



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



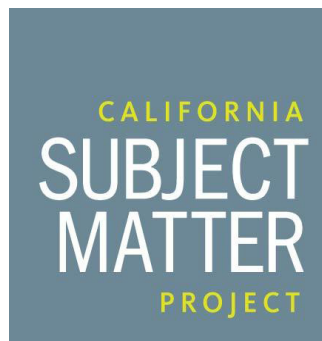
29th Annual Summer Seminar for Language Teachers

Instilling Global Competency in World Language Teaching: Words Into Action

July 20th - 25th, 2018

University of California, Santa Barbara

Co-Sponsored by:



**Houghton
Mifflin
Harcourt**



Registration Deadline:
Postmarked or Uploaded by
June 9, 2018

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>



29th 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), the California World Language Project (CWLP), and the California International Studies Project (CISP) are collaborating to co-sponsor the Annual Summer Seminar for Language Teachers. The 29th Annual Summer Seminar will take place at the University of California, Santa Barbara, from July 20-25, 2018 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 competence in world languages and cultures and in becoming globally competent citizens.

Focused on the theme of *Instilling Global Competency in World Language Education: Words Into Action*, 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 will expand upon the high-leverage core practices essential to engaging World Language learners and develop the "global competence" they need to succeed in and contribute to our 21st century society that we explored in last year's Summer Seminar.. To this end, the Seminar's General Sessions, as well as the individual content strands, will focus on integrating the four pillars of the Global Competence Framework (Investigate the World, Recognize Perspectives, Communicate Ideas and Take Action) and explore their intersection among the World Language Content Standards, the English Language Arts/English Language Development Framework, and the Career and Technical Education (CTE) Standards. Both the general sessions and the program strands are designed to deepen participants' understanding of global competence and the unique opportunity it presents to world language and culture educators, and the imperative role it plays in engaging students in international issues and preparing them to succeed in an increasingly global society.

CLTA, CWLP, and CISP 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, ESSA 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 and Global Studies/ Geography 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's students to be college, career, and world ready!

Sincerely,



Invited Guest Speakers



Kiran Thadhani, Head of Generation Global, Tony Blair Institute



Kiran Thadhani

Kiran Thadhani is the Head of Generation Global at the Tony Blair Institute for Global Change. Generation Global, an initiative of the Institute, is an education program that increases open-mindedness in young people as they navigate across difference by offering a virtual global dialogue platform, teacher training, and equipping young people to facilitate peer led dialogue. Previous to working at the Tony Blair Institute for Global Change, she has worked in youth development programming focused on amplifying youth voices and transformative justice. Kiran is specifically curious about how to build strengths-based community spaces in order to create more equitable spaces and systems for all people.

Dr. Brandon Wiley, Chief Program Officer, Buck Institute for Education

Dr. Brandon Wiley is currently the Chief Program Officer for the Buck Institute for Education (BIE). In this role, he is responsible for the comprehensive strategic and operational aspects of all program areas. This includes providing leadership for BIE’s Curriculum, Research and Evaluation, Publications, and Project Based Learning (PBL) resources. With experience as a classroom teacher, staff developer, district administrator and international education consultant, Dr. Wiley offers practical experience leading local, state and national initiatives focusing on school and district reform and the implementation of innovative programs. Dr. Wiley’s national work includes serving as the Executive Director of Asia Society’s International Studies Schools Network, where he led the growth and development of a national network of design-driven public and charter schools, providing strategic support to districts and school leadership around global competence, mastery-based learning, school development and the implementation of project-based learning.



Brandon Wiley

Dr. Emily Schell, Executive Director, California International Studies Project



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. 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.

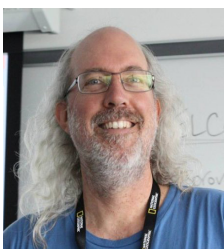
Ken Simon, Chief Learning Officer, World Savvy

Ken Simon is the Chief Learning Officer for World Savvy, an organization dedicated to educating and engaging youth to learn, work and thrive as responsible global citizens. He has nearly 20 years of experience working in urban schools and has served as a social studies classroom teacher, curriculum/instruction leader, district administrator and professional development provider across all content areas. Mr. Simon is a published curriculum writer and also teaches both undergraduate and graduate courses at the university level. As a school designer and professional development provider for Expeditionary Learning Schools, he conducted professional learning sessions on pedagogy, literacy and Social Studies content across the nation to K-12 public school teachers and served as the Director of College and Career Readiness for Minneapolis Public Schools.



Ken Simon

Thomas Herman, Director, California Geographic Alliance



Thomas Herman

Thomas Herman teaches urban, social, and cultural geography as well as provides technical assistance to community-based and youth and family-serving programs. His research goals include finding innovative ways to increase support and resources for K-12 geography education in California, increasing the number of students who are globally competent, and partnering with non-profits and local governments to provide strategic support for programs that make a positive impact on children, families, and neighborhoods. He describes himself as a humanist and a passionate geographer who is endlessly interested in people’s intercultural experiences and in identifying learning opportunities that promote human understanding and self-expression.

29th Annual Summer Seminar Program Strand Offerings

A: Content-Driven Teaching that Promotes Global Competency in the Japanese Language and Culture Classroom

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 explores content-driven teaching that enhances learning and builds global competence. Participants will design a thematic unit that promotes active and engaging learning experiences that support the four domains of the Global Competence Framework: Investigate the World, Recognize Perspectives, Communicate Ideas and Take Action. Instructional strategies that elicit critical thinking, responsible social action, problem-solving and innovative learning will be explored using authentic Japanese cultural texts and other resources. 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.

B: Developing Global Competency in the Spanish 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 equip participants with the ability to develop instructional strategies that are based on the four core pillars associated with global competence: Investigating the World, Recognizing Perspectives, Communicating Ideas, and Taking Action (in the form of social justice). Participants will review core best practices for developing Spanish linguistic and cultural competency (as a second language and-or for heritage learners) from a functional communication lens that has direct application in the classroom. During the course of the Seminar, participants acquire a variety of strategies that increase engagement and linguistic proficiency in the three communicative modes (interpretive, interpersonal and presentational). Participants will explore and build on current research-based practices in literacy development, applied technology and applied linguistics to potentially reframe their professional practice in the classroom. Ultimately, the strand will discuss issues of language and cultural identity and the critical dimension of social issues pertaining to the concept of different language status in our global society.

C: Developing Global Literacy Through Strategies for Reading and Writing in the Target Language

Facilitators: **Nancy Salsig**, Co-director, Berkeley World Language Project; **Carol Sparks**, Strand Leader, Berkeley World Language Project

This strand focuses on interactive reading and writing strategies that support student literacy development in all communicative modes while developing global competence. Participants will have hands-on practice with strategies that develop the academic language of all language learners, including Heritage language, English Learners, and students with low literacy skills. Participants will explore how to involve students in investigating the world, communicating ideas and taking action in global concerns. Participants will design instruction to support students in organizing their thinking and writing skills to appropriately respond to authentic texts in literary, informational and cultural ways.

D: Expanding Learners Global Competence in the Italian Classroom

Facilitator: **Antonietta Di Pietro**, Ph.D., Instructor of Italian, European History, and AP Italian at Florida International University and at Miami-Dade County Public Schools, Miami, Florida; ACTFL OPI/OPic Certified Tester in Italian; College Board Consultant; Co-Chair of the AP Italian Development Committee; AATI South South-East Representative.

This strand will support teachers of Italian language and culture to develop instructional strategies that facilitate the acquisition of Interpretive, Interpersonal, and Presentational modes of communication that students need to: 1) investigate the World; 2) Recognize Perspectives; 3) Communicate Ideas, and 4) Take Action. Through presentations and modeling, participants will engage in the selection of appropriate authentic texts (realia) to use in the classroom at any level. The use of authentic texts is designed to expand learners' perspectives of a world within reach to one that is real and beyond their immediate environment. The focus will be placed on having students recognize and analyze different points of view within a cultural context, eliciting their interest and inviting them to fully participate in the learning process. Participants will identify a global issue, select the pertinent authentic texts, and design pedagogical approaches that spiral from Novice to Advanced levels of linguistic and cultural competence and address the diverse learning styles, abilities and interests of learners in our classrooms.

E: Instructional Models and Strategies that Promote Global Competency Across Disciplines

Facilitators: **Emily Schell**, CISP Executive Director; **Barbara Vallejo-Doten**, CISP Site Director; **Gerhard Fischer**, Former International and World Language Consultant, Wisconsin Department of Public Instruction; **Helga Fasciano**, Special Assistant for Global Education, North Carolina Department of Public Instruction

This program strand convenes educators from two disciplines critical to having students develop global competency. Global Studies/Geography and World Language educators will jointly explore how to implement global education practices that address their respective students' learning needs. Facilitated by global education specialists, participants will employ a variety of tools that include global education frameworks, subject-specific content standards and the California Global Education Network (CGEN) global competence indicators and benchmarks to generate instructional models, strategies, and resources appropriate for both classroom and professional learning practices.

29th Annual Summer Seminar Program Strand Offerings

F: Multimedia Tools to Instill Global Competence in World Language Education: Learn Now and Put Tech into Action

Facilitators: **Jorge Vargas**, Teacher of Spanish, World Language Department Chair, Fowler High School, CVWLA Webmaster and CCWLP Lead Technology Facilitator; **Bethany Thompson**, Google Certified Trainer, Instructional Technology Coach, Apple Valley High School, French Instructor, Victor Valley Community College, IEFLA Polyglot Editor

This strand is designed to mentor participants in the integration of Multimedia Tools to instill Global Competence in the World Language-learning classroom. Through cooperative learning and hands-on activities, attendants will immediately apply their knowledge and skills to design and/or update the current curriculum for the upcoming school year with technology-supported advanced learning strategies. Using State adopted standards, as well as the World Readiness Standards for Learning Languages and the new NCSSFL/ACTFL Can-Do Statements as a platform for guiding lesson design, supporting language proficiency, enhancing project-based learning, and designing assessment tools, participants will leave the Seminar with the ability to implement and model the effective use of digital tools in the three modes of communication; incorporate technology to interpret and analyze student data with auto-graded formative and summative assessments; utilize advanced features of the Google Suite apps for education to optimize workflow; give students voice in assessing their progress with the implementation of a digital portfolio; organize class materials with a fully functional Website to strengthen communication with students, parents, and administrators; design interactive curricula, establish the foundation of a self-sustaining paperless classroom; start a Hybrid or Flipped Classroom, become part of the growing CLTA/CWLP online community to share resources with colleagues, and connect to worldwide audiences in order to increase students' Global Competence. Participants will put tech into action by actively participating and completing a repertoire of individual and group activities that will enhance the pedagogical practices of any World Language Classroom. This strand is appropriate for teachers of all languages and cultures, and skill levels. **Required Materials: Participants must bring a fully functional and up-to-date WiFi Laptop Computer with corresponding charging cable, and headphones. Instruction will be conducted in English.**

G: Project-Based Language-Learning: Guiding Students Toward Global Competency

Facilitator: **Don Doehla**, National Board Certified Teacher of French and Co-Director of the Berkeley World Language Project

This strand will support teachers in utilizing the technology tools, authentic content resources, and pedagogical skills that they need to support students in a Project-Based Language-Learning (PBL) environment. PBL engages students in an interdisciplinary inquiry on global themes as they work in collaborative teams, developing critical and creative thinking skills (Depth of Knowledge), gaining Common Core literacy, exercising leadership skills and acquiring global competencies. Participants will create a complete PBL-aligned unit which addresses the California Common Core Standards, the College and Career Readiness Standards, the California World Content Language Standards, and the World Readiness Standards for Learning Languages. This strand is appropriate for teachers of all languages and cultures, including for teachers of English Language Learners and Heritage Language students, and will be conducted in English.

H: 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 Mearns**, Director, Stanford World Language Project; **Toni Theisen**, Teacher of French, Former ACTFL President and National Teacher of the Year

This program is specially 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 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.

I: The Revised Can-Do Statements: Assessing Linguistic and Intercultural Performance that Leads to Global Competency

Facilitators: **Christine Lanphere**, Teacher of French, 2007 National Teacher of the Year and Co-Director Capital World Language Project; **Nicole Naditz**, Program Specialist in Instructional Technology at San Juan Unified School District, former Teacher of French, Google Certified Teacher, 2015 National Teacher of the Year and Member of the Instructional Quality Commission

The most effective and relevant assessments start with carefully selected learning targets that guide the entire instructional process from input, through practice, to assessment. In this strand, you will work with your facilitators to explore the newly revised ACTFL-NCSSFL Can-Do Statements as well as the brand new interculturality Can-Do Statements. Then we will examine and practice strategies that use those Can-Do Statements to inform the design of learning targets and performance assessments across all modes of communication for your language learners. Participants will leave with knowledge, skills and resources to design and implement purposeful learning that connects Can-Do Statements (linguistic and interculturality) to performance assessments, and provides powerful evidence of their learners' growth as global-ready citizens in a multi-lingual, interconnected society.

29th 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 20th from 1:00-4:30 P.M.

Refund Policy

No refunds for registration, lodging, meals or parking costs will be made after June 20, 2018. 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 26, 2018. No refunds will be issued for anyone who elects to leave the Seminar prior to its official ending date, July 25, 2018.

Photography/Videotaping Authorization

By registering for the Seminar, participants agree to be photographed and/or videotaped/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 canceled 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 the 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 29th Annual Summer Seminar for Language Teachers
July 20-25, 2018 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: Content-Driven Teaching that Promotes Global Competency in the Japanese Language and Culture Classroom
- B: Developing Global Competency in the Spanish Classroom
- C: Developing Global Literacy Through Strategies for Reading and Writing in the Target Language
- D: Expanding Learners' Global Competency in the Italian Classroom
- E: Instructional Models and Strategies that Promote Global Competency Across Disciplines
- F: Multimedia Tools to Instill Global Competency in World Language Education: Learn Now and Put Tech into Action
- G: Project-Based Language-Learning: Guiding Students Toward Global Competency
- H: STARTALK Leadership Development for Teachers of Critical Languages and Cultures
- I: The Revised Can-Do Statements: Assessing Linguistic and Intercultural Performance that Leads to Global Competency

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: _____
- Will you be flying or driving to the seminar? (We need to know in order to arrange shuttle transportation from the airport to the campus or to order the correct number of parking permits.)
- Flying Driving

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.
- I am being supported by the CSMP Global Competence Award.

Please mail this registration form with the check by June 9, 2018 to the Summer Seminar Registrar at 8822 Woodman Way, Sacramento, CA 95826 or register online at <http://www.tfaforms.com/408473> and pay online at <http://clta.net/pay-for-summer-seminar-2018/>

California World Language Project
Stanford Graduate School of Education
520 Galvez Mall, CERAS Room 131
Stanford, CA 94305-3001