



New York State World Language



ReVision for Proficiency Conference Program



Monday, January 27, 2020

8:30 a.m.—3:30 p.m.

Stuyvesant High School



CONFERENCE SCHEDULE

START	END	SESSION	LOCATION
8:30	8:55	Registration and coffee	Outside Auditorium
9:00	9:30	<p>Welcome & Opening Remarks</p> <p>Jill Schimmel, Senior Director, World Languages, Division of Multilingual Learners, NYC DOE</p> <p>Candace Black, World Language Associate, NYSED—OBEWL</p> <p>Dr. Jennifer Eddy, Assistant Professor, Queens College, PI: NYSED World Language Standards and Professional Learning Initiative</p>	Auditorium
9:30	10:30	<p>Keynote Address</p> <p>Mr. Matt Coss, Lecturer, George Washington University and 2nd Language Specialist, National Foreign Language Center</p>	Auditorium
10:30	10:45	Break	
10:45	11:40	Breakout Session A	See location in program
11:45	12:45	Lunch	Cafeteria
12:55	1:50	Breakout Session B	See location in program
1:55	2:50	Breakout Session C	See location in program
3:00	3:30	Closing Remarks & Distribution of CTLE Certificates	Auditorium

KEYNOTE SPEAKER



Matt Coss is a Lecturer in Chinese at George Washington University (GWU) and a Second Language Acquisition Specialist at the National

Foreign Language Center (NFLC) at the University of Maryland. Matt received his BA in Hispanic Linguistics and Chinese from UNC Chapel Hill and his MA in Second Language Acquisition from the University of Maryland. Matt is passionate about delivering culturally-rich, learner-centered world language learning experiences for all students and bridging the gap between research and practice to increase student language proficiency and language teacher instructional effectiveness.

Matt Coss' keynote address is entitled "**A Win-Win-Win: Harnessing the Power of the Image in the World Language Classroom**".

WORKSHOPS—SESSION A

Title: Authentic Resources from Cuba & IPA design

Location: Room 231

Presenter: Dr. Victoria Gilbert, Saint David's School

Description: Participants will see how authentic resources collected in Cuba can serve as the basis for Integrated Performance Assessments. Technology integration using EdPuzzle & Flipgrid is incorporated into the IPAs designed. Sample projects will be shared and the authentic materials will be made available to participants to use for their own classes and IPA designs. A template for the call for exemplar IPAs will be shared with participants .

Keyword: Using Culturally Authentic Materials

Examples given in Spanish.

Title: Creating Design Challenges to Initiate Project-Based Learning

Location: Room 333

Presenter: Ida D'Ugo, Yonkers Public Schools

Description: Project-based learning (PBL) focuses on questions or problems that motivate students to challenge the central concepts and principles of a discipline. Creating a design challenge is a way to initiate a project where students go through an entire design thinking process at least once within a specific and shortened time period, in order to answer a question/solve a problem by accomplishing a task. The workshop will provide participants with an overview of the four components of a design challenge (Question/Problem, Task, Constraints, and Rubric) as well as several examples that can be utilized in the classroom. In addition, participants will engage in a design challenge of their own.

Keyword: Learner centered instruction

Examples given in English.

Title: Digital Portfolios in the World Language Classroom

Location: Room 335

Presenter(s): Denise Flood-Doyle & Toby Gillen, Bronxville School

Description: Come and learn how easy it is to empower students to assess their progress toward reaching the goals of your world language course. In this session, participants will learn how to use a portfolio as an assessment tool in the world language course. Participants will examine examples of Latin and French portfolios and will leave with a step-by-step guide for constructing, implementing, and assessing a digital portfolio in the World Language classroom.

Keyword: Technology Integration

Examples given in Latin and French.

Title: Embracing Learning Differences in the World Language Classroom

Location: Room 305

Presenter(s): Clara Gorman & Maria G.González-Gil, Trevor Day School

Description: In order to make world language learning accessible to all types of students, this presentation aims to share personalized multi-sensory approaches to reach students with dyslexia, auditory processing disorder, and short-term memory retention. This experience will provide the teachers with an inside view of the struggles that students. The presentation will also provide kinesthetic activities that students can use inside and outside of the school learning environment.

Keyword: Learner Centered Instruction

Examples given in Spanish.

Title: Keep it in Context and Make it "Fun"ctional

Location: Room 327

Presenter: Jenny Delfini, New Paltz CSD

Description: Beginner students need lots of repetition for language acquisition. Contextual supports, instead of rules, help students acquire language beyond recitation of vocabulary lists and move toward proficiency. The presenter will include examples of how to incorporate the seven most used structures ("The Super Seven") into an existing thematic unit and will provide places to find authentic resources for curriculum. She will also provide a framework for how and when her students hear, see, and use the structures throughout the unit and beyond. This is not just for FLES, but any beginner level class. Letting go of explicit grammar instruction can be tough, but ultimately this instructional shift leads to increased student engagement.

Keyword: Target language Instruction Made Comprehensible

Examples given in multiple languages.

Title: Proficiency-Based Activities and Projects to Power up Your WL Classrooms

Location: Room 233

Presenter: Wei Guo, Riverdale Country School

Description: Backed up by such theories as Bloom's Taxonomy, Backward Design, and the IMAGE Model, the presenter, believing language learning should be fun, exciting, and meaningful, will introduce a variety of proficiency-based collaborative activities and purposefully designed projects to engage students from multi-level world language classrooms: Around the World, Taboo, Tableau, Gallery Walk, Socratic Seminar, Put a Cap on Learning, to name just a few. Procedures, protocols, and samples will be shared for next day teaching. Project-based learning, technology use, and portfolio-based assessment will also be highlighted to cater to diverse student populations. The audience will walk away with concrete ideas and magic to power up their classrooms.

Keyword: Three Modes of Communication in Assessment and Instruction

Examples given in Chinese.

Title: Pulsera Project: Lessons for Empowerment, Unity, and Social Justice

Location: Room 303

Presenter: Erin Hunkemoeller, Urban Assembly Maker Academy

Description: Want to change the world with your curriculum but don't know how to begin? Are you looking for ways to incorporate social justice, empowerment, and unity into your curriculum? This session, highlighting the mission of the Pulsera Project, will provide authentic resources with which to explore these issues. We will navigate the process of converting your visions of grandeur into manageable goals across varying levels of ACTFL proficiency. Presenters will also provide a template for developing strategies and methods for every learner that will propel your lessons to the next level as well as provide an optional service project opportunity!

Keyword: Integrating Language, Culture, and Content
Examples given in Spanish.

Title: The Three Modes of Communication in Teaching LOTE Preparation Classes

Location: Room 237

Presenter: Eleni Natsiopoulou, Long Island City HS

Description: The Three Modes of Communication and the use of Authentic Sources and Real Life Tasks make learning a natural and empowering experience for students and teachers. We analyze how the Interpretive, Interpersonal, and Presentational Modes enhance student cognitive engagement in exercises that preparation for LOTE involves. Using the topic House and Home, we show how students may approach challenging texts and apply their knowledge to produce the required Read to Write task. We also discuss the value that the real-life tasks have for student engagement and give suggestions for differentiation and scaffolding.

Keyword: Three Modes of Communication in Assessment and Instruction

Examples given in Modern Greek.

Title: Theatre Accessibility and Cultural Relevancy in the Classroom

Location: Auditorium

Presenter(s): Allison Astor Vargas & Nikaury Rodriguez, Repertorio Español Theatre

Description: This workshop is devised to help classroom teachers experience first-hand the use of theatre in the classroom so as to engage their students in meaningful ways. Teachers will participate in theatre warm-ups, work on character development, and create brief scenes. This development work promotes and empowers teachers to build on their knowledge of drama and to demonstrate that curriculum can be expanded by incorporating theatre practices. In the last exercise of the session, teachers will be asked to create an on-the-spot assignment that will bring theatre back into the classroom. This sharing segment allows them to explore the realm of possibilities.

Keyword: Using Culturally Authentic Materials

Examples given in Spanish.

Title: Using Socratic Seminar in the World Language Classroom

Location: Room 337

Presenter: Tori González, TYWLS of Astoria

Description: This session will walk participants through how to design a unit that revolves around several Socratic seminars, while building vocabulary, reading comprehension skills, and speaking practice, through the Project-Based Learning (PBL) model. We will discuss leveled authentic texts, phrasal vocabulary, and building a culture of mistake making.

Keyword: Proficiency

Examples given in Spanish.

SAVE THE DATE!

The Office of Bilingual Education and World Languages is planning a conference for World Language teachers and administrators on Thursday, June 4, 2020 at Queens College, CUNY. More information on this conference will be made available in soon. Stay tuned to our website: <http://www.nysed.gov/world-languages/news/upcoming-world-language-conferences>.

Feedback on the Proposed Revisions to the LOTE Standards

The proposed revisions to the LOTE Standards are open for public comment until February 1st. Please make your voice heard by filling out the feedback survey at the following link:

<https://www.surveymonkey.com/r/NYSWLPublicComment>

WORKSHOPS—SESSION B

Title: An Arabic Articulated Curriculum: Does our home shape our lives?

Location: Room 333

Presenter: Susan Hanna Wicht, The Heschel School

Description: In this session, exemplars will be presented from a four-year articulated curriculum on the theme of "Welcome to my home". It addresses the Essential Question "Do our homes shape our lives?", taking the learner from their own location, to experience Arab dwellings in three Arabic-speaking countries. The learning aligns with ACTFL's World-Readiness, and Can-Do Proficiency Benchmark levels (Novice, Intermediate, Advanced), and incorporates global awareness in the 5 Cs (Communication, Cultures, Connections, Comparisons and Communities). Each unit includes formative and summative assessment of interpersonal, interpretive, and presentational modes. Participants will gain practical tools on how to create a unit for their language instruction.

Keyword: Integrating Language, Culture, and Content
Examples given in Arabic.

Title: Articulation for Transfer: Performance Assessment with the Seal in Mind

Location: Room 233

Presenter: Dr. Jennifer Eddy, Queens College, CUNY

Description: Articulation is intentional design for language performance and proficiency goals between levels, buildings and schools. Students often learn and are assessed in limited contexts with highly predictable or forced choice items that hinder proficiency goals. Articulated Performance tasks are designed for learners to engage critical thinking skills, intercultural competence, and to solve problems and create products across three target levels of learner engagement for the New York State Seal of Biliteracy (NYSSB) and beyond. This session guides teachers to design tasks to target proficiency goals for our revised NYS Checkpoints A, B, and C, and develop customized Can-Do statements unfolded for vertical articulation, transfer, and learner autonomy beyond the classroom.

Keyword: Three Modes of Communication in Assessment and Instruction

Examples given in English.

Title: Authentic Resources from Cuba & IPA design

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Keyword: Using Culturally Authentic Materials

Examples given in Spanish.

Title: Bringing Big Ideas and Meaningful Content into Beginner-Level Courses

Location: Room 305

Presenter: Chela Crinnion, Nightingale-Bamford School

Description: One challenge that students face when learning a new language is feeling limited in their expression. Simplistic vocabulary can constrain learning to concrete ideas, centered on one's own experience. By reframing units with essential questions and powerful key words, teachers can maintain target-language instruction while opening the door for deeper learning. Beginner-level classes can explore topics such as having vs. being, luxury vs. necessity, and house vs. home. Authentic images and texts sourced from websites and social media can spark conversations about identity and diversity, as well as global and social issues. This session provides a sampling of activities and resources in Spanish, adaptable for other languages.

Keyword: Target language Instruction Made Comprehensible

Examples given in Spanish.

Title: Digital Portfolios in the World Language Classroom

Location: Room 335

Presenter(s): Denise Flood-Doyle & Toby Gillen, Bronxville School

Description: Come and learn how easy it is to empower students to assess their progress toward reaching the goals of your world language course. In this session, participants will learn how to use a portfolio as an assessment tool in the world language course. Participants will examine examples of Latin and French portfolios and will leave with a step-by-step guide for constructing, implementing, and assessing a digital portfolio in the World Language classroom.

Keyword: Technology Integration

Examples given in Latin and French.

Title: High-Impact Strategies to Maximize the Value of Authentic Images

Location: Room 339

Presenter: Matt Coss, George Washington University

Description: Following the message of the keynote address, this session will present a variety of high-impact strategies for world language teachers of students at any level of proficiency to make the most out of the authentic images they plan to use in the classroom. The primary goal of this session is that each attendee is able to take away concrete steps to immediately incorporate into their own classrooms - strategies to weave culture and content in the target language to facilitate student language acquisition and growth. The goal is not to change what we teach, or even to change how we teach, but to remember to constantly ask ourselves: is there a more culturally-entrenched and relevant way I can have my students interact with this content?

Keyword: Using Culturally Authentic Materials

Examples given in multiple languages.

Title: Project Based Learning

Location: Room 327

Presenter: Melody Kwan, Baruch College Campus HS

Description: What is Project-Based Learning and how do we implement it in our classrooms? Using the principles of Backward Design, project-based learning can be a rich way to structure your class. In this workshop, teachers will learn how to design meaningful projects for themselves and their students. Learn how to create projects and outlines that will accommodate a variety of learning abilities and design rubrics that will make grading more manageable.

Keyword: Learner Centered Instruction

Examples given in Spanish.

Title: Teaching Modern Languages for Social Justice

Location: Room 329

Presenter: Lamees Fadl, City University of New York

Description: Integration of social justice in Modern Languages classrooms is a trending demand for 21st century education. This workshop aims to provide a plan to develop Modern language classes for teaching languages and social justice in conjunction. It aims to highlight the link between social justice and modern languages, and fulfill the main components of social justice through teaching social justice characteristics, terminology, on a global scale. Some important questions will be answered, including how to choose a textbook that works well with the topic, and how to create assignments that demonstrate the understanding of the aspects of social justice and the concept of culture through comparisons of targeted and American cultures.

Keyword: Integrating Language, Culture, and Content

Examples given in Arabic and English.

Title: Teaching Students to ask Questions using the Question Formulation Technique

Location: Room 303

Presenter: Judith Wilson, Executive Leadership Institute

Description: The skill of question asking is far too rarely or deliberately taught in school. This session will develop the teaching strategy, the Question Formulation Technique, a strategy worked with and learned from educators, which provides a simple yet powerful way to teach students how to formulate, work with, and use their own questions.

Keyword: Integrating Language, Culture, and Content

Examples given in English.

Title: The Three Modes of Communication in Teaching LOTE Preparation Classes

Location: Room 235

Presenter: Eleni Natsiopoulou, Long Island City HS

Description: The Three Modes of Communication and the use of Authentic Sources and Real Life Tasks make learning a natural and empowering experience for students and teachers. We analyze how the Interpretive, Interpersonal, and Presentational Modes enhance student cognitive engagement in exercises that preparation for LOTE involves. Using the topic House and Home, we show how students may approach challenging texts and apply their knowledge to produce the required Read to Write task. We also discuss the value that the real-life tasks have for student engagement and give suggestions for differentiation and scaffolding.

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Examples given in Modern Greek.

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Location: Auditorium

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Keyword: Using Culturally Authentic Materials

Examples given in Spanish.

Title: Using Authentic Materials to Assess 21st Century Students' Communication Skills

Location: Room 237

Presenter: Norka Delgado Fuller, Floral Park Memorial

Description: Teachers will learn how to create lessons to assess their students' listening, reading, speaking and writing skills through Higher Order Thinking interpretative questions, engaging interpersonal tasks and presentational read to write activities based on authentic resources. There will be a specific focus on activities that will fulfill the Communication Skills standards for Checkpoints A, B and C. Participants will have hands on opportunities to create elements of an Integrated Performance Assessment based on provided authentic materials and to discuss how to implement the activities to their curriculum and to differentiate them to their student's level. Participants will also receive a copy of lessons discussed during the presentation.

Keyword: Three Modes of Communication in Assessment and Instruction

Examples given in Spanish.

Title: Using Culturally Authentic Materials to Design Articulated Assessment Transfer Tasks

Location: Room 337

Presenter(s): Lingling Xie, North Shore & Herricks Schools, Dorcas Xue & Janet Chan, Queens College, CUNY

Description: This session explains how to plan a unit with the backward design and Articulated Assessment Transfer Task. The session also demonstrates how to use culturally authentic material to design tasks in the three modes. We will discuss articulated performance assessment tasks and the three modes for the world language class. The presenters will demonstrate how to align world language teaching strategies with the modes and other features to design a lesson for learners with different levels. The presenters will share their experience of their performance assessment tasks design and implementation. You will see how to design an effective lesson using the three modes and Backward Design.

Keyword: Using Culturally Authentic Materials

Examples given in English and Chinese.

THE NEW YORK STATE SEAL OF BILITERACY



The New York State Seal of Biliteracy (NYSSB) was established to recognize high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English.

The intent of the NYSSB is to:

- affirm the value of diversity in a multilingual society;
- encourage the study of languages;
- identify high school graduates with language and biliteracy skills for employers;
- provide universities with additional information about applicants seeking admission;
- prepare students with twenty-first century skills; and to
- recognize the value of world and home language instruction in schools.

The NYSSB acknowledges the importance of being bilingual in today's global society. It highlights the hard work and achievement of students, and encourages students to pursue language study while in school. The recognition of attaining biliteracy becomes part of the high school transcript and diploma for these students and is a statement of accomplishment for future employers and for college admission.

For more information on the NYS Seal of Biliteracy including how to start a Seal program at your school or district, please contact Candace Black at candace.black@nysed.gov or (518) 473-7505.

WORKSHOPS—SESSION C

Title: An Arabic Articulated Curriculum: Does our home shape our lives?

Location: Room 333

Presenter: Susan Hanna Wicht, The Heschel School

Description: In this session, exemplars will be presented from a four-year articulated curriculum on the theme of "Welcome to my home". It addresses the Essential Question "Do our homes shape our lives?", taking the learner from their own location, to experience Arab dwellings in three Arabic-speaking countries. The learning aligns with ACTFL's World-Readiness, and Can-Do Proficiency Benchmark levels (Novice, Intermediate, Advanced), and incorporates global awareness in the 5 Cs (Communication, Cultures, Connections, Comparisons and Communities). Each unit includes formative and summative assessment of interpersonal, interpretive, and presentational modes. Participants will gain practical tools on how to create a unit for their language instruction.

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Examples given in English.

Title: Bringing Big Ideas & Meaningful Content into Beginner-Level Courses

Location: Room 303

Presenter: Chela Crinnion, Nightingale-Bamford School

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WORKSHOPS

Session A: 10:45—11:40	Location
Authentic Resources from Cuba & IPA Design	Room 231
Creating Design Challenges to Initiate Project-Based Learning	Room 333
Digital Portfolios in the World Language Classroom	Room 335
Embracing Learning Differences in the World Language Classroom	Room 305
Keep it in Context and Make it "Fun"ctional	Room 327
Proficiency-Based Activities and Projects to Power up Your WL Classrooms	Room 233
Pulsera Project: Lessons for Empowerment, Unity, and Social Justice	Room 303
The Three Modes of Communication in Teaching LOTE Preparation Classes	Room 237
Theatre Accessibility and Cultural Relevancy in the Classroom	Auditorium
Using Socratic Seminar in the World Language Classroom	Room 337

Session B 12:55– 1:50	Location
An Arabic Articulated Curriculum: Does Our Home Shape Our Lives?	Room 333
Articulation for Transfer: Performance Assessment with the Seal in Mind	Room 233
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High-Impact Strategies to Maximize the Value of Authentic Images	Room 339
Project Based Learning	Room 327
Teaching Modern Languages for Social Justice	Room 329

AT A GLANCE

Session B 12:55-1:50 (continued)	Location
Teaching Students to Ask Questions Using the Question Formulation Technique	Room 303
The Three Modes of Communication in Teaching LOTE Preparation Classes	Room 235
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Session C 1:55-2:50	Location
An Arabic Articulated Curriculum: Does Our Home Shape Our Lives?	Room 335
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Examples given in English.

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Keyword: Target language Instruction Made Comprehensible

Examples given in multiple languages.

Title: Multiple Pathways to IPA—Using leyendas in the WL classroom

Location: Room 231

Presenter(s): Saybel Nunez & Dr. Victoria Gilbert,
Saint David's School

Description: Presenters will share authentic resources, that support the development of curricula focusing on products, practices and perspectives of target culture. Presenters will be pulling great characters from target language (TL) literature as models for students to create a biographical narrative of a peer. Presenters will guide participants through the development of an Integrated Performance Assessment (IPA) lesson series incorporating the three modes and demonstrate how student proficiency evolves through this process. Resources will include myths, legends and other well-known TL literature. Participants will receive templates to create their own IPA lesson series and have time to brainstorm some ideas of their own with other participants.

Keyword: Integrating Language, Culture, & Content

Examples given in Spanish.

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Location: Room 233

Presenter: Wei Guo, Riverdale Country School

Description: Backed up by such theories as Bloom's Taxonomy, Backward Design, and the IMAGE Model, the presenter, believing language learning should be fun, exciting, and meaningful, will introduce a variety of proficiency-based collaborative activities and purposefully designed projects to engage students from multi-level world language classrooms: Around the World, Taboo, Tableau, Gallery Walk, Socratic Seminar, Put a Cap on Learning, to name just a few. Procedures, protocols, and samples will be shared for next day teaching. Project-based learning, technology use, and portfolio-based assessment will also be highlighted to cater to diverse student populations. The audience will walk away with concrete ideas and magic to power up their classrooms.

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Location: Room 329

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Keyword: Proficiency

Examples given in Spanish.

Title: World Language Proficiency Fellows Panel Discussion

Location: Room 235

Presenter: Jill Schimmel, Division of Multilingual Learners, New York City Department of Education

Description: What is proficiency-based language teaching? How would it shift your classroom? How could administering a proficiency-based exam (AAPPL) support this shift? How do you plan differently? Session attendees will hear from a panel of NYCDOE teachers, the World Language Proficiency Fellows, about their ongoing journey towards proficiency-based teaching and a more student-centered language classroom.

Keyword: Proficiency

Examples given in English.

PRESENTERS

Allison Astor Vargas

Allison Astor-Vargas has been with the Repertorio Español since 1997. Allison co-ordinates all the educational residencies and professional development sessions with schools as well as oversees and participates in the collaboration between the schools, classroom teachers and the Repertorio's teaching artists. She also produces all student performances that take place at the theatre. In the 2018-2019 school year, the Repertorio is partnering with 19 NYC public schools serving over 1,000 students, the majority of which are Multi-lingual Learners and/or newly arrived students.

Janet Chan

Janet Chen graduated undergraduate at Queens College and is currently pursuing a Master's degree in Critical Language Education. She completed her one year of student teaching at Bayside High School and is working to become an educator of Mandarin Chinese in World Language Arts. Studying under Queens College, and trained under the ACTFL Standards, her goal is to implement more culturally driven practices into World language teaching.

Matt Coss

Matt Coss is a Lecturer in Chinese at George Washington University (GWU) and a Second Language Acquisition Specialist at the National Foreign Language Center (NFLC) at the University of Maryland. Matt received his BA in Hispanic Linguistics and Chinese from UNC Chapel Hill and his MA in Second Language Acquisition from the University of Maryland. Matt is passionate about delivering culturally-rich, learner-centered world language learning experiences for all students and bridging the gap between research and practice to increase student language proficiency and language teacher instructional effectiveness.

Chela Crinnion

Chela Crinnion holds B.A. degrees in Spanish and studio art, as well as an M.A. in Spanish, with a specialization in Latin American Studies. After completing her undergraduate work, she lived in Costa Rica for three years, working for a non-profit and teaching ESL at the university level. Here in the U.S., Chela has taught Spanish at the lower school, middle school, high school, and university levels. Her passions as an educator include girls' empowerment, fostering critical thinking, and teaching about global and social

issues in the context of target-language instruction. She currently teaches at the Nightingale-Bamford School.

Jenny Delfini

Jenny-Lynn Delfini (@JL_Delf) is a World Language teacher for the New Paltz Central School District in the Hudson Valley; she has been a K-8 French and Spanish teacher for 19 years. Jenny is the 1st Vice-president of NYSAFLT, and social media consultant for NECTFL. She is a NYS representative in ACTFL's Leadership Initiative for Language Learning. Jenny is as a member of the NYSED-OBEWL Regional Standards Committee for the Mid-Hudson area.

Norka Delgado Fuller

Norka earned her B.A Major in Spanish and Minor in Secondary Education. She also earned a M.S. Secondary Education from Queens College. She has 13 years of experience teaching all grades 7-12 and is currently working at Sewanhaka CHSD. She has presented at various conferences and was Teacher of the Year in 2015 at her district.

Dr. Ida D'Ugo

Dr. D'Ugo has been a World Language teacher (Spanish) for over fourteen years. In addition, she has also conducted research in the area of language acquisition, specifically on the following topics: • Use of the Harkness Conference Table Method to Improve Proficiency and Critical Thinking Skills in Second Language Acquisition • Using Inquiry Learning to Promote Student Motivation and Engagement. Dr. D'Ugo likewise facilitates professional development for World Language teachers in her district and is a member of the district's Seal of Biliteracy Committee.

Dr. Jennifer Eddy

Dr. Jennifer Eddy is an associate professor and program director of World Language Education at Queens College, CUNY. Her research focuses on performance assessment, curriculum design and transfer. In 2004, Dr. Eddy developed Uncovering Curriculum: Articulated Design Assessing Performance and Transfer (UC:ADAPT), integrating Backward Design/UbD with the World Readiness/5Cs Standards. This K-16 design unfolds overarching intercultural perspectives through transfer tasks for vertical articulation. She is frequent presenter at schools and colleges nationally on this design protocol. Dr. Eddy is Project Investigator for the NYSED NYS World Language Standards and Professional Learning Initiative.

Lamees Fadl

Lamees teaching career started in Egypt in 2003 where she was University ESL instructor. She earned MA in Comparative Literature from Cairo University. Now, she teaches Arabic language and literature in the CUNY and Temple University. She is the Arabic language editor of "Otherness", the online student magazine of ELA Department at LaGuardia CC. She has presented at various conferences and workshops including: NEMLA, GLP, NECTFL and several Symposiums at BMCC, Hofstra University, ILETC Community College Forum.

Denise Flood-Doyle

Having taught Latin and Greek in both private and public schools for over 25 years, Denise Flood-Doyle currently serves as the Curriculum Leader of World Languages and Latin Teacher at the Bronxville School in Bronxville, New York. She has presented at local, regional and national conferences sharing her passion for curriculum design and integration of technology in the world language classroom.

Dr. Victoria Gilbert

Dr. Gilbert grew up in three different countries and has taught world languages to PreK-8 and science in NYC. She received her doctorate from TC in educational leadership. She is a frequent presenter on authentic resources and IPA design. Dr. Gilbert has taught methodology classes and served as lead instructor in NYU's and Global Language Project's StarTalk programs. She is currently the Chair of the Modern Language Department at Saint David's School.

Tobi Gillen

Toby Gillen has been teaching middle and high school French for the past 18 years at the Bronxville School in Bronxville, NY. She has presented at several local, regional and national conferences sharing best practices for integrating technology into the classroom in ways to make learning purposeful and engaging. Toby is also the Coordinator of the Mentor Program for the Bronxville School District.

Tori González

Tori has taught in the DOE for 12 years as a high school Spanish teacher. She also spent a year teaching in Mexico. She received a B.A in Spanish and Latino Studies at The University at Buffalo, and received an M.A. at Lehman College through the Teaching Fellows. She is currently teaching at TYWLS of Astoria.

Maria G. González-Gil

Maria G. González-Gil graduated from the University in Bilbao where she earned her BA and MA in Journalism and Education. She currently teaches sixth grade French and Spanish at Trevor Day School. Maria is originally from the Basque Country in Northern Spain and Southern France, and is fluent in Basque, French, Spanish, and English. Maria has fifteen years' experience teaching languages at all levels. In addition to her passion for teaching, Maria appreciates experiencing different cultures; she has lived in many cities around the world. In June, Maria represented Trevor at the Seed Project in California, a program led by teachers striving to create a more equitable and diverse society.

Clara Gorman

Clara Gorman was born and raised in Madrid, Spain, graduated from the University in Madrid. She began her teaching career at an independent School in New York. Currently, she works at the Ethical Culture Fieldston School. She has been working in the field of education for nearly 14 years. Over the last years, she has developed an interest in how to help kids with learning difficulties in her classroom. Her passion outside of the classroom is walking her dog or watching soccer.

Wei Guo

Wei Guo is currently a Mandarin teacher at Riverdale Country School (RCS). Prior to that, he was a Chinese teacher at High School for Dual Language and Asian Studies in the Lower East Side of NYC, and a lead Chinese classroom teacher in Washington Yu Ying Public Charter School in Washington DC. Graduated from NYU Steinhardt, Wei is experienced in designing academically challenging Mandarin curriculum and highly engaging Mandarin lessons across proficiency and grade levels.

Susan Hanna Wicht

Susan Hanna Wicht teaches Arabic in New York. After receiving a B.A. in Arabic/English Translation from Al-Mustansiriya University in Baghdad, she went on to receive a postgraduate diploma in Translation and Conference Interpretation from the University of Westminster in London, and an M.A. in International Business from Webster University in Geneva. Her teaching career began after she completed the Cambridge Certificate in English Language Teaching to Adults (CELTA). In 2015, she received an M.A. in Bilingual Bicultural Education from Teachers' College Columbia University, New York. Currently, she is working on a theme-based articulated curriculum for learners of Arabic.

Erin Hunkemoeller

Erin Hunkemoeller is a teacher, coach, director, blogger and speaker originally from West Chester, Ohio. She is a current classroom teacher in Manhattan with an enormous amount of enthusiasm for her craft. She received her B.A in Spanish as well as her B.S. in Foreign Language Education from the University of Dayton in 2012. She also received her Master's in Curriculum and Instruction from Western Governors University in 2019. As a member of the AATSP, OFLA, NYSAFLT, and ACTFL, she strives for professional growth and constant innovation in the classroom.

Melody Kwan

Melody Kwan received her M.A. in Foreign Language Teaching and ESOL from NYU and has been teaching Spanish and ENL for 15 years in New York City. In her classes, her students work on different types of projects and their most memorable project is the Spanish 1 Mochila project. She even works on projects outside the classroom; her students worked on a yearlong InvenTeam project where they built a vacuum cleaner for the subway system.

Dr. Eleni Natsiopoulou

Dr. Eleni Natsiopoulou has a degree in Greek Philology, an MS in School Administration, and a Ph.D. in International and Comparative Education and Sociology. She teaches Modern Greek to students of non-Greek descent at Long Island City High School since 1997 and is a professor of Sociology and Education at Teachers College, Columbia University since 2011. She taught Greek Language and Literature at Queens College and also served as a principal of a Greek parochial school.

Saybel Nunez

Saybel Nunez is an educator from Venezuela with over 20 years of teaching experience spanning 4 continents in 3 different languages (Spanish, Portuguese and English). She has served in multiple capacities of education and has presented to audiences from all walks of life ranging from ages two to eighty-two. She expresses her commitment and passion for education by meeting people where they are and guiding them through their process of achieving their highest potential.

Nikaury Rodriguez

Nikaury Rodriguez is a Dominican-born, New York-raised actor and teaching artist. She has been part of many theatrical productions, voice-overs, film and television projects. She has lead innumerable residencies throughout New York City public schools, specializing in improvisational acting, playwriting, and interactive theatre designed to promote conflict resolution.

Jill Schimmel

Jill Schimmel is the Senior Director of World Languages in the Division of Multilingual Learners, New York City Department of Education (NYCDOE). In this role, she provides professional development and support to language teachers throughout the five boroughs, as well as guides administrators. In addition, she guides the NYCDOE implementation of the New York State Seal of Biliteracy for multiple schools and hundreds of students. Jill taught middle school ENL and Japanese in NYCDOE. She has degrees from the University of Virginia and Fordham University, and she has completed School Building Leadership and School District Leadership programs at Bank Street College of Education.

Judith Wilson

Judith Wilson spent her education career working for the New York City Department of Education as a teacher, middle school language teacher, assistant principal and as a principal at the elementary school level. Her teaching background includes teaching World Languages (Spanish and Italian) & English Language Arts. Judith is an adjunct instructor and field supervisor in the Touro College School Leadership Program. Judith is currently a consultant for ELI and works as mentor for new school administrators. She customizes workshops for schools, tailoring professional development to the individual needs of school leaders as well as their teachers.

Lingling Xie

Lingling Xie is a graduate student at Queens College studying for her second Master of Art in critical languages education. Lingling is currently teaching Chinese in North Shore High School and Hericks High School, and she is NYS World Language Standards Regional Committee. Lingling was a founder of Excellent Chinese School, a substitute Chinese teacher in Plainview-Old Bethpage school district, and a student teacher in Bayside High School.

Dorcas Xue

Dorcas Xue is studying the Master of Art in Critical Language Education at Queens College. Dorcas was a student teacher at John Bowne High School. She has experience teaching native speakers, heritage speakers, and non-native speakers in Chinese classrooms. Dorcas loves to use authentic materials in her lessons. She is also good at designing the lesson plans with ACTFL Standards.

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New York State Association of World Language
Administrators (NYSAWLA)

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and Youth Services

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Stuyvesant High School

RESOURCES

World-Readiness Standards for Language Learning

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

ACTFL Performance Descriptors for Language Learning

<https://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance-Descriptors.pdf>

NCSSFL-ACTFL Can-Do Statements

https://www.actfl.org/sites/default/files/CanDos/Can-Do_Benchmarks_Indicators-wide.pdf

ACTFL Library of Publications on the National Standards

<https://goo.gl/u91QLX>

Oral Proficiency Levels in the Workplace

https://www.actfl.org/sites/default/files/pdfs/TLE_pdf/OralProficiencyWorkplacePoster.pdf

OBEWL World Languages

<http://www.nysed.gov/world-languages/>

The New York State Seal of Biliteracy (NYSSB)

<http://www.nysed.gov/world-languages/new-york-state-seal-biliteracy-nyssb>

World Language Graduation Requirements

<http://www.nysed.gov/world-languages/graduation-requirements>

World Language Associations

<http://www.nysed.gov/world-languages/world-language-associations>

Teacher Resources

<http://www.nysed.gov/world-languages/teacher-resources>

Special thanks to Stuyvesant High School for hosting this event.



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Our mission is to ensure that all New York State students, including English Language Learners/Multi-lingual Learners (ELLs/MLLs), attain the highest level of academic success and language proficiency. We strive to ensure that all students' individual educational paths and socio-emotional needs are met in multiple languages leading them to college and career readiness. Our goal is to provide guidance, technical assistance, and support to NY State Districts, Charter Schools, Non-public Schools, and other organizations in the development of programs for Multi-lingual Learners and World Language students. OBEWL serves over 700 Local Education Agencies and students of over 200 language backgrounds.

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