



The California Language Teachers' Association
and
The California World Language Project



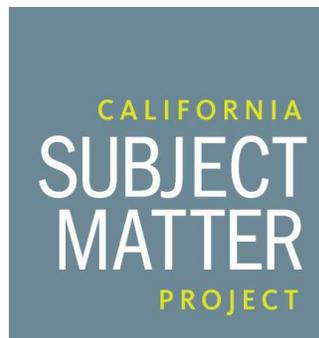
28th Annual Summer Seminar for Language Teachers

*Core Practices for World Language Learning
and Global Competence*

July 14 - July 19, 2017

University of California, Santa Barbara

Co-Sponsored by:



Registration Deadline:
Postmarked or Uploaded by
June 9, 2017

For questions and further information, please send an e-mail to:
worldlanguagesummerseminar@gmail.com or call: (650) 736-9042
To register online, please log onto: <https://www.tfaforms.com/408473>



28th Annual Summer Seminar for Language Teachers

Dear World Language Educator:

It is with great pleasure that we announce that the California Language Teachers' Association (CLTA) and the California World Language Project (CWLP) are again collaborating to sponsor the Annual Summer Seminar for Language Teachers. The 28th Annual Summer Seminar will take place at the University of California, Santa Barbara, from July 14-19, 2017 and will offer a variety of program strands especially designed to promote innovative core practices in World Language education that support our students in acquiring the level of competence essential to college, career and world readiness.

Focused on the theme of Core Practices for World Language Learning and Global Competence, the seminar will offer participants general sessions exploring a number of topics that support this year's theme and seven strands where the participants engage with their peers and facilitators in applying concepts learned in the general sessions. Participants will jointly develop instructional strategies, assessment tools and lessons/thematic units of study that they will implement with students in their own classrooms.

This year's Summer Seminar is especially designed to equip World Language educators with high-leverage core practices essential to engaging World Language learners and developing the "global competence" that they need to succeed in and contribute to our 21st century society. To this end, the Seminar's General Sessions as well as the individual content strands will focus on integrating key principles of the California Standards, such as the Common Core Literacy Standards for Technical Subjects and identify the key areas of intersection among the World Language Content Standards, the English Language Arts/English Language Development Framework, and the Career and Technical Education (CTE) Standards.

CLTA and CWLP have collaborated in raising and leveraging funding to cover many of the Seminar's program costs and keep the overall cost to the participants as low as possible. Participants are also encouraged to explore diverse sources of funding at their schools and districts to support their participation in this year's Seminar. Funding sources such as LCAP, Common Core Educator Effectiveness professional learning funds, Title I, Title II Part A, Title III (English Learners), Perkins/CTE, etc., are all possible sources of revenue to support your participation at this year's Summer Seminar. Also, please see page six of this brochure for scholarships and other potential funding sources to support your participation in this year's Seminar.

Again, we are delighted to once again be able to offer the Summer Seminar for the upcoming summer and hope to have the participation of many World Language educators. The Seminar has always been a professionally enriching experience and we are confident that this summer's Seminar will be just as inspiring as we convene in Santa Barbara and jointly explore how to more effectively prepare California students to be college, career and world ready!

Sincerely,

A handwritten signature in blue ink that reads "Lorraine D'Ambruso".

Lorraine D'Ambruso, Co-Convener

A handwritten signature in blue ink that reads "Duarte M. Silva".

Duarte M. Silva, Co-Convener



Enacting Core Practices to Maximize Learner Performance



Eileen Glisan

Dr. Eileen W. Glisan is a Distinguished University Professor of Spanish and Foreign Language Education at Indiana University of Pennsylvania (IUP), where she coordinates the Spanish Education K-12 Program. She was President of ACTFL in 2010 and is certified by ACTFL as an oral proficiency tester of Spanish. She is co-author of *Teacher’s Handbook: Contextualized Language Instruction*, a leading methodology text now in its fifth edition. She is also co-author of the newly published text, *Enacting the Work of Language Instruction: High-Leverage Teaching Practices*, and of the 2013 text, *Implementing Integrated Performance Assessment*. She has published numerous articles in edited books and scholarly journals such as *The Modern Language Journal*, *Foreign Language Annals*, and *The Canadian Modern Language Review*. Dr. Glisan is the recipient of several awards, including the 2012 PSMLA Frank Mulhern Leadership Award for Outstanding Leadership

in World Languages and Cultures, the 1996 Anthony Papalia Award for Excellence in Teacher Education, given by ACTFL and the New York State Association of Foreign Language Teachers, and the 2008 Nelson H. Brooks Award for Distinguished Service and Leadership to the Profession given by NECTFL.

Making Core Practices Come Alive in the World Language Classroom

Ms. Greta Lundgaard taught English, Biology, and all levels of German language and culture before becoming the Coordinator of Foreign Languages for the Lewisville, TX Independent School District and the Plano, TX Independent School District. During her 30 years in public education, Greta’s instruction, planning, and leadership have always focused on student learning. When she worked supporting world language programs, her focus was always on developing a proficiency-oriented curriculum designed to develop communicative competence, building L2 literacy, and identifying instructional strategies that support teacher and learner efficacy. Greta served as President of the Texas Association for Language Supervision, the National Association of District Supervisors of Foreign Languages, and the Southwest Conference on Language Teaching. She contributed to the planning and implementation of the 2015 and 2016 Leadership Initiative for Language Learning (LILL) Institutes and works nationally and internationally with school districts, professional organizations, and other entities on world language curriculum, instruction, assessment, and leadership. She is currently working as an Independent Consultant and is a frequent keynote speaker and session presenter at state, regional and national world language conferences.



Greta Lundgaard

World Languages: An Essential Component of Global Competency



Emily Schell

Dr. Emily M. Schell is the Executive Director of the California International Studies Project leading professional learning in global education for PK-12 educators throughout California. Formerly an elementary teacher and principal in San Diego Unified, she was also the district’s Elementary Social Studies Resource Teacher before becoming the K-12 History-Social Science Coordinator for the San Diego County Office of Education serving 42 districts. She served on the Teacher Education faculty at San Diego State University where she taught courses in Social Studies Methods, led the Linked Learning cohort, and supervised student teachers. In addition, she was the Social Studies Education Director for the City Heights Educational

Collaborative, which was a university and community-based initiative serving three inner-city schools in San Diego. Dr. Schell served as a Liaison for the National Geographic Education Foundation and continues to work with the California Geographic Alliance to promote K-12 geographic literacy. She is the author of *Teaching Social Studies: A Literacy-based Approach*, editor of the California Council for the Social Studies peer-reviewed journal, *The Social Studies Review*, served as committee chair and editor for the NSF-funded report *A Road Map for 21st Century Geography Education*, and has contributed to the development of such documents as the *Scope and Sequence for Civic Education*, *Pages of the Past: Literature Aligned to K-6 Social Studies Standards*, and the *California History-Social Science Framework*.

Lead with Languages

Marty Abbott is currently the Executive Director for the American Council on the Teaching of Foreign Languages (ACTFL). Her career began in Fairfax County Public Schools (VA) where she was a language teacher, foreign language coordinator, and Director of High School Instruction. She has served on national committees to develop student standards, beginning teacher standards, and performance assessments in foreign languages. She was President of the American Council on the Teaching of Foreign Languages in 2003. In 2016 she was appointed for a four-year term on the National Security Education Board by President Obama. She holds her B.A. degree in Spanish with a minor in Latin from the University of Mary Washington and a Master’s Degree in Spanish Linguistics from Georgetown University.



Marty Abbott

28th Annual Summer Seminar Program Strand Offerings

A: Designing French Instructional Units that Engage and Transform Learners' Performance

Facilitators: Catherine Ousselin, Teacher of French and Chair of AATF Commission on Technology; Lauren Schryver, French Teacher, Chair World Languages Department, Castilleja School, Palo Alto

How do we design and create transformative instructional units that ignite our students' sense of engagement and help them develop linguistic proficiency and cultural and global competence? What core teaching practices can we rely on to develop such units, and how do we discriminate among the myriad of online and other authentic resources to successfully teach them to use them with our students? In this strand, we will present and demonstrate instructional strategies from two Global Thematic (Social Justice) units that you can directly adopt or adapt to meet your own students' learning needs, language levels and learning styles. We will also explore multiple tools to support you in creating your own instructional units, whereby you can curate resources efficiently, choose and utilize the most appropriate technology for your learning outcomes, and develop meaningful assessments for that unit.

B: Common Core-Aligned Reading and Writing Strategies that Build Multilingual Literacies

Facilitators: Nancy Salisig, Former Teacher of French and Spanish, Co-Director of the Berkeley World Language Project; Carol Sparks, Former Teacher of Spanish, World Language Methods Instructor and Supervisor of Student Teachers at St. Mary's College and CSU East Bay; Guest Presenters

How do we enable all World Language students, including heritage speakers, English Learners and students with low literacy skills, to access culturally authentic resources in the target language? How do we develop students' academic language proficiency and systematically move them from words to sentences to paragraphs? How do we support our language learners to organize and tailor their thinking and writing skills to respond appropriately to both literary and informational texts? This strand will engage participants in reading, writing and editing strategies and demonstrate how to incorporate academic language as a foundation for student literacy development in all communicative modes. All activities will address the Common Core State Standards' expectations for building students' literacy skills to access rigorous academic texts, not only in the language classroom, but across the curriculum.

C: Leading through Practice: High-Leverage Practices that Advance Student Learning and Professional Growth

Facilitator: Tonja Byrom, World Languages Subject Area Coordinator (SAC), AUHSD Partner District Coordinator (PDC), California State University, Fullerton, Department of Secondary Education, and President-Elect of CLTA; Guest Presenters

This intensive professional learning program is designed to support world language educators in implementing high-leverage/core teaching practices in the K-12 language classroom and to foster a growth mindset focused on effective teaching and learning. The existing content knowledge and pedagogical skills of participants will be purposefully nurtured and enhanced, all in the service of learners with the ultimate goal of empowering participants to become advocates for establishing and sustaining quality world language programs. This program aims to meet the needs of world language educators who are new to the field as well as veterans, as it will be tailored to the understandings and spheres of influence of the participants.

D: Multimedia Tools that Enhance Core Practices, Advance Learning and Global Competence

Facilitators: Jorge Vargas, Teacher of Spanish, World Language Department Chair, Fowler High School, CVWLA Webmaster and CCWLP Lead Technology Facilitator; Zobeida Gonzalez-Vargas, Guidance Counselor, Sanger High School, CCWLP Technology Strand Facilitator, and 3T Technology Summit Facilitator

This strand is designed to guide participants in the integration of multimedia tools to enhance Core Practices in the language and culture classroom. Through hands-on experiences and cooperative learning, attendees will apply their knowledge and skills immediately to design or enhance their existing curriculum with technology-supported learning strategies. Using the World Language Content Standards and the California Common Core State Standards as the foundation for lesson design, project-based learning, and assessment, participants will leave the seminar with the ability to integrate multimedia in support of the three modes of communication; incorporate technology to collect data for auto-graded formative and summative assessments; confidently utilize the G-Suite Apps for education (Docs and Google Classroom); manage a digital portfolio for your courses; create a fully functional Website to facilitate communication with students, parents, and administrators; establish the foundation for a self-sustaining paperless classroom; become a member of the growing CLTA/CWLP online community to share resources with colleagues; and access authentic cultural resources in order to increase students' Global Competence. This strand is appropriate for teachers of all languages and cultures, including those who teach English Learners, and all skill levels. The strand will be conducted in English and participants need to bring a functional Wi-Fi-enabled laptop computer.

28th Annual Summer Seminar Program Strand Offerings

E: STARTALK Leadership Development for Teachers of Critical Languages and Cultures

Facilitators: Hélène Chan, STEP Supervisor, Stanford Graduate School of Education; Elizabeth Matchett, National Board Certified Teacher of Spanish; Sally Means, Director, Stanford World Language Project; Toni Theisen, Teacher of French, Former ACTFL President and National Teacher of the Year

This program is especially designed to create a cadre of teacher-leaders from California and across the nation who teach the STARTALK languages (Arabic, Chinese, Dari, Hindi, Korean, Persian, Portuguese, Russian, Swahili, Turkish or Urdu) and prepare them to play leadership roles in their communities and public schools, districts, professional organizations and STARTALK programs. Priority will be awarded to educators who have participated in at least one other STARTALK teacher education program and have experienced success in implementing the STARTALK-Endorsed Principles for Teaching and Learning. The program will focus on leadership strategies that enable the participants to become effective learning coaches, mentors and innovators in our profession. In the process, they will refine their own pedagogical skills and become a part of a learning community dedicated to continuous improvement of the learning of critical languages and cultures. Topics to be covered include: creative and innovative leadership, design thinking, moving from duty to passionate driven practice, exploring of diverse leadership styles, advocacy, coping with change, coaching and mentoring, adult learning theory, consensus building and group dynamics, and leading creatively confident professional groups. Candidates accepted into this program will be supported with registration, lodging, meals and defrayed travel costs provided by a STARTALK grant. Please send a request for an application to: duarte.silva@stanford.edu.

F: Strengthening Core Practices in the Spanish World Language and Heritage Learners Classroom

Facilitators: Antonio Tunzi, Teacher of Spanish for Heritage Speakers, San Francisco Unified School District; Eduardo Muñoz, Former Teacher of Spanish, Literacy Coach, Principal and currently a PhD Candidate at Stanford University

This strand will support participants to re-examine their Core Practices within the context of the Spanish (as a world or heritage/native language) classroom from a functional communicative lens, giving priority to practical applications of the concepts to teaching diverse learners of Spanish. Participants will acquire a variety of instructional strategies designed to increase engagement and linguistic production in the three communicative modes and their culture competency. Moreover, participants will be exposed to and build on connections to current practices in literacy development, applied linguistics and technology to potentially reframe and/or refine their professional practice. Throughout the program, participants will engage in discussions focused on their own issues related to pedagogical practice and jointly identify solutions through dialogue with their peers and strand facilitators, readings and the conceptual framework that will frame the strand's content and pedagogical strategies. This strand will be conducted mainly in Spanish.

G: Using Core Practices to Build Global Competence in Japanese

Facilitators: Yo Azama, Teacher of Japanese, 2012 National Teacher of the Year, 2013 Outstanding Teacher of America, 2015 Helgin Heinz Teacher Award Recipient; Dr. Yoshiko Saito-Abbott, Professor of Japanese, 2014 Hal Wingard Lifetime Achievement Award, and Director of the Monterey Bay World Language Project

This strand will explore research-based Core Practices and develop instructional strategies appropriate for integration into lesson planning and delivery in the Japanese language and culture classroom. Participants will also acquire effective strategies that promote linguistic and cultural competency in Japanese and engage and motivate 21st century learners. Activities that elicit critical thinking and problem solving skills will be examined. Effective technology tools that promote and enhance communicative and global competence will be integrated throughout the program. This strand will be conducted mainly in Japanese.

H: What Can They Do? Performance Assessment that Support Globally Competent World Language Students

Facilitators: Christine Lanphere, Teacher of French, 2007 National Teacher of the Year and Co-Director Capital World Language Project; Nicole Naditz, Teacher of French, Google Certified Teacher, 2015 National Teacher of the Year and Member of the Instructional Quality Commission; Melisa Robison, Teacher of Spanish, Pleasant Grove High School and CapWLP Team Member

This strand will explore the role of assessment in supporting student performance and ways to constructively provide language learners feedback that supports their learning of world languages and cultures. Participants will review different formative and summative assessment models. Participants will also develop meaningful assessment tools that are connected to proficiency levels, tied to specific learning targets, and reflect assessment of real-world performance. Participants will learn strategies to incorporate assessment as an integral component of the learning cycle. The strand will also discuss how to create assessments that relate to the Common Core State Standards and 21st century skills. This strand is appropriate for teachers of all languages and grade levels and will be conducted in English.

28th Annual Summer Seminar Program Information

Grants/Fellowships/Stipends to Defray Seminar Participant Costs

All Mid-Career (10-20 Years of Teaching Experience) Language Educators: The Sylvia Jones Summer Seminar Scholarship Award supports a number of mid-career World Language educators to attend the Summer Seminar. Please e-mail worldlanguagesummerseminar@gmail.com to request an application for this scholarship.

Japanese Language Educators: A potential stipend may be available to support your participation in the Japanese strand. Please send an e-mail to worldlanguagesummerseminar@gmail.com for an application.

STARTALK Leadership Program Participants: Participants accepted into this program will be supported with registration, lodging, meals and defrayed travel costs provided by a STARTALK grant. Please send a request for an application to: duarte.silva@stanford.edu.

Registration and Check-in for the Seminar:

Friday, July 14th from 1:00-4:30 P.M.

Refund Policy

No refunds for registration, lodging, meals or parking costs will be made after June 15, 2017. Refunds prior to this date will be pro-rated based on our contractual obligations to University of California, Santa Barbara Conference Services. When a refund is justifiable, it will be paid after July 20, 2017. No refunds will be issued for anyone who elects to leave the Seminar prior to its official ending date, July 19, 2017.

Photography/Videotaping Authorization

By registering for the Seminar, participants agree to be photographed and/or video-taped/recorded for the purpose of documenting the program's effectiveness and/or to promote the Seminar in websites and social media outlets, unless they opt out in writing at worldlanguagesummerseminar@gmail.com.

Seminar Strands:

Participants are requested to register for only one of the Seminar's program strand options and must remain in that strand throughout the duration of the Seminar. In the event that a strand is cancelled due to lack of enrollment (15 minimum), participants will be provided with the option of registering for another program strand that has available space at that time. Refunds will not be issued if a participant can be accommodated in an alternative program strand.

Stanford Continuing Education Units

Upon successful completion of all tasks in a given program strand and full attendance at all General Sessions, participants are eligible to receive four (4) quarter Stanford Continuing Education Units (CEU's) for an additional total fee of \$85.00.

Registration for these CEU's will take place at the Seminar.

Please Be Aware That UCSB Is A Smoke Free Campus!

Smoking is not permitted anywhere on campus. This includes electronic cigarettes.

The 28th Annual Summer Seminar for Language Teachers
July 14-19, 2017 University of California, Santa Barbara

Please provide the information requested in the form below. (Please type or print)

Name _____
Address _____
Phone (cell) _____ Phone (home) _____
E-mail _____ Female Male
Language(s) Taught _____
Name of School _____ Name of District _____

Strands

Please check only **ONE** box to indicate the strand of your choice (Descriptions on pgs. 4 and 5).

- A: Designing French Instructional Units that Engage and Transform Learners' Performance
- B: Common Core-Aligned Reading and Writing Strategies that Build Multilingual Literacies
- C: Leading through Practice: High-Leverage Practices that Advance Student Learning and Professional Growth
- D: Multimedia Tools that Enhance Core Practices, Advance Learning and Global Competence
- E: STARTALK Leadership Development for Teachers of Critical Languages and Cultures
- F: Strengthening Core Practices in the Spanish World Language and Heritage Learners Classroom
- G: Using Core Practices to Build Global Competence in Japanese
- H: What Can They Do? Performance Assessments that Support Globally Competent World Language Students

Registration, Lodging, Parking, Meal Package and Special Events

- Seminar Registration ONLY (\$650, does NOT include lodging, meals, parking, or special events)
- Double Occupancy (\$1,150, includes registration, lodging, parking, meals, and special events)
- Single Occupancy (\$1,250, includes registration, lodging, parking, meals, and special events)
- Special Dietary/Lodging Requests: _____

Payment Method

Please check the appropriate box(es) below and include the check, **payable to "CLTA"**

- My school/district is paying \$ _____ toward my registration fee.
 - A check in this amount from my school/district is enclosed or will be sent.
 - My check for the remaining amount is enclosed.
- I am paying the entire cost of my registration and my check is enclosed.
- I am sponsored by the following CWLP site _____.
- I am sponsored by the following organization _____.
- I am applying for a stipend (please see page 6 and list source) _____.
- I am a STARTALK applicant.

Please mail this registration form with the check by June 9, 2017 to the Summer Seminar Registrar at 8822 Woodman Way, Sacramento, CA 95826 or register online at <https://www.tfaforms.com/408473> and pay online at <http://clta.net/pay-for-summer-seminar-2017/>.

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