MCTLC 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

www.mctlc.org
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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

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2015 Central States Conference
A joint conference of the Central States Conference on the Teaching of Foreign Languages and the Minnesota Council on the Teaching of Languages and Cultures
March 12 – 14, 2015
Hilton Minneapolis
Minneapolis, MN

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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*

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<th>Time</th>
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<td>Doors and Registration Open</td>
<td>North Entrance</td>
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<tr>
<td>8:00 am</td>
<td>Exhibits Open Continental Breakfast</td>
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<tr>
<td>8:30 - 9:20 am</td>
<td>Breakout Sessions 1</td>
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<tr>
<td>9:30 am</td>
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<td>12:00 - 1:30 pm</td>
<td>Awards Luncheon - MCTLC Annual Meeting</td>
<td>Garden City Ballroom</td>
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<td><em>Floral Arrangements courtesy of CETA Tours</em></td>
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<td>1:30 - 2:00 pm</td>
<td>Exhibit Break</td>
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<td>Breakout Sessions 5</td>
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<td>5:00 pm</td>
<td>Closing Raffle</td>
<td>Garden City Foyer</td>
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LINDA EGNATZ
2014 ACTFL TEACHER OF THE YEAR

Belong to the experience! For more information, visit us online at www.actfl.org.
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  
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  
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 take you 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
101. Increasing Achievement and Enrollment through Comprehensible Input
Captain’s Room
Grant Boulanger, Skyview Middle School, ISD 622

TCI 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): Communication

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
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

WE TEACH IN CHINA

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A telephone interview is required. Phone 636 328 2318
Did you ever wonder what teaching without a textbook might look like? Find out how to help your students reach true proficiency through Organic World Language. Experience this in a real world language classroom with students of varying language ability.

**December 5-6, Mora, MN**

**Friday, December 5** – Join with students to participate in proficiency-based, student-centered techniques; Make connections to National and State Standards.

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

$300 – for both days, including assessment rubrics, lesson plan templates, questioning strategies to move students to the next language level, activities for class and much more!

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Julie Eiden
Menomonie, Wi

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

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Petit family
Eden Prairie, MN

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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 21st 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 21st 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.
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 chévere! 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
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 MCTLC Teachers 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/

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 MCTLC Teachers Café.

Be sure to follow MCTLC's public page at www.facebook.com/MCTLC.
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
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

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!
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 commons goals and challenges, and can be sources of creative ideas and support.

Language(s): All
Level(s): Elementary
CEU(s): Communication, Collaboration
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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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
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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German Day February 4, 2015
Spanish Day February 10 & 11, 2015
Chinese Day March 10, 2015
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Do you have upper-level students interested in being presenters? Call 952.431.9260

World Language Days

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EXHIBITOR INFORMATION

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.

1. ASTA Travel
   Kara Bianchi-Rossi
   kara@travelasta.com

2. AMSCO/Perfection Learning
   David Welborn
   Wel5@aol.com

3. APBI
   John Hill
   mplshap@msn.com

4. CENGAGE National Geographic
   Amy Crane
   Amy.crane@cengage.com

5. CETA Tours
   Kristen Billingsley
   kbillingsley@cetatours.com

6. Concordia Language Villages
   Mark Elton
   melton@cord.edu

7. Confucius Institute at the University of Minnesota
   Emily Hanson
   hans0996@umn.edu

8. Education at the Ordway Center for the Performing Arts
   Erin Matteson
   ematteson@ordway.org

9. Education First – EF
   Laura Kemp
   laura.kemp@ef.com

10. Ed-Ventures, Inc.
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    curtis@ed-ventrues.com

11. EMC Publishing
    Bette Lind
    blind@emcp.com

12. Intercultural Student Experiences, ISE
    Dan Olstad
    dan@isemn.org

13. Language and Friendship, Inc.
    Cristina Sturm
    info@languageandfriendship.com

14. Minnesota Zoo
    Gina Goralski
    gina.goralski@state.mn.us

15. SANS Inc. Sony Digital Labs
    Stella Derum
    sderum@sansinc.com

16. Santillana USA
    Carolina Bacigalupo
    cbacigalupo@santillanausa.com

17. Vista Higher Learning
    Erin Dunphy
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18. Vistas in Education
    Jane Weinstein
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Join Hélène Vincent, Director of EF Language Immersion Programs, during Friday’s fifth breakout session (4:10 – 5:00 p.m.) in Room 507 (Morgan Room). She will discuss ways to facilitate immersive language learning experiences both at home and abroad.

Please visit our conference booth to learn more.
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.

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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:
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
MCTLC Fall Conference Exhibitors 2014

Plan time to visit the exhibits. Thank you to our exhibitors for their generosity.

Enter to win a door prize at the MCTLC Regional Representative Table in the Exhibit Hall. After the luncheon, check the posted list of door prize winners in the Exhibit Hall to see if you’ve won!

ASTA Travel
AMSCO/Perfection Learning
APBI
Barbette Restaurant
Brave New Workshop
CENGAGE National Geographic
CETA Tours
Concordia Language Villages
Confucius Institute at the University of Minnesota
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