

# **Connect, Collaborate, and Create: The Power of 9 States**



**Virtual Conference  
March 26-28, 2021**

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



**March 26-28, 2021  
SWCOLT Virtual Conference**

Recorded Sessions available through June 30, 2021

Included with your registration:  
SWCOLT Summer Series – June & July 2021

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SOUTHWEST CONFERENCE ON LANGUAGE TEACHING



Welcome to SWCOLT - online for the first time! On behalf of the Board of Directors, it is my honor to welcome you to this year's conference centered on the theme, *"Connect, Collaborate and Create: The Power of 9 States."*

This year's conference offers an extensive array of learning opportunities for both experienced and new world language teachers at all levels. Over 40 live sessions (which will be recorded and available online until June 30, 2021), exhibits, and social events present unparalleled opportunities for professional growth and networking in a virtual format.

Our conference will kick-off on Sunday, March 21 with a meet & greet social event. Come visit with exhibitors, enjoy a few laughs in our comedy room, visit with friends and colleagues in a virtual language room, and much more.

The 3-day conference begins on Friday night, March 26, with opening sessions and an awards ceremony followed by a social gathering. Saturday's events will begin with Sunrise Yoga and Coffee with the 2020 Teachers of the Year, or you can connect with exhibitors in our virtual exhibit hall.

On Saturday at the plenary session, our keynote speaker, ACTFL's Teacher of the Year for 2021 - Elena Kamenetzsky, will inspire us with her message of supporting students in the uncertainty of the world today. Her focus is on developing healthy relationships in the language classroom by emphasizing self-confidence, communication skills, and resiliency. To quote Paul Sandrock of ACTFL, "She is passionate and eloquent on this topic." Following Elena's keynote address, the SWCOLT 2021 Teacher of the Year will be announced. The SWCOLT Teacher of the Year will go on to represent our organization at ACTFL in November 2021.

Our conference will continue on Sunday beginning again with Sunrise Yoga and Coffee with the 2021 Teachers of the Year or time to connect with our exhibitors. We will conclude our conference on Sunday afternoon. Throughout the conference there will be many opportunities to connect and network with colleagues and leaders in our profession either in social gatherings or on our private Facebook SWCOLT 2021 page.

Untold hours of energy and dedication contributed to the success of this conference. Thank you to all of our presenters, exhibitors, and volunteers. This conference would not be possible without the tireless work of the SWCOLT board members and our Executive Director, Jocelyn Raught. A special thank you goes to our program chair, Dr. Jill Landes-Lee for her careful selection of sessions and programming.

Every part of this conference was designed with you, our attendees, in mind. We thank you very much for attending our conference and hope that you *Connect, Collaborate and Create with the Power of Our Nine States*. Be sure to join us next year in Reno, Nevada for SWCOLT 2022.

*Julie Lozada Ocampo*

President, SWCOLT Board of Directors

# 2021 SWCOLT CONFERENCE SCHEDULE OF EVENTS

## Sunday, March 21, 2021

4-5:30 p.m. EDT  
3-4:30 p.m. CDT  
2-3:30 p.m. MDT  
1-2:30 p.m. PDT  
10-11:30 a.m. HST

Conference Kick-off: Social event  
Sponsored by:  
The Southwest Language Resource Centers (LRCs)



## Friday, March 26, 2021

5:30-6:30 p.m. EDT  
4:30-5:30 p.m. CDT  
3:30-4:30 p.m. MDT  
2:30-3:30 p.m. PDT  
11:30 a.m.-12:30 p.m. HST

Pre-registration/Collaboration/Exhibitor Time

6:30-7:15 p.m. EDT  
5:30-6:15 p.m. CDT  
4:30-5:15 p.m. MDT  
3:30-4:15 p.m. PDT  
12:30-1:15 p.m. HST

Session 1

7:15-7:45 p.m. EDT  
6:15-6:45 p.m. CDT  
5:15-5:45 p.m. MDT  
4:15-4:45 p.m. PDT  
1:15-1:45 p.m. HST

BREAK: Collaboration & Exhibitor Time

7:45-8:45 p.m. EDT  
6:45-7:45 p.m. CDT  
5:45-6:45 p.m. MDT  
4:45-5:45 p.m. PDT  
1:45-2:45 p.m. HST

Awards/Scholarships  
Social/Happy Hour  
Sponsored by: Vista Higher Learning  
(Exhibitor & State Rooms remain open for socializing)



## Saturday, March 27, 2021

12-12:45 p.m. EDT  
11-11:45 a.m. CDT  
10-10:45 a.m. MDT  
9-9:45 a.m. PDT  
6-6:45 a.m. HST

Sunrise Yoga  
Coffee with 2020 SWCOLT Regional Teachers of the Year

12:00-2:00 p.m. EDT  
11:00 a.m.-1:00 p.m. CDT  
10:00 a.m.-12:00 p.m. MDT  
9:00-11:00 a.m. PDT  
6:00-8:00 a.m. HST

Collaboration & Exhibitor Time

2-2:45 p.m. EDT  
1-1:45 p.m. CDT  
12-12:45 p.m. MDT  
11-11:45 a.m. PDT  
8-8:45 a.m. HST

Session 2

2:45-3:45 p.m. EDT  
1:45-2:45 p.m. CDT  
12:45-1:45 p.m. MDT  
11:45 a.m.-12:45 p.m. PDF  
8:45-9:45 a.m. HST

BREAK: Collaboration & Exhibitor Time



3:45-4:30 p.m. EDT  
2:45-3:30 p.m. CDT  
1:45-2:30 p.m. MDT  
12:45-1:30 p.m. PDT  
9:45-10:30 a.m. HST

Session 3

4:30-5:00 p.m. EDT  
3:30-4:00 p.m. CDT  
2:30-3:00 p.m. MDT  
1:30-2:00 p.m. PDT  
10:30-11:00 a.m. HST

BREAK: Collaboration & Exhibitor Time

## Saturday, March 27, 2021

5:00-6:15 p.m. EDT 4:00-5:15 p.m. CDT 3:00-4:15 p.m. MDT 2:00-3:15 p.m. PDT 11:00 a.m.-12:15 p.m. HST	Plenary Keynote Address SWCOLT 2021 Teacher of the Year Presentation Sponsored by: Carnegie Learning	
6:15-6:45 p.m. EDT 5:15-5:45 p.m. CDT 4:15-4:45 p.m. MDT 3:15-3:45 p.m. PDT 12:15-12:45 p.m. HST	BREAK: Collaboration & Exhibitor Time	
6:45-7:30 p.m. EDT 5:45-6:30 p.m. CDT 4:45-5:30 p.m. MDT 3:45-4:30 p.m. PDT 12:45-1:30 p.m. HST	Session 4	
7:30-8:30 p.m. EDT 6:30-7:30 p.m. CDT 5:30-6:30 p.m. MDT 4:30-5:30 p.m. PDT 1:30-2:30 p.m. HST	BREAK: Collaboration & Exhibitor Time	
8:30-9:30 p.m. EDT 7:30-8:30 p.m. CDT 6:30-7:30 p.m. MDT 5:30-6:30 p.m. PDT 2:30-3:30 p.m. HST	Social/Happy Hour Sponsored by: Mango Languages (Exhibitor & State Rooms remain open for socializing)	

## Sunday, March 28, 2021

12-12:45 p.m. EDT 11-11:45 a.m. CDT 10-10:45 a.m. MDT 9-9:45 a.m. PDT 6-6:45 a.m. HST	Sunrise Yoga Coffee with 2021 SWCOLT Regional Teachers of the Year	
12-12:45 p.m. EDT 11-11:45 a.m. CDT 10-10:45 a.m. MDT 9-9:45 a.m. PDT 6-6:45 a.m. HST	Collaboration & Exhibitor Time	
1-1:45 p.m. EDT 12-12:45 p.m. CDT 11-11:45 a.m. MDT 10-10:45 a.m. PDT 7-7:45 a.m. HST	Session 5	
1:45-2:45 p.m. EDT 12:45-1:45 p.m. CDT 11:45 a.m.-12:45 p.m. MDT 10:45-11:45 a.m. PDT 7:45-8:45 a.m. HST	BREAK: Collaboration & Exhibitor Time	
2:45-3:30 p.m. EDT 1:45-2:30 p.m. CDT 12:45-1:30 p.m. MDT 11:45 a.m.-12:30 p.m. PDT 8:45-9:30 a.m. HST	Session 6	
3:30-4:15 p.m. EDT 2:30-3:15 p.m. CDT 1:30-2:15 p.m. MDT 12:30-1:15 p.m. PDT 9:30-10:15 p.m. HST	BREAK: Collaboration & Exhibitor Time	
4:15-5:00 p.m. EDT 3:15-4:00 p.m. CDT 2:15-3:00 p.m. MDT 1:15-2:00 p.m. PDT 10:15-11:00 a.m. HST	Session 7	

**All presentations recorded and available to conference attendees through 6-30-2021.**

Find the SWCOLT 2021 Exhibitors & Conference Resource Center at . . .

<https://www.swcolt.org/swcolt-2021-conference>

Conference Schedule, Exhibitor Zoom Room links, Exhibitor Giveaways, Social Media Room, and much more.

THIS IS YOUR LINK TO THE CONFERENCE RESOURCE CENTER

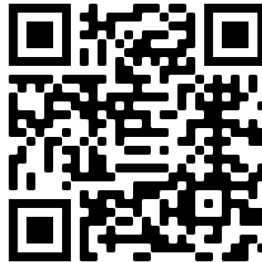
QR Code to access the SWCOLT  
Teachable site



QR Code to access the  
SWCOLT 2021 Facebook  
Group page



QR Code to access the SWCOLT  
2021 Virtual website &  
conference/exhibitor resource center



QR Code to visit the  
SWCOLT Wonder Room



To Contact SWCOLT

Twitter: [@swcoltorg](https://twitter.com/swcoltorg)

Facebook: <https://www.facebook.com/SWCOLT>

SWCOLT 2021 (Closed) Facebook Group:  
<https://www.facebook.com/groups/swcolt2021>

Instagram: [@swcoltlanguages](https://www.instagram.com/swcoltlanguages)

Teachable: [swcolt.teachable.com](https://swcolt.teachable.com)

Telephone: 623-694-3235

Email: [jraught@swcolt.org](mailto:jraught@swcolt.org)

SWCOLT Headquarters: Peoria, Arizona



# The 2021 SWCOLT EXECUTIVE BOARD



Welcomes you to SWCOLT 2021 Virtual!

Contact	Contact Information	State Affiliation
Julie Lozada Ocampo <b>President</b>	<a href="mailto:jlozadaocampo@swcolt.org">jlozadaocampo@swcolt.org</a>	Nevada
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Ariana Koers <b>Teacher of the Year Co-Chair</b>	<a href="mailto:akoers@swcolt.org">akoers@swcolt.org</a>	New Mexico
Mariana Bahtchevanova <b>Scholarship Chair</b>	<a href="mailto:mbahtchevanova@swcolt.org">mbahtchevanova@swcolt.org</a>	Arizona
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Jocelyn Raught <b>Executive Director</b>	<a href="mailto:jraught@swcolt.org">jraught@swcolt.org</a>	

We hope you enjoy the conference!

# A SPECIAL THANK YOU

SWCOLT would like to acknowledge & thank these individuals for their help in organizing our 2021 Virtual Conference:

Karen Rowan – Fluency Fast  
Dahiana Castro – Centennial High School  
Jody Klopp

Technology & Conference Consultant  
Technology Assistant  
SWCOLT Consultant & Advisor

## State Facilitators:

Arizona

Magy Alvarado  
Antonella Dell'Anna  
Maggie Fountain  
Maggie Thomas

Colorado

Lulu Buck  
Lyanne Terada

Hawaii

Will Smith  
Ngan Ta  
Jim Yoshioka

Nevada

Anna Cicak  
Amy Savage-Amaya

New Mexico

Elizabeth Taylor  
Peng Yu

Oklahoma

Katelin Frantz  
Jessica Mendenhall  
Carina Plett  
Krista Steiner

Utah

Rob Martinsen  
Gregg Roberts  
Mike Wood

Use [#swcolt21](#) when you tweet about your experience at SWCOLT Virtual





# 2021 SWCOLT PLENARY

Saturday, March 27: Please join us for the President's Welcome, the introduction of our 2021 SWCOLT Teacher of the Year, and a special keynote message from . . .



## *Elena Kamenetsky* *2021 ACTFL Teacher of the Year*

*Elena Kamenetzky began her teaching career in a village in rural Japan. As a participant in the JET (Japan Exchange and Teaching) Program, Elena taught English to elementary and middle school students in Shimoina County in southern Nagano Prefecture. After three years living and teaching in Japan, Elena returned to the United States and earned her Master of Arts in Teaching from Northern Kentucky University. She began her Japanese teaching career by splitting her day between Westport Middle School and Eastern High School in Louisville, Kentucky. After three years of madly dashing between schools during her lunch hour every day, Elena was lucky enough to be hired full-time at Eastern High School. She has been teaching Japanese 1 through Japanese 4 at Eastern ever since.*

*Elena has been an active member of the language teaching community in Kentucky since the day that a co-worker convinced her to attend her first Kentucky World Language Association conference. Elena has served as president of the Kentucky Association of Japanese Language teachers, is currently serving as the organization's treasurer, and is also a member of the Bluegrass Area Japanese Speech Contest Committee. Elena is always looking for opportunities for her students to also get involved in the language learning community, whether that's participating in classroom exchange programs like Global Classmates, participating in state and national competitions such as the Japan Bowl, or joining Eastern High School's chapter of the National Japanese Honor Society. Elena travels with her students to Japan during the summers of even-numbered years; although her planned 2020 trip had to be canceled, she is looking forward to bringing students to Japan again in 2022.*

*Elena is honored and humbled to have been chosen as the ACTFL Teacher of the Year for 2021. She is grateful for the opportunity to use her platform to spotlight how vitally important world language education is for developing a strong foundation for student mental health. Elena hopes that all students can have the opportunity to learn a world language, so that they can have the same opportunities that she had in school: the opportunity to have real practice navigating cultural and personal differences, to make connections across physical and cultural barriers, to grow their self-confidence, and to build the resiliency necessary to deal with the types of challenges they will face in their adult lives.*

## Exhibitors

ACTFL  
Avant Assessment  
Carnegie Learning  
Edinumen USA  
Idioma Education & Consulting  
Level Learning  
Mango Languages  
Reading Development Literacy  
Savvas Learning Company  
The Southwest Language Resource Center (LRCs)  
This is Language  
TPRS Books  
Vista Higher Learning  
Wayside Publishing

*THANK  
YOU  
to all  
of our  
CONFERENCE  
EXHIBITORS  
for  
supporting World  
Language  
education!*

Visit with our exhibitors in their individual Zoom rooms which may be accessed via the SWCOLT 2021 Resource page: <https://www.swcolt.org/swcolt-2021-conference>

# CONFERENCE PRESENTERS

Name	Affiliation
'Alohilani Okamura, 'Alohilani	University of Hawai'i at Manoa
Abrams, Zsuzsanna	UC Santa Cruz
Bell, Rosa	James Campbell High School
Bell, Teresa	ACTFL
Berman, Howie	ACTFL
Bleess, Cristin	Wayside Publishing
Boring, Janet	Lone Star College Kingwood/Carnegie Learning
Bosson, Ryan	Soquel High School
Brandenburg, Adrienne	Poudre High School
Byrd, David R.	Weber State University
Canche, Jeenna	Maui High School
Carrillo, Marisa	V. Sue Cleveland High School
Carson, Melissa	Washoe County School District
Chambless, Krista	The University of Alabama
Chan, Lionel	Jerico Schools
Chandler, Paul Michael	University of Hawai'i at Manoa
Clark, Meredith	Region 10 ESC
Coffeey, Evelyn	University of Hawai'i at Manoa
Daniel, Sandra	The GLOBE Academy
deJonge-Kannan, Karin	Utah State University
Doblas, Eva	Denver Language School
Drew, Bethanie	Broughton Global Magnet High School
Egnatz, Linda	Global Seal of Biliteracy
Ford, Andrea	Westview High School
Fountain, Maggie	Tempe Union High School District
Hathaway Rubé, Jaclyn	Independent Instructor
Haxhi, Jessica	New Haven Public Schools
Hope, Sandrine	Davidson College
Johnson, Mary Beth	Poudre High School
Jones, Barbara	Edinumen USA
Kamenetzky, Elena	Jefferson Schools
Kao, Shin Chi Fame	University of Utah – L2TRec
Katz, Shayna	University of Hawai'i at Manoa
Khater, Mirna	Defense Language Institute
Knell, Ellen	Brigham Young University
Koers, Ariana	V. Sue Cleveland High School
Lee, Sara	Arizona State University
Loftus, Rebecca	Three Creeks K-8
Lundgaard, Greta	National Foreign Language Center at the University of Maryland
Lyman, Sharon	University of Utah
MacDonald, Kara	Defense Language Institute
Marks, Rebecca	Brigham Young University
Melo, Melanie	Arizona State University
Murray, Amy	Spring Valley High School
Nelson, Kate	University of Texas at Austin
Otuafi, Michon	Washoe County School District
Overton, Mary	Denver Public Schools
Peterson, Bonnie	Avant Assessment
Ray, Blaine	TPRS Books
Ray, Von	TPRS Books
Riggs, Reed	Brigham Young University-Hawai'i

*THANK YOU TO ALL OF THE SWCOLT 2021 PRESENTERS!*

# CONFERENCE PRESENTERS

Name	Affiliation
Rogers, Darcy	Organic World Language
Sacco, Elizabeth	Vista Higher Learning
Sayers, Rich	Savvas Learning Company
Scott, Andrew	Kamehameha Schools Maui
Sheehy, Craig	TPRS Books
Shevchenko, Viktoriya	Defense Language Institute
Showrai, Atiyeh	University of Southern California
Sledge, Kevin	Waipahu High School
Spaine Long, Sheri	AATSP
Steiner, Krista	MacArthur High School
Stein-Smith, Kathleen	Fairleigh Dickinson University, Metropolitan Campus
Swaney, Carolyn	Westview High School
Sweetser, Heather	The University of New Mexico
Terada, Lyanne	Horizon High School
Terrill, Laura	University of Maryland
Thomas, Maggie	Gilbert Public Schools
Troche, Anthony "TJ"	Spring Valley High School
Villadoniga, Linda	Maria Villadoniga, Inc.
Villaflor, Juan	Defense Language Institute
Wendorf, Arthur	Northeastern State University
Yu, Peng	University of New Mexico

*THANK YOU TO ALL OF THE SWCOLT 2021 PRESENTERS!*



2021 SWCOLT  
REGIONAL TEACHER OF THE YEAR CANDIDATE



Ryan Bosson  
2021 Teacher of the Year  
CALIFORNIA

Ryan Bosson is a dedicated teacher leader from Santa Cruz City Schools. He currently teaches Spanish 1 and Spanish for Heritage Speakers at Soquel High School. Additionally, he is a team leader and proud member of the California World Language Project, Monterey Bay. Over the past three years, Ryan has helped lead efforts with the California World Language Project to develop high-quality global competence pedagogy in the World Language classroom. Ryan is a founding member of Soquel High's Climate and Culture Equity Subcommittee which aims to center intersectional anti-racist work and eliminate discriminatory systems of power. In recognition of the work Ryan has done as an advisor to the Queer Straight Alliance, he was nominated this year as an Ally to Queer Youth for Santa Cruz County's Queer Youth Leadership Awards. As a teacher leader, Ryan knows he has much more to learn than teach, and he looks forward to continuing his teaching journey.

2021 SWCOLT  
REGIONAL TEACHER OF THE YEAR CANDIDATE



Rebecca Loftus  
2021 Teacher of the Year  
COLORADO

Teacher of the Year for Colorado Language Teachers Association. Becky Loftus is the world language department at Three Creeks K-8 School in Jefferson County Colorado. She teaches grades 6-8 World Languages and Cultures and Spanish. Becky also teaches at Jefferson County Virtual Academy for the last seven years, where she is able to connect with the diverse student needs and keep them taking Spanish at the upper levels. She is a team member on the Jefferson County World Language Advisory Committee, as well as a mentor to the language teachers in the district. She helps conduct the world language professional development and is one of the most attended sessions each year. Her positive light and energy keeps teachers and students engaged alike. She is a dedicated member of CCFLT and has served as a board member and President from 2015-2016. She is a colorful cast member at the Colorado Renaissance Faire and a proud retired Army officer. Becky also was fortunate to play a small part in a Señor Wooly Video.



*2021 SWCOLT  
REGIONAL TEACHER OF THE YEAR CANDIDATE*



Michael Lee  
2021 Teacher of the Year  
NEVADA


The Teacher of the Year for the Professional Language Association of Nevada is Michael S. Lee. He recently graduated with his second Masters of Education degree focusing on school counseling. Michael is an active member of the Southern Nevada Japanese Teachers Association, where he served as president. He has been involved in many community outreach and student leadership development programs with the Asian Community Development Council, OCA Asian Pacific American Advocates, Asian Culture Alliance and the Las Vegas Korean Association. Michael successfully completed The Public Education Foundation's Teacher Leader Academy. He credits his educational philosophy to his experience as an Assistant Language Teacher for The Japan Exchange and Teaching Program. Michael's teaching philosophy focuses on building culture and community engagement in tandem with course curriculum.



2021 SWCOLT  
REGIONAL TEACHER OF THE YEAR CANDIDATE



OKLAHOMA  
FOREIGN  
LANGUAGE  
TEACHERS  
ASSOCIATION



PROMOTING THE STUDY OF  
WORLD LANGUAGES IN  
OKLAHOMA

Alice Nan  
2021 Teacher of the Year  
OKLAHOMA

Alice Nan has been an educator for 22 years and a Chinese teacher for 14 years in Norman, OK. She started one of the first high school Chinese programs in Oklahoma in 2007. Since then she has served as President and Board Member of the Oklahoma Chinese Language Teachers Association (OKCLTA), Board Member of the Oklahoma Foreign Language Teachers' Association (OFLTA), Committee Member for the Certification Examinations for Oklahoma Educators, and an AP Chinese Reader. Alice is a nine-time appointee to lead US high school delegates to an international "Chinese Bridge" speech competition in China; her teams have received bronze medals or better in 7 of those years. She has also been voted by her high school's students as "Teacher who Helps the Most with Life". Prior to becoming a Chinese teacher, she taught math and ESL. She has taught at the university, high school, middle school, and elementary school levels, in addition to teaching at several Title I public schools and an alternative school. Alice got her Master's in Economics at the University of Oklahoma, and is originally from Taiwan.

# 2021 SWCOLT REGIONAL TEACHER OF THE YEAR CANDIDATE



Diana Cristina Williams  
2021 Teacher of the Year  
HAWAII

Diana Cristina Williams is the recipient of the 2020 Hawai'i Association of Language Teachers Excellence in Teaching Award. Diana Cristina has been teaching Spanish at Waipahu High School (WHS) since 2012. She was born and raised in México and she holds a bachelor's degree in Business Administration from the Instituto Tecnológico del Mar. She earned a Post-Baccalaureate in Secondary Education from the University of Hawaii at Manoa and she also holds a Master's degree in Spanish education from the University of Nebraska.

Diana is passionate about the power of reading in second language acquisition and her style of teaching is based on Comprehension Based Communicative Language Teaching. She has been implementing a wide range of comprehensible input strategies and activities continually striving to improve student learning. She has taught Spanish 1, 2, 2H, 3, Spanish AP and Independent studies. Besides her responsibilities as a teacher, she has been a Spanish Club advisor and is currently the advisor for the Spanish Honor Society at WHS. Her biggest passion is teaching and engaging with students in the classroom. She is committed to making a difference in students' lives and enjoys helping students to become successful with the Spanish language. She also encourages students to develop an appreciation for Spanish culture that they will carry with them throughout their lives.

Diana Cristina has a deep sense of service and she is very active professionally in her community. Diana currently serves as the President of the American Association of Teachers of Spanish and Portuguese (AATSP) Hawaii Chapter. She is also the Spanish language representative of the Hawai'i Association of Language Teachers (HALT). She has presented at conferences on numerous occasions locally and been part of planning committees for local events.

She considers herself a lifelong learner and she is eager to collaborate with other teachers. For the past two years, Diana Cristina has been involved in projects for the Hawaii State Department of Education (HIDOE). She is an active member of the leadership project group for the HIDOE supporting World Language Teachers to implement communicative language and proficiency-based teaching approaches and strategies. She designed a leadership project using a Sustained Silent Reading (SSR) program with different levels of accountability. More recently she co-created and co-facilitated a professional development credit course on communicative language teaching for other HIDOE language teachers and she is currently working in collaboration with other teachers in the state to review and update the World Language standards.

As Diana Cristina continues her journey, she looks forward to continuing educating future generations fostering their appreciation for the Spanish culture while serving the teaching education community.

2021 SWCOLT  
REGIONAL TEACHER OF THE YEAR CANDIDATE



Heather Sweetser  
2021 Teacher of the Year  
NEW MEXICO

The University of New Mexico's Lecturer of the Year for 2019-2020, Heather Sweetser received her B.A. in Arabic, International Studies, and Islamic Studies at Ohio State in 2008 and her M.A. in Arabic at Ohio State in 2012. Originally from Minneapolis, Minnesota, she joined the Army in 1998 and learned Arabic at DLI, becoming an Arabic interpreter. Experiences with languages in the U.S. Government inspired her to become a language instructor focusing on intercultural competence as a core part of language fluency. Currently Heather teaches beginning through advanced Arabic at UNM, as well as courses on The Arabian Nights and Movies of the Middle East. She is also the Lead Instructor for the federally funded summer STARTALK program in Albuquerque, NM, teaching Arabic to middle and high school students. Heather has led multiple presentations and workshops on language teaching and learning, including a 3-day workshop about teaching languages online for Albuquerque Academy. One of the co-creators of the [wecanlearnarabic.com](http://wecanlearnarabic.com) website, Heather's approaches to integrating culture with language leads students towards quick, meaningful gains in Arabic. She is currently a member of AATA, MESA, and ACTFL.

2021 SWCOLT  
REGIONAL TEACHER OF THE YEAR CANDIDATE



John Trimble  
2021 Teacher of the Year  
UTAH

Dr. John C Trimble is Associate Professor of Spanish in the Department of Foreign Languages at Weber State University. Now in his eighth year at Weber State, he teaches Spanish language, composition, phonetics, linguistics, and pedagogy for teachers of foreign languages. He holds a Ph.D. from the University of Minnesota in Hispanic Linguistics.

Within linguistics, John is most interested in the intersection of second language acquisition, sociolinguistics, and phonetics/phonology. He is also interested in how perception of accent relates to community engagement and believes that learner accent plays a role in how target-language communities receive L2 learners. John also believes that, now more than ever, world language instruction has an opportunity to play a critical role in healing a nation and working toward a more unified future.

Outside of teaching and linguistics, John loves spending time with his family, traveling and gardening. Having lived in many different areas and cultures growing up, his interests in travel and culture started at a young age. When he's not teaching in the University, John's passion for gardening has him in the community teaching classes on growing fruits and vegetables. A dedicated educator, John is passionate about helping people learn how to learn so that they can become lifelong learners of whatever their own passions may be.

## 2021 SWCOLT HONORARY LIFETIME MEMBER



Greta Lundgaard  
Honorary Lifetime Member  
TEXAS

Recognized by ACTFL as the 2016 recipient of the Florence Steiner Award for Leadership in Foreign Language Education, Greta brings passion and experience in all aspects of World Language teaching and learning to a variety of audiences. She serves as an independent consultant, ACTFL consultant, and Senior Associate at the National Foreign Language Center and leader with STARTALK at the University of Maryland. Her work with teachers at the local district, state, and national levels has allowed her to influence teachers and teacher leaders in their efforts to develop standards-focused and proficiency-based student centered curricula and to develop learning opportunities, which will lead to increased proficiency by learners.

With regard to her service to our profession in our regional SWCOLT community, Greta has had an impact on SWCOLT through her service of the organization over the years as awards chair (2008), program chair (2010) and president (2011-2012). She is a trusted and reliable presence providing high-quality learning each year during our annual SWCOLT conferences. Greta has served as a frequent workshop and session presenter, sharing her experience and knowledge at the annual conference. Her impact on our region through her involvement in SWCOLT is visible in the increased professional growth for both supervisors and teachers, leading to increased sharing of best practices, model curricula, assessment frameworks, and support and advocacy for world language programs and personnel.



## 2021 SWCOLT FRIEND OF THE PROFESSION

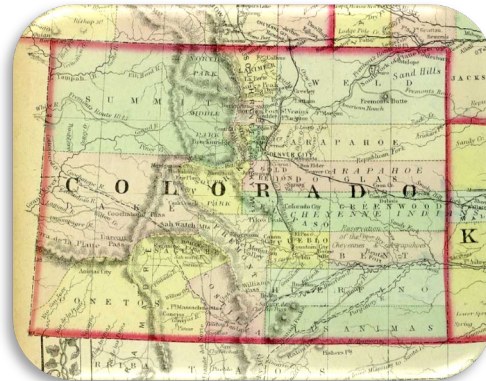


Amefil "Amy" Agbayani  
Friend of the Profession  
HAWAII'I

Dr. Amefil "Amy" Agbayani is Emeritus Assistant Vice Chancellor for Student Equity, Excellence and Diversity Programs at the University of Hawai'i-Manoa. She is the former President of the Filipino Community Center, former Chair of the Judicial Selection Commission and former Chair of the Hawai'i Civil Rights Commission. Among the University programs she administered are: Women's Center, Office of Multicultural Student Affairs for underrepresented ethnic groups, Kua`ana Student Services for Native Hawaiian Students, College Opportunities Program for disadvantaged students, KOKUA program for students with disabilities, Presidential and Regent's Merit Scholarships and the Senior Visitors program. She received her B.A. in Political Science from the University of the Philippines. Agbayani received an East West Center fellowship and obtained an MA and Ph.D. in Political Science from the University of Hawai'i.

Dr. Agbayani has been honored in Hawai'i and nationally with various awards including the following: Alan Saunders American Civil Liberties Union award, YWCA Outstanding Women award, UH Distinguished Alumni Award, Hawai'i East West Center Alumni Award, the National Association for Student Personnel Administrators and Honpa Hongwanji as a "Living Treasure." Her university responsibilities, research and work in the community involve affirmative action for women and minorities, immigrant rights, native language use, educational opportunities for underrepresented groups, and Filipinos. Agbayani co-edited two books on Asian Americans and Pacific Islanders in higher education.

# 2021 SWCOLT EXCELLENCE IN TEACHING AWARD

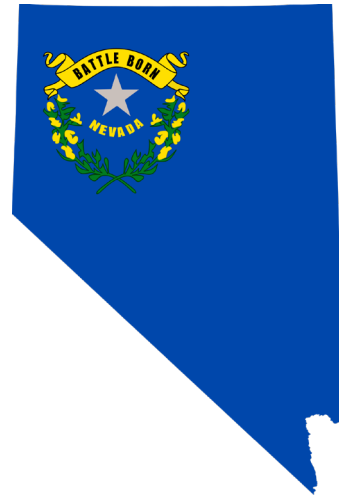


Elizabeth Vela Robles  
Excellence in Teaching  
Elementary  
COLORADO

Elizabeth Vela-Robles is a kindergarten teacher at Escuela Bilingüe Pioneer in Colorado in Lafayette, Colorado. Originally from Mexico she has degrees in business administration and business management and education from Universidad Autónoma de Tamaulipas and Metropolitan University. She received her Master's in Bilingual Education from the University of Colorado at Boulder and has been teaching Spanish for over 16 years. Her colleague Cinthia Bobian commented, "Throughout my years of experience in working with Elizabeth, I have seen her take research from her Master's Program and put it into practice and diligently discuss her findings with colleagues. She is constantly in the pursuit of research-based ideas to improve her practice." Outside of the classroom, Elizabeth's greatest passion is traveling.



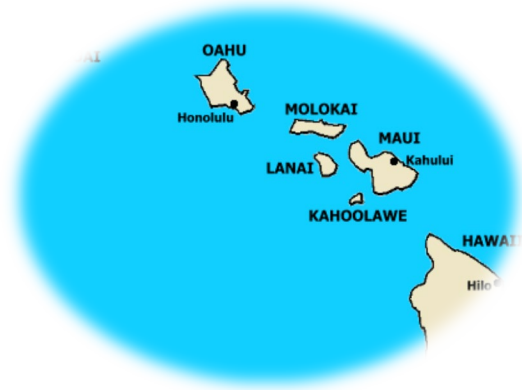
# 2021 SWCOLT EXCELLENCE IN TEACHING AWARD



Anthony (T.J.) Troche  
Excellence in Teaching  
Secondary  
NEVADA

T.J. Troche from Las Vegas, NV is a National Board Certified Spanish teacher who has taught just about all levels of Spanish including Spanish Literacy for Heritage Learners and courses in the International Baccalaureate Diploma Programme. He currently teaches at Spring Valley High School, an IB World School. T.J. is passionate about engaging his students beyond the classroom through travel abroad, honor society activities, and service learning. He is the current President of the Professional Language Associate of Nevada (PLAN) and also serves as a 9-12 Representative on the board of the American Association of Teachers of Spanish and Portuguese (AATSP).

# 2021 SWCOLT EXCELLENCE IN TEACHING AWARD



Alohilani Okamura  
Excellence in Teaching  
Post-Secondary  
HAWAII

Dr. 'Alohilani Okamura is an adjunct professor at the Institute for Teacher Education at the University of Hawai'i at Mānoa. She holds a bachelor's in Education and a Master's in Education from the University of Hawai'i at Mānoa. She completed her Doctorate in Educational Leadership from the University of Southern California. She has 30 years of experience teaching Hawaiian language and helping run and develop programs at various public and charter schools throughout the state of Hawai'i. Dr. Okamura has a deep love for the Hawaiian language, culture and 'aina (land), thus she is a passionate proponent of place-based learning. Words in Hawaiian can have many meaning;; the word kumu, which means teacher, can also mean the foundation or source. 'Alohilani truly embodies all of the nuanced meaning of the word kumu as she is a great source of cultural knowledge, inspiration, and guidance for her students

# SWCOLT

## 2021 SCHOLARSHIP RECIPIENT



Edna Morales is the Spanish and World Language Teacher at McKemy Academy of international Studies in Tempe Arizona. She was born in Nogales, Sonora México and graduated from Arizona State University in 2018. In her first year as a teacher she received the Teacher Rookie of the Year Award because of her leadership and enthusiasm. Her love and passion for my culture led her to become a teacher. Edna's goal in life is to teach and inspire future generations to embrace diversity, to be compassionate, and to have empathy towards other cultures.

Edna Morales - ARIZONA  
Scholarship: Universidad Internacional  
de Cuernavaca – Center for Linguistic  
Multicultural Studies



# MANY THANKS TO OUR 2021 SWCOLT EXHIBITORS



# STATE AFFILIATES



State Affiliate	Contact
Arizona Language Association (AZLA)	<a href="http://azla.info/">http://azla.info/</a>
California Language Teachers' Association (CLTA)	<a href="https://clta.net/">https://clta.net/</a>
Colorado Congress of Foreign Language Teachers (CCFLT)	<a href="http://www.ccflt.org/">http://www.ccflt.org/</a>
Hawai'i Association of Language Teachers (HALT)	<a href="http://halthome.org/">http://halthome.org/</a>
Professional Language Association of Nevada (PLAN)	<a href="http://plannv.org/">http://plannv.org/</a>
New Mexico Organization of Language Educators (NMOLE)	<a href="http://nmole.net/">http://nmole.net/</a>
Oklahoma Foreign Language Teachers' Association (OFLTA)	<a href="http://www.oflta.org/">http://www.oflta.org/</a>
Texas Foreign Language Association (TFLA)	<a href="https://www.tfla.info/">https://www.tfla.info/</a>
Utah Foreign Language Association (UFLA)	<a href="https://organizations.weber.edu/ufla/">https://organizations.weber.edu/ufla/</a>



# Friday Presentations

SESSION 1

6:30-7:15 p.m. EDT 5:30-6:15 p.m. CDT 4:30-5:15 p.m. MDT 3:30-4:15 p.m. PDT 12:30-1:15 p.m. HST

## Session 1 – Arizona Room – Supporting Each Other in Stressful Times

Howie Berman, ACTFL & Jessica Haxhi, New Haven Public Schools

How can we continue to deal with all the changes we face as educators? How can we survive and thrive to support our students and ourselves? Some enduring lessons we learned from 2020 were the importance of simplifying, collaboration, and self-care. Let's identify current challenges and examine strategies for simplifying our planning, collaborating to share the work and support each other, tapping into professional networks, and taking care of ourselves. As part of the session, participants will meet in breakout rooms collaborating through Google Slides with a protocol for sharing and brainstorming (1) ways in which educators can support each other both within and beyond their local community, (2) tips for self-care, and (3) strategies for simplifying planning and instruction. Participants will also set personal goals for supporting themselves and others in the coming year.

Audience: General (all)

Target Language(s): All Languages

Presented in: English

## Session 1 – California Room – How Do We Assess Students During Remote or Hybrid Learning?

Lionel Chan, Jerico Schools

Traditional assessment formats do not work well when some students are learning remotely from home while others are learning in the classroom. What are the best ways to assess students during remote or hybrid learning? How can we minimize cheating and hold students accountable? We will explore formative assessment tools to address these issues. Focus will be devoted to both assessments that focus on vocabulary and grammar learning as well as those that involve performance-based tasks.

Audience: General (all)

Target Language(s): All Languages

Presented in: English

## Session 1 – Colorado Room – Supporting Your Students: Building Connections for Communication

Elena Kamenetzky, Jefferson Schools/ACTFL 2021 Teacher of the Year

This school year has brought unprecedented uncertainty into the lives of our students. Join the ACTFL National Language Teacher of the Year to explore how language learning can develop the communication skills and self-confidence to build learners' resilience and support their mental health. Walk into the classroom of the Teacher of the Year to acquire more strategies to help learners lower their affective barriers and develop healthy relationships, using the investigation of and reflection on cultural similarities and differences.

Audience: General (all)

Target Language(s): All Languages

Presented in: English

## Session 1 – Hawai'i Room – Acknowledging and Fostering Emotions in the Teaching of L2 Writing

David R. Byrd, Weber State University & Zsuzsanna Abrams, UC Santa Cruz

In this interactive session, L2 instructors and teacher educators will learn tenets of positive psychology to inform effective teaching techniques for supporting the various stages of the writing process—from pre-planning to editing—at all levels of L2 instruction.

Audience: General (all)

Target Language(s): All Languages

Presented in: English

## Session 1 – New Mexico Room – **Best of New Mexico**: Promoting Community with World Language Projects

Ariana Koers & Marisa Carrillo, V. Sue Cleveland High School

To build community and engage students at every level, our school implemented a multilingual song contest: Stormvision (inspired by the Eurovision song contest). We will share experiences developing this schoolwide contest and brainstorm ideas for other community projects. They could be artistic, sports-related (everyone plays soccer), academic, competitive, or cooperative projects, etc. What kinds of projects might work at your school or others? How can we broaden the scope of community projects (to reach across a district or between two schools, for example)? How can we maintain and enhance the community-building effectiveness of such projects, even in times of virtual and hybrid education?

Audience: Secondary Educators

Target Language(s): All Languages

Presented in: English

## Session 1 – Oklahoma Room – Foreign Language Advocacy: Connections, Collaborations, and Creativity

Kathleen Stein-Smith, Fairleigh Dickinson University, Metropolitan Campus

Despite the overwhelming evidence that language skills provide personal cognitive and career benefits, many students in the US do not have the opportunity to learn another language. Advocacy can help to increase opportunities for all, especially in confronting the challenges facing education as a result of the COVID pandemic. Connections and collaborations among educators, parents, and communities, along with a creative mindset and approach, are essential in developing smart, strategic, and effective advocacy initiatives. With the numbers of world language programs declining and the opportunity to learn another language decreasing for many students, intentional advocacy is more necessary than ever before—by individuals and through our professional associations. Participants will have the opportunity to share success stories and challenges and to connect with like-minded colleagues in order to lay the groundwork for future collaborations.

Audience: Secondary Educators

Target Language(s): All Languages

Presented in: English

# Saturday Presentations

SESSION 2

2-2:45 p.m. EDT 1-1:45 p.m. CDT 12-12:45 p.m. MDT 11-11:45 a.m. PDT 8-8:45 a.m. HST

## Session 2 – Arizona Room – Improving Reading Comprehension Using Effective Key Strategies and Graphic Organizers

Linda Villadoniga, Maria Villadoniga, Inc.

Reading is not just being able to pronounce words. Reading is UNDERSTANDING what is being read. Reading skills are vital to the development of literacy in any language: vocabulary, spelling, grammar, fluency, and intonation are all impacted when a student is a GOOD reader. This session explores pre-, during, and post-reading strategies and graphic organizers which, when used, improve a student's reading skills. Participants will be asked to create an activity using one of the graphic organizers and a selected reading to send to the presenter for evaluation.

Audience: Secondary Educators

Target Language: Spanish

Presented in: English

## Session 2 – California Room – What Makes Here Special?—Using the Target Language to Learn About Local History & People

'Alohilani Okamura, University of Hawai'i at Manoa & Reed Riggs, Brigham Young University-Hawai'i

Wages (2012) describes culturally responsive pedagogy as a student-centered approach to teaching in which the students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the students' cultural place in the world. However, content taught in language classrooms often focuses on idealized interactions in distant places, such as ordering food and reading street signs where many students have no personal connections. This presentation will explain and demonstrate core concepts through a live teaching demonstration. Participants will see how to plan lessons so the people and history that are distinct to the places we live can connect learners with their immediate environments as ways of living, doing, and knowing the people who lived and still live there.

Audience: General (all)

Target Language: English

Presented in: English

## Session 2 – Colorado Room – Best of Colorado: Meaningful Repetition of All Verb Forms While Using CI Strategies

Mary Overton, Denver Public Schools

The presenter will share how experimentation in her own classroom led to students speaking and writing in the first person more confidently. She experimented with intentional increased repetition of various verb forms (focusing on 1<sup>st</sup> person singular and plural) while teaching with Comprehensible Input strategies. A few additions to routines and teaching practices resulted in this intentional repetition, in turn affecting students' output. Throughout the session, the presenter will share the strategies used to intentionally focus on all verb forms. Participants will have time to collaborate and brainstorm additions that they might make to their own lessons.

Audience: Secondary Educators

Target Language: All Languages

Presented in: English

## Session 2 – Hawai'i Room – Peer Feedback Done Better

Greta Lundgaard, National Foreign Language Center at the University of Maryland

The ability to give feedback to others is an important aspect of fruitful collaboration. The process of giving peer feedback causes learners to interact, negotiate, and reflect on the language they are learning. By teaching specific strategies to use when examining or analyzing speaking or writing output, learners can provide input into the output of others and will begin to notice their own skill and knowledge gaps. This session identified strategies that teachers can use to make peer feedback effective, impactful, and motivational, leading to proficiency growth for all learners.

Audience: General (all)

Target Language: All Languages

Presented in: English

## Session 2 – New Mexico Room – Integrating French for Specific Purposes (Business & Legal French) into Your Curriculum

Atiyeh Showrai, University of Southern California

The integration of French for Specific Purposes into a curriculum, whether as independent courses or as topic units within a course, allows students the opportunity for professionalization and practical applications of their language proficiency in a global context. This session will explore how these courses/units naturally incorporate the ACTFL National Standards and, depending on the level at which they're offered, develop students' language proficiency from IM to AL or IH to AM. Participants will examine the various benefits of these courses (including effects on retention), explore how to create a unit/course, and evaluate and develop sample activities.

Audience: Post-Secondary Educators

Target Language: French

Presented in: English (Examples in French)

## Session 2 – Oklahoma Room – Developing Literacy with Visual Texts

Laura Terrill, University of Maryland

The use of visual texts creates novelty and promotes curiosity. Learners work collaboratively to build understanding while engaging in critical thinking and problem-solving skills as they focus on what can be learned from a visual text. Participants will engage with a variety of visual texts using visual thinking strategies that are adaptable for all ages and for virtual or classroom settings. During the collaborative work portion, participants will work in breakout rooms according to age and proficiency level of learners. They will agree on a visual text and will apply strategies creating a purpose for reading, writing, listening, and speaking as learners acquire new content.

Audience: General (all)

Target Language: All Languages

Presented in: English





# Saturday Presentations

SESSION 3

3:45-4:30 p.m. EDT 2:45-3:30 p.m. CDT 1:45-2:30 p.m. MDT 12:45-1:30 p.m. PDT 9:45-10:30 a.m. HST

## Session 3 – Arizona Room - **Best of Arizona**: Making Reading Fun (While Achieving High Outcomes)

Sara Lee & Melanie Melo, Arizona State University

This session will discuss and provide methods and strategies to combine assessment of reading comprehension with the next step of active, interpretive application. The participants will put these proposed activities into practice and will take home ready-made materials for their own classrooms.

Audience: General (all)

Target Language: All Languages

Presented in: English

## Session 3 – California Room – Journey to Proficiency: Map the Route, Guide the Tour, Enjoy the Ride

Jessica Haxhi, New Haven Public Schools

Every year students enroll in class eager to “travel,” through the target language and cultures, with teachers serving as their tour planner and guide on the language learning journey. What motivates learners more than acquiring language to meet their purposes? Plan the journey by picturing the final destination (advanced proficiency), stops along the way, assistance for travelers, and helpful tips. Focus on proficiency to ensure learners are motivated to stay on the language learning “journey.” Learn to plan, teach, assess, engage, and celebrate learner success—tapping ACTFL resources to lead learners on the best trip ever to reach their desired destination: proficiency! During the session, participants will identify one area to explore more deeply in breakout rooms with guiding questions and a discussion protocol: identifying proficiency targets, planning with World-Readiness Standards and Can-Do Statements, creating proficiency-based assessments, providing for differentiation, instructing with Core Practices, or celebrating accomplishments (Seal of Biliteracy and others).

Audience: General (all)

Target Language: All Languages

Presented in: English

## Session 3 – Colorado Room – Using Narrative Writing to Center Student Voice in the Heritage Classroom

Adrienne Brandenburg & Mary Beth Johnson, Poudre High School

Our students’ identities matter. Our students’ voices, languages, literacies, and stories matter. Helping our heritage students realize this is especially important at the beginning of a school year, because it will embolden their voice and buy-in the rest of the year. During this session, presenters will briefly describe a dynamic narrative writing unit for heritages classes that is a great fit for the beginning of the year. In addition to centering the narratives of often-marginalized heritage students, narrative writing can be used to teach a multitude of high-leverage, transferable literacy skills. During this session, participants will observe a short lesson from this unit and have a chance to try out their own narrative writing piece. The presenters will end with a collaborative discussion about how it felt to experience this lesson, the advantages of this type of unit/approach with heritage students, and possible applications.

Audience: Secondary Educators

Target Language: All Languages

Presented in: English (examples in Spanish)

## Session 3 – Hawai‘i Room – Nothing Motivates Like Success!

Bonnie Peterson, Avant Assessment

**EXHIBITOR SESSION**

As language teachers across the country are striving to help learners and programs focus on proficiency outcomes, how are we ensuring they are inspired and prepared to continue their learning and growth in the language? In this interactive session, participants will explore best practices that lead to proficiency and will examine national assessment data from programs where students are successfully reaching levels of proficiency, allowing them to attain the Seal of Biliteracy, helping them earn credit by exam, and inspiring them to continue their journey and growth in proficiency beyond the classroom. Participants will engage in the session using effective virtual instructional strategies and other integrated technology to share their input, thoughts, and reflections on their own practices and language goals.

Audience: General (all)

Target Language: All Languages

Presented in: English

## Session 3 – New Mexico Room – Using Bloom’s Taxonomy for Lessons that Promote Critical Thinking

Karin deJonge-Kannan, Utah State University & Sharon Lyman, University of Utah

In this session, we will (1) review critical thinking—what it is, how it is demonstrated, how/why it can be used with all proficiency levels, and how it drives motivation and engagement; (2) review Bloom’s taxonomy—what it is, what it means for learning, how it can frame lesson plan design; (3) walk through three original sample lesson plans—novice, intermediate, advanced; (4) discuss adaptations for our own teaching contexts.

Audience: General (all)

Target Language: All Languages

Presented in: English

# Saturday Presentations

SESSION 3

3:45-4:30 p.m. EDT 2:45-3:30 p.m. CDT 1:45-2:30 p.m. MDT 12:45-1:30 p.m. PDT 9:45-10:30 a.m. HST

## Session 3 – Oklahoma Room – Social Justice in the World Language Classroom: Making Space for Afro-descendants' Cultural Influence and Plight

Rosa Bell, James Campbell High School & Kevin Sledge, Waipahu High School

Afro-descendant cultural elements proliferate worldwide and in recent years, Afro-descendant voices have risen against injustice. It's on television, the radio, social media, and almost certainly students' minds. One could ask, "What does it have to do with the language/culture I teach?" Randolph and Johnson (2017) reason, "In language education, we need more diverse voices and approaches. Part of social justice work is amplifying the voices of the marginalized." This session's presenters will share strategies they use to teach with social justice and representation in mind, particularly as they relate to Afro-descendants. Participants will leave with a repertoire of low-to-no-prep tools they could use in their classes the very next day, no matter what language, level, or demographic they teach. Randolph, Linwood, and Stacey Johnson. "Social Justice in the Language Classroom: A Call to Action: Dimension", 2017, pp. 99-121, files.eric.ed.gov/fulltext/EJ1207903.pdf. Accessed 31 Oct 2020.

Audience: General (all)

Target Language: All Languages

Presented in: English

## Session 3 – Texas Room – Middle School Madness

Rebecca Loftus, Three Creeks K-8

This session is packed full of ideas to use on Monday. How to keep those wonderfully squirmy middle schoolers engaged and wanting more! Tips and tricks for remote learners as well as in person and hybrid. This session is guaranteed to help with engagement. This face-paced fun session will give you fresh ideas to start next week.

Audience: Secondary Educators

Target Language: All Languages

Presented in: English

## Session 3 – Utah Room – **FLASH SESSION**

(1) Easy Alternative Online Assessment Tools You Might Have Overlooked

(2) Adivina: A Free, Easy-to-Use Online Tool for Quick Communicative Guessing Games

(3) Guidelines for Talking About Race in the Classroom

(1) Peng Yu, University of New Mexico

(2) Arthur Wendorf, Northeastern State University

(3) Kate Nelson, University of Texas at Austin

(1) This presentation will share three alternative online assessment ideas that can handle the unique challenges posed by the "Learn-From-Home" situation. The presenter will demonstrate: 1) how to use Google Form to create assessments which are non-copy-able and non-translatable; 2) how to use Google Slides to create editable worksheets; 3) how to use Liveworksheets.com to convert paper/digital worksheets into fillable online worksheets in a matter of seconds. These alternative assessment methods may help address teachers' concerns about potential cheating during online assessments.

(2) Do you ever need a quick and easy way for your students to communicatively practice their descriptions, numbers, comparisons, colors, etc.? Adivina can help! Adivina is a language-neutral online tool that is quick, free, and easy to use. Adivina instantly generates random matrices of the instructor's choice of pictures, numbers, or letters that can then be very easily used for fast and fun rounds of a communicative game similar to the classic board game "Guess Who?" In one of these games, the instructor secretly chooses one of the randomly displayed options and the students ask questions in the target language until they figure out which option the instructor has chosen. In this session Adivina will be thoroughly demoed and the audience will have the chance to play a quick round. By the end of the session all participants will know how to access and use Adivina in their classes.

(3) Participants will learn seven guidelines for talking about race in the classroom and tips for implementing them. They will also be provided materials for considering their relationship with race and their comfort with a diverse student body. The presentation will conclude with additional resources for implementing antiracist pedagogy.

Audience: General (all)

Target Language: All Languages

Presented in: English

# Saturday Presentations

SESSION 4

6:45-7:30 p.m. EDT 5:45-6:30 p.m. CDT 4:45-5:30 p.m. MDT 3:45-4:30 p.m. PDT 12:45-1:30 p.m. HST

## Session 4 – Arizona Room – Looking Ahead: Career Options for Language Graduates

Rebecca Marks, Brigham Young University

Language careers are broad, exciting, and extend beyond that of teacher, translator, and interpreter! Participants will gain a deeper understanding of the recent ACTFL report “Making Languages Our Business” and learn about various career options available to their language students. Engage your students with up-to-date information on the language industry to relate their language study to their individual interests.

Audience: General (all)

Target Language: All Languages

Presented in: English

## Session 4 – California Room – Yes We Can! Engaging Students in the Online Learning Environment

Andrew Scott, Kamehameha Schools Maui

In this presentation, we will discuss a range of ideas on how to encourage and ensure participation from students of all ages in the online language-learning environment. This includes but is not limited to methods of gamifying your class, fun activities and tricks to encourage 90%+ target language usage, and methods of organizing your class to support students emotionally through these tough times. In the collaborative section of this presentation, we will focus a great deal on generating and sharing practical ideas to engage our amazing language students. As a takeaway, participants will be given access to several templates and low-tech ideas that they can use in their class right away no matter if their class is 100% online, hybrid, or in person.

Audience: General (all)

Target Language: All Languages

Presented in: English

## Session 4 – Colorado Room – Proficiency and Virtual or Hybrid Engagement

Darcy Rogers, Organic World Language

EXHIBITOR SESSION

Are you wondering how to keep students engaged and grow language? Join this action-packed training where you will experience the techniques to effectively build community, stay in the target language, and allow students to guide the learning, whatever your classroom model looks like this year. Come see how to build engagement with your students and feel confident in the language acquisition journey.

Audience: General (all)

Target Language: All Languages

Presented in: English

## Session 4 – Hawai'i Room – The TPRS Lesson Recipe: A Step-by-Step Guide to More Fluency Faster

Blaine Ray, Craig Sheehy & Von Ray, TPRS Books

EXHIBITOR SESSION

In this session Blaine Ray, the inventor of TPRS, will explain the latest techniques in TPRS, including how to focus a lesson for micro-fluency. He will discuss the power of sticking to a manageable chunk as well as how to use the TPRS lesson recipe that has produced some of the best fluency results that we have ever seen! If you would like to see greater levels of proficiency in any context, we will see you in this session. Attendees will be able to understand and plan any lesson using the new, step-by-step TPRS lesson recipe. During the collaborative task, teachers will create a lesson plan that they can use right away.

Audience: General (all)

Target Language: All Languages

Presented in: English

## Session 4 – New Mexico Room – Planning to Get Learners to Advanced Levels

Paul Michael Chandler, University of Hawai'i at Manoa

Learners need certain levels of vocabulary in order to attain advanced levels. We will share two needs assessments and sample vocabulary assessments. First we will explore the learners' first language reading abilities and interests. Second, we will share what strategic learners do to provide everyone with new tools for success. Finally, we will examine sample vocabulary assessments. (Learners need to master the most frequently-used words to function well in reading, speaking, and writing, and also to comprehend better.)

Audience: General (all)

Target Language: All Languages

Presented in: English

## Session 4 – Oklahoma Room – Best of Oklahoma: Breaking Down Classroom Walls and Engaging the Community

Krista Steiner, MacArthur High School

The presenter will demonstrate authentic language learning activities expanding beyond the classroom, allowing students to interact and connect within their community. Activities include Cooking classes, community nights, HappyWorld Foundation video calls, partnerships with elementary schools, and many more ways to involve your community and promote language learning. Students make real world connections applying their language skills.

Audience: General (all)

Target Language: All Languages

Presented in: English



# Saturday Presentations

SESSION 4

6:45-7:30 p.m. EDT 5:45-6:30 p.m. CDT 4:45-5:30 p.m. MDT 3:45-4:30 p.m. PDT 12:45-1:30 p.m. HST

## Session 4 – Texas Room – Improving Students’ Oral Language Outcomes Using Engaging Online Speaking Games

Eva Doblas, Denver Language School & Sandra Daniel, The GLOBE Academy

EXHIBITOR SESSION

Presenters will focus on practical solutions they implemented this year to provide meaningful opportunities for students to speak in the target language in both remote and in-person classrooms. Research indicates effective language instruction must provide significant levels of meaningful communication in the target language in order for students to develop language proficiency. Presenters will describe the use of interactive in-class/online games in an intentional, structured way that can enhance not only oral proficiency but also academic engagement in content classes.

Audience: General (all)

Target Language: All Languages

Presented in: English

## Session 4 – Utah Room – FLASH SESSION

- (1) Enhancing Learners’ Intercultural Competence and Critical Thinking Through Short Stories
- (2) Participating in Whole-Class Discussions: Research and Applications
- (3) What Constitutes a Team for Effective Teaching: Beyond Transactional Interactional Communication

(1) Juan Villafior, Defense Language Institute

(2) Reed Riggs, Brigham Young University-Hawai'i

(3) Kara MacDonald, Mirna Khater & Viktoriya Shevchenko, Defense Language Institute

(1) Among all literary genres, short stories are an ideal choice to help promote learners’ language proficiency, intercultural competence, and critical thinking abilities due to their unique literary characteristics, authenticity, brevity, novelty, and variety. This presentation will demonstrate the instructional design of meaningfully and effectively incorporating short stories into language classrooms. It will first present the benefits of exploiting short stories in language learning, followed by a discussion on the criteria for short story selection to maximize the learning benefits. Then it will introduce a practical three-step approach towards teaching short stories. It will conclude with observations and reflections from practicing this instructional approach.

(2) When interacting in whole-class discussions, language teachers and students normally follow a few basic participation formats (Seedhouse, 2004, 2019). When teachers suddenly change participation expectations, or introduce unfamiliar activities without clarifying how to participate, students normally show confusion about what exactly they are supposed to do (Seedhouse, 2019). This presentation will introduce research on two production-based and two comprehension-based whole-class participation formats. Attendees will learn about giving clear directions on how to participate in whole-class discussions, tasks, and activities, to maximize student engagement.

(3) Due to the unexpected and rapid transition to online instruction as a result of COVID-19 protocols, nearly all educators in K-12 to higher education were abruptly obligated to transfer F2F teaching to the virtual context. Initially, classroom educators were focused on the technological logistics of remote teaching, as well as on instructional adaptations for the virtual classroom. Understanding affective instruction goes beyond the individual classroom session. This presentation examines what constitutes and fosters a team beyond group assignment and logistical interaction and shares insights on faculty connections and team development from the literature and includes recommendations for faculty interaction in the virtual setting.

Audience: General (all)

Target Language: All Languages

Presented in: English



# Sunday Presentations

SESSION 5

1-1:45 p.m. EDT 12-12:45 p.m. CDT 11-11:45 a.m. MDT 10-10:45 a.m. PDT 7-7:45 a.m. HST

## Session 5 – Arizona Room - It's All About the Task: Using Authentic Language Resources with All Learners

Janet Boring, Lone Star College Kingwood/Carnegie Learning

EXHIBITOR SESSION

Using authentic language resources, with novice learners especially, can be intimidating for the teacher as well as for the student. We want to walk the line of exposing students to a lot of authentic language, but we also want to make sure they are not overwhelmed. In this session, participants will learn how to use an authentic language resource with any level, without modifying the resource, and instead, adjusting the task. The presenter will use different types of authentic language resources as examples and will discuss strategies and tips on using those resources with different levels of language learners. Participants will collaborate and share ideas through chat, breakout rooms if possible, and through an interactive Google Doc and Flipgrid videos. Come ready to learn and share strategies and activity ideas!

Audience: General (all)

Target Language: All Languages

Presented in: English

## Session 5 – California Room – Hitting it Out of the Park: Moving a District to Standards-based Curriculum

Maggie Thomas, Gilbert Public Schools & Maggie Fountain, Tempe Union High School District

What is the process to move a district to a standards-based mindset? How does one “hit it out of the park” to create a curriculum centered on standards and proficiency? This session aims to help district and school leaders become the coaches of their teams to build a winning game plan. Two district coaches will share their journey with the process.

Audience: General (all)

Target Language: All Languages

Presented in: English

## Session 5 – Colorado Room – Gamification: Supplementing Your Basal Program for Student Success

Barbara Jones, Edinumen USA

EXHIBITOR SESSION

Basal texts help us teach content and build proficiency, but they can reduce engagement and motivation. Games have the power to bring language to life. From teacher-made activities to sophisticated virtual voyages, games have the power to keep students engaged. Participants will experience a variety of games and apply them to their classrooms.

Audience: General (all)

Target Language: All Languages

Presented in: English

## Session 5 – Hawai'i Room – Best of Hawai'i: Teaching for Robust Language Using TPRS

Jeenna Canche, Maui High School & Evelyn Coffeey, University of Hawai'i at Manoa

Robust means strong and healthy. In this session, you will learn how to get your students strong and healthy in the language online or in person using the TPRS® method (Teaching Proficiency through Reading and Storytelling). We will share the evolution of TPRS®, the basics of circling and triangling, plus one more powerful technique that Blaine Ray shared with us at the 2020 TPRS® workshop in Hawai'i. If you are new to TPRS®, or if it's been a minute, then this is the workshop for you!

Audience: General (all)

Target Language: All Languages

Presented in: English

## Session 5 – New Mexico Room – Merienda Martes: The way to Your Students' Acquisition is Through Their Stomach

Carolyn Swaney & Andrea Ford, Westview High School

Few things are more engaging than hands-on, authentic experiences that connect students to target cultures and appeal to the five senses! Participants will experience a routine each day that leads to higher student engagement using “merienda martes” as the example. Participants will learn as a student with authentic resources in the interpretive mode and will use the interpersonal and presentational modes to process and publish. Participants will also walk away with the ability to implement these student-favorite tasks, using the same TEXT for all proficiency levels by easily altering the TASK.

Audience: General (all)

Target Language: All Languages

Presented in: English

## Session 5 – Oklahoma Room – Thinking Outside the Vocabulary Box: Task-Based Assessments

Heather Sweetser, The University of New Mexico

In this session, participants will explore ways to assess student learning based on the NCSSFL-ACTFL Can-Do statements in ways that go beyond traditional vocabulary or grammar tests. Developed in Australia primarily by educators following the framework of Systemic Functional Linguistics (SFL) (Halliday and Matthiessen, 2013), a Genre-Based approach to language pedagogy can help programs break free of exams that tend to focus on comprehension and static approaches to ever-changing cultures. Using the principle of backwards design, we will take the time in this session to explore what a Genre-Based assessment would look like, seeing if students ‘Can Do’ a particular task through a variety of interactive role-plays (whether online or face-to-face). Participants will be introduced to various examples of Task-Based assessments and rubrics and will be given the chance to create their own Task-Based Assessment.

Audience: General (all)

Target Language: All Languages

Presented in: English

# Sunday Presentations

SESSION 5

1-1:45 p.m. EDT 12-12:45 p.m. CDT 11-11:45 a.m. MDT 10-10:45 a.m. PDT 7-7:45 a.m. HST

## Session 5 – Texas Room – Positive Relationships in Synchronous and A-Synchronous Classrooms

Jaclyn Hathaway Rubé, Independent Instructor

A foundational step of creating a highly engaged classroom is the relationships cultivated in the classroom between the teacher and the students, and with the students one-to-one another. This session will give the participant effective methods, strategies, and techniques to create positive relationships that will result in lower affective filters and higher community engagement. Positive relationships will empower teachers to take the next steps to build connections and language in the classroom.

Audience: General (all)

Target Language: All Languages

Presented in: English

## Session 5 – Utah Room – Bridging the Gap: From Unit Document to Lessons--How to Get There

Meredith Clark, Region 10 ESC

Moving from unit document to a series of well-designed lessons can be like trying to cross a gorge with no bridge. This session offers concrete knowledge and application of skills needed to break down summative unit tasks into teachable, bite-sized chunks that, when mapped out weekly, will bridge the chasm between unit and scaffolded lessons.

Audience: General (all)

Target Language: All Languages

Presented in: English



# Sunday Presentations

SESSION 6

2:45-3:30 p.m. EDT 1:45-2:30 p.m. CDT 12:45-1:30 p.m. MDT 11:45 a.m.-12:30 p.m. PDT 8:45-9:30 a.m. HST

## Session 6 – Arizona Room – Get in the Right Frame of “Mindset” to Teach Grammar Inductively

Cristin Bless, Wayside Publishing

**EXHIBITOR SESSION**

Change the way you think, and you’ll change the way you teach. A growth mindset is essential in the shift to teaching grammar inductively. After a discussion about growth mindset, attendees will participate in a demo of an inductive grammar lesson in a language that most will not know. Next, the steps to creating these types of grammar lessons for your own classes will be explained, and there will be a walk-through of a sample lesson.

Audience: General (all)

Target Language: All Languages

Presented in: English

## Session 6 – California Room – **Best of California:** Our Learners are Our Leaders—Building the Resiliency of our Students to Cope With and Effect Change

Ryan Bosson, Soquel High School

Both educators and learners face exceedingly daunting challenges in the present and future—climate change, racial and gender inequities, illiberal and authoritarian challenges to democratic institutions, access to living wages and health care, just to name a few. However, as world language educators, we have the tools and means necessary to equip students with the competencies and skills needed to overcome these challenges. The California World Language Project and the California Global Education Project have developed a standards-based unit template that leads to the development of globally resilient citizens. This session will model the implementation of a unit on immigration for novice-mid to novice-high learners. The presenter will demonstrate how global competency can be integrated into curriculum unit design to enrich the learning process and to compel learners to take responsible action. The knowledge and tools acquired in this session will fuel your journey to continue as a globally competent educator and change agent.

Audience: General (all)

Target Language: All Languages

Presented in: English



# Sunday Presentations

SESSION 6

2:45-3:30 p.m. EDT 1:45-2:30 p.m. CDT 12:45-1:30 p.m. MDT 11:45 a.m.-12:30 p.m. PDT 8:45-9:30 a.m. HST

## Session 6 – Colorado Room – Rapport in the Foreign Language Classroom: From In-Person to Online in Times of Pandemic

Shayna Katz, University of Hawai'i at Manoa

This study investigates the impact of three forms of interaction between the teacher and students on the development of a positive teacher-student and student-student relationship in the Spanish as a Foreign Language classroom, one that transitioned from face-to-face (F2F) to online due to the emergence of the COVID-19 pandemic. The forms of interaction studied include (1) positive comments, (2) corrective feedback, and (3) personal thematic discourse. The results reveal an important relationship between a personal F2F classroom, feedback, and the perception of a positive teacher-student relationship, as well as between personal thematic discourse and the student-student relationship. To conclude, various pedagogical implications will be suggested based on the results of the study that can be applied to both the F2F and online environments. Attendees will take part in a Google Jamboard session to simultaneously add “post-its” with ways to bring the three forms of interaction from the F2F classroom setting to an online classroom.

**Audience:** Post-secondary educators

**Target Language:** All Languages (Study was done in Spanish classroom)

**Presented in:** English

## Session 6 – Hawai'i Room – Teaching Iconic Hispanic Cultural Topics Across All Levels

Linda Villadoniga, Maria Villadoniga, Inc.

In this session, participants will learn how to create a basic IPA, from which to develop a Project Based Learning activity for an iconic Hispanic cultural topic: “Las Fiestas navideñas y como se celebran en los países hispanos” that can be used for all levels from novice to advanced, simply by changing the expectations for each level. These PBLs will ignite the students’ imagination and expand their knowledge of the diversity of the Hispanic culture. We will lead you through the IPAs and will provide Proficiency Based Learning activities as handouts. This is a VERY interactive session. Come prepared to LEARN! The participants will be asked to develop an IPA for another cultural topic which they will send to the presenter for feedback.

**Audience:** Secondary & Post-Secondary Educators

**Target Language:** Spanish

**Presented in:** English

## Session 6 – New Mexico Room – Learn How the AATSP Supports Teachers, Students, and Bilingualism

Sheri Spaine Long, AATSP & Anthony “TJ” Troche, Spring Valley High School

The American Association of Teachers of Spanish and Portuguese is a 10,000-member professional association of teachers of Spanish and Portuguese that has been serving teachers over 100 years. Its mission is to promote the study and teaching of the Spanish and Portuguese languages at all levels. Learn about how our programs (SHH, SHA, NSE, NSC, and more) and how our collaborative efforts support you (our teachers) and bilingualism in general to encourage and develop language learners academically and for credentialing (e.g. Seal of Biliteracy).

**Audience:** General (all)

**Target Language:** Spanish & Portuguese

**Presented in:** English

## Session 6 – Oklahoma Room – The Refreshed ACTFL/CAEP Standards for World Language Teacher Preparation

Teresa Bell, ACTFL

This session will present proposed updates to the ACTFL/CAEP Standards for Preparing World Language Teachers. These Standards were most recently approved in 20143. Every seven years, CAEP suggests a revision to update the Standards to ensure that they are still in line with the most current research on second language acquisition, language learning, and language teaching. Participants will be shown a side-by-side comparison of the 2013 Standards with the proposed revised Standards. Participants will be encouraged to share feedback. Feedback is essential in ensuring that the revision committee has as much feedback as possible from as many educators in the profession as possible before a draft of these Standards is submitted to CAEP.

**Audience:** General (all)

**Target Language:** All Languages

**Presented in:** English

## Session 6 – Texas Room – Step Into Podcasting

Krista Chambless, The University of Alabama at Birmingham & Sandrine Hope, Davidson College

Do you listen to podcasts? If so, you know how fun, engaging, and educational they can be. Have you thought about using podcasts in your world language class? Presenters will use an online platform to discuss the use of podcasts. They will provide activities created to use with podcasts as well as examples of student podcasts. Presenters will also share some of the ins and outs of helping students produce their own podcasts. Join us as we share how podcasts can be used not only to develop listening and speaking skills, but to tackle tough issues such as social justice and to take language beyond the classroom.

**Audience:** General (all)

**Target Language:** All Languages

**Presented in:** English

# Sunday Presentations

SESSION 6

2:45-3:30 p.m. EDT 1:45-2:30 p.m. CDT 12:45-1:30 p.m. MDT 11:45 a.m.-12:30 p.m. PDT 8:45-9:30 a.m. HST

## Session 6 – Utah Room – Growing our Leadership

Lynne Terada, Horizon High School

How can we identify and cultivate leadership, from our classrooms to our PreK-16 institutions to state, regional, and national organizations? The Leadership Initiative for Learning Languages (LILL) was established in 2015 by ACTFL to collaborate with organizations and to grow the leadership of language professionals and educators. Come and hear the stories and action plans of LILL graduates to continue your leadership journey with us!

Audience: General (all)

Target Language: All Languages

Presented in: English

# Sunday Presentations

SESSION 7

4:15-5:00 p.m. EDT 3:15-4:00 p.m. CDT 2:15-3:00 p.m. MDT 1:15-2:00 p.m. PDT 10:15-11:00 a.m. HST

## Session 7 – Arizona Room – On Your Way(Side) to Proficiency: 8 Best Practices that Get You There

Cristin Bleess, Wayside Publishing

EXHIBITOR SESSION

Traditionally, publishers haven't supported teachers with proficiency-based textbooks. We're changing that! Come learn more about eight best practices for teaching for proficiency and how Wayside Publishing's Spanish and French series, EntreCulturas and EntreCulturas, incorporate them all! We'll talk about using backward design grounded in essential questions, authentic resources that inspire tasks across all modes of communication, grammar taught in context, Can-Do statements, formative performance assessments, summative IPAs, and other ACTFL-aligned best practices. Throughout the session, there will be trivia questions for attendees to answer related to each of the high-leverage practices discussed.

Audience: General (all)

Target Language: All Languages

Presented in: English

## Session 7 – California Room – Empowering Students to Embrace a Growth Mindset

Elizabeth Sacco, Vista Higher Learning

EXHIBITOR SESSION

For students to be truly successful, it is essential that they adopt a growth mindset, the confidence that propels them to learn new concepts and propels them to the next level on the proficiency scale. It is the necessary spark for all learning that follows. In this session, we will identify the characteristics of this mindset and together explore how we can help our students develop this life-altering skill that leads to lifelong success. During this presentation, teachers will learn about the extensive research that supports the importance in the development of a growth mindset. Participants will be able to more clearly recognize students' struggles that indicate the need for self-reflection and goal setting. Attendees will be able to implement a warehouse of strategies that will assist in transitioning from a teacher-led way of thinking to a learner-driven environment.

Audience: General (all)

Target Language: All Languages

Presented in: English

## Session 7 – Colorado Room – Rapport in the Foreign Language Classroom: From In-Person to Online in Times of Pandemic

Shayna Katz, University of Hawai'i at Manoa

This study investigates the impact of three forms of interaction between the teacher and students on the development of a positive teacher-student and student-student relationship in the Spanish as a Foreign Language classroom, one that transitioned from face-to-face (F2F) to online due to the emergence of the COVID-19 pandemic. The forms of interaction studied include (1) positive comments, (2) corrective feedback, and (3) personal thematic discourse. The results reveal an important relationship between a personal F2F classroom, feedback, and the perception of a positive teacher-student relationship, as well as between personal thematic discourse and the student-student relationship. To conclude, various pedagogical implications are suggested based on the results of the study that can be applied to both the F2F and online environments. Attendees will take part in a Google Jamboard session to simultaneously add "post-its" with ways to bring the three forms of interaction from the F2F classroom setting to an online classroom.

Audience: Post-Secondary educators

Target Language: All Languages (Study was done in Spanish classroom)

Presented in: English

# Sunday Presentations

SESSION 7

4:15-5:00 p.m. EDT 3:15-4:00 p.m. CDT 2:15-3:00 p.m. MDT 1:15-2:00 p.m. PDT 10:15-11:00 a.m. HST

## Session 7 – Hawai'i Room – Using Peer Instruction to Improve Reading Fluency

Ellen Knell, Brigham Young University & Shin Chi Fame Kao, University of Utah – L2TRC

Reading fluently in a foreign or second language can be challenging. Past research has shown that reading fluency can strongly influence word recognition and comprehension, but few action research projects have examined reading fluency in foreign language (FL) contexts. This session will report the results of a recently published study (Journal of Immersion and Content-Based Education) that investigated the impact of timed, repeated readings and peer assisted learning strategies (PALS) with Chinese immersion students. Results showed that the PALS group scored significantly better on tests of reading fluency, character recognition, and comprehension than the control group. In addition, a survey that examined students' attitudes toward literacy learning revealed that the PALS students reported significantly higher levels of confidence and enjoyment of reading. Session participants will learn how to develop and teach the PALS intervention protocol and how to situate reading fluency within a comprehensive literacy program.

Audience: General (all)

Target Language: Chinese/All Languages

Presented in: English

## Session 7 – New Mexico Room – Grow Retention and Language Proficiency with Exciting Language Credentials

Linda Egnatz, Global Seal of Bilingual Proficiency

Language Certifications increases retention in university and high school language programs. Learners are motivated to earn credentials that articulate their skills for advanced placement, scholarships, study abroad, and job opportunities. Learn how Higher Ed and high schools, public and private, are re-energizing their programs with State and Global Seal of Bilingual Proficiency programs that benchmark proficiency targets and create a pathway of awards to motivate students to level-up. Topics include promotion, implementation, testing, college or competency-based credits, and more.

Audience: General (all)

Target Language: All Languages

Presented in: English

## Session 7 – Oklahoma Room – Chat Mats & Sentence Builders: Scaffolding Student Expression with Ease

Bethanie Drew, Broughton Global Magnet High School

One of our dream outcomes for our students and programs is to produce competent, confident speakers of the language that we are studying, yet that task is daunting in everyday situations and even more so in a distance learning scenario. Using tools like chat mats and sentence builders can bolster student confidence in production while also providing the personalization that they crave. In this session, participants will see these powerful scaffolding tools in action and will explore how they can be key components in a feedback loop that empowers students and encourages success. Teachers will leave with the resources necessary to implement these tools in their classes immediately.

Audience: General (all)

Target Language: All Languages

Presented in: English

## Session 7 – Texas Room – The Intersection of IB (International Baccalaureate) and ACTFL

Amy Murray & Anthony "TJ" Troche, Spring Valley High School

Teachers of IB Language B often find themselves caught in between two worlds and sets of standards. While the IB Organization will always guide our instruction, the ACTFL World Readiness and/or state/local standards will need to be present. The good news is that they intersect and overlap, kind of a lot! This session will provide participants with a "crosswalk" of that intersection of our guiding principles as IB Language B teachers. Participants will collaborate on a graphic organizer that illustrates the overlap of terminology and philosophy of these two worlds.

Audience: General (all)

Target Language: All Languages

Presented in: English

## Session 7 – Utah Room – OPEN

Audience:

Target Language:

Presented in:

# 2021 SWCOLT Professional Development Events

*Coming soon . . . SWCOLT Summer Series*

*Make your plans to attend the 2021 SWCOLT Summer Series*

*A series of THREE two-hour online workshops are included with your conference registration. These workshops will be held during the months of June and July 2021. Information and topics will be published at [www.swcolt.org](http://www.swcolt.org) and on Twitter, Instagram, and Facebook in the coming weeks. We hope that you will join us!*

*Summer workshop topics may include:*

- *Best Practices in Teaching Online*
- *Assessment & Feedback*
- *Effective Tech Tools to Save You Time & Energy*
- *Language Learning Games with an Online Focus*
- *Social Justice in the World Language Classroom*
- *Teaching with Authentic Resources Online*

*For SWCOLT members who did not attend the 2021 SWCOLT Virtual conference, the registration fee is \$25 per workshop or \$50 for all 3 workshops.*





2022

*The Southwest Conference on Language Teaching thanks you for participating in our first Virtual Conference.*

*We look forward to seeing you next year in Reno, Nevada on March 24-26, 2022!*



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