



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



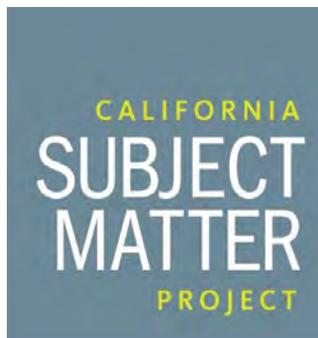
30<sup>th</sup> Annual Summer Seminar for Language Teachers

***The New World Languages Standards:  
Pathway to Global California 2030***

July 19th - 24th, 2019

University of California, Santa Barbara

*Co-Sponsored by:*



**Houghton  
Mifflin  
Harcourt**



Registration Deadline:

Postmarked or Uploaded by  
June 9, 2019

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://tfaforms.com/408473>



# 30<sup>th</sup> Annual Summer Seminar for Language Teachers

Dear World Language Educator:

It is our pleasure to announce the 30th Annual Summer Seminar for Language Teachers, co-sponsored by the California Language Teachers’ Association (CLTA), the California World Language Project (CWLP), and the California Global Education Project (CGEP). Once again, we will hold this professional learning conference at the University of California, Santa Barbara, from July 19-24, 2019. With the adoption of the new California World Languages Standards and the announcement of Global California 2030, this is one solid week of professional learning that you do not want to miss. In keeping with these momentous accomplishments, the theme this year is:

*The New California World Languages Standards: Pathway to Global California 2030.*

Four of California’s very own ACTFL Teachers of the Year will join us at the Seminar, and two of them will be introducing the new World Languages Standards. One of the unique features of the new standards is the focus on developing students’ global competency and literacy. Together, the Global Competence Framework (Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Action) and the new World Language Standards can lead us toward realizing the forward-thinking initiative of Global California 2030.

“The mission of Global California 2030 is to equip students with world language skills to better appreciate and more fully engage with the rich and diverse mixture of cultures, heritages, and languages found in California and the world, while also preparing them to succeed in the global economy” (CDE, 2018). This initiative promotes increasing world language classes, dual immersion programs, bilingual teachers, and the seal of biliteracy awards across the state.

This year, there will be seven exciting strands to choose from:

- Innovation for Our Profession: Introducing the 2019 World Languages Standards for California
- Global Competence: Developing Leadership for a Multilingual World
- Project-Based Language Learning: A Standards-Based Pathway to Global Competency
- Developing Successful Pathways to Global Competence in the Chinese Classroom
- Enhancing Global Competency with High-Leverage Teaching Practices in the Japanese Classroom
- Bridging the New California World Language Standards to the Heritage Spanish Classroom
- STARTALK Leadership Development for Teachers of Critical Languages and Cultures.

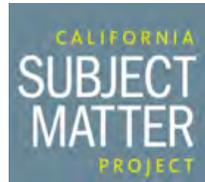
We are delighted to offer this unparalleled professional learning and collegial networking opportunity for World Language educators once again at Summer Seminar 2019 in Santa Barbara.

Sincerely,

Don Doehla, Co-Convenor CLTA/  
CWLP Summer Seminar

Margaret Peterson, Executive Director  
California World Language Project

# General Sessions 2019 Keynote Speakers



## *Dr. Emily Schell, Executive Director, California Global Education Project*



**Emily Schell**

Dr. Emily M. Schell is the Executive Director of the California Global Education Project and leads 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.

## *Dr. Brandon Zaslow, Director, Occidental College World Language Project*

Brandon Zaslow, Teacher of Spanish, Author, Director, Occidental College World Language Project, writer of the 2019 World Languages Standards for California Public Schools, has shaped language education in California and across the nation. As a language teacher, he motivates his students to reflect on the power of language and culture; and as a professional development specialist, he challenges every educator to embrace the concept that learning a world language and culture is the single most important asset to becoming a world citizen. The author of several textbooks, articles and instructional resources, Mr. Zaslow has inspired many generations of language learners as well as educators. As a deeply respected and admired educator in our profession, Brandon has been awarded numerous citations such as the Outstanding Teacher Award, Teacher Leadership Award and the Hal Wingard Lifetime Achievement Award.



**Brandon Zaslow**

## *Christine Lanphere, Co Director, Capital World Language Project*

As Co-Chair of the Standards Advisory Committee that drafted the newly adopted World Languages Standards and the Lead Writer for the upcoming World Language Framework, Christine Lanphere is uniquely qualified to address the standards features which focus on students' global competency and literacy. Christine Lanphere teaches French at Natomas High School in Sacramento, and has been the co-Director of the Capital World Language Project (CapWLP) since 2009. Christine was named 2007 National Language Teacher of the Year by the American Council on the Teaching of Foreign Languages (ACTFL) and served on the California Curriculum Commission from 2008 to 2011. Christine has served on a variety of credentialing development and review panels for the CCTC and regularly presents at state and national conferences.



**Christine Lanphere**

## *Dana Mortensen, Co-Founder and CEO, World Savvy*

Dana is the Co-Founder and CEO of World Savvy, a national education nonprofit working to educate and engage youth as responsible global citizens. World Savvy supports change agents in K-12 education to create more inclusive, adaptive schools that ensure all young people can develop the skills and dispositions needed to thrive in a more diverse, interconnected world. World Savvy programs provide support at three critical levels to deeply integrate global competence into teaching, learning and culture: student engagement, teacher capacity and school and district leadership support.



**Dana Mortenson**

## *Nicole Naditz, Program Specialist, San Juan Unified School District*

As a member of the Instructional Quality Commission, the advisory body to the State Board of Education, Nicole Naditz was charged with overseeing the development of the 2019 World Languages Standards. She was selected as the ACTFL National Language Teacher of the Year in 2015. Nicole is currently a Program Specialist in Instructional Technology for San Juan Unified School District. Nicole taught French, grades 3 through 12, including AP French Language for 25 years. Nicole is a team member of the Capital World Language Project and has presented on a wide variety of educational topics at local, state and national workshops and conferences since 1999. Nicole is a National Board Certified Teacher and Google Certified Trainer and Innovator.



**Nicole Naditz**

# 30<sup>th</sup> Annual Summer Seminar Program Strand Offerings

## **A: Innovation for Our Profession: Introducing the 2019 World Languages Standards for California**

Facilitators: **Christine Lanphere**, NBCT, Teacher of French at Natomas High School, 2007 ACTFL National Language Teacher of the Year, California 2019 World Languages Standards Advisory Committee co-Chair, and Co-Director of the Capital World Language Project; **Nicole Naditz**, NBCT, Program Specialist, Instructional Technology for San Juan Unified School District, Formerly a Teacher of French, Google Certified Trainer, 2015 National Teacher of the Year and Member of the Instructional Quality Commission

In collaboration with the California Department of Education, this strand is designed for all language teachers to examine and utilize the newly adopted 2019 World Languages Standards for California Schools K-12. Via collaborative discussions and hands-on exploration, participants will apply the standards to their own programs. This strand will assist teachers to align the world language curriculum and course outlines to the standards and design instructional units, lessons plans and assessment tools that support the standards. Participants will leave with deep understanding of the standards as well as wealth of resources for implementation, including strategies for designing learning experiences that are aligned to the new standards.

## **B: Global Competence: Developing Leadership for a Multilingual World**

Facilitators: **Barbara Vallejo-Doten**, Regional Director, California Global Education Project at CSU Long Beach; **Nancy Case Rico**, Regional Director, California Global Education Project at Sonoma State University

Developing global competency and literacy are crucial for all students in today's multilingual and multicultural world. From Information and Media Literacy to Technology and Emotional Literacy, today's global citizens require the knowledge, skills, and dispositions necessary to navigate the constant flow of information, interact with understanding and empathy, and take informed actions to address issues of global significance. In this strand, we will unpack the meanings of global competence, share resources and instructional models, and create plans for empowering students to develop as global citizens and leaders in today's multilingual, multicultural communities.

## **C: Project-Based Language-Learning: A Standards-Based Pathway Toward Global Competency**

Facilitators: **Luz Griselda Ramírez**, Spanish Teacher, James Lick High School, PBL Instructional Coach, and Team Member of the Berkeley World Language Project; **Anna Chavez**, Spanish Teacher, James Lick High School, PBL Instructional Coach, and Team Member 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 interdisciplinary inquiry on global themes as they work in collaborative teams, developing critical and creative thinking skills (DOK), gaining Common Core literacy, exercising leadership skills and acquiring global competencies. Participants will create a complete PBL-aligned unit which addresses the newly adopted California World Language Content Standards, the ACTFL World Readiness Standards for Learning Languages, and more. This strand is appropriate for teachers of all languages and cultures, including for teachers of English Language Learners

## **D: Developing Successful Pathways to Global Competence in the Chinese Language and Culture Classroom**

Facilitators: **Ying Jin**, Mandarin Teacher at Cupertino High School and Homestead High School, 2018 ACTFL National Language Teacher of the Year. Team member of Stanford World Language Project; **Zoey Liu**, Mandarin Teacher at Monta Vista High School, 2018 CLASS Outstanding New Teacher

In this strand, participants will use the newly adopted California World Languages Standards to develop instructional strategies that propel their students to acquire a level of linguistic, cultural and global competency essential to becoming world citizens. The facilitators will model research-based best practices, and will demonstrate the integration of multimedia authentic resources into instructional planning that can be adapted for different levels. Participants will explore assessment tools designed to provide critical feedback to learners, and they will assemble a rich set of pedagogical approaches that spiral from Novice to Advanced levels of linguistic and cultural competence. This strand will be conducted mainly in Mandarin.

# 30<sup>th</sup> Annual Summer Seminar Program Strand Offerings

## **E: Enhancing Global Competency with High-Leverage Teaching Practices in the Japanese Classroom**

Facilitators: **Yo Azama**, Salinas Union High School District Lead Instructional Coach, Teacher of Japanese, 2012 National Teacher of the Year, 2013 Outstanding Teacher of America, 2015 Elgin Heinz Teacher Award Recipient; **Dr. Yoshiko Saito-Abbott**, Professor, School of World Languages and Cultures at CSU Monterey Bay, 2014 Hal Wingard Lifetime Achievement Award, Past President of AATJ, and Director of the Monterey Bay World Language Project

This strand will equip participants with the ability to develop global competence with high-leverage teaching practices to promote students' performance in Japanese language classes. Implementing the new World Language Standards, 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.

## **F: Bridging the New California World Languages Standards to the Heritage Spanish Classroom**

Facilitators: **Antonio Tunzi**, Teacher of Spanish for Heritage Speakers, San Francisco Unified School District and Stanford World Language Project Team Member; **Dr. Eduardo R. Muñoz-Muñoz**, Assistant Professor, Teacher Education Department at the Connie Lurie College of Education, San José State University; Stanford World Language Project Lead, Spanish for Heritage Speakers

This strand will engage participants in building connections between the new CA World Language Standards and the specific pedagogy for Spanish for Heritage Speakers. In this context, participants will be guided, and work to design a complete unit for the Heritage Spanish class, based on language, identity and social justice issues. Creative resources and ideas will be shared, and the final units will be pooled to be used by shared with all the participants in the strand. The sessions will engage participants in using Spanish for pedagogical and academic purposes.

## **G: STARTALK Leadership Development for Teachers of Critical Languages and Cultures**

Facilitators: **Hélène Chan**, STEP Supervisor & Curriculum and Instruction Instructor, Stanford Graduate School of Education; former French teacher; 2008 Hal Wingard Lifetime Achievement Award; Stanford World Language Project Team Member; **Liz Matchett**, NBCT, Spanish teacher and Instructional Leader, Gunn High School, SWLP Team Member; 2016 CLTA TOY; 2012 McGraw-Hill Teacher Leader Award; 2019 CA Framework Committee Co-chair; **Sally Mearns**, Director, Stanford World Language Project; former French & Spanish teacher, 2011 Hal Wingard Lifetime Achievement Award; **Toni Theisen**, NBCT, Thompson School District World Language And Dual Language Immersion Curriculum Supervisor, Former Teacher of French, 2013 ACTFL President and 2008 National Teacher of the Year, Loveland, Colorado

This program is specially designed to create a cadre of teacher-leaders from California and across the nation who teach the STARTALK languages (Arabic, 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](mailto:duarte.silva@stanford.edu).

## 30<sup>th</sup> 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](mailto: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](mailto: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: [mpeterson3@stanford.edu](mailto:mpeterson3@stanford.edu).

### Registration and Check-in for the Seminar: Friday, July 19<sup>th</sup> from 1:00-4:30 P.M.

### Refund Policy

No refunds for registration, lodging, meals or parking costs will be made after June 20, 2019. 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 25, 2019. No refunds will be issued for anyone who elects to leave the Seminar prior to its official ending date, July 24, 2019.

### 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](mailto: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 30th Annual Summer Seminar for Language Teachers  
July 19-24, 2019 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: Innovation for Our Profession: Introducing the 2019 World Languages Standards for California
- B: Global Competence: Developing Leadership for a Multilingual World
- C: Project-Based Language-Learning: A Standards-Based Pathway Toward Global Competency
- D: Developing Successful Pathways to Global Competence in the Chinese Classroom
- E: Enhancing Global Competency with High-Leverage Teaching Practices in the Japanese Classroom
- F: Bridging the New California World Languages Standards to the Heritage Spanish Classroom
- G: STARTALK Leadership Development for Teachers of Critical Languages and Cultures

### Registration, Lodging, Parking, Meal Package and Special Events

- Seminar Registration ONLY (\$750, does NOT include lodging, meals, parking, or special events)
  - Double Occupancy (\$1,200, includes registration, lodging, parking, meals, and special events)
  - Single Occupancy (\$1,400, 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

If using a shuttle, how many people will need a ride? \_\_\_\_\_

### 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, 2019 to the Summer Seminar Registrar at 8822 Woodman Way, Sacramento, CA 95826 or register online at <https://tfaforms.com/408473> and pay online at <http://clta.net/pay-for-summer-seminar-2018/>

California World Language Project  
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