



PEAK PRACTICE PEAK PROFICIENCY — *FOR ALL* —

MCTLC

Minnesota Council on the Teaching of Languages and Cultures

FALL CONFERENCE

Friday, October 25 & Saturday, October 26

Crowne Plaza Minneapolis West

www.mctlc.org



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*Open World Learning
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Kasson-Mantorville High School
exhibits@mctlc.org
awards@mctlc.org

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DeLaSalle High School
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Waconia High School
webmaster@mctlc.org

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Lenny Ulloa Silva
DaVinci Academy
membership@mctlc.org

Editor

Heather Cholat
Blake School
hcholat@blakeschool.org

Advocacy Chair

Mary Thron
University of Minnesota Morris
advocacy@mctlc.org

Historian

Marjie Hay
Mounds View Schools
historian@mctlc.org

MCTLC Regional Representatives

The Regional Representative Chair is:

Zvi Geffen
Blake School
zgeffen@blakeschool.org

North Metro

Michael Miller
Spring Lake Park Schools
MMILL@district16.org

Northwest Minnesota

Maria Bjorklund
Bagley High School
mbjorklund@bagley.k12.mn.us

West Central Minnesota

Cassandra Glynn
Concordia College
cglynn@cord.edu

East Central Minnesota

Valorie Arrowsmith
*St. Croix River Education
District*
varrowsmith@scred.k12.mn.us

Minneapolis

Agnes Matheson
Blake School
amatheson@blakeschool.org

Northeast Minnesota

Jennifer Brady
University of Minnesota Duluth
jbrady@d.umn.edu

South Central Minnesota

Melinda Stewart
Fairmont Jr./Sr. High School
mstewart@fairmont.k12.mn.us

Southeast Minnesota

Jennifer Wernau
Pine Island High School
jwernau@pineisland.k12.mn.us

West Metro

Karen Nickel
Wayzata Public Schools
karen.nickel@wayzataschools.org

Southwest Minnesota

Krista Picha
Hutchinson Public Schools
krista.picha@isd423.org

East Metro

Brooke K. Carlson
Mahtomedi Middle School
brooke.carlson@isd832.net

Saint Paul

Currently vacant - TBD

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Currently vacant- TBD

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Currently vacant- TBD

PEAK PRACTICE PEAK PROFICIENCY -FOR ALL- WELCOME

World Language Teaching & Learning Community,

Welcome to the MCTLC 2019 Fall Conference! We are thrilled that the day has finally arrived. This is our weekend as language educators to learn and grow together for a multilingual Minnesota! The professional development you have chosen to be a part of comes to us from experts from across our great state, the Midwest, and even across the nation! These sessions are demonstrative of the hot topic issues and age old enigmas we as language educators need to struggle with to improve the achievement and increase the enrollment in our programs.

We are so excited to have such a thorough and wide-ranging lineup planned for you this weekend! Our keynote speaker, Martina Bex, continues to play a significant role in helping teachers bridge their practice to a more proficiency oriented, comprehension-based approach. Martina is internationally recognized for her leadership and expertise in the world language teaching profession as a teacher trainer and curriculum developer. Martina has been published in *The Language Educator* and presents regularly at state, regional and national conferences. We all stand to learn a lot from her workshops and keynote address.

For the first time in my 2 decades as a member of MCTLC, we have a true 2-day conference with included 3 hour workshops and over 60 breakout sessions for you to explore. Our theme Peak Practice | Peak Proficiency For All calls on us to reflect on and invest in our teaching practice with a goal of reaching each of our students. There may be no one specific way for us to teach language and cultures, but we can all strive to increase engagement, joy and success in our classrooms.

We are offering 5 concentrated strands beyond our fabulous L2 pedagogy offerings to help you zero in on the topics of greatest interest to you:

- 1) TPRS / CI
- 2) Teaching for Proficiency
- 3) Heritage Language Learners
- 4) Elementary Language Teaching
- 5) Performance Assessments

Consider the presentations from these strands if you're focusing in these areas for your PLCs, personal goals, or sheer curiosity. There is a path for all of us here at MCTLC this weekend – on our path to success and joy in language proficiency.

More important than all of the fabulous sessions we are offering you are your friends and colleagues of MCTLC. This our chance to catch up old friends, reach out to our newer, younger colleagues and nurture our professional relationships with others engaged in our passionate work of improving the teaching of languages and cultures in Minnesota.

Enjoy your weekend. Enjoy your time with your people.

Un saludo,

Grant Boulanger

2019 MCTLC President and Conference Chair



Affiliate Organizations

National Network for Early
Language Learning, MN
Chapter



nell.org

Amy Vander Deen

Breck School

amy.vanderdeen@breckschool.org

Kathy Olson-Studler

St. Paul Academy and Summit School

kolson@spa.edu

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Minnesota



<http://www.classicsmn.org>

Lorina Quartarone

University of St. Thomas

lquartarone@stthomas.edu



<http://mnimmersion.org>

American Association of
Teachers of Spanish and
Portuguese



<http://mn-aatsp.org>

Russell Simonsen

simon479@umn.edu

Liliana Rodriguez,

mimmersion@gmail.com

American Association of
Teachers of German,
MN Chapter



<http://mnaatg.blogspot.com>

Amanda Randall

randal2@stolaf.edu



American Association of
Teachers of French,
MN Chapter

<http://mnaatf.org>

Christine Lac

clac@carleton.edu

Room for All



at the Table

2020 Central States Conference

A joint conference of the Central States Conference on the Teaching of Foreign Languages and the Minnesota Council on the Teaching of Languages and Cultures

March 12 – 14, 2020
Hyatt Regency Hotel
Minneapolis, MN



For more information, contact

Anne G. Nerenz
CSCTFL Executive Director
P.O. Box 404

Ishpeming, MI 49849

Phone: 906-486-6545

E-mail: csctfl.exec.director@gmail.com

Web: www.csctfl.org

MCTLC Fall Conference 2019 Schedule of Events

PEAK PRACTICE PEAK PROFICIENCY *-FOR ALL-*

Friday & Saturday events take place at
Crowne Plaza Minneapolis West Hotel • 3131 Campus Dr, Plymouth, MN 55441

FRIDAY, OCTOBER 25th at Crowne Plaza Minneapolis West Hotel, Plymouth, MN

Time	Event	Location
7:00 am	Registration/Exhibit Hall opens (Break with Refreshments)	
8:00 - 11:30 am	Morning Workshops	Multiple locations: see description
9:30 - 10:00 am	Exhibitor & Refreshment Break	Foyer, Conference Rooms B & C
12:30 - 4:00 pm	Afternoon Workshops	Multiple locations: see description
2:00 - 2:30 pm	Exhibitor & Refreshment Break	Foyer, Conference Rooms B & C
4:00 - 6:00 pm	MCTLC Networking Reception (sponsored by Avant Assessment)	Foyer, Conference Rooms B & C

SATURDAY, OCTOBER 26th at Crowne Plaza Minneapolis West Hotel, Plymouth, MN

Time	Event	Location
8:00 - 8:50 am	Breakout Sessions 1	Multiple locations: see description
9:00 - 10:30 am	Keynote and Awards	Regency
10:30 - 10:45 am	Exhibitor & Refreshment Break	Foyer, Conference Rooms B & C
10:50 - 11:40 am	Breakout Sessions 2	Multiple locations: see description
11:50 am - 12:40 pm	Breakout Sessions 3	Multiple locations: see description
11:30 - 1:00 pm	Lunch Buffet provided	Europa
12:50 - 1:40 pm	Breakout Sessions 4	Multiple locations: see description
1:45 - 2:15 pm	Exhibitor & Refreshment Break	Foyer, Conference Rooms B & C
2:15 - 3:05 pm	Breakout Sessions 5	Multiple locations: see description
3:15 - 4:05 pm	Breakout Sessions 6	Multiple locations: see description
4:15 - 5:05 pm	Breakout Sessions 7	Multiple locations: see description

MCTLC 2019 AWARDS

Emma Birkmaier Outstanding Language Educator - Cassandra Glynn

This award is given in recognition of outstanding service and support for world languages and cultures to someone within the language-teaching profession in Minnesota.

Minnesota Teacher of the Year - Pang Yang

This award represents the first step for the Teacher of the Year Award at the national level as awarded by ACTFL.

Outstanding Student Teacher - Paulino Brener

This award is given in recognition of outstanding service and extraordinary potential in providing excellent instruction in the world language classroom by a student teacher of a world language in Minnesota.

Xperitas Language Matters - Pearl Cheng

This award is given to a high school teacher in recognition of providing authentic immersion experiences outside the classroom for students to apply their speaking skills and achieving outstanding success in students' use of the target language through exemplary motivation and creative methods.

Pro Lingua Award - Minnesota Education Equity Partnership

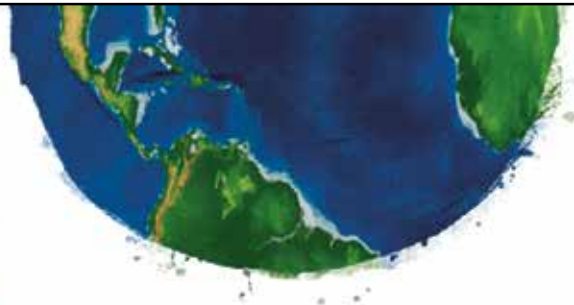
This award is given in recognition of outstanding service to and support of education in world languages and cultures by a person or Minnesota organization/business that is not a world-language educator.

Department of Excellence - Hastings High School, Sartell High School

Departments of Excellence have 100% membership participation in MCTLC.

Thursday, October 24
Early Career Dinner: 6:30pm
Sponsored by Xperitas
Copenhagen Room

Early Career Teachers (in their 1st-3rd year of teaching) and Veteran Mentor Teachers are invited to the annual Early Career Teacher Dinner. Join us for a complimentary dinner, mentor connection, and short program. RSVP at mctlc.org/Conference_19



Proud sponsors of the Early Career Teacher Dinner, committed to providing accessible, authentic language immersion experiences.

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FRIDAY, OCTOBER 25

MORNING WORKSHOPS: 8:00-11:30am*Exhibitor & Refreshment
Break 9:30-10:00am***W1 Plan for Proficiency***Presenter: Martina Bex, The Comprehensible Classroom***Conference Room D**

Unpack the definition of Proficiency Oriented Language Instruction (POLI) and consider its practical application to lesson design! Participants will consider the core elements of POLI then reflect on how they are addressed in a sample Content Based Unit.

Strand: CI/TPRS**W2 Proficiency + Performance = Classroom Possibilities:
Interpretive***Presenters: Kara Parker (Creative Language Class)
and Karen Nickel (Wayzata Public Schools, MN)***Conference Room F**

How does proficiency influence instruction in the interpretive mode? Explore how the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines and the Integrated Performance Assessment (IPA) framework impact instruction and lesson design. You will experience a variety of ways to plan performance-based lessons focused on the interpretive mode.

Strand: Teaching for Proficiency**W3 Grammar Forms Click in Meaningful Contexts***Presenter: Amy Hornby Uribe, Winona State University, MN***Conference Room H**

With the W-RSLL came a paradigm shift in World Language instruction and the realization that teaching about grammar forms in English does not increase learner proficiency. Facilitating noticing and co-construction of language structures through authentic and semi-authentic texts engages students in communicating without sacrificing accuracy. In this workshop, participants will explore and design engaging lessons that teach grammar in a way that promotes critical thinking about language and excitement about communicating in the target language. Leave inspired to teach the target language not just teach about the language.

Strand: Teaching for Proficiency**W4 Comprehensible Classroom Management!***Presenter: Annabelle Williamson, La Maestra Loca***Conference Room E**

You can provide hundreds of hours of compelling comprehensible input, but it is meaningless if your students are not fully engaged and invested in the class, the content, you, and your classroom community. In this session, teachers will engage in concrete ways to create powerful structured learning environments where the classroom looks, and feels like a community and learners respect and support each other in their acquisition. These strategies work for all classrooms and all children of all ages.

Strand: CI/TPRS

FRIDAY, OCTOBER 25

MORNING WORKSHOPS: 8:00-11:30am*Exhibitor & Refreshment
Break 9:30-10:00am***W5 CI Strategies for Reading Stories and Novels****Studio 2***Presenter: Melanie Bruyers, Centennial School District, MN*

Come and learn a variety of simple strategies for working with stories or novels. You can turn a chapter of a novel into a story, write your own or find one. Once you have a story, what do you do? Some ideas are: Listen and Draw, Story Listening, Movie Talk, Embedded Reading, Sequencing, Cloze, Retells, and Volleyball Reading.

Strand: CI/TPRS**W6 Core Practices in Elementary Language Teaching****Conference Room I***Presenter: Valerie Shull, Proficiency From the Start*

Core practices give us a road map for making the most of high leverage teaching practices that support language acquisition--how do these practices manifest with elementary age students? Valerie will share how core practices are integrated into her school's K-8 Spanish program (applies to multiple languages), and give space for teachers to create a plan for how they can get started or extend what they're already doing to support language acquisition and proficiency in their youngest learners.

Strand: Elementary Language Teaching**W7 Moving Culture Center-Stage****Conference Room G***Presenters: Jill Fischer and María Sol Nuño Eden Prairie Public Schools, MN*

In this workshop participants will delve into different cultural themes and topics to use in the Spanish classroom. Typical "textbook" vocabulary takes on a new shine with a cultural twist. Songs, dances, picture books, websites, will be presented along with some key language learning strategies. We will also explore a few tech tools that support student learning, so please bring a device. Examples will come from a Spanish FLEX program, but are easily adapted to FLES, middle school and high school programs.

Strand: Elementary Language Teaching**W8 Hmong Heritage Learner Session:
From Culture Arts to Language Arts****Studio 5***Presenters: Yo Pa Cha, Pang Yang, Patrick Vang, Coalition of Hmong Language, Literacy, and Culture*

This workshop is a series of sessions led by a panel of heritage language teachers using arts-integration to support the development of bilingualism and multiliteracies. Sessions include:

1. Ya Po Cha (Burbank High School, CA) - Focus on Culture: What Hmong Language and Culture Teachers Must Know to Pass on the Culture to the Next Generation
2. (Hmong teaching expert, TBD) - Strategies and Program Models for the Teaching of Hmong Leeg
3. Pang Yang (Park Center High School, MN) - Speaking Activities to Amplify Student Voices with Introverted Learners (*please bring one speaking activity to work with during the session*)
4. Patrick Vang (Burbank High School, CA) - Finding a Love of Reading with your Hmong Learners Who "Hate" to Read

Strand: Coalition of Hmong Language, Literacy, and Cultures**Language:** Hmong**W9 Pique Performance****Conference Room D***Presenter: Martina Bex, The Comprehensible Classroom*

Learn effective and engaging strategies to teach in the target language without sacrificing comprehension! Workshop attendees will participate as students in a series of proficiency-oriented activities that students love and that can be done entirely in the target language, regardless of which language they teach, and they will leave with an adaptable template for planning proficiency oriented lessons that maximize student engagement.

Strand: CI/TPRS

FRIDAY, OCTOBER 25

AFTERNOON WORKSHOPS: 12:30-4pmExhibitor & Refreshment
Break 2:00-2:30pm**W10 Proficiency + Performance = Classroom Possibilities:
Interpersonal and Presentational****Conference Room F***Presenters: Kara Parker (Creative Language Class) and Karen Nickel (Wayzata Public Schools, MN)*

How does proficiency influence instruction in the interpersonal and presentational modes? Explore how the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines and the Integrated Performance Assessment (IPA) framework impact instruction and lesson design. You will experience a variety of ways to plan performance-based lessons in which students use the interpersonal and presentational modes to communicate in rich and meaningful ways.

Strand: Teaching for Proficiency**W11 Effective Questioning Strategies to Grow Proficiency
& Peak Engagement****Conference Room H***Presenter: Darcy Rogers & Erika Traphagen, Organic World Language*

Use games, activities, and community building strategies for NL and NM students to achieve the ACTFL 90% target language standard with low proficiency learners. This session will show ways to build confidence and lower anxiety for nervous or reluctant learners so they enjoy the language acquisition journey. You will leave with activities to try in your next class period and ideas for how you approach proficiency with your novice learners.

Strand: Teaching for Proficiency

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Students in all of our language programs acquire knowledge and skills in global citizenship, diversity, and critical thinking with local and international relevance, giving them the tools required to thrive in a diverse world.

Proficiency in another language also opens doors to opportunities in a variety of professional fields, including business, healthcare, government, research, teaching, publishing, translation, interpretation, and the performing arts.

We also offer several short and long-term study-abroad opportunities to further enhance the learning experience.

Come visit us during the annual MCTLC Conference!

FRIDAY, OCTOBER 25

AFTERNOON WORKSHOPS: 12:30-4pmExhibitor & Refreshment
Break 2:00-2:30pm**W12 Compelling Comprehensible Culture and Current Events**

Conference Room E

Presenter: Annabelle Williamson, La Maestra Loca

Cultural and Communicative Competencies go hand in hand, yet all too often, world language teachers teach culture in English in order to “go deep” and really cover the culture they love. This workshop will share concrete ways to teach culture to your students where empathy is built alongside an appreciation for other peoples, practices and traditions.

Strand: CI/TPRS**W13 Digging In: Taking Your Heritage Class to the Next Level**

Studio 2

*Presenter: Adrienne Brandenburg & Mary Beth Johnson,
Poudre High School, CO, Adventures in Heritage Teaching*

Two experienced high school heritage teachers will share concrete ideas to take your heritage classes to the next level! During this workshop, we will discuss relevant national standards for heritage courses, and how we can modify what we’re doing to better meet those standards. We will explore how to explicitly teach heritage learners to be stronger, more independent readers and writers (even if we are not literacy teachers), and why it matters. Participants should bring 1-2 reading and writing assignments they currently use in their heritage courses. A list of possible concrete reading and writing strategies will be provided.

Strand: Heritage Learners**W14 Choice and Independence -
What We Can Learn from Montessori**

Conference Room I

Presenter: Valerie Shull, Proficiency From the Start

What do independence and choice look like in novice-level, elementary classrooms? Valerie will explore with participants what lessons we can learn from Montessori philosophy and bring them to the elementary and middle school language class to support independence and choice for younger learners.

Strand: Elementary Language Teaching**W15 Design Thinking in your Language and Culture Classes**

Conference Room G

Presenter: Jennifer Brady & Aparna Katre, University of Minnesota Duluth

Design thinking may be used to tackle a complex problem. As a rhizomatic and repetitive process, pedagogy activities inspired by design thinking permit students to approach challenges from an empathetic perspective and to carve unique and creative paths toward objectives. In this workshop, participants will learn what design thinking is and how its concepts can be applied to language and culture classes. Participants will leave this workshop ready to incorporate activities inspired by design thinking into all levels of language and culture college and university courses. The workshop will be led by professors with backgrounds in Spanish language and cultural studies and in Cultural Entrepreneurship studies.

Strand: Teaching Strategies/Pedagogy

FRIDAY, OCTOBER 25

AFTERNOON WORKSHOPS: 12:30-4pm*Exhibitor & Refreshment
Break 2:00-2:30pm***W16 Hmong Heritage Learner Session:
Finding Voice in Speaking and Writing****Studio 5***Presenters: Yo Pa Cha, Pang Yang, Patrick Vang, Coalition of Hmong Language, Literacy, and Cultures*

This workshop is a series of sessions led by a panel of heritage language teachers using arts-integration to support the development of bilingualism and multiliteracies. Sessions include:

1. Bee Vang-Moua (University of Minnesota) - A Linguistic Approach to Helping your Students Understand and Succeed at Hmong Sounds/Pronunciation
2. Pang Yang (Park Center High School, MN) - Improving Hmong Vocabulary by Repurposing Games into Hmong
3. Patrick Vang (Burbank High School, CA) - Effective Hmong Writing Instruction From Novice to Advanced Proficiency

Strand: Coalition of Hmong Language, Literacy, and Cultures

FRIDAY, OCTOBER 25

MCTLC NETWORKING RECEPTION**(SPONSORED BY AVANT ASSESSMENT): 4:00-6:00pm****Foyer, Conference
Rooms B & C**

*All conference attendees receive 1 free drink with registration.
Join us for time to network with conference exhibitors & attendees.*



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LEARN MORE: Saturday, 10/26, 8:00 a.m., Conference Room I**Dawn Samples, Avant Director for Professional Learning, presents:****Avant ADVANCE: A Faster, Better, Online Tool for Training Teachers on the ACTFL Proficiency Guidelines**

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SATURDAY, OCTOBER 26

BREAKOUT SESSIONS 1: 8:00-8:50am**S101 Keeping the *Joie de vivre* in Your Teaching***Maureen Elwell Peltier, Saint Paul Central High School***Regency**

It is not uncommon to hear of world language teachers with four (even five) preps, huge beginning level courses, curriculum writing responsibilities, and committee work. With everything on our plate, how to do keep the “joie de vivre” in our daily work and have time for the people around us? This session will look at the how the three R’s (Relationships, Rigor, and Relevance) can help build teacher capacity in and outside the classroom.

Languages: General - applicable to any language

Levels: Pre-K, Elementary, Middle Grades, Secondary, Higher Education

S102 Teaching and Assessing Culture: Demystifying the ‘Nightmare’ for Teachers and Students*Dustin Hemsath, University of Minnesota, Twin Cities***Studio 5**

ACTFL’s recent Can-Do statements for intercultural communicative competence have opened the doors to increased cultural focus in classrooms. For many teachers, however, finding the balance between teaching culture and language is already challenging and time consuming, making an increased focus seem like a nightmare! This presentation will discuss an approach to teaching and assessing cultural products, practices, and perspectives, that can be used to integrate effective culture and language instruction and guide students towards intercultural competencies. Participants will leave the session with examples and documents, both physical and digital, to help plan their culture lessons moving forward.

Strand: Teaching for Proficiency

Languages: General - applicable to any language

Levels: Middle Grades, Secondary

CEU(s): Cultural Competency, Technology

S103 Interactive Notebooks - Helping Students Find Their Spark*Beth Rhodes, Humboldt High School***Conference Room D**

What are interactive notebooks? Interactive notebooks help students organize notes along with giving them activities and space to become creative and independent students and writers. Using interactive notebooks creates a decreased passive attitude and increases student involvement! What will YOU come away with after this workshop? You will understand: how to set up interactive notebooks regardless of the language or age of the students, examples and samples of pages along with how to find resources that are JUST RIGHT for your classroom. (and so much more) Learn how to make interactive notebooks become a portfolio of individual learning!!

Strand: Teaching for Proficiency

Languages: General - applicable to any language

Levels: Secondary, Higher Education

CEU(s): Technology

SATURDAY, OCTOBER 26

BREAKOUT SESSIONS 1: 8:00-8:50am**S104 Break Out of Your Routine!***Anna Gessner, St. Michael-Albertville Middle School East***Conference Room E**

St. Michael-Albertville Middle School East

Escape the typical day in your world language classroom with a Breakout Box. Learn how to create and facilitate an escape room in your classroom to promote interpretive reading and listening skills in the TL while your students engage in higher-level thinking, problem-solving, and teamwork. You will see real examples of adaptable puzzles that work for novice level learners and beyond. Whether you have access to a physical Breakout Box (purchased) or are looking to find out more about digital breakouts (free), you will find something that works for you. If you are looking for guaranteed student-engagement, look no further!

Strand: TPRS/CI**Languages:** General - applicable to any language, but Spanish examples will be given**Levels:** Elementary, Middle Grades, Secondary**CEU(s):** Technology, Literacy**S105****Getting the Input In So Students Can Get the Output Out***Janice Holter Kittok, National Education Consultant***Conference Room F**

Comprehensible Input (CI) is the key to language acquisition and essential for the ability to create in the language. This session will focus on how to use materials for novice and intermediate students at the middle and high school levels with a CI focus. Using examples from published materials, the presenter will demonstrate how teachers can design daily instruction that provides ample amounts of CI while staying 90% in the target language. Comprehension checks used as formative assessments guide the teacher in pacing lessons that maintain student focus and motivation.

Strand: TPRS/CI**Languages:** Spanish**Levels:** Middle Grades, Secondary

American Association of Teachers of French
Minnesota Chapter
<http://mnaatf.org>

Venez vous joindre à nous!

SATURDAY, OCTOBER 26

BREAKOUT SESSIONS 1: 8:00-8:50am**S106 Teaching Reading and Writing to Emerging Bilinguals in K-2***Jose Becerra-Cardenas, Little Canada Elementary School***Conference Room G**

As a Spanish Immersion educator, I start with conversations with the participants about “best teaching practices” based on different scenarios. I share the theories I used for teaching reading and writing, but also connect those theories with other theories that inform my decision making as a teacher of color. I end the presentation showing some student work to connect both theory to practice.

Strand: Elementary Language Teaching**Languages:** Spanish, General - applicable to any language**Levels:** Elementary**CEU(s):** Cultural Competency, Literacy**S107 Heritage Language Education: Who is it for?***Richard Benton, Speak to Hear***Conference Room H**

“Heritage” languages assume a certain historical identification with a language, that is, the language of parents and ancestors. Such classes allow students to express their unique identity and origin. Yet, more than these students can benefit from such classes. When we open the idea of “heritage languages” to “community languages,” we can connect these languages to the present of all students, who are exposed to them in the everyday life of their neighborhood. This talk will challenge our assumptions about the students of “heritage languages” in order to build bridges and to teach global perspectives in our local classrooms.

Strand: Heritage Language Teaching and Learning**Languages:** Arabic, Chinese, Hmong, Spanish, General - applicable to any language**Levels:** Elementary, Middle Grades, Secondary**CEU(s):** Cultural Competency**S108 Avant ADVANCE: A Faster, Better Online Tool for Training Teachers on the ACTFL Proficiency Guidelines***Dawn Samples, Avant Assessment***Conference Room I**

Do you want to have a thorough understanding of the ACTFL Proficiency Guidelines so that you can accurately rate your students' work? Research shows that skill-based abilities, like accurate rating of student responses, occurs best with an established practice and feedback process. Come learn about the PD tool, Avant ADVANCE: all online, self-paced, and a fraction of the cost of traditional training sessions.

Strand: Integrated Performance Assessments**Languages:** Arabic, Chinese, French, German, Japanese, Spanish, Hebrew, Hindi, Korean, Portuguese, Polish**Levels:** Elementary, Middle Grades, Secondary, Higher Education**CEU(s):** Technology

SATURDAY, OCTOBER 26

BREAKOUT SESSIONS 1: 8:00-8:50am**S109 Language Teacher = Equity Practitioner***JJ Kahle, The Blake School***Studio 2**

How do equity and justice play a role in our work as language teachers? In what ways can we contribute to equity and justice? In what ways may we be making things worse? Come add your voice to the conversation about the vital role language instruction and pedagogy can contribute to a more equitable and just learning community.

Languages: General - applicable to any language**Levels:** Middle Grades, Secondary, Higher Education**CEU(s):** Cultural Competency

SATURDAY, OCTOBER 26

Regency**KEYNOTE AND AWARDS: 9:00 - 10:30am**

Martina Bex is the Founder of The Comprehensible Classroom, whose curricula and training materials have been helping language teachers implement proficiency oriented, comprehension based language programs with confidence since 2010.

Martina is internationally recognized for her leadership and expertise in the world language teaching profession as a teacher trainer and curriculum developer. A Spanish teacher by trade with experience in public and private schools and at the university level, Martina balances her work for The Comprehensible Classroom with the needs of her five young children, for whom she is the full-time caregiver.

Martina has been published in *The Language Educator* and presents regularly at state, regional and national conferences in addition to consulting with individual districts and organizations. Her newest project for supporting teachers is the Garbanzo App, an interactive library of stories in Spanish designed specifically with language classes in mind.

SESSIONS AND WORKSHOPS FROM NATIONAL PRESENTERS

Kara Parker
(Creative Language Class)



Annabelle Williamson
(La Maestra Loca)



Valerie Shull
(Proficiency from the Start)

EXHIBITOR & REFRESHMENT BREAK

10:30-10:45am

**Foyer, Conference
Rooms B & C**



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Sponsored by the Center for Advanced Research on Language Acquisition

The Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota provides high-quality professional development for language teachers through an annual program of intensive summer institutes. Launched in 1996, this internationally known program reflects CARLA's commitment to link research and theory with practical applications for the classroom. Each institute is highly interactive and includes discussion, hands-on activities, and networking.

CARLA summer institute participants—more than 6,300 to date—have come from all over the world. They have included foreign language, ESL/EFL, immersion and heritage language teachers at all levels of instruction, as well as program administrators, curriculum specialists, and language teacher educators.

Check out the preliminary line-up for the 25th annual CARLA Summer Institute Program and join us in 2020!

ONLINE ONLY

Transitioning to Teaching Languages Online

June 22–July 20, 2020

Presenters: Claudine Boucaud, Ritu Jayakar, Marlene Johnshoy, and Frances Matos-Schultz

Using the Web for Communicative Language Learning

June 29–August 2, 2020

Presenter: Marlene Johnshoy

WEEK ONE

Assessing Language Learners' Communication Skills with Communicative Performance Tasks

July 13–17, 2020

Presenter: Donna Clementi

Creativity in the Language Classroom

July 13–17, 2020

Presenters: Anne Cummings Hlas and Amy Young

Foreign Language Literacies: Using Target Language Texts to Improve Communication

July 13–17, 2020

Presenters: Mandy Menke and Kate Paesani

- Register starting in January 2020: carla.umn.edu/institutes/registration.html
- Find full information in November 2019: carla.umn.edu/institutes/
- Get on the CARLA mailing list: carla.umn.edu/about/mlist.html

WEEK TWO

Using Technology in Second Language Teaching— *Online Option Available!*

July 20–24, 2020

Presenters: Adolfo Carrillo Cabello, Marlene Johnshoy, and Dan Soneson

Meaningful Portfolio Implementation—*New!*

July 20–24, 2020

Presenters: Stephanie Knight and Julie Sykes

Critical Approaches to Heritage Language Education

July 20–24, 2020

Presenters: Jenna Cushing-Leubner and J. Eik

WEEK THREE

Teaching Language Through the Lens of Social Justice—*Back by Popular Demand!*

July 27–31, 2020

Presenters: Cassandra Glynn, Beth Wassell, and Pamela Wesely

Culture as the Core in the Second Language Classroom

July 27–31, 2020

Presenters: Martha Bigelow and Kaishan Kong



SATURDAY, OCTOBER 26

BREAKOUT SESSIONS 2: 10:50 -11:40am**S201 FVR in the Early Language Classroom****Regency***Valerie Shull, Proficiency from the Start*

Wanting to get started with FVR(Free and Voluntary Reading) or read aloud in your language class? Learn about concrete steps to integrate reading and find materials your students will want to read and extend into other activities.

Strand: Elementary Language Teaching**Language(s):** General - applicable to any language**Level(s):** Elementary**CEU(s):** Literacy**S202 Students Lead the Way: Bringing Joy Back to Planning!****Studio 5***Erika Traphagen, Brandon-Evansville, ISD 2908*

Does planning ever seem tedious and overwhelming? Do you ever wish there were ways to pull from the student and incorporate their interests in class? Planning doesn't have to be the worst part of your day, it can be an experience that energizes and inspires and gets the creative juices flowing. This session will demonstrate and explore how to build on student interest and incorporate techniques to connect curriculum and topics in ways that will foster language acquisition and make planning something to get excited about!

Strand: Teaching for Proficiency**Language(s):** General - applicable to any language**Level(s):** Elementary, Middle Grades, Secondary**S203 Imitation as a Pronunciation Instruction Tool in the Foreign Language Classroom****Conference Room D***Lauren Truman, University of Minnesota*

This study employs contextualized pronunciation instruction in which participants mirror a native speaker. Over the period of several weeks, students of Spanish as a foreign language imitated a native speaker's intonation, pronunciation, and gestures through a series of assignments. Results show a statistically significant improvement among students in comprehensibility and accentedness, and evidence of improvement in intelligibility. Students reported the activity to be effective in providing a target model for speaking. This instructional approach holds the potential to impact student proficiency as it improves communication in the foreign language through a focus on specific sound segments and other speech patterns.

Strand: Teaching for Proficiency**Language(s):** Spanish, General - applicable to any language**Level(s):** Elementary, Middle Grades, Secondary, Higher Education**S204 Reps, Reps, Reps! Ways to Vary Your PQA****Conference Room E***Julie Meier & Katelynn Beaupre, Faribault High School*

Ready to shake up your normal PQA (Personalized Question & Answer) routine? Struggling to get in enough repetitions? Our session will highlight specific strategies for pre-teaching vocabulary structures in a CI classroom that provide alternatives and additions to PQA while maintaining rich, student-centered input. Examples include Nearpod and variations on "one word at a time stories".

Strand: TPRS/CI**Language(s):** General - applicable to any language**Level(s):** Middle Grades, Secondary

SATURDAY, OCTOBER 26

BREAKOUT SESSIONS 2: 10:50 -11:40am**S205 Using CI to discuss #ourfuture**

Lydia Brinkmann, ISD 197

Conference Room F

Futuristic topics such as robots and space travel are compelling to students and can be taught using comprehensible input. This session will inspire you to talk about #ourfuture with students and adapt your speech and materials to various levels of learners, making it comprehensible and engaging for all. How to have a class debate in the target language will be presented as a possible culminating activity after studying #ourfuture.

Strand: TPRS/CI**Language(s):** General - applicable to any language**Level(s):** Elementary, Middle Grades, Secondary, Higher Education**S206 Amity Interns in the Language Classroom**

Jocelyn Veach & Angie Stracke, Orono Intermediate School

Conference Room G

Come learn how you could employ an Amity Intern in your classroom. We will share knowledge and experience that we have gained in starting the intern program at our Intermediate/Elementary school. We will also share how you could use an intern to benefit Heritage Learners and provide all students access to a native speaker and first-hand cultural knowledge.

Strand: Elementary Language Teaching**Language(s):** Spanish**Level(s):** Elementary, Middle Grades, Secondary**CEU(s):** Cultural Competency**S207 Teaching Content-based Language Courses**

Jean Wang & Carolina Olaya, Breck School

Conference Room H

With the demand from heritage learners as well as the fast growing interests in language immersion programs, there's also a demand on content-based courses at high school level. In this session, presenters will discuss course aspects such as curriculum design, material selection, modes of communication assessments and audience. Samples of different course designs and strategies will be shared. Presenters hope to provide an opportunity for teachers who either have the experience of or are interested in teaching a content-based Chinese or Spanish course to brainstorm as well as to provide mutual support.

Strand: Heritage Language Teaching and Learning**Language(s):** Chinese, Spanish**Level(s):** Secondary**S208 IPA Example Units to Build Proficiency**

Lori Kleffner & Lisa Parra Staves, Wayzata High School

Conference Room I

In this session participants will see examples of Integrated Performance Assessments with strong social justice components in Chinese, French, German and Spanish. Not only will participants gain a better understanding of IPAs, but they will also see how students can maintain use of the target language while engaging in purposeful communication and building proficiency.

Strand: Integrated Performance Assessments**Language(s):** General - applicable to any language**Level(s):** Middle Grades, Secondary, Higher Education

SATURDAY, OCTOBER 26

BREAKOUT SESSIONS 2: 10:50 -11:40am**S209 Who's the G.O.A.T.? Exploring Rhetorical similarities in Shakespeare and Hip-Hop and their Pedagogical Implications**

Studio 2

Louisa Zachmann, Mary Baldwin University

It has become commonplace to compare Shakespeare and modern hip hop artists by asking questions such as “Is Shakespeare or Kendrick Lamar greater?” Yet the dangerous implications of these irresponsible comparisons, such as lionizing artists and ignoring their work, have gone largely unnoticed. This paper seeks to remove the authors from the debate and compare and contrast the linguistics of twenty-first century hip hop and Shakespeare. Despite the respective artists’ social, political, and cultural differences, an investigation of hip hop and Shakespeare’s fundamentals reveal that they are not radically opposed forms of expression but similar forms of expression. Hip hop is more than the exaltation of violence, drugs and lust. Veritably, more often than not, these are simply the daily demons to conquer or be conquered by. Ignoring hip hop, which is an entire culture, not just music, is ignoring thousands of voices and experiences. Our grasp of hip hop’s merited place in classrooms must go beyond the insidious “rapping teacher” to improve our use of the internal contradictions, history, beauty, complexity, and rhetoric available in the genre. This paper aims to challenge our understanding of who we merit worthy of artistry by redirecting our attention to the art, so we can return to the artist without prejudice, and by doing so suggest that not everyone, but anyone, including a dead playwright from England and a kid from Compton, can create admirable art.

Strand: Teaching for Proficiency**Language(s):** General - applicable to any language**Level(s):** Higher Education**CEU(s):** Cultural Competency, Literacy**TRAVEL TO THE MINNESOTA ZOO FOR A
WORLD LANGUAGE IMMERSION EXPERIENCE!**

You and your students are invited to a day of language and learning through engaging animal presentations throughout the Zoo. This fantastic opportunity, for students of all levels, helps to hone their skills in listening, speaking, and comprehension. Grab a passport and join the fun. **WE WILL BE LOOKING FOR YOU!**

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LANGUAGE
DAY****Japanese Day December 11, 2019****French Day February 4, 2020****German Day February 5, 2020****Elementary/Middle School Spanish Day February 6, 2020****Spanish Days February 11 and 12, 2020****American Sign Language Day April 16, 2020**

Visit our website mnzoo.org/worldlanguagedays to register.
Questions? Email us at educate@mnzoo.org



MINNESOTA ZOO

SATURDAY, OCTOBER 26

BREAKOUT SESSIONS 3: 11:50 -12:40pm**S301 Cough, Cough - I need a sub plan!**

Liselin Diaz (The Blake School) & Kara Parker (Creative Language Class)

Regency

We all know how hard it is to leave a good sub plan!!! Come see ideas for plans that are focused on practicing and increasing their language proficiency. There's no perfect substitute for you, but no worries! These sub plans will continue the learning while you're out. The examples are for K-12 world language classes and participants will receive access to download them.

Strand: Teaching for Proficiency**Language(s):** General - applicable to any language**Level(s):** Elementary, Middle Grades, Secondary**S302 Embodied Cognition for Second Language Acquisition and Proficiency**

Emma Bricker, Independent Instructor

Studio 5

Students who play while learning are more engaged, therefore more likely to remember content. Empirical experience illustrates that combining positive affect; being happy, amused, or helping another, with physical manifestations, aids in SLA, with the most outstanding outcome being the complete engagement of students. The obvious enjoyment of acquiring language, with the ability to put it to use, is a benefit of the mind-body connection impossible to ignore. Immediate feedback of conversation underscores the effectiveness, reinforcing the contribution of each learner to the environment. Come learn and practice techniques that maximize the mind-body connection while expanding learners' proficiency levels!

Strand: Teaching for Proficiency**Language(s):** General - applicable to any language**Level(s):** Pre-K, Elementary, Middle Grades, Secondary, Higher Education**S303 Música para Mañana**

Kay Edberg, Mora High School

Conference Room D

Looking for a few fun music-based lessons you can use tomorrow? Tired of making sub plans that aren't relevant to what you are teaching or are too hard for a non Spanish-speaking sub? Look no further! Session attendees will receive a week's worth of fun, music-based Spanish activities that even a sub can handle. Choose the ones that best relate to what you are teaching at the moment, and enjoy the benefits of teaching language through music. These songs are catchy enough that your students will be downloading them and memorizing them outside of class.

Language(s): Spanish**Strand:** Teaching for Proficiency**Level(s):** Secondary**CEU(s):** Cultural Competency, Literacy, Technology**Join Us for Transformational WORKSHOPS!**

Did you ever wonder what teaching **without a textbook** might look like? Find out how to help your students **reach true proficiency** through Organic World Language. Experience this in a real world language classroom with students of varying language ability.

OWL1 Workshop - Foundation and Application**OWL2 Workshop** - Structures and Systems**Program Analysis** - Collaborative work with students and teachers to develop the program that they want!**District & Department Implementation** -

Work with districts or departments to create a strong scope and sequence focused on ACTFL guidelines.

Set up a workshop: info@organicworldlanguage.comCheckout our website: www.owlanguage.com**OWL**
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SATURDAY, OCTOBER 26

BREAKOUT SESSIONS 3: 11:50 -12:40pm**S304 Using CI in the German Classroom**

Elizabeth Zehnpfennig, Richfield High School

Conference Room E

This session will describe how I use Comprehensible Input and thoughtful scaffolding through calendar talk, music and short videos, novel reading, movie talks in addition to my TPRS curriculum, Sabine und Michael by Michael Miller, in levels 1-3 German. I will provide examples of Integrated Performance Assessments and lessons as well as a wealth of strategies for teaching through this extremely reachable method.

Strand: TPRS/CI**Language(s):** German**Level(s):** Secondary**S305 A TPRS Halloween Story**

Jim Tripp, MFL MarMac High School

Conference Room F

Looking for a way to channel some of that Halloween excitement in class? How about a simple story about a kid who wants to be something for Halloween but their parents tell them they must go dressed up as something else. Working from a classroom-tested story script, participants will witness the story-asking process as we move through the traditional TPRS steps of 1) Establishing Meaning 2) StoryAsking and 3) Reading. We will also explore differentiating the language to accommodate various proficiency levels so that you can use this script with any of your classes.

Strand: TPRS/CI**Language(s):** General - applicable to any language**Level(s):** Elementary, Middle Grades, Secondary, Higher Education**We are pleased to introduce our candidate for Vice President of MCTLC:**

Karen Nickel has taught for over 30 years with experience in German and ELL in adult, elementary, junior and mostly in senior high education. She is currently serving as a Peer Coach in the Wayzata Public Schools. Karen has led efforts aligning curriculum and equitable grading, integrating technology, personalizing learning, incorporating social-emotional learning and social justice curriculum, and promoting cultural competence. She has presented at state, regional and national conferences, has facilitated student exchanges since 1987 and is an avid world traveler.

Within our leadership structure, the Vice President will serve in that role for one year (2020), followed by a year as President-Elect, then a year as President, followed by a year as Past President.



SCAN ME

Please use the QR code to vote electronically during Keynote & Awards.

MCTLC Seeks Teacher Volunteers

We invite you to consider one of these teacher leader volunteer positions. Our mission is to "advance the teaching of languages and cultures in Minnesota." Most importantly, we are a fun organization with which to network. *Please consider sharing your time and talents in one of the following roles as a teacher leader:*

Open Volunteer Positions

Early Career Teacher (ECT) Mentor Connect with a ECT at our Thursday evening dinner prior to conference, check in with ECTs during the year, listen.

Historian Curates and stores all historical materials, decides on methods for sharing historical information with membership, maintains current records of board members, award recipients, and conference themes. Attends board meetings.

Exhibits Chair Solicits exhibitors, advertisers, and sponsors for our fall conference. Attends board meetings.

St. Paul Regional Representative Represents language teachers from their area, attends board meetings, serves on special tasks force(s).

West Metro Regional Representative Represents language teachers from their area, attends board meetings serves on special tasks force(s).

Please email president-elect@mctlc.org if you have questions. Thanks for considering.

SATURDAY, OCTOBER 26

BREAKOUT SESSIONS 3: 11:50 -12:40pm**S306 NELL Networking Session: Activities for Pre-Literate Learners**

Amy Vander Deen, Breck School

Conference Room G

Do you teach elementary students? Do you wonder how to adapt CI activities for students who do not yet know how to read? In this session, learn how to use toys, props, games, pictures, story cards, and counting cards to engage young students, tell stories, check for comprehension, and assess language acquisition.

Strand: Elementary Language Teaching**Language(s):** General - applicable to any language**Level(s):** Pre-K, Elementary**S307 Encouraging Multilingual Families at Home and in the School**

Gisela M. Schramm-Nagel, Breck School

Conference Room H

Many students in Minnesota schools speak a language at home other than English. Parents and educators alike struggle with knowing how to help students on their journey to bilingual or multilingual proficiency. This roundtable session will reference research supporting a family's desire to maintain their heritage "minority" language and share some practical ideas that attendees can give parents to help them decide on the best course of action for raising their children in more than one language. Some World Language teachers are both parents and educators of multilinguals. We will discuss the merits of what current experts say about this controversial topic.

Strand: Heritage Language Teaching and Learning**Language(s):** General - applicable to any language**Level(s):** Pre-K, Elementary**S308 Strategies to Reach IPA Proficiency Levels**

Allison Jakucki & Diane Dittrich, Wayzata Public Schools

Conference Room I

This session will provide participants examples of strategies to help students work toward proficiency in the target language using the rubrics for the ACTFL Integrated Performance Assessments. Participants will experience using at least one strategy, intervention and/or extension, for each mode: Interpretive, Interpersonal, Presentational.

Strand: Integrated Performance Assessments**Language(s):** General - applicable to any language**Level(s):** Secondary**S309 Literacy in Secondary Heritage and Immersion Classes**

Kristin Montgomery, La Follette High School

Studio 2

If you need some ideas for teaching heritage speakers or immersion students this session is for you! We'll cover literacy strategies for secondary Spanish Language Arts and Heritage Speakers classes. The session will include tips and materials for teaching lit circles, a bilingual writing unit about identity, and a persuasive writing unit. Participants will try out daily activities to increase students' vocabulary and writing skills in Spanish and leave with a number of resources to use in their classroom. Session in English but applicable to heritage speakers of other languages.

Strand: Heritage Language Teaching and Learning**Language(s):** Spanish, General - applicable to any language**Level(s):** Middle Grades, Secondary, Higher Education**CEU(s):** Literacy**LUNCH BUFFET PROVIDED:****Europa**

11:30-1:00pm

SATURDAY, OCTOBER 26

BREAKOUT SESSIONS 4: 12:50 -1:40pm**S401 Talking To Learners About How We Acquire Language**

Jim Tripp, MFL MarMac High School

Regency

Myths and misunderstandings abound regarding language acquisition. Therefore it is imperative that we can effectively communicate to learners (and advocates) how we humans seem to best acquire language, so that they better understand the purpose of our instruction and know how to continue acquiring on their own. Drawing on advice from polyglots, words of other language teachers and personal experience, participants will leave with plenty of fodder for these important classroom discussions.

Strand: Teaching for Proficiency**Languages:** General - applicable to any language**Level(s):** Elementary, Middle Grades, Secondary, Higher Education**S402 Think Outside the Classroom:
Intercultural Events to Engage All Students**

Hanna Brandt & Ryo Nakayama, Harding High School

Studio 5

Create experiences in and outside of the classroom to immerse your students in the target language and culture. Learn how to plan events that will increase proficiency through authentic cultural experiences. Discover new ways to strengthen intercultural competence and provide effective differentiated instruction at all language levels. Successful events, specifically a Japanese field day and the creation of a Japanese garden, will be presented to show how these events can be incorporated into daily lessons. Differentiated activities, from learning to practicing to mastering language related to field day events will be explained. Data will reflect the increase in cultural understanding and connection to the language community.

Strand: Teaching for Proficiency**Languages:** Japanese, General - applicable to any language**Level(s):** Middle Grades, Secondary**S403 Grading for Proficiency**

Megan Budke & Karen Nickel, Wayzata Public Schools

Conference Room D

Experiencing grading nightmares? Motivate students without grading everything. Score and grade world language standards to guide students on the path toward proficiency. Provide targeted feedback that encourages what individual students can do with the language. Be confident that students' grades accurately reflect their performance.

Strand: Teaching for Proficiency**Languages:** General - applicable to any language**Level(s):** Middle Grades, Secondary, Higher Education**S404 CI Methods in the Elementary Classroom**

Joanna Pederson, Beacon Academy

Conference Room E

There are so many great methods of giving comprehensible input to our students, but not everything works at the elementary level like it does in middle and high school. If you're looking for CI methods that are effective for younger students, this session is for you!

Strand: TPRS/CI & Elementary Language Teaching**Languages:** General - applicable to any language**Level(s):** Elementary

SATURDAY, OCTOBER 26

BREAKOUT SESSIONS 4: 12:50 -1:40pm**S405 Language Enrollment is Down. Now What?**

Heather Klug, Park Center Senior High IB World School

Conference Room F

What do we do when our language enrollment goes down? This is my story of how I increased enrollment in upper-level Spanish classes by 330% over only a few years! Through the implementation of Comprehensible Input strategies, in combination with Social Justice Education themes, I have seen improved student engagement (reflected in decreased attrition) and increased student success (reflected in student grades). I will share my data and experience so you, too, can rebuild your program.

Strand: TPRS/CI**Languages:** General - applicable to any language**Level(s):** Middle Grades, Secondary**S406 Using Seesaw and Other Online Resources to Assess Elementary Language Learners**

Zvi Geffen, Blake Lower School

Conference Room G

One of the best tools for eliminating paper clutter and organizing student work is with Seesaw. With innovative and simple technology, I can show you how to organize and assess student work using Seesaw. Within the program, there is compatibility with several iPad apps as well as computers. I will also briefly explain how I use Señor Wooly Pro with elementary learners in grades 3-5.

Strand: Elementary Language Teaching**Languages:** Spanish, General - applicable to any language**Level(s):** Elementary**CEU(s):** Technology**S407 Becoming a Language Arts Heritage Language Teacher**

Jen Lopez, Cristo Rey Jesuit High School - Twin Cities

Conference Room H

Do you feel like your heritage language class is lacking cohesion? Are you looking for a way to leverage what your heritage learners already know while helping them grow skills that can transfer to their other academic courses? I will share my journey towards teaching with a language arts approach, and using Free Voluntary Reading and identity work to give students exactly what they need, all while strengthening their own confidence and understanding of who they are. Help your heritage learners improve their language proficiency while developing the literacy skills they need to succeed across the curriculum.

Strand: Heritage Language Teaching and Learning**Languages:** Spanish, Heritage Language Programs**Level(s):** Middle Grades, Secondary**S408 PLC (Professional Learning Communities) Possibilities with IPAs**

Diane Dittrich & Monica Vlach, Wayzata Public Schools

Conference Room I

Let us tell you about our journey in PLCs and how they have transformed and empowered our teaching and overall program design at a large suburban high school. We work together using the ACTFL Proficiencies and Integrated Performance Rubrics to answer these Professional Learning Communities questions: What do we want students to learn? (essential standards) How will we know if they have learned? (team-developed common assessments) What will we do if they don't learn? (interventions) What will we do if they already know it? (extensions) How can we build trust to work collaboratively for each and every student?

Strand: Integrated Performance Assessments**Languages:** General - applicable to any language**Level(s):** Middle Grades, Secondary, Higher Education



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SATURDAY, OCTOBER 26

BREAKOUT SESSIONS 4: 12:50 -1:40pm**S409 More than “please” and “thank you”: Mandarin Chinese beginners’ realization of linguistic politeness in telecollaboration**

Studio 2

De Zhang, Bethel University

By presenting a classroom-based study, this paper aims to provide examples and opportunities to teach linguistic politeness in a U.S.-China telecollaborative project between American college beginners of Chinese and pre-service teachers of Chinese as a foreign/second language in China. Using Adobe Connect Pro, the Chinese language learners and the native speakers of Chinese did 4 one-hour long text-based real-time online chats in one semester. The research questions posed for the study are: (1)What are the beginners’ strategies in expressing linguistic politeness? (2)what are the transfers of linguistic politeness strategies in Chinese language beginning learners’ interaction with native speakers? The value of this study lies in its use of telecollaboration in first semester Chinese class and sheds light on the effective instruction of pragmatics especially to beginners.

Languages: Chinese**Level(s):** Middle Grades, Secondary, Higher Education**EXHIBITOR & REFRESHMENT BREAK**Foyer, Conference
Rooms B & C

1:45-2:15pm

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SATURDAY, OCTOBER 26

BREAKOUT SESSIONS 5: 2:15 - 3:05pm**S501 Interpret, Discuss and Create Using Authentic Texts at Any Level****Regency**

Amy Uribe, Winona State University

Build student confidence and proficiency! Because teachers may not always trust that their students will be able to understand authentic texts, they might avoid using them. However, from infographics to Quixote, your language learners at any proficiency level will discover that they can understand, interpret, and discuss authentic texts in the target language, as well as create their own presentational writing based on authentic models. This session will deconstruct effective practices and guide participants through varied uses of diverse authentic texts that lead to increased student proficiency across the modes of communication.

Strand: Teaching for Proficiency**Languages:** General - applicable to any language**Level(s):** Middle Grades, Secondary, Higher Education**S502 The Seal of Bilingualism in MN: What's in it for my Students?****Studio 5**

Mary Ojala & Liz Hathaway-Castelan (St. Paul Public Schools)

Have you heard about the Seal of Bilingualism in MN? Hundreds of Minnesota's high school graduates have earned free MN State College and University credit by proving their bilingualism. Any school or school district can assess their student for these prestigious awards. Come to this seminar and learn from an expert who has interpreted the law and successfully implemented Seal procedures in districts large and small. Come see what's in it for your students!

Strand: Teaching for Proficiency & Heritage Language Teaching and Learning**Languages:** American Sign Language, Arabic, Chinese, Classical Languages, French, German, Hmong, Japanese, Spanish, General - applicable to any language, Somali, Tamil, Karen, Oromo, Dakota, Ojibwe**Level(s):** Secondary**CEU(s):** English Learners**S503 Efficiency for Proficiency****Conference Room D**

Katie Hentges & Emily Sackreiter, Atwater-Cosmos-Grove City High School

Are you the only world language teacher in your school? Do you have many preps and no one with whom to share the workload or collaborate on a regular basis? If so, this session is for you! We will share (and ask you to share!) tips and tricks for all #deptofl teachers who face the challenge of many preps and limited resources and or support. You will leave with tools and strategies to help you get through your day being more efficient so your students can leave your program being more proficient!

Strand: Teaching for Proficiency**Languages:** General - applicable to any language**Level(s):** Middle Grades, Secondary**S504 You CAN Teach an Old Dog New Tricks!****Conference Room E**

Kathy Corkery, Oelwein High School

A veteran teacher's first 3 years of using TPRS that will explain: why I threw out 5 filing cabinets full of lessons developed over my 25 years of teaching, how I transitioned from a semi-traditional grammar teaching method to TPRS, how I handle my fears and the inevitable learning curve over these past 3 years, and what are some of the materials I've been using/developing. I will try to share from my own experiences tips/insights that might help encourage you and prepare you to take the plunge into the amazing world of TPRS and perhaps avoid some of the mistakes I've made.

Strand: TPRS/CI**Languages:** Spanish, General - applicable to any language**Level(s):** Middle Grades, Secondary

SATURDAY, OCTOBER 26

BREAKOUT SESSIONS 5: 2:15 - 3:05pm**S505 Take It from the Students:
Creating Relevant and Authentic Content****Conference Room F**

Jaclyn Hathaway Rubé (Independent Instructor) & Erika Traphagen (Brandon-Evansville, ISD 2908)

Student buy-in is a challenge impacted by class structure and relevancy of content. Students, a wealth of information, need to be part of the language learning process. The needs, interests and anecdotes of the students are all relevant material that aid with buy-in and engagement. This presentation will show how to explore and expand these relevant topics, then employ them to aid with SLA. This interactive session will demonstrate examples of class formats that achieve 100% target language usage with maximal engagement, while expanding proficiency. Five specific strategies for keeping the content authentic will be shared for immediate use.

Strand: Teaching for Proficiency**Languages:** General - applicable to any language**Level(s):** Pre-K, Elementary, Middle Grades, Secondary, Higher Education**S506 Language Input for Elementary****Conference Room G**

Brita Larson & Natalie Huffman, White Bear Lake Area Schools

Attend this K-5 targeted session to gather activities and strategies for your CI/TPRS toolbox. Presenters will share ideas on how to provide language and cultural input, story comprehension strategies, and ways to integrate technology at the primary levels. Learn how to keep both literate and pre-literate students engaged and motivated to learn a target language. These strategies will be sure to enhance your students' language learning experience and keep their interest!

Strand: Elementary Language Teaching**Languages:** Spanish, General - applicable to any language**Level(s):** Elementary**CEU(s):** Technology**S507 Arts-Integration for Growing Biliteracy with Heritage,
Native, and New Language Learners****Conference Room H**

José Martínez & Susana Blanco-Iglesias, Eagan High School

How can arts-based teaching expand proficiencies of heritage/native speakers and new language learners? This panel brings together secondary and college language teachers of new language learners and heritage/native speaker learners. We will share ways we infuse visual, literary, dramatic, and music arts into our language instruction. We'll start by outlining the ways that classroom-based research has shown that language, literacy, and the arts feed off of and strengthen one another. Then, we'll share specific examples of arts-based units and how we have seen them support learners in strengthening and expanding their language proficiencies across speaking, listening, reading, and writing.

Strand: Heritage Language Teaching and Learning**Languages:** General - applicable to any language**Level(s):** Middle Grades, Secondary, Higher Education**CEU(s):** Cultural Competency, Literacy, English learners

SATURDAY, OCTOBER 26

BREAKOUT SESSIONS 5: 2:15 - 3:05pm**S508 Interculturality: Social Emotional Skills and the Cs**

Karen Nickel & Allison Jakucki, Wayzata High School

Conference Room 1

We say we teach students how to think and interact in a diverse society. But how do we actually do this? How might we embed the Cs into Integrated Performance Assessments? How might we embed the Cs into Integrated Performance Assessments. How do we encourage students to use rich cultural communication? How might we create a system for students to self-assess (or teachers to assess) social emotional skills? We are at the beginning of our journey, but would love to present our current thinking and open a discussion.

Strand: Integrated Performance Assessments**Languages:** General - applicable to any language**Level(s):** Middle Grades, Secondary, Higher Education**S509****Caprichos and Caprichosos in the Age of Trump:
The Continuing Relevance of Francisco de Goya's Social Commentary**

Paul J. Hoff, University of Wisconsin-Eau Claire

Studio 2

Los Caprichos are a set of prints created by the Spanish artist Francisco de Goya y Lucientes. Published in 1799, they present a scathing critique of Spanish society and human failings that seems as relevant today as it was more than 200 years ago. In this session we will look at numerous caprichos and relate them to life in 2019, including satirical depictions of the Trump presidency. The session will be given in Spanish and provide the opportunity for meaningful discussion along with ideas for the classroom.

Strand: Teaching for Proficiency**Languages:** Spanish**Level(s):** Secondary, Higher Education

SATURDAY, OCTOBER 26

BREAKOUT SESSIONS 6: 3:15 - 4:05pm**S601 Mix It Up**

Brooke K Carlson, Organic World Language

Regency

Add strategies, activities, and ideas to get your students talking in the target language with more and different students by creatively pairing and grouping them with minimal preparation on your part. This session helps take the workload off the teacher and reduces the need to "perform" for our students, allows students opportunities to use their language in a non-threatening way that fosters classroom community and builds confidence in their abilities, and focuses on ACTFL guidelines for proficiency levels and using 100% target language.

Strand: Teaching for Proficiency**Languages:** General - applicable to any language**Level(s):** Elementary, Middle Grades, Secondary, Higher Education**CEU(s):** Cultural Competency

SATURDAY, OCTOBER 26

BREAKOUT SESSIONS 6: 3:15 - 4:05pm**S602 Pragmatic Development in a Foreign Language**

Zhiqi Gong, Defense Language Institute Foreign Language Center

Studio 5

The process of learning a foreign language is not simply one of learning an additional set of linguistic codes, but more of a process of acquiring another set of conceptual system. More importantly, foreign language learners are in a dynamic process of adding conceptual knowledge of the target language into an existing conceptual system that is totally based on an L1. The continuous addition of another set of conceptual system may ultimately lead to a reorganization of the existing L1-based conceptual system, thus a common underlying conceptual base may finally emerge. Foreign language teachers need to focus more attention on the development of foreign language learners' pragmatic competence rather than simply on the development of linguistic competence.

Strand: Teaching for Proficiency**Languages:** Arabic, Chinese, Classical Languages, French, German, Hmong, Japanese, Spanish, General - applicable to any language**Level(s):** Middle Grades, Secondary, Higher Education**S603****Prepare Students to Meet the ACTFL Standards from Day One**

Sheen Heng (Zhang), Wayzata High School

Conference Room D

Is it possible for students who take only 4 years of Chinese to take the AP exam? How can we teach students to follow the path to reach a higher proficiency level? How can we make class more engaging by bringing in authentic materials? The presenter will show and explain how her students from novice level to the advance low level based on best practices and strategies.

Strand: Teaching for Proficiency**Languages:** Chinese, General - applicable to any language**Level(s):** Middle Grades, Secondary**S604 Culture-Centered CI**

Kate Neibauer, Waconia High School

Conference Room E

Culture is the soul of world language. From a curriculum re-design to individual units, this session will demonstrate how to create CI curriculum that encourages language proficiency, while keeping cultural study at the center. Engage students in language acquisition and cultural exploration so they can discover the soul of the language they study.

Strand: TPRS/CI**Languages:** General - applicable to any language**Level(s):** Middle Grades, Secondary**S605 Comprehensible Input Round Table**

Martina Bex (The Comprehensible Classroom) and Grant Boulanger (St. Paul Public Schools)

Conference Room F

Are you curious about comprehensible input (CI) and proficiency? Have you already made the switch but need more ideas to keep the momentum going? Join our round-table discussion, where we will offer ideas and insights to help maximize language exposure. After briefly giving a rundown of our philosophies, routines and favorite activities, we will open the floor to discussion, Q&A and the sharing of ideas.

Strand: TPRS/CI**Languages:** General - applicable to any language**Level(s):** Elementary, Middle Grades, Secondary

SATURDAY, OCTOBER 26

BREAKOUT SESSIONS 6: 3:15 - 4:05pm**S606 Technology in the Elementary Language Classroom**

Ariana Lowther, Otter Lake Elementary, White Bear Lake Area Schools

Conference Room G

Learn how to successfully incorporate the use of technology in the elementary language classroom through a variety of apps and programs such as Seesaw, Quizlet, Quizizz, Kahoot, Google Suite, and more taught by a level 2 Google Certified teacher with 10 years of language experience in grades K-12.

Strand: Elementary Language Teaching**Languages:** Spanish, General - applicable to any language**Level(s):** Elementary, Middle Grades, Secondary**CEU(s):** Technology**S607 Teaching About Immigration: Opportunities to Read, Write, Communicate, and Leverage Knowledge**

Monica Morana & Aracely Thomas, Cristo Rey Jesuit High School Twin Cities

Conference Room H

In this session, we will focus on immigration as a humanitarian and social justice issue that can promote opportunities to develop proficiencies across modalities. We will cover important and powerful content and show you various ways of designing a unit for heritage learners that focuses on current immigration issues. Throughout the session we will provide you with resources that can be adapted in the secondary levels. Some of the topics that will be talked about are DACA, using novels, movies, songs, etc. We will also look at the importance of scaffolding students' development of their written and public voices by using a Kernel method essay (adapted into Spanish from the work of Gretchen Bernabei (trailofbreadcrumbs.net)).

Strand: Heritage Language Teaching and Learning**Languages:** Spanish**Level(s):** Secondary**S608 I CAN DO it all in the Target Language!**

Jose Parra Staves & Kari Kroll, Wayzata High School

Conference Room I

Provide students relevant, purposeful opportunities to use and stay in the target language! Using the ACTFL Can Do statements, that drive Integrated Performance Assessments, students engage in tasks, not just exercises and activities. See how we develop learning targets and whole lessons, and how teachers can stay in the target language and keep their students in the target language while developing proficiency.

Strand: Integrated Performance Assessments**Languages:** General - applicable to any language**Level(s):** Middle Grades, Secondary**S609 Des gilets jaunes au Grand Débat National**

Patricia Mougel, University of Minnesota - Twin Cities

Studio 2

Après avoir passé en revue la chronologie et l'évolution du mouvement des gilets jaunes et leurs principales revendications nous verrons les mesures prises par le gouvernement français pour répondre aux demandes, notamment à travers le Grand Débat National. Nous analyserons les réactions des gilets jaunes et des Français aux propositions et mesures prises par le gouvernement. Nous explorerons aussi les spécificités culturelles de ce mouvement et ce qu'il révèle sur la société française actuelle et des dernières années. Différents textes authentiques (écrits, photos, vidéos) avec idées d'exploitation pédagogique pour différents niveaux seront partagés. Présentation en français.

Strand: Teaching for Proficiency**Languages:** French**Level(s):** Secondary, Higher Education

SATURDAY, OCTOBER 26

BREAKOUT SESSIONS 7: 4:15 - 5:05pm**S701 Keeping Culture as your Focus**

Jill Fischer & María Sol Nuño, Eden Prairie Schools

Regency

Do you ever feel like you're spinning your wheels conjugating boot verbs and drilling vocabulary on Quizlet? While those activities have their place, this workshop will challenge you to freshen up your scope and sequence by adding more cultural themes and topics to the menu. Examples will come from a Spanish FLEX program, but are easily adapted to FLES, middle school and high school programs. Please bring a device.

Strand: Elementary Language Teaching**Languages:** Spanish**Level(s):** Elementary, Middle Grades, Secondary**CEU(s):** Technology**S702 Promoting Students' Success as Global Professional**

Yao Tu, University of Minnesota Chinese Flagship Program

Studio 5

The Chinese Flagship program at the University of Minnesota is a federally funded program that trains qualified undergraduate students from diverse disciplines to achieve superior-level Chinese proficiency and promote their success as global professional. This presentation will demonstrate the design and implementation process of an advanced-level Chinese language curriculum to prepare Chinese Flagship students for their internship experience in China. This semester-long curriculum focuses on four main tasks: complete a job application, perform in a job interview, request and provide work related service, and deal with work related emergency situations. The presenter will share how to integrate ACTFL oral proficiency guidelines into the curriculum as well as how to design classroom activities to prepare students for careers pertaining to their professional interests.

Strand: Teaching for Proficiency**Languages:** Chinese**Level(s):** Chinese**CEU(s):** Cultural Competency**S703 Incorporating Choice in Order to Enhance Proficiency**

Ashley Kieger & Carolina Olaya, Breck School

Conference Room D

Leverage your students' affinities by giving choices that challenge their language abilities and allow them to strengthen their language proficiency. The presenters will discuss how to build choice boards that engage students in authentic tasks, offer various prompts for summative assessments, and develop strategies that encourage students to personalize their language learning based on reading, writing, speaking, and listening skills. Help your students discover and use their current strengths in order to promote growth and proficiency.

Strand: Teaching for Proficiency**Languages:** General - applicable to any language**Level(s):** Middle Grades, Secondary**S704 Experience and Emotion: Engaging Students through Virtual Reality**

Dustin Hemsath, University of Minnesota, Twin Cities

Conference Room E

Still images and videos are helpful tools to teach culture but only provide limited personal experience and emotional engagement. This session demonstrates how to use virtual reality (VR) technology and other media to provide experiential learning with cultural products and practices that guides language students to a higher understanding of cultural perspectives and increased language proficiency. Participants will leave with a list of resources to help develop their own proficiency-based cultural lessons using virtual reality.

Strand: Teaching for Proficiency**Languages:** General - applicable to any language**Level(s):** Secondary**CEU(s):** Technology, Cultural Competency

SATURDAY, OCTOBER 26

BREAKOUT SESSIONS 7: 4:15 - 5:05pm**S707 Heritage Speakers in a Traditional Classroom**

Martina Talic & Greta Noska, St. John's Preparatory School

Conference Room H

Heritage speaker is the term used to describe students who have some knowledge of a home language other than English. They have different linguistic needs than our traditional language learners. Our approach to teaching heritage learners needs to be different, as well. Often times our classes consist of both types of learners together in the same setting. Our intention is to address the following question and offer best teaching practices: How do we best address these differences while being able to develop language acquisition for both types of learners?

Strand: Heritage Language Teaching and Learning**Languages:** Spanish, General - applicable to any language**Level(s):** Secondary**CEU(s):** Cultural Competency, English learners, Literacy, Technology**S708 Let's Breakout that Assessment!**

Sébastien Saunoi-Sandgren & Mr. Whitney Clark, Breck School

Conference Room I

Let's create a classroom environment that challenges students to collaborate, sequence ideas, decipher language, apply rules, and take risks. The presenters see their classrooms as active learning labs where students are engaged in collaborative and reflective work through problem-solving activities. They will discuss how to prepare students to learn the steps of solving challenges with examples of formative assessments that lead to the Breakout game concept of summative assessments.

Strand: Integrated Performance Assessments**Languages:** Chinese, French**Level(s):** Middle Grades, Secondary**S709 MCTLC Regional Rep Outreach PD**

Zvi Geffen (Blake School) & Daryl Boeckers (Blaine High School)

Studio 2

This session is intended for regional representatives to brainstorm ideas for the year, including professional development and other events.

Languages: General - applicable to any language**Level(s):** Elementary, Middle Grades, Secondary**MCTLC TEACHERS CAFÉ ON FACEBOOK**

You are cordially invited to join the new Facebook group of Minnesota world language teachers! MCTLC Teachers Café is a forum for teachers to share your language teaching ideas, celebrate your success, and ask for feedback.

Already, members have posted questions about apps for learning languages and creating curricula for middle school exploratory classes. Join the discussion! www.facebook.com/groups/MCTLCTeachersCafe/

The group is for ALL language teachers of Minnesota, so please invite your friends and colleagues to join us. To maintain the group's trust and integrity, new members must be approved by a group administrator. Its membership is public, however only members may post and see its content. A Facebook account is necessary to become a member of MCTLC Teachers Café.

Be sure to follow MCTLC's public page at
www.facebook.com/MCTLC.

**LIKE US ON FACEBOOK****FOLLOW US ON TWITTER**
@mctlc**Join us at future**
MCTLC Events!

TPRS WORKSHOPS

2019 FALL WORKSHOPS

**Full schedule at TPRSbooks.com*

CHICAGO, IL
Oct 10-11

BALTIMORE, MD
Oct 15-16

OKLAHOMA CITY
Oct 22-23

LOS ANGELES, CA
Nov 4-5

PHILADELPHIA, PA
Nov 12-13

DALLAS, TX
Nov 14-15

MEMPHIS, TN
Feb 11-12

MINNEAPOLIS, MN
March 4-5

CINCINNATI, OH
March 10-11

DETROIT, MI
March 18-19

ST LOUIS, MO
March 30-31

KANSAS CITY, MO
May 28-29

2020 SPRING WORKSHOPS

Come join us in...

MINNEAPOLIS

for the 20th annual

DoubleTree
1500 Park Place Blvd
Minneapolis, MN 55416
July 20-24, 2020

NATIONAL TPRS[®] CONFERENCE



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AT TPRSBOOKS.COM**

MCTLC 2019 FALL CONFERENCE EVALUATION

How did you hear about the Fall Conference? *

- Email from MCTLC
- Postcard from MCTLC
- Colleague
- Website
- Attendance at a workshop where it was advertised
- Other: _____

Please select your role in world language education. *

Select all that apply.

- Pre-K / Elementary Teacher
- Middle School / Junior High Teacher
- High School Teacher
- Post-Secondary Instructor
- World Language District Coordinator / Specialist
- Administrator
- College / University Student
- Other: _____

Please rate the following from this year's conference:

	5 (Excellent)	4	3 (Acceptable)	2	1 (Needs Improvement)	N/A
Online registration and payment process options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conference information on the website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communications prior to the conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conference check-in and/or onsite registration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keynote Speaker Martina Bex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Topics and quality of breakout sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Catering quality of lunch and refreshments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to network and meet people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conference facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conference location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall conference experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What was the conference highlight for you?

Your answer _____

How can we improve the conference? Please be specific.

Your answer _____

MCTLC selects one session to represent our state as the "Best of Minnesota" at the Central States Conference. Please identify which session stands out as worthy of this recognition. Explain.

Your answer _____

What topics would you like to see in future programs? Please provide details (names of presenters, topics, etc.)

Your answer _____

What can MCTLC do to attract more world language teachers to the Fall Conference?

Your answer _____

Newsletter | MCTLC currently publishes a digital newsletter like the example at <https://goo.gl/BVYn8n>. In previous years we also sent a paper newsletter with a copy of Language Magazine at a cost of 9% of our budget to print and mail our monthly newsletter. Considering this, would you rather:

- receive digital copy of newsletter only return to receiving both paper and digital copies of newsletter plus Language Magazine

Completing the survey enters you in a drawing for free 2020 MCTLC Conference Registration. You may choose to include your name and email address to be entered in the drawing! _____



MCTLC CONFERENCE CROWNE PLAZA


Network: IHG Connect
Password: mspppm



MCTLC Fall Conference Exhibitors 2019

Stop by often to the MCTLC Regional Representative table in the foyer to check the door prize drawing list. Registration to the conference ensures your entry in the hourly drawing, starting at 9am!

Conference Exhibitors

- | | |
|--|---|
| American Association of Teachers of French - Minnesota (AATF-MN) | Jan Holter Kittok |
| American Association of Teachers of German - Minnesota (AATG-MN) | Language & Friendship, Inc. |
| American Swedish Institute | Minnesota State University Mankato |
| Avant Assessment | Minnesota Zoo |
| Ayusa | National Network of Early Language Learning (NNELL) |
| Central States Conference on the Teaching of Foreign Languages and Cultures (CSCTFL) | Pearson |
| CETA Tours | Pulsera Project |
| The Council on International Educational Exchange (CIEE) | Teatro del Pueblo |
| Concordia College Master of Education in World Language Instruction | TPRS Books |
| Concordia Language Villages (CLV) | Travel Leaders |
| Creative Language Class | University of Minnesota Chinese Flagship Program |
| Extempore App | Vista Higher Learning |
| Garbanzo | Vistas in Education, Inc. |
| | Xperitas |

Advertisers

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|--|--|
| Minnesota - American Association of Teachers of French (MN - AATF) | Minnesota Zoo |
| Avant Assessment | Ordway |
| Central States Conference on the Teaching of Foreign Languages and Cultures (CSCTFL) | Organic World Language (OWL) |
| Fluency Matters | The Center for Advanced Research on Language Acquisition (CARLA) |
| Language & Friendship, Inc. | TPRS Books |
| Minnesota State University Mankato | Xperitas |

Sponsors

- | | |
|---|---|
| Avant Assessment - Networking Reception | Pearson - Travel Stipend |
| Language & Friendship, Inc. - Pens | Pulsera Project - Travel Stipend |
| Concordia College Master of Education in World Language Instruction - Name badges | Travel Leaders - Antibacterial Wipes |
| Concordia Language Villages (CLV) - Conference Folders | Teatro del Pueblo - Travel Stipend |
| | Xperitas - Early Career Dinner, CSCTFL Scholarships |