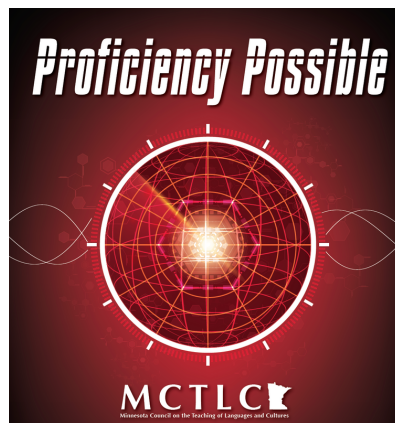


Our Mission is to Advance the Teaching of Languages and Cultures in Minnesota

2020 Fall Conference Updates



MCTLC's annual conference, Proficiency Possible, will be here before we know it on Nov. 6-7, 2020. We look forward to once again being your "destination conference" so mark your calendars and start planning.

We know that in these changing times, the future is uncertain. One thing we know for sure is that we **WILL** be holding our conference, either face-to-face or virtually. And no matter the format, we will support your professional development and help you grow as an educator by bringing you inspiring, thought-provoking world language presentations.

The success of every MCTLC conference depends on the quality, excitement, and innovation of our presenters so be sure to get in on the buzz by submitting a session/workshop proposal prior to our May 15 deadline.

Read on to get timely distance learning ideas (fresh off the press) from our 2020 conference keynote speaker, Leslie Grahn, as well as preview our exciting list of nationally-recognized workshop presenters!

INSIDE THIS ISSUE:

MCTLC 2020 Updates - 2

2020 Guest Presenters- 3

Interview with Leslie Grahn - 5

Proposals & Awards - 9

Professional Reading - 10

Professional Learning - 11

MCTLC 2020 Timeline

MAY



Proposals for
#MCTLC20 are
due May 15

JUNE



Nominations
for Awards are
due June 15

AUGUST

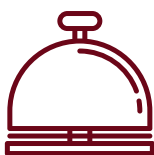


Registration
opens

NOVEMBER



Fall Conference
November 6-7, 2020
Face-to-Face or Virtual!



Book your hotel room today with the [MCTLC Group Rate: \\$99/night here.](#)

In the event of a virtual conference, reservations may be cancelled up to 1 day before arrival with no fee.

MCTLC 2020 Conference Strands



**HERITAGE
LANGUAGE
TEACHING AND
LEARNING**



**IMMIGRANT,
INDIGENOUS, AND/OR
REFUGEE LANGUAGE
TEACHING AND
LEARNING**



**ELEMENTARY
LANGUAGE
TEACHING AND
LEARNING**



**TEACHING FOR
PROFICIENCY**



TPRS & CI



**PERFORMANCE
ASSESSMENTS**

Invited Presenters



Leslie Grahn has twenty-seven years of language teaching experience at the middle and high school levels and twelve years of experience at the central office level. Leslie has been a course instructor on foreign language teaching methods and differentiated instruction and frequent presenter at state, regional, and national conferences. Co-author of *The Keys to Strategies for Language Instruction*, Leslie will be our Keynote Speaker and will be holding workshops/sessions at #MCTLC20. [Check out her work!](#)



Julie Speno runs the blog [Mundo de Pepita](#). Her resources are centered on elementary students' interests and learning styles. One major focus is using themed story books for contextualized vocabulary instruction. At #MCTLC20 she will be presenting on building the foundation for novice low and novice mid learners.



Allison Wienhold runs [Mis Clases Locas](#), where she shares resources and ideas for Spanish teachers who are looking to break from the mold. She is in her 7th year of teaching Spanish in grades 7-12 as a department of 1. She focuses on comprehensible input strategies with story units, high frequency verb units, music, novel units, films, and LOTS of movement. Don't miss her sessions at #MCTLC20!



Invited Presenters



Kara Parker and Megan Smith are World Language consultants, curriculum writers, and bloggers at Creative

Language Class (CLC). CLC will be presenting workshops about encouraging curiosity in our classrooms, 21st century skills and using authentic resources. For a taste of what CLC is all about, check them out [here!](#)



Darcy Rogers is the Founder of Organic World Language (OWL), which places emphasis on students developing

language through movement, social interaction, play and 100% immersion. She has 14 years of teaching experience and has been presenting nationally and working with schools internationally to implement OWL for 3 years. Be sure to check out her workshops at #MCTLC20!



Marta Silva has been researching and teaching Spanish as a heritage language for over 10 years. Marta is a member of the Latinx Collaborative Writers and Latinx Educational Collaborative in KC. She is currently a PhD student researching experiences of heritage language students in traditional Spanish courses.

Adrienne Brandenburg has been teaching Heritage Spanish learners at Poudre High School since 2012, teaching in the Twin Cities before that. Find more of her work [here](#). Marta and Adrienne will be co-presenting workshops in the Heritage Teaching Strand at #MCTLC20.

Kate is the Director for the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota. Her research focuses on literacy-based curriculum and instruction within the frameworks of multiliteracies pedagogy and sociocultural theory. Look for her at #MCTLC20 if you are interested in adapting your textbook for interpretive communication activities.



An interview with 2020 Keynote Leslie Grahn

We recently had the honor of chatting with MCTLC's 2020 conference keynote speaker, Leslie Grahn. Read below to learn more about the high interest, timely activities Leslie has just written for distance learning during this pandemic as well as get inspired to start implementing differentiation now.

Heather Cholat - Editor, MCTLC



MCTLC: How are you doing with COVID-19 and this new norm? How has your life been affected?

LG: Well, my calendar certainly freed up as I was scheduled to present at a number of regional conferences that had to be canceled. With the extra time on my hands I have been enjoying time with my husband (walks and jigsaw puzzles ranking high). But I also thought of the Mr. Rogers' quote in times of trouble "...look for helpers. You will always find people who are helping." I'm not in the healthcare profession and I'm not much of a sewer to help with mask production, but I can support world language teachers! So my first instinct was to begin to amass and create resources for teachers navigating these new waters (I poured much of the time that I would have been using to prepare for the regional language conferences into curating resources).

Over the last 5 weeks I created ["Making a Difference: How can we make a difference in students' lives during these uncertain times?"](#) There are 6 mini units so far (I am adding more) with topics such as self care, positive actions, what is it like to live and work from home, how do I know if news is real or fake, etc. Each mini unit comes with suggested class structure based on the topic, a Pinterest board with authentic texts and resources, paired activities, sample student tasks, ideas for lesson hooks, and more.

MCTLC: I've heard that "professional generosity" (your term, Leslie!) is a big belief of yours and you certainly show that you walk the walk with creating all of these timely and proficiency-based ideas for teachers to be able to integrate into their lessons. We're linking them here and will also add them to MCTLC's [list of professional resources](#) for a one-stop shop of a wealth of rich, relevant resources. Thank you.

LG: You are very welcome. This is just what I do and how my mind works. I am now a consultant, but was a world language classroom teacher for 27 years and then worked on the administrative side of world languages for 12 years after that. I'm passionate about supporting teachers in truly connecting with their students and making their world language class relevant. Another belief I have as an instructional leader is that I would never ask teachers to do something new that I couldn't show them examples, resources, and templates for.

An interview with Leslie Grahn, cont'd

MCTLG: In your book, [The Keys to Strategies for Language Instruction](#) that you co-authored with Dave McAlpine, you talk about learning no longer looking like the model of the “all knowing” teacher. Rather, learning can be viewed as a partnership between teacher and students. You went on to remark that since students can now easily Google anything they want, teachers’ current role is more about facilitating learning. It certainly feels that way right now more than ever with distance learning.

LG: Absolutely. And the first step in facilitating learning is making sure your students are present to even partner with you. I just recently did a webinar in Ohio entitled “How to Engage Students in Online Learning.” I had a teacher ask “but what do I do when students simply don’t show up for synchronous class?” My answer: make your class so compelling and relevant, they don’t want to miss. The key to engaging students in learning is finding topics and creating units based on high interest and high need allowing for proficiency-based instruction. Even with these challenging times, we can still create quality distance learning lessons: target language comprehensibility, guiding learners to interpret authentic text, use interpersonal skills (depending on available platforms, this may be trickier during the actual online class time, but is still possible by having students call one another) and finally provide meaningful feedback.

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Let go of the idea that you can transform all of your lesson plans and material to fit into our new delivery system.

We are building the plane as we go. What is your pep talk to teachers in these uncertain times?

Acknowledge that this is not what you signed up for. You did not set out to teach a distance learning course. You signed up to teach face to face! But the pandemic being what it is, you need to let go of the idea that you can transform all of your lesson plans and material to fit into our new delivery system. That is not realistic. Instead step back from needing to cover units and embrace this change and unbelievable opportunity for real world connections.

And the underlying thread is to still maintain the valuable relationships with students that you established in the classroom before remote learning began.

Continued on page 7.

An interview with Leslie Grahn, cont'd

MCTLG: You are known far and wide as the differentiation guru, Leslie. What should world language teachers consider in terms of differentiation when planning for next year after distance learning?

LG: Well to that I would say, it should look a lot like the differentiation that you are hopefully practicing right now, even with distance learning. The basics of differentiation are: varied approaches, flexible grouping strategies, scaffolds and supports, providing choices, and tiering. So let's take the example of using an infographic (I love infographics) on the Prevention of COVID-19. Here's what differentiation in distance learning might look like:

1. Varied approaches: Switching up the modality of presentation, using a variety of strategies to engage learners.
2. Flexible grouping strategies: plan for whole group, pair, small group, and individual tasks
3. Scaffolds and supports: provide supports like word walls, expressions lists, graphic organizers, etc.
4. Provide choices: choices in the products they create, using choice boards
5. Tiering: providing varying levels of challenge to students- scaffolds and supports for struggling learners, and more open-ended tasks for advanced learners.

If you are brand new to the idea of differentiation, I would advise starting with the first point of varied approaches. Do you tend to deliver material in the same way for each unit or are you mindful of mixing it up, not only to keep students on their toes, but also to appeal to different kinds of learners? When starting something new, though, be patient and kind to yourself. I recently heard from ACTFL 2020 Teacher of the Year, Rebecca Blouwolff, saying that she is always thinking of differentiation and how to improve her practice. So know that the best of the best are working on this, too.

MCTLG: Speaking of being patient with yourself, how can teachers find balance between their personal needs and the requirements of distance learning?

LG: Remind yourself that you did not set out to teach online this year. *Continued on next page.*

“

You are having to shift mindset and materials in a time of crisis, all while juggling your families and personal lives. It is a lot. Be kind to yourself and give yourself a break.

An interview with Leslie Grahn, cont'd

LG: You are having to shift mindset and materials in a time of crisis, all while juggling your families and personal lives. It is a lot. Be kind to yourself and give yourself a break. To help maintain sanity, my advice would be to keep your focus on the purpose of your class: students maintaining and growing in their language proficiency in the target language and relationships. Give yourself permission to let some of the rest go.

MCTLC: Thanks so much for your time today and we look forward to welcoming you as our keynote speaker at MCTLC's Conference Proficiency Possible Nov. 6-7.

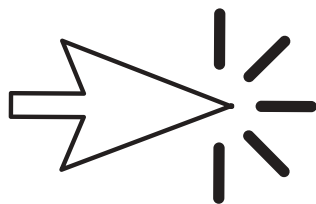
LG: I am very much looking forward to coming to Minnesota (it will be my 3rd time). Plus my two grown sons live in Milwaukee and Chicago so I'm hoping to also fit in a visit with them. See you all in November!

Take a look at the resources Leslie has generously shared:

Click on the title to be taken to the resource.



- [Tips for Engaging All Language Learners in Online Instruction](#)
- [Continuum of Support for Language Learners](#)
- [A Checklist for Transitioning to Online Learning in Languages](#)
- [Suggested Lesson Plan Framework](#)
- [Office hours "how-to" for students](#)
- [Distance Language Learning Norms](#)
- Ready-made Distance Learning Choice Boards for [Elementary](#)- [Secondary](#)
- [Six unit plans ready to go](#)
- ...and MORE!



grahnforlang.com

Call for Proposals and Awards

After just being inspired above by our keynote Leslie Grahn's "professional generosity," show your own by presenting at our 2020 Fall Conference!

Our theme is Proficiency Possible and we're counting on you sharing your innovation, creativity and enthusiasm to make our upcoming conference a success.

You can be assured that we WILL be holding our MCTLC 2020 conference, either face-to-face or virtually. With these most unusual times, we realize you have a lot on your plate. So to ensure that you can still present, we have extended the submission date to **May 15**.

Please take a few moments to fill out the session proposal form [here](#) or by clicking on the image above. We look forward to receiving your proposal!

Call for Proposals Submit by May 15



Proficiency Possible

Call for Awards Due June 15



Leslie Grahn's "professional generosity" also means taking the time to nominate an extraordinary language teacher or advocate.

Nominate a student, organization or business, pre-service, beginning, or veteran teacher, or administrator for one of our many deserving awards.

Nominations are due June 15. More information and nomination forms are available [here](#).

Don't hesitate to connect with Jenna Cushing-Leubner, MCTLC Vice President and Award Chair at awards@mctlc.org with questions. We can't wait to receive your nominations!

Professional Reading

Are you a member of ACTFL? Access your full copy of the [Language Educator](#) online through your ACTFL account [here](#). Not yet a member? Join today! ACTFL members receive 4 full editions of the Language Educator each year! Click [here](#) to become a member.

FOCUS TOPIC

Differentiation in Support of Diversity

Gotta Catch 'Em All: Reach Every Learner with High-Yield Strategies

BY REBECCA BLOUWOLFF

Identify Similarities and Differences

Nonlinguistic Representations

Set Objectives and Provide Feedback

Summarizing and Note-Taking

Cooperative Learning

What can world language teachers learn from our diverse learners? In short, everything. Strategies that work for these learners allow us to be effective teachers for all of our students, whether or not their learning differences are documented.

From my students with anxiety, I've learned how to provide better support ahead of and during interpersonal performance assessments. My students with executive function challenges have made me focus more on devising systems for storing important class papers, such as color-coding handouts and providing pre-printed binder dividers. Learners with ADHD have shown me the value of regular brain breaks and incorporating movement into my daily lessons. As Canadian teacher of Japanese Colleen Lee-Hayes once blogged, *"Thank You for Having an IEP."* Not surprisingly, our students are our best teachers.

According to its 2019 position statement, "ACTFL values diversity and strives for inclusion across world language teaching and learning contexts ... [and] believes strongly in equal access to world language study and equitable opportunities for all individuals to develop linguistic and cultural competence and pedagogical knowledge" [emphasis added]. It is unfortunate that in the past and still today, some believe that language study is not appropriate for students with learning differences. Educators have an ethical and professional obligation to build effective toolboxes of strategies and accommodations to support diverse learners.

Beyond this obligation to help every learner, we can also aspire to increase enrollment and retention rates by demonstrating a willingness and ability to make language courses work for all students. These students may have Individualized Education Plans (IEPs) or 504s, be English Language Learners, have ADD/ADHD or anxiety, and/or take remedial courses. Some may qualify for services that their families then decline, while others may need support but not qualify for it. When we world language teachers are successful in our work with diverse learners, we normalize language learning as something that every student can do, demonstrate our skill as educators, and can even become models and mentors to colleagues in other disciplines.

[Click here to read more!](#)

36

THE LANGUAGE EDUCATOR • FEB/MAR 2020

Professional Learning: Focus on Distance Learning

Join other Minnesota educators on May 1st and 4th, 2020 for a FREE Distance Learning Summit in collaboration with the Minnesota Department of Education.

Sessions will be offered every hour on the hour from 8am-7pm, and will be available at the #mndlsummit Youtube page for viewing later next week.

Learn about:

- ☐Community/Relationship Building for Distance Learning
- ☐Unplugged Activities for Students
- ☐Teaching Expectations
- ☐Pear Deck & Google Meet
- ☐EdPuzzle: Formative Assessments with Video
- ☐Points Positive vs Penalizing During the Pandemic
- ☐Positive Aspects of DL for the Future of Ed
- ☐Faster Feedback with Google Classroom
- ☐Redesign Summative Assessments with Google Tools
- ☐10 Ways To Make Your Seesaw Class More Dynamic
- ☐Gamification and Game Based Distance Learning

Though not language specific, this is a great initiative that offers free, quality PD by MN educators for MN educators. Check out the website and view the Summit at mndlsummit.org

Free Resources from ACTFL

Webinars:

- [Distance Learning in Elementary School](#)
- [Distance Learning in Middle School](#)
- [Distance Learning in High School](#)
- [Now That You're Teaching Remotely - What Are Your Questions?](#)
 - [Access Slides Here](#)
- [Empowering Diverse Learners: Research-based Strategies for Success](#)
 - [Access Slides Here](#)
- [Distance Learning Matrix](#)

Access more Distance Learning Resources at our website:

<http://mctlc.org/Distance-Learning>

Professional Learning: Local Opportunities

CARLA

CENTER FOR ADVANCED RESEARCH ON LANGUAGE ACQUISITION



[HOME](#)

[Research & Programs](#)

[Professional Development](#)

[Resources](#)

[About CARLA](#)

2020 CARLA Summer Institutes are all ONLINE!

Asynchronous Online Institutes

Transitioning to Teaching Language Online

Asynchronous 4-week online institute
June 22–July 20, 2020

Meaningful Portfolio Implementation
Asynchronous 5-week online institute
June 29–July 31, 2020

Using the Web for Communicative Language Learning
Asynchronous 5-week online institute
June 29–August 2, 2020

Culture as the Core in the Second Language Classroom
Asynchronous 3-week online institute
July 13–31, 2020

Teaching World Languages and Cultures in Elementary Settings
Asynchronous 3-week online institute
July 13–31, 2020

Synchronous Online Institutes

Secondary Dual Language and Immersion: Achieving the Promise of Continuation Programs
—New!
June 22–24, 2020

Assessing Language Learners' Communication Skills via Authentic Communicative Performance Tasks
July 13–17, 2020

Creativity in the Language Classroom
July 13–17, 2020

Foreign Language Literacies: Using Target Language Texts to Improve Communication
July 13–17, 2020

Using Technology in Second Language Teaching
July 20–24, 2020

Critical Approaches to Heritage Language Education
July 20–24, 2020

Teaching Language Through the Lens of Social Justice
July 27–31, 2020