they can be used to increase engagement and support different language learning styles.

**Language(s):** Any

**Level(s):** Middle School, High School, Higher Education

**CEU(s):** Communication, Differentiated Instruction, Technology

### 405. NNELL- Where Diverse Perspectives Begin!

#### Tack A

*Veronica Guevara, NNELL*

*Kathy Olson-Studler, NNELL*

NNELL's roundtable of Diverse Language Teachers-- As foreign language teachers, we have the unique privilege of being the first opportunity for exposing young students to diverse perspectives. Share in roundtable discussions and support in enhancing perspectives in learning. Pick up some tips, share some tips and meet colleagues who are full time, part time, independent, 'a la carte,' teaching students in wonderfully diverse settings. Although we all work in different circumstances, we all have common goals and challenges, and can be sources of creative ideas and support.

**Language(s):** All

**Level(s):** Elementary

**CEU(s):** Communication, Collaboration

**Coming Soon! Watch for an email from MCTLC with the link to access breakout session and workshop materials and resources!**



## BREAKOUT SESSIONS 4: 3:10 - 4:00 pm

### 406. Examining Diversity in Schools: Promoting Dignity and Excellence

#### Tack B

*Oscar Uribe, Friedell Middle School, Rochester*  
*Amy Hornby Uribe, Winona State University*

The faces of American students are changing; gone are classrooms where most students have similar needs and experiences. Participants in this session will examine high leverage teaching practices that help language teachers connect with students, maintain dignity in classroom management, and develop assignments and authentic assessment that promote effective individualized instruction.

A case study highlighting a school that reinvented itself to meet the needs of a changing student population will provide a fresh lens through which participants will analyze their own methods for connecting with immigrant students, families and marginalized parents. Information will be presented from educator and parent perspectives.

**Language(s):** Any

**Level(s):** Elementary, Middle School, High School

**CEU(s):** Communication, Collaboration, Differentiated Instruction

### 407. La France, le Multiculturalisme et l'Éducation

#### Morgan

*Joelle Vitiello, Macalester College & AATF-MN*

A number of French films have attempted in the past few years to come to terms with the changing demographics of France and what it means for the Republican French system. What are the French programs that value multiculturalism, what values are transmitted through the French school system, how is it transmitted. Through the structured study of excerpts from *Nous*, *Princesses de Clèves* and *La Cour de Babel*, the session will help teachers interested in French culture to use contemporary films addressing French multiculturalism critically for their own classrooms. The session will focus on : a) language; b) the teaching of French canonic culture to a multicultural classroom; c) the value of students of diverse cultural backgrounds in the classroom; d) the questions raised by the films about the French educational system and how to represent it in a US classroom. The session time will be used for short clips, presentations of the themes/questions and discussions with the audience.

**Language(s):** Any, examples in French

**Level(s):** Middle School, High School, Higher Education

**CEU(s):** Communication, Collaboration, Technology

### 408. Networking Session for Japanese Teachers

#### Loft

*Laura Moy, Apple Valley High School*  
*Special Guest Yo Azama*

Join other Japanese teachers from around the state to discuss issues specific to teaching Japanese in MN. There will be time for networking and sharing best practices as well as opportunities to discuss advocacy and promoting the study of the Japanese language and culture.

**Language(s):** Japanese

**Level(s):** All

**CEU(s):** Communication, Collaboration

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## BREAKOUT SESSIONS 5: 4:10 - 5:00 pm

### 501. Art in the Foreign Language Classroom Captain's Room

*Valerie Borey, Concordia Language Villages*

Get students using the target language by appealing to their artistic sides! Language learning is an inherently creative process; it involves taking on new perspectives, acquiring and using novel structures, and mapping new concepts together in different fashions. This workshop will focus on strategies for using and creating visual art in a classroom with diverse needs in order to stimulate personal expression and support learners' emerging identities as target language speakers.

**Language(s):** Any

**Level(s):** All

**CEU(s):** Communication, Collaboration

### 502. From Level 1 to Proficiency Harvest

*Katie Henly, Intercultural Student Experiences*

More Americans are learning languages, but the vast majority do not achieve working proficiency. This session will be an interactive discussion about engaging students to become proficient in a second language. Local and national data will be presented to illustrate the importance of global competence. Information about the study of world languages and career benefits of bilingualism will be examined. Brainstorm with your colleagues about ways to inspire students and create a passion for language.

**Language(s):** Any

**Level(s):** All

**CEU(s):** Communication, Collaboration

### 503. Social Justice in the Classroom and Curriculum: What do teachers need and what can world language organizations do to support them?

**Harvest C**

*Anita Ratwik, St. Paul Public Schools, Ret.*

Working first in small groups, attendees will brainstorm what teachers need to make changes in their classroom and curriculum in order to make their classrooms more responsive to issues of social justice and equity. Attendees will then brainstorm what world language organizations can do to address these needs.

**Language(s):** Any

**Level(s):** All

**CEU(s):** Collaboration

### 505. Clinicals and Student Teaching: The Voice of the University Student

**Tack A**

*Amy Hornby Uribe, Winona State University  
WSU Spanish Teaching Candidates*

Attention all current and future cooperating teachers, methods professors and teacher candidates: Three current student teachers tell their stories from clinical experiences and student teaching and explain how successful collaboration between the university and K-12 teachers and mentoring shaped their development and determined their morale. As three candidates share three distinct experiences, participants will be invited to discuss the goals of all stakeholders while considering the ultimate goal of teacher education: preparing the teacher candidate for the classroom. Listen to the voice of the teacher candidate to become an amazing mentor for future teachers.

**Language(s):** Any

**Level(s):** All

**CEU(s):** Collaboration

### 506. Embracing Diversity: Creating an Equitable World Language Experience for ALL Students

**Tack B**

*Ashley Anthony*

In this session, participants will learn practical strategies to engage students from diverse backgrounds. The presenter is a Spanish teacher trained by the National Urban Alliance (NUA). Curriculum ideas will be shared on how to form a classroom community built on respect and celebration of differences by creating relationships with all students. Come prepared to walk away with activities and strategies you can build upon to increase engagement in your class!

**Language(s):** Any, examples in English and Spanish

**Level(s):** Middle School, High School

**CEU(s):** Communication, Differentiated Instruction

## BREAKOUT SESSIONS 5: 4:10 - 5:00 pm

### 507. The Formula for Successful Language Immersion – at Home and Abroad

**Morgan**

*Helene Vincent, Education First Language Immersion Tours*

Explore the benefits of immersive language learning and how to facilitate these experiences both at home and abroad. The discussion facilitator will present a formula for immersion that uses themed days to tie together classroom time and immersive experiences. Hear about the experiences of a number of educators who have successfully led global and local immersion programs with their students and learn their secrets for success. Brainstorm ways to create these immersive moments in your home community and gain resources for international language immersion programs.

**Language(s):** Any

**Level(s):** Middle School, High School

**CEU(s):** Communication, Collaboration

### 508. An Eclectic Approach to Assessment Loft

*John Hall, Minnesota State University, Moorhead*

The formal and informal methods, tools, and techniques that a teacher uses in order to assess student learning have a powerful effect on how well the student learns. This presentation will review concepts related to the multiplicity of methods that have been developed for the teaching of languages and ways in which a teacher can draw valuable tools from a variety of methods in order to more accurately assess and improve student learning. An eclectic approach to the teaching of languages is encouraged since most methods limit or forbid the use of some tools that can enhance learning and serve students with diverse learning styles and backgrounds.

**Language(s):** Any

**Level(s):** All

**CEU(s):** Differentiated Instruction

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**American Sign Language Day** April 28, 2015



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*Our conference would not be possible without the financial support of our exhibitors. This information is provided for your convenience. If you saw a resource that could be useful to you, please contact them and mention you saw it at MCTLC.*

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# MCTLC 2014 FALL CONFERENCE EVALUATION

We need your feedback to continually improve our conference. Leave this at the registration desk. Thank you!

**Reminder:** Did you pick up your attendance verification form for CEUs?

Please rate the following areas. Feel free to add your comments.

	Poor		Fair		Excellent	Not Applicable
1. Online registration and payment process options	1	2	3	4	5	NA
2. Conference information on the website	1	2	3	4	5	NA
3. Communications prior to the conference	1	2	3	4	5	NA
4. Conference check-in and onsite registration	1	2	3	4	5	NA
5. Keynote Speaker (Yo Azama)	1	2	3	4	5	NA
6. Topics and quality of breakout sessions	1	2	3	4	5	NA
7. Exhibits	1	2	3	4	5	NA
8. Catering quality (lunch and refreshments)	1	2	3	4	5	NA
9. Opportunity to network and meet people	1	2	3	4	5	NA
10. Conference facilities	1	2	3	4	5	NA
11. Conference location	1	2	3	4	5	NA
12. Overall conference experience	1	2	3	4	5	NA

## Feedback

1. What was the conference highlight for you?
2. MCTLC selects one session to represent our state as the "Best of Minnesota" at the Central States Conference. Does one session in particular stand out as worthy of this recognition? Why?
3. What topics would you like to see in future programs?
4. How can we improve our conference?
5. How did you hear about the fall conference?

## Comments:

## MCTLC 2014 AWARDS

### Minnesota Teacher of the Year Award

*Kay Edberg*

This award is given in recognition of excellence in language teaching.

### Emma Birkmaier Outstanding Language Educator

*Daryl Boeckers*

This award is given in recognition of outstanding service and support for world languages and cultures to someone within the language-teaching profession in Minnesota.

### Outstanding Student Teacher Award

*Megan Ramos*

This award is given in recognition of outstanding service and extraordinary potential in providing excellent instruction in the world language classroom by a student teacher.

### Pro Lingua Award

*Japan America Society of Minnesota*

This award is given in recognition of outstanding service to and support of education in world languages and cultures by a person or Minnesota organization/business that is not a world-languages educator.

### Professional Service Award

*Jim O'Neill*

In recognition of service to students and the profession through provision of a quality language program by a language educator retired from a school in Minnesota.

### Department of Excellence

*Mora High School World Languages Department*

### ISE Language Matters Award

*Jenny Johnson*

### STAR Award Winners (Study Travel Achievement Recognition)

*Amanda Stenberg*

*Susana Perez Castillejo*

*Adele Munsterman*

*Barbara Koester*

*Tracey Kloeckl-Jiménez*

*Kay Edberg*

### First Time Attendee Scholarship

*Michelle Benegas*

*Kimberly Rodrigues*

*Randy Baum*

*Erik Jensen*

