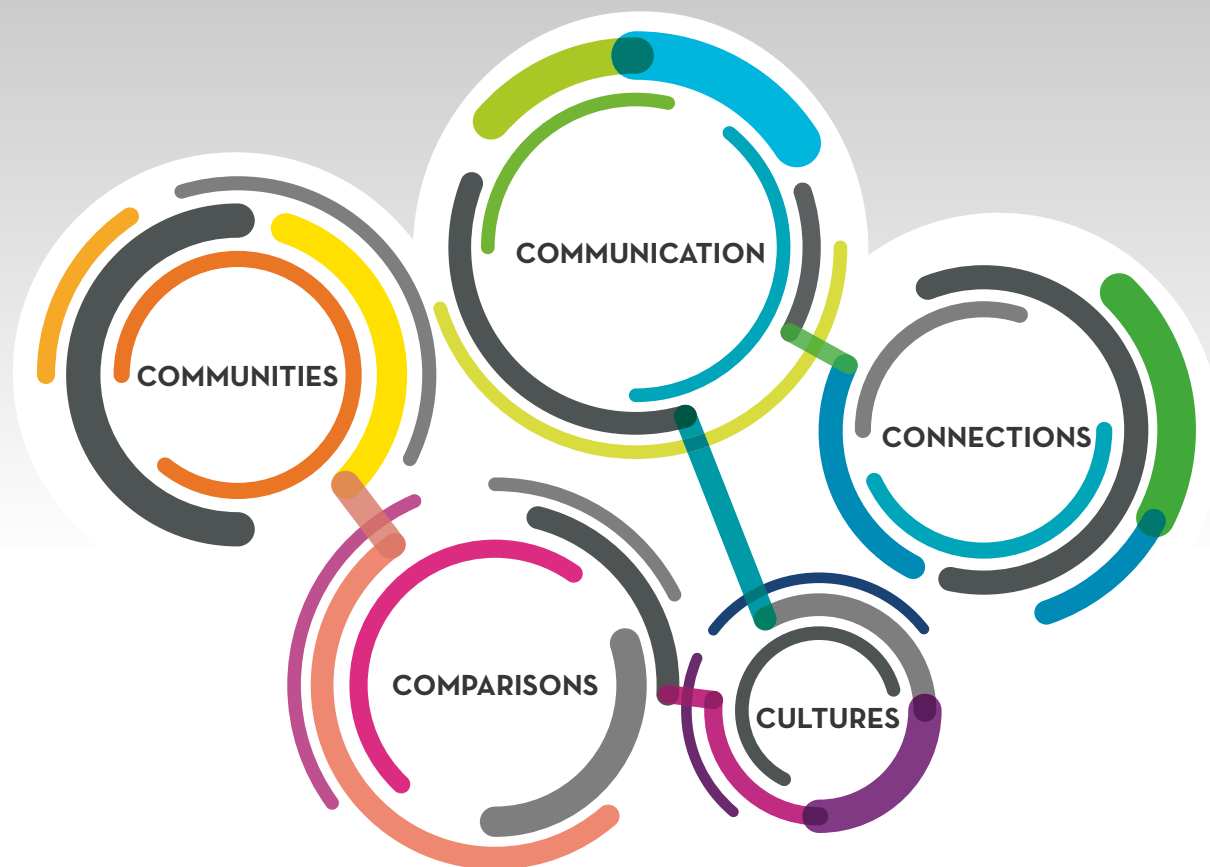


# READY FOR THE WORLD: LANGUAGE IS THE LINK



## MCTLC

Minnesota Council on the Teaching of Languages and Cultures

### FALL CONFERENCE

October 28-29, 2016

*Earle Brown Heritage Center Brooklyn Center, MN*

[www.mctlc.org](http://www.mctlc.org)



@mctlc

Please Tweet to share your learning with the world: #MCTLC16

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The board extends a special thanks to Barbara Cartford for gathering Door Prizes!

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Vacant - please consider representing your region

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# WELCOME

“When you come to a fork in the road, take it” - Yogi Berra



**Dear Fellow World Language and Culture Educators, and Supporters:**

As many of you may recognize, throughout this past year I have often begun my monthly newsletter with a travel/language and culture related quote. For the program, I decided to pick one of my favorites which, being a “Yogiberrism” has its confoundingly humorous side. I thought it was fitting too, since our keynote speaker is a master of blending the serious with the silly on his show “Tea with BVP.” Also, while at first glance, what Yogi suggests may seem impossible, I would submit that if one is bilingual/bicultural there may, in fact, be a way to “take a fork” in the road!

All silliness aside, learning to be able to navigate a variety of “paths” in life is a necessary and serious endeavor, especially in our times of globalization and migration. “Language is the Link” will guide us on our way to helping to make the world a more just place for all by building intercultural ties in our communities and around the world. For our students to be “Ready for the World” we need to be “ready for our students” and we hope that MCTLC, YOUR “teaching languages and cultures” organization, can help provide you with the personal and professional development and support we all need to move our students toward greater proficiency.

Facilitating cultural and linguistic proficiency is certainly our goal, and as second language acquisition expert Bill Van-Patten will note today, there are many myths surrounding language learning. With research as a guide, separating myths from the facts can help us, as educators, to hone our skills and abilities in order to be the most effective and efficient educators we can be. Second language acquisition research is, of course, ongoing and by attending your conference today and being a part of MCTLC we can work to further this research together by integrating what we learn today into best practices in the classroom tomorrow and beyond.

Minnesota is known for being on the cutting edge of best practices in the world language and culture classroom. This is exemplified by the recognition received last year by our own Minnesota Teacher of the Year Grant Boulanger as in March he was selected as the Central States Conference Teacher of the Year, and in November he will be on his way to Boston for the ACTFL convention as a nominee for the ACTFL National Teacher of the Year Award.

Who will be our next Teacher of the Year? Please consider nominating a colleague for the award or another of the awards MCTLC sponsors in order to recognize the hard work we all put in on a daily basis to help our students navigate the “forks in the road.”

Finally, a huge THANK YOU to all of you for attending today and continuing to support one another in our shared mission to “*advance the teaching of languages and cultures in Minnesota.*”

Martin Pflug

## Affiliate Organizations



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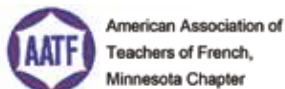
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**Haiyun Lu**  
[comprehensiblemidwest@gmail.com](mailto:comprehensiblemidwest@gmail.com)

**PERFORMANCE + PROFICIENCY =**



**POSSIBILITIES**

## 2017 Central States Conference

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

March 9 – 11, 2017  
The Palmer House  
Chicago, IL



For more information, contact

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# MCTLC Fall Conference 2016 Schedule of Events

## READY FOR THE WORLD: LANGUAGE IS THE LINK

**Friday and Saturday, October 28-29**

*Friday conference events take place at the Earle Brown Heritage Center,  
6155 Earle Brown Drive, Brooklyn Center, 55430*

Time	Event	Location
7:30am	Registration/Exhibit Hall opens	
8:00am-8:30am	Refreshments	Carriage Hall B
8:30am-9:20am	Breakout Sessions 1: See Conf. At-A-Glance	
9:20am-9:30am	Exhibitor break	Carriage Hall B
9:30am-10:30am	Keynote	Carriage Hall A
10:30am-11:00am	Exhibitor break with refreshments	Carriage Hall B
11:00am-11:50am	Breakout Sessions 2: See Conf. At-A-Glance	
11:50am-12:00pm	Exhibitor break	Carriage Hall B
12:00pm-1:30pm	Awards Luncheon	Carriage Hall A
1:30pm-2:00pm	Exhibitor break	Carriage Hall B
2:00pm-2:50pm	Breakout Sessions 3: See Conf. At-A-Glance	
2:50pm-3:10pm	Exhibitor break	Carriage Hall B
3:10pm-4:00pm	Breakout Sessions 4: See Conf. At-A-Glance	
4:00pm-4:10pm	Exhibitor break with refreshments	Carriage Hall B
4:10pm-5:00pm	Breakout Sessions 5: See Conf. At-A-Glance	

## MCTLC 2016 AWARDS

### Emma Birkmaier Outstanding Language Educator

***Dr. Frances Matos-Schultz***

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.

### Outstanding Student Teacher Award

***Xiaoli Tang***

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.

### STAR Award Winners (Study Travel Achievement Recognition)

***Adele Munsterman***



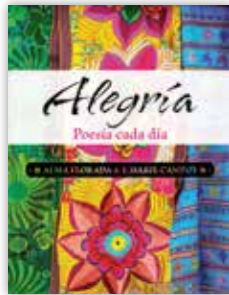
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Level 1A



Level 1B



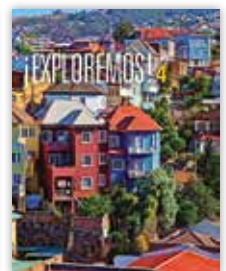
Level 1



Level 2



Level 3



Level 4

### Contact your Sales Consultants for more information:

**Amy Crane**, MN 9–12 Sales Consultant  
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612-812-3245

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888-915-3276

# 2016 MCTLC POST-CONFERENCE WORKSHOPS

**Saturday, October 29, 2016**

at Brooklyn Center Junior-Senior High School  
6500 Humboldt Avenue N • Brooklyn Center, Minnesota 55430

## Reading Activities Sure to Inspire a 'LIKE'

**9:00-12:00**

*Carol Gaab, Teacher Trainer of Comprehensible Input-based Strategies*

Reading is the perfect platform for facilitating language acquisition, and innovative CI-based reading activities are an ideal way to turn an ordinary reading into CCCI (Compelling, Contextualized, Comprehensible Input). Learn how to deepen comprehension, boost reader engagement and accelerate acquisition through powerful activities that are easy to implement and sure to leave students looking for the 'LIKE' button!

## Building Oral Skills: Aligning Goals, Practice, and Assessment

**9:00-12:00**

*Susana Pérez Castillejo and Sonia Rey-Montejo, University of St. Thomas*

In this hands-on workshop participants will add to their repertoire of ideas to increase speaking practice, including speaking portfolios, video journals, simulated conversations, and voicemail tasks. Participants will identify their learning objectives related to oral skills, design authentic speaking tasks and assessment strategies that support those objectives, and fine tune their evaluation criteria so that they are aligned with the learning goals. Participants will also learn timesaving grading tips for oral assessments and explore some technology tools they can use to promote speaking outside of the classroom.

## Organic World Language (OWL) Strategies for Intermediate to Advanced Learners

**9:00-12:00**

*Brooke Carlson, Organic World Language and Mahtomedi Public Schools*

For those of you who have experienced the Organic World Language (OWL) "Circle" in the past and wondered what it looks like at a higher level, this is for you. This session is designed for you to experience and then craft your own Intermediate to Advanced activities, while incorporating the high-engagement strategies and student-centered content that OWL is known for. While simultaneously focusing on student interest and demonstration of proficiency, classrooms become highly motivated spaces where students have ownership of the language and aren't afraid to show it!

## The 6 Core Practices for Language Teaching

**9:00-12:00**

*Kate Falvey, Hutchinson High School*

Kate attended the LILL conferences (sponsored by ACTFL) in 2015 and 2016 and is bringing back to Minnesota the research, philosophies, and practical applications of the 6 Core Practices. Workshop attendees will learn a little of the background of the 6 Core Practices, receive tips on how to implement them in their own classrooms, and some strategies for bringing these practices back to their department and administrators. There will also be work time in order to test out the practices yourself and receive feedback.

## More Myths and Folklore in Language Acquisition

**1:00-4:00 pm**

*Bill VanPatten, Michigan State University*

This workshop is an interactive learning-discussion session that continues the ideas from the keynote presentation. In it we will tackle such things as first and second language acquisition are fundamentally different, that some languages are more difficult to learn than others, and feedback and interaction are necessary for language acquisition. This will be a fun, interactive session.

## Spark The Brain, Ignite Acquisition Via Active Storytelling

**1:00-4:00 pm**

*Haiyun Lu, University School of Milwaukee*

Human Beings evolved from creatures, which were in constant motion and our brains evolved accordingly. Modern day learning, often limited to a confined space with limited motion, doesn't always work with what our brain is best at. Using actions to create active learning ignites students' brains and sets their brains on fire! Many researches have also shown that creating mini-drama and using storytelling can effectively lower students' affective filter, positively impacting student learning outcomes.

In this 3 hour workshop, the presenter will first explain the connections among storytelling, comprehensible input-based instruction and learning and the brain. Then she will demonstrate, in Chinese, how to easily and quickly turn actions into a meaningful, interesting and engaging story. Lastly, she will break the circling questioning technique down into bite size pieces to empower participants with cognitive understanding and muscle memories.

# 2016 MCTLC POST-CONFERENCE WORKSHOPS

## 90%+ in L2 with Tech

1:00-4:00 pm

*Daryl Boeckers, University of Minnesota*

Language teachers interested in engaging L2 learners while maintaining 90+% target language will explore a variety of new and familiar tech tools and apps. Presenter will introduce frameworks to shape why and assessing levels of tech integration in addition to language tasks that navigate all levels of Bloom's Taxonomy. Participants will have access to resource website chock-full of resources, ideas, links, rubrics, and video screencasts to support novice tech users and challenge the distinguished user. Workshop delivered in English with Spanish examples.

*CEU/Re-licensure area: Technology*

## Measuring What We Value - Using Integrated Performance Assessments

1:00-4:00 pm

*Megan Budke, Wayzata Public Schools*

"If we do not find ways to measure what we value, we shall simply end up valuing what we measure." The most important aspect of a language classroom is what students can do with the language; do our assessments value that? Integrated Performance Assessments (IPAs) can measure what we value in a language classroom, help students acquire diverse perspectives, and build students' proficiency. Time will be given to design and create IPAs that assess students in their 3 communication modes - interpretive, interpersonal, and presentational - in grades K-12. Unit design with IPAs and the grading implications of these assessments will be discussed as well.

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# FRIDAY, OCTOBER 28 BREAKOUT SESSIONS 1: 8:30 - 9:20 AM

## 101. CI and Non-fiction stories

### Captain's Room

*Jon Dicus, The Blake School*

This presentation will demonstrate how this teacher uses news and current events, history, biography and other non-fiction themes as source material for comprehensible input activities and storytelling. Examples of story development and vocabulary practice will be included, as well as ideas for how textbook CI and stories can be tied directly to textbook themes.

**Language(s):** Spanish, Any

**Level(s):** Middle Grades, Secondary

## 102. NELL Round table discussions: How are we getting our pre-K to 8th grade students ready for the world?

### Harvest A

*Kathy Olson-Studler, St. Paul Academy and Summit School*

The National Network of Early Language Learning (NELL) session is an opportunity for early language educators (Pre-K to grade 8) to meet for an open discussion to swap ideas and professionally connect regarding ways in which we are preparing our students to be “world ready” using the new ACTFL World-Readiness Standards. There will be Round Table discussions on this topic and others of your choice—including the integration of technology to facilitate teaching and learning at the Pre-K to grade 8 levels.

**Language(s):** Any

**Level(s):** Pre-K, Elementary, Middle Grades

**CEU(s):** Technology

## 103. Inclusivity in the Modern Language Classroom

### Harvest B

*JJ Kahle, The Blake School*

*Silvana Dessi-Olive, The Blake School*

Inclusivity and Intersectionality in the Modern Language Classroom: We recognize that each student brings a unique set of identities and perspectives into the language learning environment. How do we make our language classes safer and more welcoming spaces for all of our students to learn and grow in their understanding of language and culture?

**Language(s):** Any

**Level(s):** Middle Grades, Secondary

**CEU(s):** Diverse Perspectives

## 104. Measuring What We Value - Using Integrated Performance Assessments

### Harvest C

*Megan Budke, Wayzata Public Schools*

The most important aspect of a language classroom is what students can do with the language; do our assessments value that? A popular blogger, Will Richardson, once wrote “if we do not find ways to measure what we value, we shall simply end up valuing what we measure.” Come learn how Integrated Performance Assessments (IPAs) measure what we value in a language classroom, help students acquire diverse perspectives, and engage students in activities that go beyond our classroom walls. We will reference ACTFL’s published book, “Implementing Integrated Performance Assessments”, which has been inspirational in one district’s work with performance assessments. Concrete examples will be shared of how to design, create, and implement IPAs that assess students in their 3 communication modes: interpretive, interpersonal, and presentational. Time will also be given to address unit design with IPAs and the grading implications of these assessments as well.

**Language(s):** Any

**Level(s):** Middle Grades, Secondary

## 105. Circling 101

### Tack A

*Melanie Bruyere, Centennial Middle School and High School*

Circling is the key to providing repetitions of Target Language structures in the Interpersonal Mode without seeming repetitive. Circling is a series of questions around one statement. You can circle details in a TPRS story, statements about a picture, a video, a prop or a student’s reply to a question. Though it seems easy, mastering circling takes some practice and this session will teach you how to teach yourself how to circle.

**Language(s):** Any

**Level(s):** Middle Grades, Secondary

# BREAKOUT SESSIONS 1: 8:30 - 9:20 AM

## 106. It's Reading - Not Rocket Science

### Tack B

*Virginia Hildebrandt, ISD622*

See how two instructors teach reading using compelling input to generate community and cultural proficiency. Use fundamental, research-based techniques to drive your curriculum with reading and accelerate the learning acquisition process. Launch your own personal style and discover the ease and simplicity that engagement with the right material can bring. Leave with the practical strategies and confidence to power your way to an even better classroom.

**Language(s):** Spanish, Any

**Level(s):** Elementary, Middle Grades, Secondary, Higher Education

**CEU(s):** Diverse Perspectives, Literacy

## 107. Recruitment and Retention of Students in University Language and Cultures Programs: A Hispanic Studies Case Study

### Morgan

*Jennifer Brady, University of Minnesota, Duluth*

*Maureen Tobin-Stanley, University of Minnesota, Duluth*

The presenters of this session, both professors of Hispanic Studies at University of Minnesota Duluth, will share tips on how to successfully recruit and retain students in university programs in languages and cultures during the challenging climate of higher education of budgetary cuts. They will discuss key initiatives that faculty members of their Spanish major and minor programs have undertaken to foment community and engagement among faculty, students, potential students, and the university community, such as study abroad opportunities, weekly events on campus, intentional curriculum design, and hands-on advising. Participants will leave with take home tips that they will be able to incorporate in their own programs.

**Language(s):** Spanish, Any

**Level(s):** Higher Education

## 108. Ready for the world: Supporting students' intercultural literacy through research projects

### Loft

*Susanne M. Wagner, University of St. Thomas*

*Mitchell Sullivan, University of St. Thomas*

*Morgan Kaardal, University of St. Thomas*

This session features two award winning grants won by Young Scholars at the University of St. Thomas and an overview of the mentoring process. Since linguistic and cultural competence are linked, how is the learner's interculturality related to an understanding of the target culture? Research projects include the memorialization of NS-homosexual victims in post war society and mass-immigration after WW II, touching on the Gastarbeit-erprogramm and culminating in the current refugee crisis. Questions of identity and belonging are explored and xenophobia and racism are contrasted with the notion of responsibility from either culture to facilitate successful assimilation.

**Language(s):** German, Any

**Level(s):** Middle Grades, Secondary, Higher Education

**CEU(s):** Diverse Perspectives, Literacy

## 109. Learning Centers for the Elementary Foreign Language Classroom

### Carriage A

*Erica Ryan, The Blake School*

Participants will learn how to create the centers to focus on different language skills and what makes a good learning center. Participants will also go back to their classroom knowing how to get students to use the target language and stay on task during the center. Teachers will leave with many new ideas about iPads, partner activities, reading and writing tasks, both high tech and low tech.

**Language(s):** Spanish

**Level(s):** Elementary

# KEYNOTE SPEAKER



## Bill VanPatten

Keynote: “Myth and Folklore in Language Acquisition”  
by Bill VanPatten

Bill VanPatten is the international superstar and diva of Second Language Acquisition who hosts the wildly successful radio show/podcast “*Tea with BVP.*” A standup comic by night (and at heart), he is that rare breed of scholars who delivers both substance and meaning to the profession while maintaining a sense of humor worthy of his own HBO special. Well, maybe. His work is prolific: author or co-author of five books (with one more in progress), eight edited volumes, and over 120 articles and book chapters in top tier journals and presses. He is currently the co-editor of the #1 journal in second language research, *Studies in Second Language Acquisition*. He has spoken not only in almost all fifty states in the Union, but also in Europe, Latin America and the Caribbean, Australia, and Canada. He hopes to deliver a keynote some day in Antarctica.

Many teachers know him for his work in language teaching including best-selling college-level textbooks in Spanish and French and the nationally used *Making Communicative Language Teaching Happen*. When not engaged in endeavors related to L2 acquisition and teaching, Bill writes fiction, including one collection of short stories, *Chicago Tales*, and a new collection just finished called *Dust Storm*, about hidden lives in Lubbock Texas. He is currently working on a novel that, with any luck, will be finished by the time he visits Minneapolis. Who knows? Maybe his visit to the land of 10,000 lakes will inspire new fiction.

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# FRIDAY, OCTOBER 28

## BREAKOUT SESSIONS 2: 11:00 - 11:50 AM

### 201. TPRS for German Teachers Think Tank Captain's Room

*Elizabeth Zehnpfennig, Richfield High School*

Have you started TPRS for your German classes and are wanting to connect with others? Have you had success with TPRS and have all of the answers to share with your colleagues? This session hopes to bring together new and experienced German teachers who use CI and/or TPRS in their classrooms.

**Language(s):** German

**Level(s):** Middle Grades, Secondary

### 202. Worth a Thousand Words: The Power of Visuals in the World Language Classroom

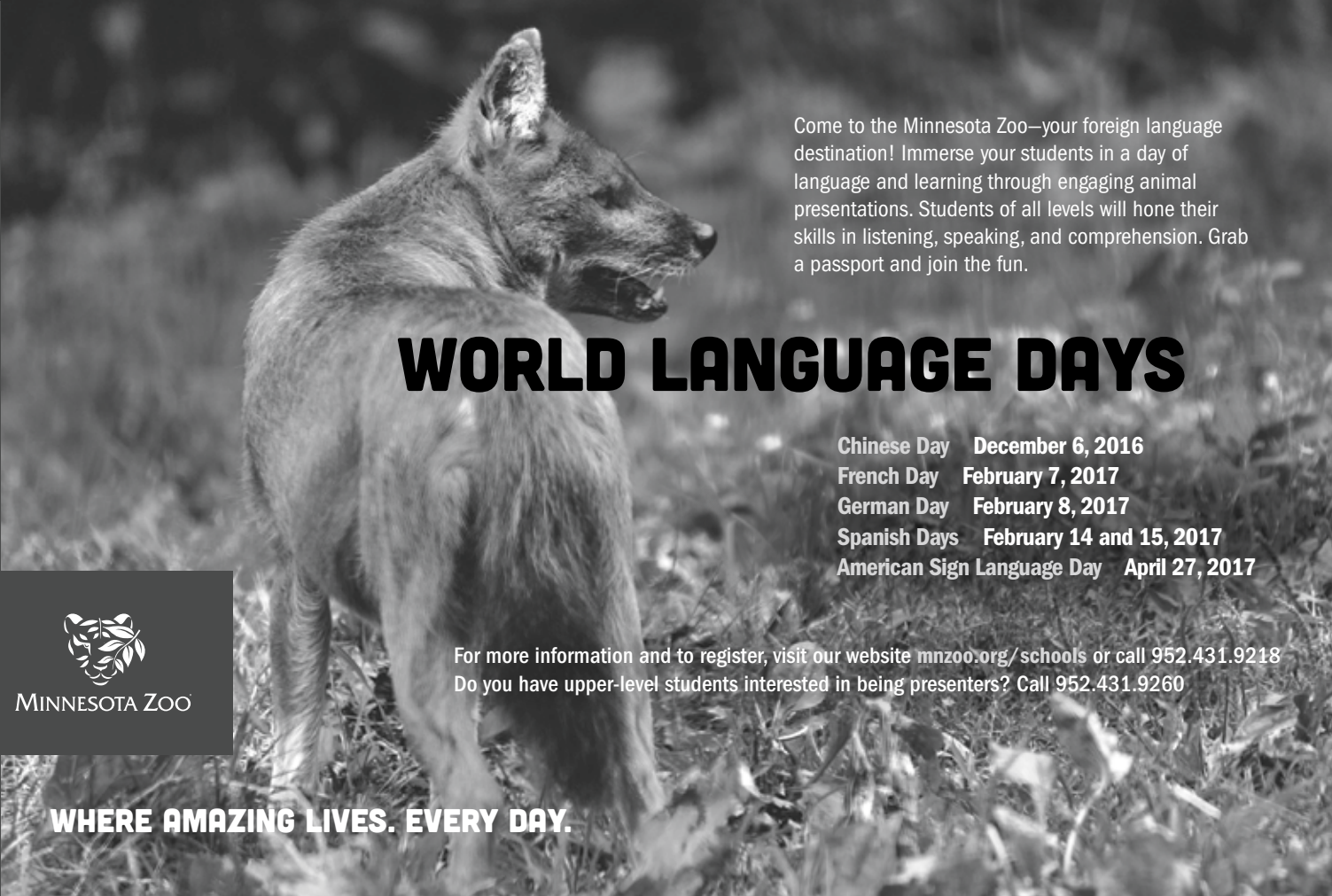
**Harvest A**

*Amy Roe, Breck School*

We often hear that “a picture is worth a thousand words”. This is especially true in the world language classroom, where our students have limited vocabularies. In this session, we will learn how to introduce new vocabulary and grammar structures through PictureTalk; how to “ask” a TPRS story based on an image; how to use visuals to engage students in the lesson; and how to teach culture through works of art, photos of historical events, and snapshots of daily life. We will conclude this session with a tour of several online image databases and a brief discussion about copyright.

**Language(s):** Spanish

**Level(s):** Elementary, Middle Grades, Secondary



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# BREAKOUT SESSIONS 2: 11:00 - 11:50 AM

## 203. Teach Spanish with interactive lessons emphasizing culture and comprehensible input Harvest B

*Jill Fischer, Eden Prairie Schools*  
*Maria Nuño, Eden Prairie Schools*  
*Brittany Vernier, Eden Prairie Schools*

Teaching language and culture with interactive lessons through comprehensible input is a great way to engage your students as they learn about the Spanish-speaking countries around the world. The methods and strategies in this session can be applied to any cultural unit. With blended learning we will include the use of technology (e.g., Nearpod, Kahoot, Quizizz, Quizlet), authentic cultural examples with foods and crafts, and NUA literacy strategies. Bring a device and participate in our interactive activities that you can adapt to your own lessons! Examples are made for elementary level Spanish, but can be modified for any level.

**Language(s):** Spanish  
**Level(s):** Elementary, Middle Grades, Secondary  
**CEU(s):** Technology, Literacy

## 204. Navigating the First Three Years: Building Your Teacher Toolbox Harvest C

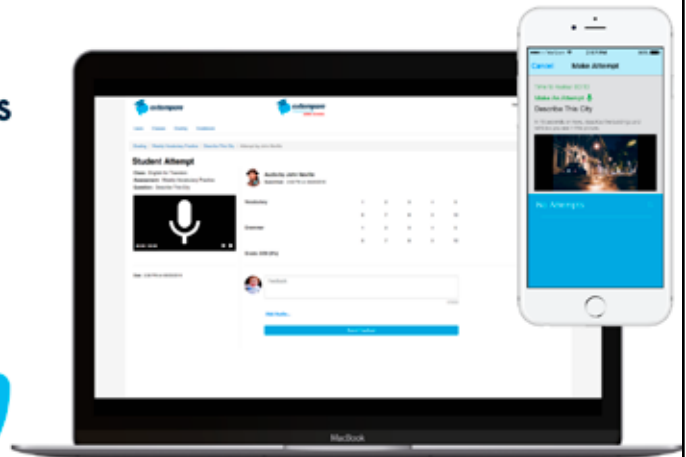
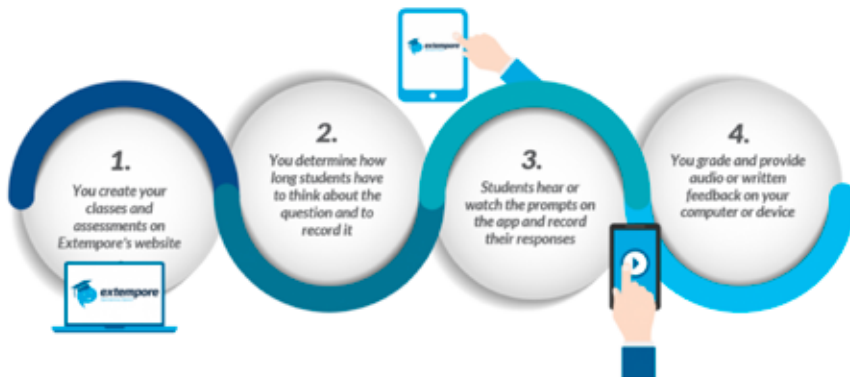
*Sarah Koch, Jackson Middle School*

Just started teaching and ready to give up? This session will focus on providing you with ways to save your weekends, as well as your sanity! We will discuss organizational tips for the classroom, sources for finding new lesson ideas, formative assessment strategies that don't require hours of grading, and activities to fill in those last five minutes to ensure bell-to-bell teaching. Participants will be able to brainstorm and share their own ideas.

**Language(s):** Spanish  
**Level(s):** Middle Grades, Secondary

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# BREAKOUT SESSIONS 2: 11:00 - 11:50 AM

## 205. Where Sitting is the Exception: Moving towards Proficiency

### Tack A

Brooke Carlson, *Organic World Language and Mahtomedi Public Schools*

Movement, creating community and understanding proficiency levels are key elements in creating a 90%+ environment where students are using language. Through purposeful questioning sequences students are naturally pushed to the next level of acquisition. In this interactive and transformational session, participants will experience a sustainable and inspiring way to apply research to practice by individualizing learning and creating a student-generated curriculum.

**Language(s):** Any

**Level(s):** All

## 206. Using Student Narratives to Transform Language Learning

### Tack B

George Stewart, *Education First (EF)*  
Jordan Ashwood, *Education First (EF)*

Explore a unique approach to immersive language learning that supports students in crafting their own personal narratives. Brainstorm how to help students identify how their narratives change through connections with a new culture in the target language. The result of these connections is a culture that both parties belong to and have power to shape: third culture. Collaborate with fellow educators to construct lesson plans that support students in composing personal narratives and embracing the third culture space they share with other fellow global citizens.

**Language(s):** Any

**Level(s):** Middle Grades, Secondary

**CEU(s):** Diverse Perspectives



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# BREAKOUT SESSIONS 2: 11:00 - 11:50 AM

## 207. Using Literature to Teach Culture in the Language Classroom

**Morgan**

*Hanna Brandt, Parkway Montessori Middle School, Saint Paul*

Language and culture are inseparable. The use of children's and young adult literature in both the target language and English is a creative way to teach culture in the world language classroom. Beginning language learners can interact with authentic target language texts and gain confidence in approaching a new language. Connections can be made with characters who speak and represent the target culture. Language is put into a real, cultural, and historical perspective. Topics covered in this presentation include how to choose texts, ideas for classroom activities, and how to incorporate literature into the world language syllabus.

**Language(s):** Japanese, Any

**Level(s):** Elementary, Middle Grades, Secondary

**CEU(s):** Diverse Perspectives, Literacy

## 208. Beyond Sink or Swim: Am I ready to be a co-teacher?

**Loft**

*Stephanie Owen-Lyons, University of Minnesota*

*Karla Stone, University of Minnesota*

This workshop is for those who would like give back and/ or develop leadership within the field by mentoring an emerging teacher. Participants will walk out with a solid sense of what is expected of the U of MN Co-Teacher and the Teacher Candidate, co-teaching models, evaluation of Minnesota Standards of Effective Practice, and an exciting new dynamic evaluation of dispositions. What does research say about co teaching? Who would be ready to mentor in this capacity? What responsibilities come with being a Mentor teacher? How do I evaluate? What time commitment does it require? If you are ready to give back and wonder if mentor teaching is for you, we welcome you.

**Language(s):** Any

**Level(s):** Elementary, Middle Grades, Secondary

## 209. 90% Target Language, 100% Effective! Carriage A

*Carol Gaab, TPRS Publishing*

Comprehensible Input is the key to facilitating language acquisition, and compelling input is the key to maintaining student engagement. Learn simple techniques for staying in the Target Language and keeping input comprehensible, and discover practical and powerful interpersonal activities that unconsciously inspire Higher Order Thinking and inherently facilitate SLA...from day one!

**Language(s):** Any

**Level(s):** All

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# FRIDAY, OCTOBER 28

## BREAKOUT SESSIONS 3: 2:00 - 2:50 PM

### 301. Take a Beginning Swedish Lesson: Start learning another language

#### Captain's Room

*Barbara Cartford*

Get inspired and reignite your enthusiasm for language teaching and learning! Attend an interactive, fun and stress-free Swedish lesson taught by a master teacher. She engages learners with culturally authentic material and demonstrates how to keep the language totally comprehensible. Even though this demo is in Swedish, hopefully you will be motivated to study the language of your choice! Lean back, become a novice learner and get a taste of what your students experience.

**Language(s):** Swedish, Any

**Level(s):** All

### 302. ¿De dónde vienen los niños inmigrantes? Harvest A

*Betty Lotterman*

Basado en mis experiencias en Honduras en febrero con Witness for Peace, voy a presentar una lección que podrá enseñarse en varios niveles de clases de español con el objetivo de explicar por qué hay menores de edad que cruzan todo México solos para llegar a la frontera de los EE.UU. ¿Por qué salen de sus países? ¿Cómo llegan? ¿Qué pasa con ellos cuando cruzan la frontera?

**Language(s):** Spanish

**Level(s):** Middle, Secondary, Higher Ed

### 303. AAPPL: Performance Assessment that Leads to Proficiency

#### Harvest B

*Mary Thron, Southwest Minnesota State University*

*José Losada-Montero, Southwest Minnesota State University*

The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) is a performance-based assessment of standards-based language learning across the three modes of communication (Interpersonal, Interpretive, and Presentational) as defined by the World-Readiness Standards for Learning Languages. AAPPL Measure assesses Interpersonal Listening/Speaking (ILS), Interpretive Reading (IR), Interpretive Listening (IL), and Presentational Writing (PW) in an online format. AAPPL Measure assesses performance and leads to a performance-assessment environment. The presenters will report on their pilot of AAPPL in the SMSU College Now program and how this assessment tool is affecting curriculum design and instruction. Plus students actually enjoy it!

**Language(s):** Spanish, Any

**Level(s):** Secondary, Higher Education

### 304. Creating with Tech in the L2 Harvest C

*Daryl Boeckers, University of Minnesota*

Explore tech options for students to design, compose, and plan while staying in target language. Featured apps and tech tools are contextualized in a variety of L2 learning levels and can be used across platforms (mobile, iPad, laptop, iOS, Android, Chromebook, desktop). Ideal session for WL teachers engaged in 1:1 settings or districts preparing for one. Session website chock-full of learning resources, support, and ideas. Delivered in English with examples in Spanish.

**Language(s):** Spanish, Any

**Level(s):** All

**CEU(s):** Technology







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# BREAKOUT SESSIONS 3: 2:00 - 2:50 PM

## 305. More than “please” and “thank you”: Mandarin Chinese beginners’ realization of linguistic politeness in telecollaboration

### Tack A

*De Zhang, Bethel University*

This presentation shares naturally emerged opportunities of teaching Chinese linguistics politeness in telecollaboration between first year U.S. learners of Mandarin Chinese and native speakers who are pre-service teachers of Chinese as second/foreign language. Belz (2007) suggests that telecollaboration is ideal for pragmatic competence development. Investigating the use of telecollaboration in first semester Chinese classes is worthwhile as it may shed light on the effective instruction of pragmatics especially to beginners.

**Language(s):** Chinese

**Level(s):** Elementary, Middle, Secondary, Higher Education

## 306. CI strategies that lead toward a more equitable classroom

### Tack B

*Nancy Ledesma, Minneapolis Public Schools*

Most world language teachers in Minnesota are white. Most of our students, especially in metropolitan areas are not. The presenter will share her strategies, tips and understandings that lead to a more equitable classroom that encourages success for all students. This session is intended to foster sharing among professionals around the topic of cultural competence and how that can lead to actions in our classroom that align with our beliefs. Together, we can re-examine our practices and work towards success that motivates.

**Language(s):** Any

**Level(s):** Elementary, Middle, Secondary

**CEU(s):** Diverse Perspectives

## 307. Language Immersion School Startup 101: How to Start, Spread, Build, Grow, Sustain and Nurture a Brand New Language Immersion School

### Morgan

*Richie Kucinski, La ola del lago - Prior Lake - Savage Area Schools*

Participants will learn all the programmatic logistics required to successfully launch a new immersion school from a great idea to a reality where students and teachers are learning in the target language. This presentation will share the successful story of La ola del lago Spanish Immersion in Prior Lake, MN.

**Language(s):** Spanish, Any

**Level(s):** Pre-K, Elementary

## 308. CSCTFL Scholarship Presentation: Erlebnisse in Freiburg

### Loft

*Kate Falvey, Hutchinson High School*

Was bedeutet “Dreiländereck”? Eine Präsentation von einer persönlichen Erfahrung in Freiburg beim Goethe Institut, Sommer 2015. Die Teilnehmerin hat 2 Wochen in Freiburg verbracht und hat sich mit vielen Einwohnern getroffen. Teilnehmer werden auch eine Beschreibung von dem Upper Rhine Valley Project bekommen.

**Language(s):** German

**Level(s):** Secondary, Higher Education



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# BREAKOUT SESSIONS 3: 2:00 - 2:50 PM

## 309. ROUND TABLES: Spanish Curriculum and Assessments

Join us for our first ever MCTLC Round Tables! This format will give you a chance to hear from and interact with numerous presenters focused on the teaching of Spanish. You may even win a door prize!

### Carriage Hall A

## 21st Century: Foreign Languages in a Virtual Classroom?

*Martina Talic, St. John's Preparatory School*

In my presentation, I would like to address a few fundamental questions: Is it possible to learn a foreign language in a virtual classroom? What are the advantages and disadvantages of the virtual setting? How does the pedagogy in an online setting differ from the traditional classroom setting? I will explore these questions through my own experience as an Online Spanish/French teacher and the research that I have done in this area. I will engage the 5 C's to show how these are used in virtual space to help students advance in their language.

**Language(s):** Spanish

**Level(s):** Secondary

**CEU(s):** Technology, Diverse Perspectives, English Learners

## Determining Student Proficiency Level

*Jessie Oelke, Janesville-Waldorf-Pemberton High School*

Join Language teachers as we discuss the ACTFL Proficiency Guidelines using authentic student work. Using unaided (dictionary and translator-free) student writing samples, we will discuss how to place student work at an appropriate proficiency level based on ACTFL Proficiency Guidelines. We will discuss what each level "looks" like and attempt to identify benchmarks for each level. While samples will be provided, please feel free to bring unaided student writing samples from your classroom to add to the discussion. Samples will be provided in Spanish.

**Language(s):** Spanish, Any

**Level(s):** Elementary, Middle, Secondary, Higher Education

## Teaching Immigration: Making a complex topic accessible to learners.

*Caitlin Heinz, Cretin Derham Hall*

During this session you will hear how I have put together a unit on the complicated topic of immigration. 21st century learners must be able to sift through biased media outlets and information to come to their own conclusions. I will share what I have learned through the process (my observations on what has worked and what to avoid), resources I drew upon that are available for you to use and options on how to adapt the unit. I used this for a high school Spanish 4 advanced class but it can be adapted to many levels and ACTFL proficiencies.

**Language(s):** Spanish, Any

**Level(s):** Middle, Secondary

**CEU(s):** Technology

## Turn your classroom into a simulated job fair!

*Gina Housman, The Blake School*

*Eva Mateo, The Blake School*

Students find this to be a deeply meaningful, communicative and highly engaging experience. Using IPA (Integrated Performance Assessment) as a framework, this session will explore the many possible steps in the process of finding a job, culminating in a job fair. Students will create materials in each step in the process, which helps them see the value of language in the workforce, gaining real-world insight and critical thinking skills. Working with Level IV students, with Advanced Low as the target, participants will go home with a Thematic Unit in Spanish, a developed IPA, and rubrics in English ready to implement in the classroom the next day.

**Language(s):** Spanish, Any

**Level(s):** Secondary

## The Spanish Subjunctive Mood: How to Teach It Clearly and Thoroughly

*Robbie Smalling, Orono High School*

The subjunctive mood in Spanish grammar can alienate students from the language as it is often not a verbatim translation from English and can seem too abstract. This session demystifies this tricky concept of Spanish instruction and provides a clear and comprehensive approach for teaching it.

**Language(s):** Spanish

**Level(s):** Secondary, Higher Education

# FRIDAY, OCTOBER 28

## BREAKOUT SESSIONS 4: 3:10 - 4:00 PM

### 401. Creating Culture: Speaking Before They Can

#### Captain's Room

*Grant Boulanger, Skyview Middle School*

Learn to elicit and assess effective interpersonal communication skills in any language, on any topic. Empower students to prepare, interact and engage with intentionality in a CI classroom. Build confidence and self-awareness appropriate to the proficiency level. Create class culture that breeds trust and honors the TL. All with one simple rubric.

**Language(s):** Any

**Level(s):** Elementary, Middle Grades, Secondary, Higher Education

### 402. How to use a computer lab with elementary language learners and learn to dance

#### Harvest A

*Zvi Geffen, The Blake School*

There are countless opportunities to use your school's computer lab or laptop carts for elementary language learners. I will be discussing how to use programs like Seesaw, Google Street View, Señor Wooly and more to enhance curriculum for 3rd-5th grade students. The lab is ideal for creating and organizing activities to be used in conjunction with ACTFL proficiency targets. Using tools like computers that are relevant to students' daily lives makes learning a language more hands on and exciting. As an added bonus, you will learn a Spanish line dance at the end of the presentation!

**Language(s):** Spanish, Any

**Level(s):** Elementary

**CEU(s):** Technology

### 403. Engaging and Educational Anticipatory Sets

#### Harvest B

*Amanda Stenberg, Mora High School*

*Lisa Hodena, Mora High School*

Hear from two German teachers, including one who teaches with ITV, who use anticipatory sets to engage students with various aspects of language and life. Learn how we use anticipatory sets to engage with videos, music, dates, questioning, vocabulary and pronunciation, as well as how a few simple technologies have helped make these successful in our classrooms.

**Language(s):** German, Any

**Level(s):** Middle, Secondary

**CEU(s):** Technology

### 404. Engaging Language Learners through Meaningful and Authentic Tasks

#### Harvest C

*Sébastien Saunoi-Sandgren, Breck School*

The purpose of this session is to discuss how to incorporate authentic tasks into the foreign language curriculum. The presenter will share examples of project-based assessments that not only engage students in solving real-life problems, but also encourage them to learn the language in a meaningful way. Participants will also discuss their best practices by sharing assignment ideas and resources needed to create meaningful and authentic tasks.

**Language(s):** Any

**Level(s):** Middle Grades, Secondary

### 405. Creating a language playground

#### Tack A

*Cheryl Kincaid, Vista Higher Learning*

Students learn by taking risks and failing. They are willing to take these risks in a safe environment once they have been engaged through personalized fun activities. You will experience and reflect on approaches to engage students, provide fun personalized opportunities to play and practice, and maintain a safe motivating environment for the learner. Participants will receive a packet of materials and have the opportunity to share examples and ideas that incorporate interpersonal, interpretive, and presentational examples.

**Language(s):** Any

**Level(s):** Middle Grades, Secondary, Higher Education

### 406. Earning Bilingual Seals and Certificates

#### Tack B

*Ursula Lenz, Minnesota Department of Education*

Minnesota's bilingual and multilingual seals and world language proficiency certificates have been in place for more than a year with students earning seals and certificates in a variety of languages. This session provides information about: 1) seals and world language proficiency certificates earned by students since the legislation was passed; 2) the process of obtaining seals; and 3) what the proficiency levels required by the seals look like in practice.

**Language(s):** Any

**Level(s):** Middle Grades, Secondary, Higher Education

**CEU(s):** English Learners

# BREAKOUT SESSIONS 4: 3:10 - 4:00 PM

## 407. How to Establish and Gain Approval for a Cultural Immersion Program

**Morgan**

*Hans Nelson, Xpertias  
Lydia Murphy, Xperitas*

A cultural immersion program can bring incredible benefits to your students and community, but it may seem like a challenge to get a program off the ground or gain approval from your board or district. This session will walk you through the process of planning a travel abroad or international hosting program for your students and provide you with clear guidelines and recommendations for gaining approval for your program. You'll leave feeling empowered to establish and recruit for a cultural immersion travel program or to bring the world to your community by hosting international students.

**Language(s):** Chinese, French, German, Spanish

**Level(s):** Middle, Secondary

## 408. CSCTFL Scholarship Presentation: Un Séjour au Canada

**Loft**

*Miranda Godfread, Apple Valley High School*

The 2016 CSCTFL French language teacher scholarship winner will present the process and learnings from 3 weeks in Trois Rivières, Québec. Cultural insights, language observations and useful information for use in the classroom will also be presented. Québec, c'est le fun!

**Language(s):** French

**Level(s):** Middle, Secondary

**CEU(s):** All



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# FRIDAY, OCTOBER 28 BREAKOUT SESSIONS 5: 4:10 - 5:00 PM

## 409. ROUND TABLES: Technology

Join us for our first ever MCTLC Round Tables! This format will give you a chance to hear from and interact with numerous presenters focused on the teaching with technology. You may even win a door prize!

We recommend you bring a fully-charged device, and download the following apps in advance of this session:

• Extempore • Padlet • Seesaw • YouTube

### Carriage Hall A

## Mobile Learning to Improve Speaking: Implementing World-Readiness Standards and Can-Do Statements with the Extempore App

*Susana Pérez, Deeloh Technologies*

Speaking portfolios that students carry on their phone? The Extempore App encourages unscripted speaking practice beyond the classroom, allows for individualized feedback, and is compatible with student-centered pedagogical strategies such as portfolio-based self-reflection and self-assessment. Moreover, 75% of students regularly using Extempore feel more confident speaking in the target language with the app than without it. Participants in this session will leave with a number of standards-based Extempore activities to promote speaking. Those with access to Android or iOS (iPhone, iPad) mobile devices will have the opportunity to experiment hands-on with the app.

**Language(s):** Any

**Level(s):** Middle Grades, Secondary, Higher Education

**CEU(s):** Technology

## Transport Your Students! Using Virtual Field Trips to Explore the 3 P's.

*Cassandra Glynn, Concordia College*

*Fanny Roncal Ramirez, Concordia College*

In this presentation, the benefits of virtual field trips will be highlighted and overcoming challenges will be discussed. The presenters will demonstrate a variety of Web 2.0 technologies that can be used to create virtual field trips and examples from K-16 Spanish, Japanese, Arabic, Latin, and German teachers will be presented. There will be time for brainstorming and sharing, and all materials will be made available via a Padlet, which will remain active for participants as they collaborate and create virtual field trips for their own students in the future.

**Language(s):** Any

**Level(s):** Elementary, Middle Grades, Secondary, Higher Education

**CEU(s):** Technology

## The Best of YouTube for the Spanish Classroom

*Kay Edberg, Mora High School*

YouTube can be a great resource in the classroom. It is a great way to connect students with the Spanish-speaking world and encourage them to speak the language. This session will feature YouTube videos that have been used successfully in class and will provide you with ideas for using YouTube in your classroom. You will leave with engaging activities that take little preparation and can be used next week or anytime in your Spanish classroom.

**Language(s):** Spanish

**Level(s):** Secondary, Higher Education

**CEU(s):** Technology

## Seesaw in the Language Classroom

*Jocelyn Veach, Orono Intermediate School*

Come see how I have used a program called Seesaw to transform my classroom. Seesaw is a student friendly, teacher managed program that can be used in a million ways. I will demonstrate some of the ways that I have used it to teach vocabulary, get students speaking to each other and an audience, and assess students without the stress of traditional "tests" or performance assessments.

**Language(s):** Any

**Level(s):** Elementary, Middle Grades, Secondary

**CEU(s):** Technology



## BREAKOUT SESSIONS 5: 4:10 - 5:00 PM

### 501. Tried and True: 5 Community Building Activities for Monday Morning Captain's Room

*Elizabeth Grawe, Lakeview South High School*

The first in a series of tried and true activities! In this first session, you will learn 5 community-building activities you can put into practice on Monday morning. Participants will actively try all five activities, which will give conference attendees a chance to meet each other and network as they learn practical activities. Participants will receive detailed plans for these five activities: I Am Mixer, Train Wreck, I Am Unique, Name That Voice, and Speed Dating. The session will be run in English for accessibility, but these activities are designed to keep your students in any target language.

**Language(s):** Any

**Level(s):** Elementary, Middle Grades, Secondary

### 502. Engaging Boys in the World Language Classroom

#### Harvest A

*Caroline Little, Saint Thomas Academy*

Why aren't there more boys in upper level foreign language classes? We often hear about the achievement gap with girls in math and science, but why is no one talking about the similar gap with boys and upper level World Language acquisition? In this session you will learn how to engage and excite boys in your classroom to help them become advanced language learners who are active participants that see the value in continued World Language study.

**Language(s):** Any

**Level(s):** Middle Grades, Secondary

## Vistas In Education

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## BREAKOUT SESSIONS 5: 4:10 - 5:00 PM

### 503. From Speed Dating to Pitching a Screenplay: Meaningful Integrated Performance Assessments in the German Classroom

#### Harvest B

*Cassandra Glynn, Concordia College*

*Jonathan Clark, Concordia College*

Are you interested in spicing up your assessments? Create engaging integrated performance assessments, with and without innovative technologies that allow students to show understanding of their own identities, demonstrate intercultural competence, and convey knowledge of academic content, meeting the Communications, Cultures, Connections and Comparisons World-Readiness Standards. The presenters will provide a diverse example from their own German classrooms, ranging from novice to intermediate high proficiency levels. In each example, the presenters will emphasize how they crafted each IPA to align with the World-Readiness Standards. There will be also be small group and whole group discussion and sharing.

**Language(s):** German, Any

**Level(s):** Middle Grades, Secondary

### 504. A Thanksgiving TPRS Story

#### Harvest C

*Jim Tripp, Spring Grove School*

Channel some of the excitement associated with this holiday toward the co-creation of a lighthearted story. Attendees will get ideas for establishing meaning of vocabulary and asking personalized questions, as well as witness the story asking process play out from a tried-and-true script. Follow-up aural and reading activities will be explored. Presentation will assume a basic familiarity with TPRS, but all are welcome to attend.

**Language(s):** Any

**Level(s):** Elementary, Middle Grades, Secondary

### 505. Students without Borders: The Educational Transition Faced by International Students in America

#### Tack A

*Daniela Maltais, Bemidji State University*

*Savannah Gatewood, Bemidji State University*

The goals of many institutions are to bring new social dynamics to their education system, as well as increasing diversity within and between institutions. One area through which this goal is reached involves International Student Programs across the nation. However, complications arise as professors fail to take into account the mindset and engrained educational principles of these students, influenced by their respective culture. Therefore, Writing and Reading courses should shift their focus to not only build the area of comprehension, but also to study the Psychology behind writing, looked at through the lens of Multicultural Psychology and Contrastive Rhetoricians.

**Language(s):** Any

**Level(s):** Higher Education

**CEU(s):** English Learners

### 506. The Use of Visuals and Scaffolding Strategies in the Classroom

#### Tack B

*Pachao Yajcherthao, The Blake School*

*Lina Jin, The Blake School*

Teaching a foreign language involves vocabulary instruction and strategies to engage students into putting them to use in order to achieve rich and meaningful communication skills in the 3 modes, interpersonal, interpretive, and presentational.

Visual materials motivate students to speak, to create a context with which their speech has meaning, and they contribute to students' long-term memory. Well-designed scaffolding strategies play an instrumental role in leading students to reach desired performance. This session will demonstrate how to maximize a class through the use of visuals and scaffolding strategies within a specific thematic unit.

**Language(s):** Any

**Level(s):** All

# BREAKOUT SESSIONS 5: 4:10 - 5:00 PM

## 507. Using Student Narratives to Transform Language Learning

**Morgan**

*George Stewart, Education First (EF)*

*Jordan Ashwood, Education First (EF)*

Explore a unique approach to immersive language learning that supports students in crafting their own personal narratives. Brainstorm how to help students identify how their narratives change through connections with a new culture in the target language. The result of these connections is a culture that both parties belong to and have power to shape: third culture. Collaborate with fellow educators to construct lesson plans that support students in composing personal narratives and embracing the third culture space they share with other fellow global citizens.

**Language(s):** Any

**Level(s):** Middle Grades, Secondary

**CEU(s):** Diverse Perspectives

## 508. Guatemala Update

**Loft**

*Melinda Van Slyke, Heart of the Sky*

Heart of the Sky Fair Trade has been involved in Guatemala solidarity work for the past 20 years. This session will focus on the current political situation in Guatemala as well as how Guatemalan community leaders are organizing in defense of their rights.

**Language(s):** Spanish, Any

**Level(s):** Any

Mark your calendars and make your plans now to attend next year's MCTLC conference:

**“Languages and Cultures: New Ways of Seeing, More Ways of Being”**

October 27th and 28th, 2017

Earle Brown Heritage Center Brooklyn Center, MN



“CONCORDIA’S DEDICATION TO LANGUAGES, FLEXIBILITY, INNOVATION AND EXPOSURE TO SOME OF THE BEST IMMERSION PRACTICES HAS ENABLED ME TO DEDICATE MYSELF TO USING ARABIC IN MY CLASSROOM 90 PERCENT OF THE TIME OR MORE.”

– Annie Hasan,  
secondary Arabic teacher  
in Overland Park, Kan.

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# MCTLC 2016 FALL CONFERENCE EVALUATION

We need your feedback to continually improve our conference. Leave this at the registration desk. Thank you!

**Reminder:** *Did you pick up your attendance verification form for CEUs?*

Please rate the following areas. Feel free to add your comments.	Poor					Acceptable					Excellent					Not Applicable
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	NA
1. Online registration and payment process options	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	NA
2. Conference information on the website	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	NA
3. Communications prior to the conference	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	NA
4. Conference check-in and onsite registration	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	NA
5. Keynote Speaker (Bill VanPatten)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	NA
6. Topics and quality of breakout sessions	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	NA
7. Exhibits	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	NA
8. Catering quality (lunch and refreshments)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	NA
9. Opportunity to network and meet people	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	NA
10. Conference facilities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	NA
11. Conference location	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	NA
12. Overall conference experience	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	NA

## Feedback

1. What was the conference highlight for you?
2. MCTLC selects one session to represent our state as the “Best of Minnesota” at the Central States Conference. Does one session in particular stand out as worthy of this recognition? Why?
3. What topics would you like to see in future programs?
4. How can we improve our conference?
5. How did you hear about the fall conference?

## Comments:

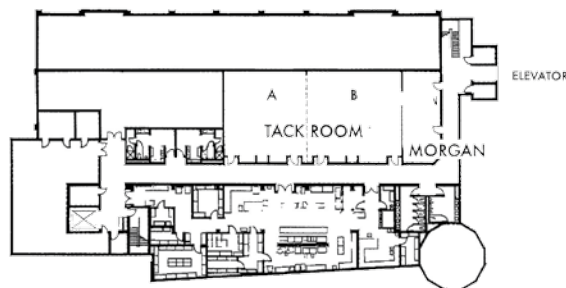
# EXHIBITOR INFORMATION

*Our conference would not be possible without the financial support of our exhibitors. This information is provided for your convenience. If you saw a resource that could be useful to you, please contact them and mention you saw it at MCTLC.*

- |                                                       |                                             |                                           |                                                             |
|-------------------------------------------------------|---------------------------------------------|-------------------------------------------|-------------------------------------------------------------|
| 1. ACTFL                                              | 11. EMC School                              | 21. National Geographic Cengage Learning  | 31. Santillana USA Publishing                               |
| 2. Betty’s Business                                   | 12. Explorica                               | 22. Nexus Holidays                        | 32. Sans Inc. 21st Century Technology for Language Learning |
| 3. CETA Tours                                         | 13. Extempore, The Speaking Practice App    | 23. NNELL                                 | 33. Students Love Travel                                    |
| 4. Comprehensible Midwest                             | 14. Heart of the Sky Fair Trade Fundraisers | 24. O’Neill Language Academy, Inc.        | 34. Teachers Pay Teachers                                   |
| 5. Concordia College                                  | 15. Language & Friendship                   | 25. One Good Story                        | 35. TPRS Books                                              |
| 6. Concordia Language Villages (CLV)                  | 16. Minnesota Department of Education       | 26. Ordway Center for the Performing Arts | 36. TPRS Publishing                                         |
| 7. Confucius Institute at the University of Minnesota | 17. Minnesota Zoo                           | 27. Organic World Language (OWL)          | 37. Vista Higher Learning                                   |
| 8. Educational Programs LLC                           | 18. MinneTESOL                              | 28. Pearson                               | 38. Vistas in Education                                     |
| 9. Ed-Ventures                                        | 19. MN-AATG                                 | 29. Project Minnesota/León                | 39. Xperitas                                                |
| 10. EF Educational Tours                              | 20. MN-AATSP                                | 30. Sanako Language Labs                  | 40. Yabla                                                   |

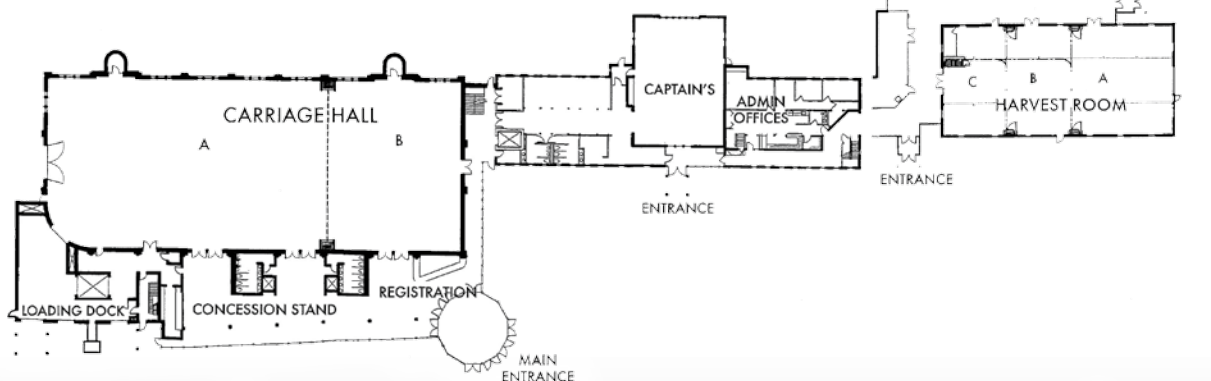
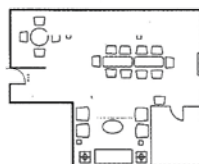
# EARLE BROWN HERITAGE CENTER MCTLC CONFERENCE

## LOWER LEVEL



## SECOND LEVEL

### LOFT



## MCTLC Fall Conference Exhibitors 2016

Plan time to visit the exhibits. Thank you to our exhibitors for their generosity.

Enter to win a door prize at the MCTLC Regional Representative Table in the Exhibit Hall. After the luncheon, check the posted list of door prize winners in the Exhibit Hall to see if you've won!

ACTFL  
Betty's Business  
CETA Tours  
Comprehensible Midwest  
Concordia College  
Concordia Language Villages (CLV)  
Confucius Institute at the University of Minnesota  
Educational Programs LLC  
Ed-Ventures (pending registration)  
EF Educational Tours  
EMC School  
Explorica  
Extempore, The Speaking Practice App  
Heart of the Sky Fair Trade Fundraisers  
Language & Friendship  
Minnesota Department of Education  
Minnesota Zoo  
MinneTESOL  
MN-AATG  
MN-AATSP

National Geographic Cengage Learning  
Nexus Holidays  
NNELL  
O'Neill Language Academy, Inc.  
One Good Story  
Ordway Center for the Performing Arts  
Organic World Language (OWL)  
Pearson  
Project Minnesota/León  
Sanako Language Labs  
Santillana USA Publishing  
Sans Inc. 21st Century Technology for Language Learning  
Students Love Travel  
Teachers Pay Teachers  
TPRS Books  
TPRS Publishing  
Vista Higher Learning  
Vistas in Education  
Xperitas  
Yabla