

**New York State
World Language
Design for Global Proficiency
Conference Program**



Thursday, June 6, 2019

8:30 a.m.—3:30 p.m.

Queens College, CUNY





Building Abbreviations

Alumni Hall	AE	Dining Hall	DH	Jefferson Hall	JH	Rathaus Hall	RA
Campbell Dome	DM	FitzGerald Gym	FG	Kiely Hall	KY	Razran Hall	RZ
Colden Auditorium	CA	Frese Hall	FH	King Hall	KG	Remsen Hall	RE
Colvin Hall	CH	G Building	GB	Kissena Hall	KS	Rosenthal Library	RO
Continuing Ed I	CI	Gerz Center	GC	Klapper Hall	KP	Science Building	SB
Delany Hall	DY	Goldstein Theatre	GT	Music Building	MU	Student Union	SU
		Honors Hall	HH	Powdermaker Hall	PH	Tech Incubator	C2
		I Building	IB	Queens Hall	QH	The Summit	

Key

Buildings	Off Campus	Sidewalks	Roadways	Grassy Areas	Athletics Fields	Parking Areas
QC Boundary	Parking Lots	Bus Routes	Food Services	QC Shuttle Bus	Accessibility Ramps	Emergency Phones

CONFERENCE SCHEDULE

START	END	SESSION	LOCATION
8:00	8:30	Registration and breakfast refreshments	Dining Hall
8:30	9:00	<p>Opening and Welcome Lissette Colón-Collins Assistant Commissioner, NYSED-OBEWL</p> <p>John Carlino, Executive Director, NYSAFLT</p> <p>Dr. Eleanor Armour-Thomas, Chair, Sec. Ed. & Youth Ser- vices, Queens College</p> <p>Dr. Jennifer Eddy, Assistant Professor, Queens College, PI: NYSED World Language Standards and Professional Learning Initiative</p>	LeFrak Hall
9:00	10:15	Keynote Address Mr. Greg Duncan, President & Founder, InterPrep, Inc.	LeFrak Hall
10:15	10:30	Break	
10:30	11:25	Breakout Session A	See location in program
11:30	12:45	Lunch on your own	
12:55	1:50	Breakout Session B	See location in program
2:00	2:55	Breakout Session C	See location in program
3:05	3:30	Closing Remarks and Next Steps	LeFrak Hall

KEYNOTE SPEAKER



Greg Duncan

President & Founder of InterPrep, Inc.

After serving as a high school teacher of Spanish, a high school administrator and then as Coordinator of Foreign Languages and International Education for the Georgia Department of Education, Greg launched a career in 1993 as an independent consultant. His work includes professional development of teachers and administrators, curriculum and assessment design, program development and evaluation, and he serves the professional organization community as a frequent invited speaker at state, regional, national and international language conferences. He has authored and collaborated in the authorship of numerous publications in the field of foreign language education, and he has led the development of Emmy Award-winning distance learning programming in Japanese and Spanish. He has been honored with numerous state, regional and national awards in addition to being recognized by foreign governments for his work to further language education. Greg's responsibilities take him throughout the United States and to numerous other countries in any given year. His academic studies were undertaken at la Universidad de Salamanca, la Universidad Complutense de Madrid, the University of Georgia, Georgia State University and Kennesaw State University. He resides with his family in Atlanta, Georgia. More detailed information may be found at http://www.interprepinc.com/interprepinc.com_wwwroot/About_Greg_Duncan.html

KEYNOTE ADDRESS

Motivating Learners . . . Through Assessment!

“Assessment” is a term that many teachers wish they had never heard of. It can take massive amounts of time, even to the point of possibly over-shadowing time for learning. But does it have to be that way? Might there be ways to meet the requirements of assessing but also motivate learners at the same time? What? Assessment that motivates?

This opening session will explore the possibilities for assessment in the world language classroom of 2019. We'll quickly move beyond traditional ideas about assessment and on to its promising dimensions for our learners, one of which is to actually enliven and inspire the whole learning enterprise. Come learn and dream with us as we explore this exciting opportunity for world language learners—and teachers.



WORKSHOPS—SESSION A

5 Step Meta-Cognitive Student Writing Portfolio for Self-Assessment and Peer-Editing

Presenter: Marisol Manríquez-Weiner

Location: Rathaus 219

How can we help students improve their writing? In this session, we propose an approach that helps students improve their writing by releasing the exclusive responsibility of feedback from the teacher and empowering students and their classmates to become well-equipped to edit. The meta-cognitive portfolio for self-assessment and peer editing consists of a 5 step method with the goal that students determine high leverage mistakes (spelling and grammar) that are repeated in their writings. These frequent errors correspond to words and expressions they will use constantly as they progress to Spanish mastery. In this hands-on session, teachers will work with written samples to go themselves through the process of the 5 step method. Workshop will be presented in English with examples given in Spanish.

A Primer on Proficiency

Presenter: Bill Heller

Location: Music II

NYS Checkpoints are being redefined using proficiency levels of the ACTFL Proficiency Guidelines. The purpose of this session is to provide a basic understanding about the ACTFL Proficiency Guidelines and assumes no prior knowledge. Participants will learn to identify characteristics of Novice, Intermediate and Advanced levels and sublevels of the ACTFL Proficiency guidelines and explore the difference between performance and proficiency. Finally, suggestions on how to create proficiency-driven learning targets will be offered. Workshop will be presented in English with examples given in English.

Aligning Assessment and Instruction: Creating Authentic Read-to-Write Tasks

Presenter: Cristina Santiago-Campbell

Location: Powdermaker 206 (Computer lab)

During this session, participants will use Padlet® as an online collaboration space to create authentic Read-to-Write tasks that are aligned with all NYCDOE-created Comprehensive Exams in LOTE. As of June 2019, NYCDOE LOTE exams in Chinese, French, Italian, Korean and Spanish have been approved as a +1 pathway for graduation. Participants will learn to use the template for Part 4a to create their own Read-to-Write tasks in their target language of instruction. Tasks will be created in multiple languages using Checkpoint B functions, situations and topics. Participants will have access to the collaboration space and may continue adding resources and tasks after the session. Participants should bring their own laptop or tablet/iPad for this session. Workshop will be presented in English with examples given in multiple languages.

An Arabic Articulated Curriculum: Do our homes shape our lives?

Presenter: Susan Wicht

Room: Kiely 417

In this session, exemplars from a four-year articulated curriculum on the theme of "Welcome to my home" will be presented. These exemplars address 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 curriculum aligns with the World-Readiness Standards for Language Learning, and Can-Do Proficiency levels (Novice, Intermediate, Advanced), and incorporates global awareness of the 5 Cs (Communication, Cultures, Connections, Comparisons and Communities). Each unit includes formative and summative assessment in interpersonal, interpretive, and presentational modes. Participants will learn to model a unit of language instruction, integrating culture and content. Workshop will be presented in English with examples given in Arabic.

Change Agents Needed! Please Apply!

Presenter: Francesco Fratto & Denise Hannaoui

Room: Kiely 426

This session will focus on leadership skills needed to engage, move, and build a world language department. Whether you are an administrator (current or future), lead teacher, or simply someone that has the respect of the department, this session will provide you with concrete ways to help your colleagues make the change that is needed to move the department to the next level. Let's brainstorm together to be that agent of change we look for in our leaders. Workshop will be presented in English with examples given in Spanish.

Core Practices in Culture Teaching

Presenter: Dr. Erin Kearney

Room: Rathaus 210

Culture is at the core of world language education, yet the specific instructional practices and routines teachers can employ to effectively create opportunities for cultural learning are little studied and rarely addressed in teacher education or professional development. Drawing on long-term classroom-based research, this session introduces several core practices in culture teaching, illustrates these with examples and suggests a professional development process through which teachers can develop their classroom routines to enhance students' cultural learning. Workshop will be presented in English with examples given in multiple languages.

Critical Thinking to Build Language Proficiency**Presenter: Rosanne Zeppieri****Room: Kiely 429**

Memorizing vocabulary and conjugating verbs is unlikely to cause students to gain proficiency. It is important that we reframe our classrooms as places where learners “do language” rather than learn about language. Through scaffolded language work, teachers can nurture critical thinking skills and authentic communication by tweaking existing practices and by adjusting the type of work students do. During this session, we will examine ways of integrating authentic resources, giving students choice, promoting collaboration, and making learning fun and interesting. Workshop will be presented in English with examples given in Spanish.

Developing Performance Assessment for the Backward Design Units**Presenter: Sushma Malhotra****Room: Rathaus 205**

This workshop is based on backward design, “to identify the desired results, determine acceptable evidence of learning, and develop the learning plan.” A question that participants must be able to answer is, “How do we know whether or not students have achieved our learning objectives?” Participants will have to consider what will be acceptable evidence of learning and performance assessment to indicate that students have met the objectives. Once participants know what students need to accomplish, they will be ready to develop their own learning plan and contextualize their performance assessment. Samples of performance assessments will be shared with the participants. Workshop will be presented in English with examples given in English.

Engage and Motivate Your Students with Culturally-Based IPAs**Presenters: Dr. Patricia Lennon & Adriana Mendrinos****Room: Rathaus 214**

Bring authentic cultural material to your classes and create IPAs that will engage your students. Authentic videos, songs, stories, poems and ads will provide the products, practices and perspectives of the target language directly to your students. Use websites and apps to demonstrate authentic cultural materials to your students. Culturally-based Integrated Performance Assessments will be discussed and sample Read-to-Write tasks will be distributed. Participants will create their own questions for authentic readings. Samples of activities will be distributed in Spanish, French and Italian. Workshop will be presented in English with examples given in multiple languages.

Fostering Advanced Literacies in the World Language Classroom

Presenter: Dr. Roser Salavert

Room: Kiely 416

A new definition of literacy, i.e. advanced literacies, is at the core of the Next Generation Learning Standards. This new definition responds to the demands of today's literacy and knowledge-based global society. For Multi-lingual Learners, advanced literacies come natural to them because of their home language skills and ability to see the world from different perspectives. As participants will experience during the session, the Socratic Seminar in the Language Classroom creates a learning environment that fosters the discussion of ideas, promotes advanced literacies and develops high levels of language proficiency. Teachers will use the ACTFL Can-Do Statements and other strategies to bring the Socratic seminar to their own language classrooms. Workshop will be presented in English with examples given in multiple languages.

Language in Context: Advancing Proficiency Through Content Learning

Presenter: Marisol Marcin

Room: Kiely 422

In this workshop, we will discuss the development of language courses with a cultural or content focus. The goal of this type of course is to challenge the students to use their current language skill to develop their cultural understanding, while at the same time improving their linguistic abilities. We will discuss the backward design model, the making of integrated performance assessments (IPA), and the selection of materials for that type of course. Workshop will be presented in English with examples given in Spanish.

The New York State Seal of Biliteracy

Presenters: Maria Fenton, Ingrid Hatt & Tanya Rosado-Barringer

Room: Kiely 418

The New York State Seal of Biliteracy recognizes students who have studied and attained a high level of proficiency in two or more languages, one of which must be English, by high school graduation. The intent of the Seal of Biliteracy is to: 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 affirm the value of diversity in a multilingual and global society. Participants will learn how to adopt the NYS Seal of Biliteracy process and will explore a simple implementation plan. Workshop will be presented in English with examples given in English.

Project-Based Language Learning in the World Language Classroom**Presenter:** Tracy Brady**Room:** Kiely 434

Project-Based Language Learning (PBLL) can bring an authenticity to all levels of instruction and learning. Inspire your students to create products that can solve real-world problems. Build interculturality by collaborating with native speakers from the target culture. Come learn basic strategies, structures, and tips for using PBLL in your classroom, whether you teach novices, intermediate level, or advanced students. Workshop will be presented in English with examples given in Spanish.

Technology for Assessments in World Language Classrooms**Presenter:** Jessica Fu**Room:** Powdermaker 208 (Computer lab)

Traditional assessments on paper can no longer fit in our 21st century classrooms. Various technologies can make formative and summative assessments easier to create, collect more accurate and comprehensive data, and are much more fun for the students. Participants will learn how to use different technology tools such as Peardeck, Padlet, Flipgrid, Google Form, Flipquiz, etc. in the World Language classroom. Assessment samples will be presented. During and after the workshop, the participants will know the importance of using technology in assessments and will be able to utilize and create assessments using tech tools as well. Stations will be set up for the participants to create one assessment using a different tech tool. Workshop will be presented in English with examples given in Chinese.

Theatre Accessibility and Cultural Relevancy in the Classroom**Presenters:** Allison Astor-Vargas, Nikaury Rodríguez & Alfonso Ramírez**Room:** Persia Campbell Dome

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 demonstrate that curriculum can be expanded by incorporating theatre practices. In the last exercise of the session, teachers are asked to create an on-the-spot assignment that will bring theatre back into the classroom. This sharing segment allows them explore the realm of possibilities. The teaching artists will give feedback. Workshop will be presented in English with examples given in English.

Lunch will be on your own from 11:30 a.m.—12:45 p.m. Attendees who wish to eat lunch on campus will find a variety of offerings, including:

Dining Hall: Q-Café—*Au Bon Pain* soups, salad bar, grill, pizza, and Grab-and-Go available for purchase; located in Armstrong Alley Dining Hall.

El Patio: Columbian Fusion and Latin American fare located in Midway Court.

Kiely Hall: *Au Bon Pain* is on the second floor of Kiely Hall. Soups, made to order sandwiches, pastries, coffee.

Science Bldg: Kissena Bagels and Starbucks coffee, located opposite of the Library.

Student Union: Self-service Grab-and-Go including Kosher selections, and Starbucks coffee.

Near-by offerings located off-campus

Food Trucks: *Shah's Halal*, serving chicken, lamb, and vegetarian Mediterranean—on the corner of Kissena Blvd and Melbourne Avenue.

Ginos of Kissena: Quick service Italian entrees, salads, pizzas—across the street from campus on Kissena Blvd.

Secondary education & Youth Services, Division of Education

World Language Education

Preparing World Language teachers for all stages of their professional career



We offer graduate courses for salary differentials and sabbatical.

SEYS 743 Advanced World Language Curriculum Design

This course prepares educators to design curriculum and performance assessment with the NYS themes and topics, articulated across three levels of learner engagement: Novice High, Intermediate Mid, and Intermediate High for the Seal of Biliteracy. This is a hybrid course with face to face, synchronous and asynchronous meetings one night a week. (3 credits)

We offer individual courses needed for certification, as well as MEd degrees and the MAT in Critical Languages Education.

Our program currently certifies World Language teachers in Arabic, Chinese, French, Hindi, Italian, Korean, Spanish, Russian, and Urdu.

Please contact Dr. Eddy at Jennifer.Eddy@qc.cuny.edu for more information about our programs or click the QR code.

WORKSHOPS—SESSION B

AAPPL Power: How well do they know the language?

Presenter: Francesco Fratto

Room: Kiely 426

Do we really know the levels of proficiency of our world language students? This session will explore how the Herricks PS used AAPPL assessment results for its world language and dual language programs to answer that very question. Armed with the wealth of data the assessment provides, we were able to provide parents, administrators, and teachers with additional evidence of the overall impact of our programs on students. Our teachers used the data to reflect and strengthen the programs by focusing their lessons more on authentic language by integrating the three modes of communication. AAPPL data will help either confirm all students are on track or it will challenge you to focus on ways to further articulate your program. Workshop will be presented in English with examples given in Spanish.

Can-Do Culture

Presenter: Bill Heller

Room: Music II

The ACTFL Can-Do Statements for Intercultural Communication (2017) offer a way to link communicative proficiency with the goal of developing intercultural competence of language learners that is consistent with models such as Milton Bennett's Developmental Model of Intercultural Sensitivity. This workshop will focus on writing cultural learning targets consistent with communicative proficiency targets and offer suggested ways of addressing culture learning through the use of authentic resources. Issues surrounding assessment of intercultural communication outcomes will also be briefly explored. Workshop will be presented in English with examples given in Spanish.

Completing the Cycle - Using Authentic Resources & IPA Structures

Presenter: Victoria Gilbert

Room: Rathaus 210

Participants will see a model IPA unit based on authentic resources that helps students understand cultural products, practices and perspectives. With a template provided, they will be able to brainstorm how they can use an authentic resource appropriate to their student levels within the Integrated Performance Assessment (IPA) structure so that students can acquire authentic language expressions and demonstrate understanding of cultural products, practices and perspectives from the target culture. Workshop will be presented in English with examples given in Spanish.

Critical Thinking in Assessment

Presenter: Dr. Maureen Owens

Room: Kiely 418

Using Dr. Jennifer Eddy's approach to Backward Design to refine the Forest Hills High School French curriculum, the presenter will discuss how she integrates assessments that force students to push themselves to their linguistic limits, think about the world in new ways and, most of all, develop an ability to use critical thinking skills. During this workshop, a variety of assessments will be presented, ranging from level 1 French to AP French all of which require students to interpret documents, interact with peers, use critical thinking, and finally produce an original piece of writing or speaking. Time will be allotted during the workshop for participants to develop their own assessment for a unit they teach and ask for a group critique of the new assessment. Workshop will be presented in English with examples given in French.

Critical Thinking to Build Language Proficiency

Presenter: Rosanne Zepperi

Room: Kiely 429

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Crosswalk between the Checkpoints and the ACTFL Proficiency Levels

Presenter: Vivian Selenikas

Room: Kiely 417

The presenter will share materials and instructional strategies that serve as the beginnings of a LOTE crosswalk between current Checkpoint LOTE standards and the national and statewide movement to standards revision. The workshop presenter will focus on UBD (Backward Design) and PBL (Problem-Based Learning), emphasizing the links between current, highly effective LOTE pedagogy and the ACTFL Can-Do proficiency approach to LOTE teaching and learning. The goal of the workshop is to provide teachers with project-based tasks and materials that can be used to support teachers as they develop instructional materials that more explicitly reflect national and statewide shifts in LOTE standards. Workshop will be presented in English with examples given in multiple languages.

Designing Articulated Assessment Transfer Tasks with the NYS Seal of Biliteracy in Mind

Presenter: Dr. Jennifer Eddy

Room: Rathaus 214

Articulation is intentional curriculum and assessment design for proficiency goals between levels. Transfer facilitates proficiency, applying knowledge and skills differently through novel tasks with value beyond the classroom and real-world contexts. Predictable drills only give the appearance of understanding, but not the reality of transfer (Eddy, 2007, 2014, 2016). This session guides teachers to design transfer tasks and develop specific Can-Do Statements for them. Participants will see Articulated Assessment Transfer Task exemplars that solve problems and create products, articulated vertically for three key levels of student engagement, submitted by teachers across NYS for the NYSED Standards and Professional Learning Initiative: Workshop will be presented in English with examples given in multiple languages.

Fostering Advanced Literacies in the World Language Classroom

Presenter: Dr. Roser Salavert

Room: Kiely 416

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Google Classroom and Virtual Collaboration Made Easy

Presenter: Christina Buck

Room: Powdermaker 206 (Computer lab)

Google Classroom and G Suite form a perfect pairing, reinforcing twenty-first century learning skills that are critical for college and career readiness. The techniques presented are designed to promote language development and cultural understanding while students also cross age, gender, language and cultural barriers to build bridges, using technology to support and develop each mode of communication. Participants will view presentational mode G Suite projects that may be combined with audio recordings. Google Classroom and virtual collaboration may be effortlessly combined to support the full implementation and integration of educational technology as well as to aid students using digital tools and presenting to virtual audiences. Workshop will be presented in English with examples given in Spanish.

Inspiring Proficiency in Novice Learners**Presenter:** Pamela Russell**Room:** Kiely 434

We often teach the way we were taught, which is not always effective with our students today. It's time to ditch the textbooks, crossword puzzles, rows of desks and packets to focus on designing lessons and creating an environment for our students to strengthen their ability to become proficient and communicate. In this workshop, I will address how I have created that with my students through expectations, #authres, the workshop model, readers and more. I will also share the numerous resources that I have successfully adapted to my practice so that you can begin to incorporate them into yours! Workshop will be presented in English with examples given in Spanish.

Language in Context: Advancing Proficiency Through Content Learning**Presenter:** Marisol Marcin**Room:** Kiely 422

In this workshop, we will discuss the development of language courses with a cultural or content focus. The goal of this type of course is to challenge the students to use their current language skill to develop their cultural understanding, while at the same time improving their linguistic abilities. We will discuss the backward design model, the making of integrated performance assessments (IPA), and the selection of materials for that type of course. Workshop will be presented in English with examples given in Spanish.

Learning Strategies as Scaffolds and Performances**Presenter:** Dr. Joanne O'Toole**Room:** Rathaus 219

When students approach Interpretive Communication strategically, they are most likely to be successful. This workshop discusses select learning strategies that teachers can purposefully integrate into Interpretive Mode tasks to support all students' comprehension. It additionally illustrates how these same learning strategies can inform Interpersonal and Presentational Mode tasks. Combining the two roles of learning strategies across the three modes creates opportunities for students to engage in integrated communication, scaffolded literacy development, and critical thinking. Workshop will be presented in English with examples given in Spanish.

Performance-Based Assessment—What Should it Look Like?**Presenter:** Greg Duncan**Room:** Music 1

If assessment that is authentic mirrors what and how students learn, then performance-based assessment must be a critical element of the assessment menu. What are the characteristics of good performance-based assessment tasks? What do they look like? Where can I access good examples? This session will answer those questions and ensure that teachers leave with useful and rich resources to support implementation of performance assessment in their classrooms. Workshop will be presented in English with examples given in English.

Summative Assessment of World Language Skills in the 21st Century**Presenter: Dr. G. Anthony Benners****Room: Rathaus 205**

To prepare students for success in the increasingly-diverse and globally-connected communities of the 21st century, national world readiness and global competence frameworks are expected to influence the future of world language instruction in NYS. Likewise, key shifts in curriculum and instruction mean shifts in assessment, not only for formative classroom purposes, but also for summative assessment, credentialing, and accountability. In this session, examples will be presented from national and international assessment programs as well from research underway to consider new models for the future of the NYCDOE-developed LOTE exams as new world language standards are adopted and implemented in classrooms. Workshop will be presented in English with examples given in multiple languages.

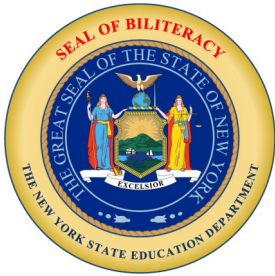
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Theatre Accessibility and Cultural Relevancy in the Classroom**Presenters: Allison Astor-Vargas, Nikaury Rodríguez, & Alfonso Ramírez****Room: Persia Campbell Dome**

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 demonstrate that curriculum can be expanded by incorporating theatre practices. In the last exercise of the session, teachers are asked to create an on-the-spot assignment that will bring theatre back into the classroom. This sharing segment allows them explore the realm of possibilities. The teaching artists will give feedback. Workshop will be presented in English with examples given in English.

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

Backward Design and Implementation of Articulated Performance Tasks

Presenters: Janet Chen, Yangrou Chen, SooJin Choi-Kim, & Lingling Xie

Room: Kiely 416

In this workshop, we will discuss how to become effective world language teachers in the 21st century, to prepare for the shifts in the NYS standards, and what the key objectives are for language learning. We'll discuss articulated performance assessment tasks and backwards design. This workshop will demonstrate how to unfold NYS syllabus topics using backward design into assessments for three levels: Novice High, Intermediate Mid, and Intermediate High. This design enables vertical articulation and transition between levels through transfer tasks. (Eddy, 2006, 2014-2015, 2019) Here, presenters will share their experience of their performance assessment tasks design and implementation. You will see how to design an effective lesson using Backward Design. Workshop will be presented in English with examples given in Korean and Mandarin Chinese.

Can Do, “Not Greek to Me” After All

Presenter: Dr. Eleni Natsiopoulou

Room: Kiely 422

The Three Modes of Communication make learning an empowering experience for students; we analyze empowerment and how the Interpretive, Interpersonal, and Presentational Modes enhance student ability to break the code of an unfamiliar language. Using topics like clothing or the weather, we explore the three Modes of Communication with an audience of non-Greek speakers and we see how what we learn empowers the participants as novice learners. This gives curricular suggestions and teaches the value of shifting from cherished ways of teaching to the Three Modes. Lastly, we discuss difficulties that teachers of the lesser-taught languages may encounter when trying to find original sources, and scaffolding ideas to counteract those difficulties. Workshop will be presented in English with examples given in Modern Greek.

Change Agents Needed! Please Apply!

Presenters: Francesco Fratto & Denise Hannaoui

Room: Kiely 426

This session will focus on leadership skills needed to engage, move, and build a world language department. Whether you are an administrator (current or future), lead teacher, or simply someone that has the respect of the department, this session will provide you with concrete ways to help your colleagues make the change that is needed to move the department to the next level. Let's brainstorm together to be that agent of change we look for in our leaders. Workshop will be presented in English with examples given in Spanish.

Completing the Cycle - Using Authentic Resources & IPA Structures

Presenter: Victoria Gilbert

Room: Rathaus 210

Participants will see a model IPA unit based on authentic resources that helps students understand cultural products, practices and perspectives. With a template provided, they will be able to brainstorm how they can use an authentic resource appropriate to their student levels within the Integrated Performance Assessment (IPA) structure so that students can acquire authentic language expressions and demonstrate understanding of cultural products, practices and perspectives from the target culture. Workshop will be presented in English with examples given in Spanish.

Crosswalk between the Checkpoints and the ACTFL Proficiency Levels

Presenter: Vivian Selenikas

Room: Kiely 417

The presenter will share materials and instructional strategies that serve as the beginnings of a LOTE crosswalk between current Checkpoint LOTE standards and the national and statewide movement to standards revision. The workshop presenter will focus on UBD (Backward Design) and PBL (Problem-Based Learning), emphasizing the links between current, highly effective LOTE pedagogy and the ACTFL Can-Do proficiency approach to LOTE teaching and learning. The goal of the workshop is to provide teachers with project-based tasks and materials that can be used to support teachers as they develop instructional materials that more explicitly reflect national and statewide shifts in LOTE standards. Workshop will be presented in English with examples given in multiple languages.

Engage and Motivate Your Students with Culturally-Based IPAs

Presenters: Dr. Patricia Lennon & Adriana Mendrinos

Room: Rathaus 214

Bring authentic cultural material to your classes and create IPAs that will engage your students. Authentic videos, songs, stories, poems and ads will provide the products, practices and perspectives of the target language directly to your students. Use websites and apps to demonstrate authentic cultural materials to your students. Culturally-based Integrated Performance Assessments will be discussed and sample Read-to-Write tasks will be distributed. Participants will create their own questions for authentic readings. Samples of activities will be distributed in Spanish, French and Italian. Workshop will be presented in English with examples given in multiple languages.

WORKSHOPS

Session A: 10:30-11:25	Location
5 Step Meta-Cognitive Student Writing Portfolio for Self-Assessment and Peer-Editing, <i>Manríquez-Weiner</i>	Rathaus 219
A Primer on Proficiency, <i>Heller</i>	Music 2
Aligning Assessment and Instruction: Creating Authentic Read-to-Write Tasks, <i>Santiago-Campbell</i>	Powdermaker 206 (Computer Lab)
An Arabic Articulated Curriculum: Do our homes shape our lives? , <i>Wicht</i>	Kiely 417
Change Agents Needed! Please Apply! , <i>Fratto & Hannaoui</i>	Kiely 426
Core Practices in Culture Teaching, <i>Kearney</i>	Rathaus 210
Critical Thinking to Build Language Proficiency, <i>Zeppieri</i>	Kiely 429
Developing Performance Assessment for the Backward Design Units, <i>Malhotra</i>	Rathaus 205
Engage and Motivate Your Students with Culturally-Based IPAs, <i>Lennon & Mendrinos</i>	Rathaus 214
Fostering Advanced Literacies in the World Language Classroom, <i>Salavert</i>	Kiely 416
Language in Context: Advancing Proficiency Through Content Learning, <i>Marcin</i>	Kiely 422
New York State Seal of Biliteracy, <i>Fenton, Hatt & Rosado-Barringer</i>	Kiely 418
Project-Based Language Learning in the World Language Classroom, <i>Brady</i>	Kiely 434
Technology for Assessments in World Language Classrooms, <i>Fu</i>	Powdermaker 208 (Computer Lab)
Theatre Accessibility and Cultural Relevancy in the Classroom, <i>Astor Vargas, Ramírez, & Rodríguez</i>	Persia Campbell Dome

Session B 12:55-1:50	Location
AAPPL Power: How well do they know the language?, <i>Fratto</i>	Kiely 426
Can-Do Culture, <i>Heller</i>	Music 2
Completing the Cycle - Using Authentic Resources & IPA Structures, <i>Gilbert</i>	Rathaus 210
Critical Thinking in Assessment, <i>Owens</i>	Kiely 418
Critical Thinking to Build Language Proficiency, <i>Zeppieri</i>	Kiely 429
Crosswalk between the Checkpoints and the ACTFL Proficiency Levels, <i>Selenikas</i>	Kiely 417
Designing Articulated Assessment Transfer Tasks with the NYS Seal of Biliteracy in Mind, <i>Eddy</i>	Rathaus 214
Fostering Advanced Literacies in the World Language Classroom, <i>Salavert</i>	Kiely 416
Google Classroom and Virtual Collaboration Made Easy, <i>Buck</i>	Powdermaker 206 (Computer Lab)

AT A GLANCE

Session B 12:55-1:50 (continued)	Location
Inspiring Proficiency in Novice Learners, <i>Russell</i>	Kiely 434
Learning Strategies as Scaffolds and Performances, <i>O'Toole</i>	Rathaus 219
New York State Seal of Biliteracy, <i>Fenton, Hatt & Rosado-Barringer</i>	Kiely 418
Performance-Based Assessment—What Should it Look Like?, <i>Duncan</i>	Music 1
Preparing Our Students for the NYS Seal of Biliteracy, <i>Santiago-Campbell & Manríquez-Weiner</i>	Powdermaker 206 (Computer Lab)
Project-Based Language Learning in the World Language Classroom, <i>Brady</i>	Kiely 429
Summative Assessment of World Language Skills in the 21st Century, <i>Benners</i>	Rathaus 205
Theatre Accessibility and Cultural Relevancy in the Classroom, <i>Astor Vargas, Ramírez, & Rodríguez</i>	Persia Campbell Dome
Session C 2:00-2:55	Location
Backward Design and Implementation of Articulated Performance Tasks, <i>Chen, Chen, Choi-Kim, & Xie</i>	Kiely 416
Can Do, "Not Greek to Me" After All, <i>Natsiopoulou</i>	Kiely 422
Change Agents Needed! Please Apply! , <i>Fratto & Hannaoui</i>	Kiely 426
Completing the Cycle - Using Authentic Resources & IPA Structures, <i>Gilbert</i>	Rathaus 210
Crosswalk between the Checkpoints and the ACTFL Proficiency Levels, <i>Selenikas</i>	Kiely 417
Engage and Motivate Your Students with Culturally-Based IPAs, <i>Lennon & Mendrinos</i>	Rathaus 214
Google Classroom and Virtual Collaboration Made Easy, <i>Buck</i>	Powdermaker 208 (Computer Lab)
Inspiring Proficiency in Novice Learners, <i>Russell</i>	Kiely 434
Make the Most of Authentic Resources, <i>O'Toole</i>	Rathaus 219
New York State Seal of Biliteracy, <i>Fenton, Hatt & Rosado-Barringer</i>	Kiely 418
Performance-Based Assessment—What Should it Look Like?, <i>Duncan</i>	Music 1
Preparing Our Students for the NYS Seal of Biliteracy, <i>Santiago-Campbell & Manríquez-Weiner</i>	Powdermaker 206 (Computer Lab)
Project-Based Language Learning in the World Language Classroom, <i>Brady</i>	Kiely 429
Summative Assessment of World Language Skills in the 21st Century, <i>Benners</i>	Rathaus 205
Theatre Accessibility and Cultural Relevancy in the Classroom, <i>Astor Vargas, Ramírez, & Rodríguez</i>	Persia Campbell Dome

Google Classroom and Virtual Collaboration Made Easy**Presenter: Christina Buck****Room: Powdermaker 208 (Computer lab)**

Google Classroom and G Suite form a perfect pairing, reinforcing twenty-first century learning skills that are critical for college and career readiness. The techniques presented are designed to promote language development and cultural understanding while students also cross age, gender, language and cultural barriers to build bridges, using technology to support and develop each mode of communication. Participants will view presentational mode G Suite projects that may be combined with audio recordings. Google Classroom and virtual collaboration may be effortlessly combined to support the full implementation and integration of educational technology as well as to aid students using digital tools and presenting to virtual audiences. Workshop will be presented in English with examples given in Spanish.

Inspiring Proficiency in Novice Learners**Presenter: Pamela Russell****Room: Kiely 434**

We often teach the way we were taught, which is not always effective with our students today. It's time to ditch the textbooks, crossword puzzles, rows of desks and packets to focus on designing lessons and creating an environment for our students to strengthen their ability to become proficient and communicate. In this workshop, I will address how I have created that with my students through expectations, #authres, the workshop model, readers and more. I will also share the numerous resources that I have successfully adapted to my practice so that you can begin to incorporate them into yours! Workshop will be presented in English with examples given in Spanish.

Make the Most of Authentic Resources**Presenter: Dr. Joanne O'Toole****Room: Rathaus 219**

In 2019, World Language educators have unprecedented access to diverse, interesting, and relevant Authentic Resources. The acts of selecting, collecting, and incorporating Authentic Resources into lessons, however, does not guarantee that students will be able to maximize their inherent benefits for language and culture learning. This session explores principles and strategies for making the most of the potential that Authentic Resources can offer. Workshop will be presented in English with examples given in Spanish.

The New York State Seal of Biliteracy

Presenters: Maria Fenton, Ingrid Hatt & Tanya Rosado-Barringer

Room: Kiely 418

The New York State Seal of Biliteracy recognizes students who have studied and attained a high level of proficiency in two or more languages, one of which must be English, by high school graduation. The intent of the Seal of Biliteracy is to: 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 affirm the value of diversity in a multilingual and global society. Participants will learn how to adopt the NYS Seal of Biliteracy process and will explore a simple implementation plan. Workshop will be presented in English with examples given in English.

Performance-Based Assessment—What Should it Look Like?

Presenter: Greg Duncan

Room: Music 1

If assessment that is authentic mirrors what and how students learn, then performance-based assessment must be a critical element of the assessment menu. What are the characteristics of good performance-based assessment tasks? What do they look like? Where can I access good examples? This session will answer those questions and ensure that teachers leave with useful and rich resources to support implementation of performance assessment in their classrooms. Workshop will be presented in English with examples given in English.

Preparing Our Students for the NYS Seal of Biliteracy

Presenters: Cristina Santiago-Campbell & Marisol Manríquez-Weiner

Room: Powdermaker 206 (Computer lab)

This session will provide guidance to NYC schools on implementing the NYSSB, creating a SBC and exploring approved assessment options for MLLs, Less Commonly Taught Languages and Checkpoint C exams. Attendees will also learn how to develop a mock Capstone Biliteracy Project based on previous CBP's: Personal Identification (2016-2017), Family Life (2017-2018) and other options based on the 6 AP World Language and Culture themes. The CBP includes the interpretive, interpersonal, and presentational modes through research, production of a reflective narrative piece, an on-demand writing piece and an oral presentation. This session will include a portfolio for self-assessment and peer-editing to aid students to monitor their progress. Workshop will be presented in English with examples given in multiple languages.

Project-Based Language Learning in the World Language Classroom**Presenter:** Tracy Brady**Room:** Kiely 429

Project-Based Language Learning (PBLL) can bring an authenticity to all levels of instruction and learning. Inspire your students to create products that can solve real-world problems. Build interculturality by collaborating with native speakers from the target culture. Come learn basic strategies, structures, and tips for using PBLL in your classroom, whether you teach novices, intermediate level, or advanced students. Workshop will be presented in English with examples given in Spanish.

Summative Assessment of World Language Skills in the 21st Century**Presenter:** Dr. G. Anthony Benners**Room:** Rathaus 205

To prepare students for success in the increasingly-diverse and globally-connected communities of the 21st century, national world readiness and global competence frameworks are expected to influence the future of world language instruction in NYS. Likewise, key shifts in curriculum and instruction mean shifts in assessment, not only for formative classroom purposes, but also for summative assessment, credentialing, and accountability. In this session, examples will be presented from national and international assessment programs as well from research underway to consider new models for the future of the NYCDOE-developed LOTE exams as new world language standards are adopted and implemented in classrooms. Workshop will be presented in English with examples given in multiple languages.

Theatre Accessibility and Cultural Relevancy in the Classroom**Presenters:** Allison Astor-Vargas, Nikaury Rodríguez, & Alfonso Ramírez**Room:** Persia Campbell Dome

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 demonstrate that curriculum can be expanded by incorporating theatre practices. In the last exercise of the session, teachers are asked to create an on-the-spot assignment that will bring theatre back into the classroom. This sharing segment allows them explore the realm of possibilities. The teaching artists will give feedback. Workshop will be presented in English with 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.

Dr. G. Anthony Benners

Dr. G. Anthony Benners is the Senior Psychometrician and Innovation Advisor for the New York City Department of Education (NYCDOE), where he leads research and adoption of assessment innovations in test design, scoring, and technology and advises on the quality of content, psychometrics, accommodations, security, and administration of educational assessment programs to support effective teaching and learning in New York City public schools. To help foster global competence among youth in the culturally diverse global city that is New York, Dr. Benners has focused recent efforts on enhancing NYCDOE's World Language Examination program.

Tracy Brady

Tracy Brady is a French and Spanish Teacher at Afton Middle/High School in Afton NY. Her professional passions include technology, showing students that they have the power to effect change in the world, and making connections of all shapes, sizes and varieties. Off-duty she is a mother to two beautiful adult daughters, aspiring karaoke ninja, and accidental axolotl breeder.

Christina Buck

Christina Buck is a Spanish teacher at Boonton High School in New Jersey, and the Historian on the Board of Directors for the Foreign Language Educators of New Jersey, specializing in Social Media. She is a Google Classroom virtual collaboration and technology enthusiast, who enjoys interweaving culture and 21st century learning skills across the three modes of communication in her classroom. Christina appreciates sharing and collaborating, and enjoys presenting and mentoring for the Boonton Public School District, as well as presenting at the NECTFL 19 Tech Lab and FLENJ 17-19 in the Tech Garden, assisting teachers across disciplines and grade levels.

Janet Chen

Janet Chen is an undergraduate student at Queens College studying to become a Mandarin Chinese Teacher. As a world language teacher candidate, she has completed her one year of student teaching at Bayside High School. Alongside with Dr. Eddy's guidance and her colleagues' support, she is implementing the NYS World Language Standards in everyday learning in her classrooms.

Yangrou Chen

Yangrou Chen is an undergraduate student at Queens College majoring in Chinese Secondary Education. She is a student teacher who has taught Chinese level 1 and 3 at Bayside High School for one year. She works hard to apply the NYS World Language Standards in teaching, and she also enjoys engaging students in learning Chinese language through different games and activities.

SooJin Choi-Kim

Soojin Choi Kim is currently earning an MAT at Queens College, studying to become a Korean teacher. With over 5 years of teaching experience in the NYC Public schools in the Bronx and Brooklyn boroughs, Soojin is also student teaching in Francis Lewis High School and has been teaching Korean at Queens Library since 2015.

Greg Duncan

After serving as a high school teacher of Spanish, a high school administrator and then a Coordinator of Foreign Languages and International Education for the Georgia Department of Education, Greg launched a career in 1993 as an independent consultant. His work includes professional development of teachers and administrators, curriculum and assessment design, program development and evaluation, and he serves the professional organization community as a frequent invited speaker at state, regional, national and international language conferences. He has authored and collaborated in the authorship of numerous publications in the field of foreign language education, and he has led the development of Emmy Award-winning distance learning programming in Japanese and Spanish. He has been honored with numerous state, regional and national awards in addition to being recognized by foreign governments for his work to further language education. Greg's responsibilities take him throughout the United States and to numerous other countries in any given year. His academic studies were undertaken at la Universidad de Salamanca, la Universidad Complutense de Madrid, the University of Georgia, Georgia State University and Kennesaw State University. He resides with his family in Atlanta, Georgia.

Dr. Jennifer Eddy

Dr. Jennifer Eddy is the Project Investigator for the NYSED World Language Standards and Professional Learning Initiative and tenured Assistant Professor of World Language Education at Queens College, CUNY. Her research focuses on articulated performance assessment, transfer and teacher development. In 2004, Dr. Eddy developed Uncovering Curriculum: Articulated Design Assessing Performance and Transfer (UC:ADAPT), integrating Backward Design/UbD with the National Standards. This K-16 design unfolds overarching intercultural perspectives through transfer tasks for vertical articulation. Dr. Eddy directs the World Language Education program at Queens College. She has presented on curriculum and assessment at FLENJ, MaFLA, NECTFL, NCLC, NYSAFLT, ACTFL, STARTALK, NCOLCTL and many school districts, universities and state departments of Education.

Maria Fenton

Maria Fenton is a retired World Language teacher, who currently serves as a Resource Specialist at the Mid-State RBERN at OCM BOCES. She has 30 years of teaching experience, speaks 5 languages, and is National Board certified. Maria is devoted to positively impacting student achievement. She is passionate about accomplished teaching, professional collaboration and reflective practice. Currently, Maria's focus is to support districts with their World Language, ENL and Bilingual programs including the New York State Seal of Biliteracy, encouraging and strengthening multilingual, multicultural experiences for all students. She is the lead trainer for the Syracuse delegation of the Puerto Rican/Hispanic Youth Leadership Institute.

Francesco Fratto

Francesco L. Fratto was a Spanish teacher with over thirteen years of teaching experience at the middle school, high school and college level; he serves as the Director of World Languages, Language Immersion, & English as a New Language for the Herricks PS. He served as local committee co-chair for both ACTFL and NECTFL. He was a director for the NECTFL. He is a Past-President of NYSAFLT. He is president of FLACS / NYSAWLA.

Jessica Fu

Jessica Fu has been teaching Mandarin in Herricks High School since 2011, where she has integrated various literacy strategies and technology tools in the classrooms. Jessica has experience in teaching different levels, from beginners to advanced learners including AP courses and has presented at LILT, FLACS, NYSAFLT and ACTFL. Jessica received a MSED in Literacy Education from Queens College and a BA in both Elementary Education and English from Shanghai Normal University.

Victoria Gilbert

Victoria Gilbert graduated with a BA in Art History & Fine Art from UVA, areas that support her understanding of what is at the heart of different cultures. She grew up abroad and has taught FLES and science at Saint David's School. She received her doctorate from TC in the Curriculum and Teaching department. Dr. Gilbert has presented at conferences in multiple areas. At Global Language Project, she supports quality World Language learning opportunities for underserved students and coaches world language teachers. Dr. Gilbert has also taught a FLES methodology class at NYU and been an instructor in StarTalk programs.

Denise Hannaoui

Denise Hannaoui graduated from SUNY Stony Brook with a BA in Linguistics and an MA in TESOL. She also holds an MS in Instructional Technology from New York Institute of Technology. Denise has been in the field of education for 25 years, first as an ESL teacher and then as an administrator as her interest in "the bigger picture" emerged. She is currently the Director of ENL/World Languages at Connetquot Central School District.

Ingrid Hatt

Ingrid taught World Languages for 15 years at the middle school and high school levels. She speaks 3 languages and has over 20 years experience living abroad. She is passionate about multicultural and multilingual education for all students. Ingrid holds a B.A. in Political Science and Theatre and an M.S.T. in Secondary Education. Ingrid's focus will be to support districts with World Language programs and Bilingual Education.

Bill Heller

Bill Heller has taught students in public elementary, secondary, community college, undergraduate and graduate classrooms for 40 years, including 24 years as the high school Spanish teacher at Perry High School. He has been the methods and Spanish workshop instructor at SUNY Geneseo since 2001 and has also supervised student teachers. He has done workshops, conferences and keynotes at local, state, regional and national conferences and has been a consultant on curricular design with several school districts. Bill has served on the NYSAFLT Board of Directors for a number of years and in 2019 was the Conference Chair for the Northeast Conference (NECTFL).

Dr. Erin Kearney

Dr. Erin Kearney earned her PhD in Educational Linguistics at the University of Pennsylvania, during which time she also taught French. Now an Associate Professor at the University at Buffalo, Erin studies innovative classroom practices, intercultural-oriented language teaching and how teachers develop their instructional practice. She is a dedicated teacher educator and advocate for the profession at local, state and national levels. Most recently, she served on the ACTFL Board of Directors.

Dr. Patricia Lennon

Dr. Patricia Lennon has a bachelor's degree in Spanish from Molloy College and a master's degree in Spanish from St. John's University; She holds a doctorate in Educational Leadership from St. John's University. She is retired as Coordinator of World Languages from the Sewanhaka CHSD. Presently, she is an adjunct professor at Queens College. She has authored of many texts featuring proficiency-style activities such as: Portfolio Assessment for the Novice Level, Performance Assessment and E-Chapters in Spanish and Read to Write for the Novice Level of Spanish. She is the Past President of AATSP NY-L.I. Chapter and a NYSAFLT member.

Sushma Malhotra

Sushma Malhotra is an Adjunct Lecturer at Queens College, CUNY and supervises student teachers teaching critical languages. She holds an MS. Ed from City College, CUNY and a Specialist Diploma in Administration and Supervision from Queens College, CUNY. She has thirty-five years of experience in teaching and supervising Multi-lingual Learners, including twenty-five years with the NYCDOE. In 2007, she developed Languages Other Than English Regents examinations in Hindi and Punjabi. In 2019, she won the STARTALK Federal grant from the National Security Agency for the ninth year to teach Hindi as one of the critical languages.

Marisol Manríquez-Weiner

Marisol Manríquez-Weiner is the Spanish Content Area specialist with AP for All, Office of Equity and Access, NYC DOE. Before working as an educational administrator, she was a Chilean-born Spanish teacher for 28 years, working in Chile, Michigan and New York. From her time residing in Chile, she has a BA with a major in Spanish, a BA in Secondary Education, and two post-titles in theater management. Additionally, she has an MA in Spanish, an MSED in Educational Leadership, and a SBL and a SDL certificate. Currently, she is finishing a bilingual certificate at Queens College.

Marisol Marcin

Marisol Marcin is a professor of Spanish and Education at Binghamton University. She has worked as high school Spanish teacher, an ESOL teacher and a teacher mentor. Her academic interests revolve around language teaching and language learning, teaching methodology, and technology in education. She is the past director of the NYSAFLT Central Region and is committed to the development of rich language programs to meet the needs of all learners.

Adriana Mendrinos

Adriana is a student teacher of Spanish at Queens College with her BA anticipated in May of 2019. She will begin her Masters in TESOL in September at Queens College. She is the recipient of a scholarship award as a graduating senior in Secondary Education in World Languages at Queens College.

Dr. Eleni Natsiopoulou

Eleni Natsiopoulou has a degree in Greek Philology, an MS in School Administration and a PhD 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, is a principal of a Greek parochial school that specializes on teaching the Greek language to students of Greek descent, and is a professor of Sociology and Education at Teachers College, Columbia University, where she teaches Classical and Contemporary Social Theory and Sociology of Education.

Dr. Joanne O'Toole

Joanne E. O'Toole, Ph.D., is Associate Professor of Modern Language Education in the Curriculum and Instruction Department at SUNY Oswego. A primary focus of her scholarship is World Language literacy. She has held leadership roles in several World Language Education professional organizations, and is a frequent presenter at national, state, and local conferences. She previously taught Spanish 7-12 in the Baldwinsville CSD.

Dr. Maureen Owens

Maureen Owens has been a French teacher at Forest Hills High School since 2009. She has also taught at Queens High School for the Sciences and at Le Lycée Bellevue in Martinique, France. She received a Ph.D. in French literature from Graduate Center, CUNY and a Masters in TESOL from City College, CUNY.

Alfonso Ramírez

Alfonso Ramírez studied playwriting with the Puerto Rican Traveling Theatre Professional Playwrights Unit and received a 1990 NYFA Grant for his first play "Todos Santos". This was followed by several awards including the Teatro Esperanza's Isadora Aguirre Hispanic Playwright's Award (1992) for "The Watermelon Factory" and the Arizona Hispanic Playwrights Award (2001) for "The Eskimo Way." He returned to college after a 31-year hiatus and completed his BA at the New School followed by an MFA in Dramatic Writing from Goddard College.

Nikaury Rodríguez

Nikaury Rodríguez 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.

Tanya Rosado-Barringer

Tanya Rosado-Barringer has served as the Coordinator of the Mid-State RBERN at OCM BOCES for the last five years. Prior to her current role, she served as a Lead and ENL teacher for the New York City Department of Education. Tanya holds a Bachelor's degree in Broadcast Journalism from Hofstra University, a Master's in TESOL Education from Lehman College and a Master's in Educational Leadership from Bank Street College.

Pamela Russell

Pamela Russell holds a B.S. in Spanish & Secondary Education from SUNY Oswego and a Masters of Spanish Education from Binghamton University. She teaches Spanish at Gillette Road Middle School in the North Syracuse Central School District. Although she currently teaches 7th grade, she has previously taught grades 8-10. In addition to teaching, Pamela is the President of LECNY, a member organization of NYSAFLT, presenting regularly at conferences and a member of the NYS World Language Council. In her free time, Pamela loves traveling, spending time with family and friends, summers on the St. Lawrence River and is an aspiring ADK 46er.

Dr. Roser Salavert

Roser Salavert, is an educator with expertise in Bilingual, World Languages and English as a New language curriculum and instruction. She has held positions as NYC Schools Superintendent, Educational Publisher with Scholastic, Inc., Bilingual/ESL Supervisor with the MA State Education Department, bilingual school psychologist and teacher. Roser is a published author with a Doctoral degree in leadership and technology in education, and a Master's in psycholinguistics. Currently, she is a Resource Specialist with the NYC RBE-RN at Fordham University, a team dedicated to improving the education outcomes of Multi-lingual Learners and promoting the study of World Languages.

Cristina Santiago-Campbell

Cristina Santiago-Campbell is currently a LOTE Assessments Manager at the Office of Assessment, NYCDOE. Prior to this position, she taught Spanish for 14 years. Ms. Santiago-Campbell also served as the International House Coordinator at James Madison High School, where she worked with MLLs, SIFE, Heritage Language Learners and Traditional Second Language Learners. She is also an Adjunct Instructor at St. Joseph's College in the Secondary Education Department. Ms. Santiago-Campbell has a BA in Spanish Sec. Ed from SJCNY, an MA in Spanish Language and Literature from Brooklyn College and an MS in Educational Leadership and Administration from Touro College.

Vivian Selenikas

Vivian Selenikas has been the Principal of Long Island City High School, a school in Good Standing through implementing innovative themed academies including a Global Languages Academy in Astoria, NY since 2012. She served as the NYSAFLT Director for the New York City region from 2009-2012. Vivian has been a regular presenter at both the NYCAFLT and NYSAFLT Annual conferences, including giving the keynote address for NYCAFLT in 2013 entitled "The Road to Student Centered Language Learning". Vivian was a founding member of the College Board Higher Education Advisory Committee and the NYU Steinhardt Summer Institutes for Teachers of World Languages and proudly serves as an advisor and advocate of LOTE. She was the 2017 recipient of NYSAFLT's Sister Rose Aquin Caimano Distinguished Administrator Award and has dedicated her professional life to promoting the impact of World Languages on public education.

Susan Wicht

Susan Wicht teaches Arabic at the Heschel School 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 at Columbia University in New York. Currently, she is working on a theme-based articulated curriculum for learners of Arabic.

Lingling Xie

Lingling Xie is a graduate student at Queens College studying for her second Master's of Art in Critical Language Education. Lingling was a Director of the Excellent Chinese School, a substitute teacher in Plainview-Old Bethpage School District, and is currently student teaching in Bayside High School. Lingling enjoys teaching Chinese and is learning to integrate the NYS World Language Standards into traditional Chinese teaching.

Rosanne Zeppieri

Rosanne Zeppieri, an independent consultant, taught French and Spanish for more than 20 years, worked as a supervisor of curriculum and instruction in New Jersey where she oversaw an award-winning world language program in grades 2 – 8. She consults with the Global Language Project, a New York City educational nonprofit company and with STARTALK, a federal grant that offers summer immersion experiences for students and training for teachers of critical languages. She is a past president of the Foreign Language Educators of New Jersey (FLENJ). Most recently she chaired the 2019 NECTFL Conference.



ACKNOWLEDGEMENTS

The Office of Bilingual Education and World Languages of the New York State Education Department extends its deepest gratitude to the following for their outstanding service:

Forest Hills High School

Long Island City High School

New York City Department of Education (NYC DOE)

New York City Regional RBERN at Fordham University

New York Language RBERN at New York University

New York State Association of Foreign Language Teachers
(NYSAFLT)

New York State Association of World Language Administrators
(NYSAWLA)

New York University—Steinhardt School of Education

Queens College, Department of Secondary Education and
Youth Services

Research Foundation of the City University of New York

World Language Leadership Team

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 Queens College for hosting this event.

At its founding in 1937, Queens College was hailed by the people of the borough as “the college of the future.” Now part of the City University of New York (CUNY), Queens College offers a rigorous education in the liberal arts and sciences under the guidance of a faculty dedicated to both teaching and research. Students graduate with the ability to think critically, address complex problems, explore various cultures, and use modern technologies and information resources.

Located in a residential area of Flushing in the borough of Queens—America’s most ethnically diverse county—the college has students from more than 150 nations. A member of Phi Beta Kappa, Queens College is consistently [ranked among the leading institutions](#) in the nation for the quality of its academic programs and student achievement. Recognized as one of the most affordable public colleges in the country, Queens College offers a first-rate education to talented people of all backgrounds and financial means.

The beautiful campus consists of 80 acres lined with trees surrounding grassy open spaces and a traditional quad. The college boasts state-of-the-art computer and science laboratories, a spectacular music building, and the six-story Rosenthal Library. The major classroom building, Powdermaker Hall, has the latest technology throughout. An extensive commitment to sustainability has earned Queens College inclusion in the Princeton Review’s first-ever [Guide to 322 Green Colleges](#).

Queens College certifies World Language teachers in Arabic, Chinese, French, Hindi, Italian, Korean, Russian, Spanish, and Urdu.



NOTES

Handwriting practice lines consisting of 25 sets of three horizontal dashed lines.

NOTES

Handwriting practice lines consisting of 20 sets of three horizontal dashed lines.

NOTES

Handwriting practice lines consisting of 25 sets of three horizontal dashed lines.

This image shows a full page of white paper with horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the entire width of the page. There are no margins, text, or other markings present.



A photograph of three doors standing side-by-side against a light-colored wall. From left to right, the doors are orange, green, and blue. Each door has a white frame and a silver handle. The doors are set into a wall that appears to be made of light-colored stone or concrete.

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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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