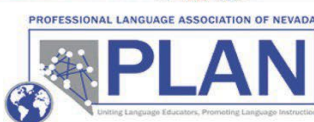


BUILDING BRIDGES, BREAKING BARRIERS

SWCOLT/PLAN 2022

**CELEBRATING 10 YEARS
OF PLAN**



**GRAND SIERRA RESORT,
RENO, NV
MARCH 24TH-26TH, 2022**

*Included with your conference registration
SWCOLT Summer Series – June & July 2022*

TABLE OF CONTENTS

President's Welcome	page 3
Conference Schedule of Events	page 4
Media Guide	page 5
Map of Venue	page 6
SWCOLT Board of Directors	page 7
Thanks To	page 8
Exhibit Hall Layout	page 9
Conference Exhibitors.....	pages 10-11
State Affiliates	page 12
Keynote Speaker/Plenary Address.....	page 13
Conference Presenters.....	pages 14-15
SWCOLT Regional Teacher of the Year Candidates	pages 16-24
SWCOLT Award Recipients.....	pages 25-27
Half-Day Workshops.....	pages 17-18
Session Presentations:	
Friday	pages 29-38
Saturday.....	pages 40-47
Focus Session Presentations.....	page 47
Coming SWCOLT Events.....	page 48



President's Message

Welcome back! On behalf of our entire SWCOLT Board, I would like to welcome you to the return of our in-person conference.

I hope that this year's Conference theme, *"Building Bridges, Breaking Barriers,"* represents the heart of our time learning and collaborating together in Reno, Nevada. This theme will be evident in the many sessions and speakers you interact with, including *Akash Patel's keynote on "Empathy, Action Civics and Cross-Cultural Understanding for Social Justice in the World Language Classroom"*, and the open invitation of the *League of Leadership* two-part session, *"Harnessing our Superpowers to Lead."*

SWCOLT has always been a special event—a place of collaboration and support. We hope that this return to a live conference revitalizes the opportunity to share ideas and experiences during formal sessions and also informally at luncheons, our Friday night reception and celebration, and as you socialize and explore the unique sights of Reno. As educators at every level, from Pre-K through postsecondary, you hold the power to nurture an environment of listening and learning that honors the voices, identities, cultures and languages in our schools and communities. We invite you to share your vision and rejuvenate your "superpower" as an educator and leader. *Thank you for all you do to support students, colleagues, and communities through language education.*

It is especially exciting to be collaborating this year with the Professional Language Association of Nevada (PLAN) as they celebrate their 10th year as a state organization. The conference begins on Thursday with ticketed pre-conference workshops offered by nationally-recognized leaders in the field of world language education. General session presentations run all day Friday and Saturday. Following Akash Patel's keynote presentation during the plenary session on Friday, SWCOLT will honor each state's Teacher of the Year and will then announce the 2022 SWCOLT Teacher of the Year! The SWCOLT Teacher of the Year will represent our regional organization at ACTFL in November 2022. Don't miss the official Membership Reception and celebration on Friday as well, with hors d'oeuvres and time to reconnect! On Saturday, the conference luncheon will celebrate PLAN's birthday, including recognition of our outstanding scholarship and award winners.

A special thank you to all our presenters, exhibitors, and volunteers. This conference would not be possible without the tireless work of the local committees, led by Julie Lozada Ocampo and Ryan Smith, and SWCOLT board members who dedicated untold hours of energy and dedication to make this conference a success! A special thanks also goes to our truly fearless leader and "new" Executive Director, Jocelyn Raught, and to our Program Chair, Ginger Rinaldi, for her careful selection and programming of sessions and workshops.

Every aspect of this conference was designed with you, the language educator, in mind. We thank you very much for attending this conference, and we hope that you leave enriched by the numerous professional development opportunities available to you. Please be sure to join us next year in beautiful Salt Lake City, Utah (February 23-25) for SWCOLT-UFLA 2023.

Jill Landes-Lee




2022 SWCOLT President

2022 SWCOLT CONFERENCE SCHEDULE OF EVENTS

Thursday, March 24, 2022

Time	Event	Location
8:00 am-4:00 pm	Registration	Nevada Conference Center Promenade
9:00 am-12:00 pm 1:00 pm-4:00 pm	Pre-Conference Workshops Workshops 1 & 2 Workshops 3 & 4	Nevada 4/5 Nevada 8/9
1:00 pm-5:00 pm	Regional Teacher of the Year Interviews Sponsored by VISTA HIGHER LEARNING 	Nevada Offices 1 & 2
7:00 pm-9:00 pm	SWCOLT Teacher of the Year Gathering	Main Pool – Serenity Deck

Friday, March 25, 2022

Time	Event	Location
7:00 am-3:30 pm	Registration	Nevada Conference Center Promenade
7:00 am-8:20 am	State Leadership Breakfast/Meeting Sponsored by AVANT ASSESSMENT 	Nevada 6/7
8:30 am-9:30 am	Session 1 Presentations	Nevada Rooms
9:45 am-10:45 am	Session 2 Presentations	Nevada Rooms
10:45 am-11:30 am	Exhibit Hall Opens Snack Break	Nevada Room (Exhibit Hall)
11:30 am-12:30 pm	Session 3 Presentations	Nevada Rooms
12:30 pm-2:00 pm	Lunch Break	
2:00 pm-3:00 pm	Session 4 Presentations	Nevada Rooms
3:00 pm-4:00 pm	Exhibit/Snack Break	Nevada Room (Exhibit Hall)
4:00 pm-5:30 pm	Plenary Session Sponsored by EDUCATION PERFECT Keynote Address – Akash Patel SWCOLT 2022 Teacher of the Year Presentation 	Silver State Pavilion
5:30 pm-7:30 pm	SWCOLT Member Reception Sponsored by EXTEMPORE 	Nevada Room (Exhibit Hall)

Saturday, March 26, 2022

Time	Event	Location
7:30 am-10:45 am	Registration	Nevada Conference Center Promenade
8:30 am-9:30 am	Session 5 Presentations	Nevada & Silver State Rooms
9:45 am-10:45 am	Session 6 Presentations	Nevada Rooms
10:45 am-11:30 am	Exhibit/Snack Break	Nevada Room (Exhibit Hall)
11:30 am-12:30 pm	Session 7 Presentations	Nevada Rooms
12:30 pm-1:55 pm	Awards Luncheon PLAN Birthday Celebration	Silver State Pavilion
2:00 pm-3:00 pm	Session 8 Presentations	Nevada & Silver State Rooms
3:15 pm-4:45 pm	Session 9: Focus Session Presentations	Nevada Rooms
5:00 pm-7:00 pm	LILL & League of Leadership Gathering	Main Pool – Serenity Deck

Find the SWCOLT/PLAN 2022 Conference Resource Center at . . .

[2022 SWCOLT/PLAN Resource Center](#)

(THIS IS YOUR LINK TO THE CONFERENCE RESOURCE CENTER)

Conference Schedule, Exhibitor Information, Conference Program, At-A-Glance schedule . . . and much more

SWCOLT 2022 Sched site



COMPLIMENTARY WI-FI INSTRUCTIONS

1. Go to your Settings
2. Select GSR-WIFI (up to 20 megs)
3. Agree to the Terms (no passcode required)

NOTE: After 45 minutes, you will have to sign back onto the GSR-WIFI.

SWCOLT Media links

Website: <http://www.swcolt.org>

Twitter: #SWCOLT22
[@swcoltorg](https://twitter.com/swcoltorg)

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

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

Telephone: 623-694-3235

Email: jraught@swcolt.org

SWCOLT Headquarters: Peoria, Arizona

Property Map



Welcome to Reno, Nevada!

Contact	Contact Information	State Affiliation
Jill Landes-Lee President	jlandes-lee@swcolt.org	Utah
Ginger Rinaldi President Elect/Program Chair	grinaldi@swcolt.org	New Mexico
Julie Lozada Ocampo Past President	jlozadaocampo@swcolt.org	Nevada
Mariana Bahtchevanova Vice President	mbahtchevanova@swcolt.org	Arizona
Jeenna Canche ACTFL Representative	jcanche@swcolt.org	Hawaii
Evaluations Chair Lyanne Terada (Mar '21-Feb '22)	OPEN	Colorado
Rachel Mamiya Hernandez Awards Chair	rmamiya@swcolt.org	Hawaii
Rebecca Borden Teacher of the Year Co-Chair	rborden@swcolt.org	Oklahoma
Ariana Koers Teacher of the Year Co-Chair	akoers@swcolt.org	New Mexico
Scholarship Chair Elisabeth Howell (Mar '21-Feb '22)	OPEN	Texas
Alexis Frink Webinars	alexisfrink@swcolt.org	California
Jocelyn Raught Executive Director	jraught@swcolt.org	Arizona
Susan Dworaczyk Media Manager	sdworaczyk@swcolt.org	Texas

We hope you enjoy the conference!

A SPECIAL THANK YOU

SWCOLT would like to acknowledge & thank the Professional Language Association of Nevada for their help in organizing our 2022 conference.



Local Chairs

Julie Lozada Ocampo
Ryan Smith

AV

Rachel Tillotson

Student Marshalls

Anthony "T.J." Troche

Registration

Shanna Krueger
Anthony "T.J." Troche

Meals

Shanna Krueger

Graphics

Rachel Tillotson

Hospitality

Shanna Krueger

Exhibits

Erika Sosa-Weeks

Entertainment

Julie Lozada Ocampo
Ryan Smith

Silver Strike Sessions

Amy Murray
Anthony "T.J." Troche

Local VIP

Ryan Smith

Use **#SWCOLT22** when you tweet about your experience at SWCOLT/PLAN 2022.



EXHIBIT HALL LAYOUT

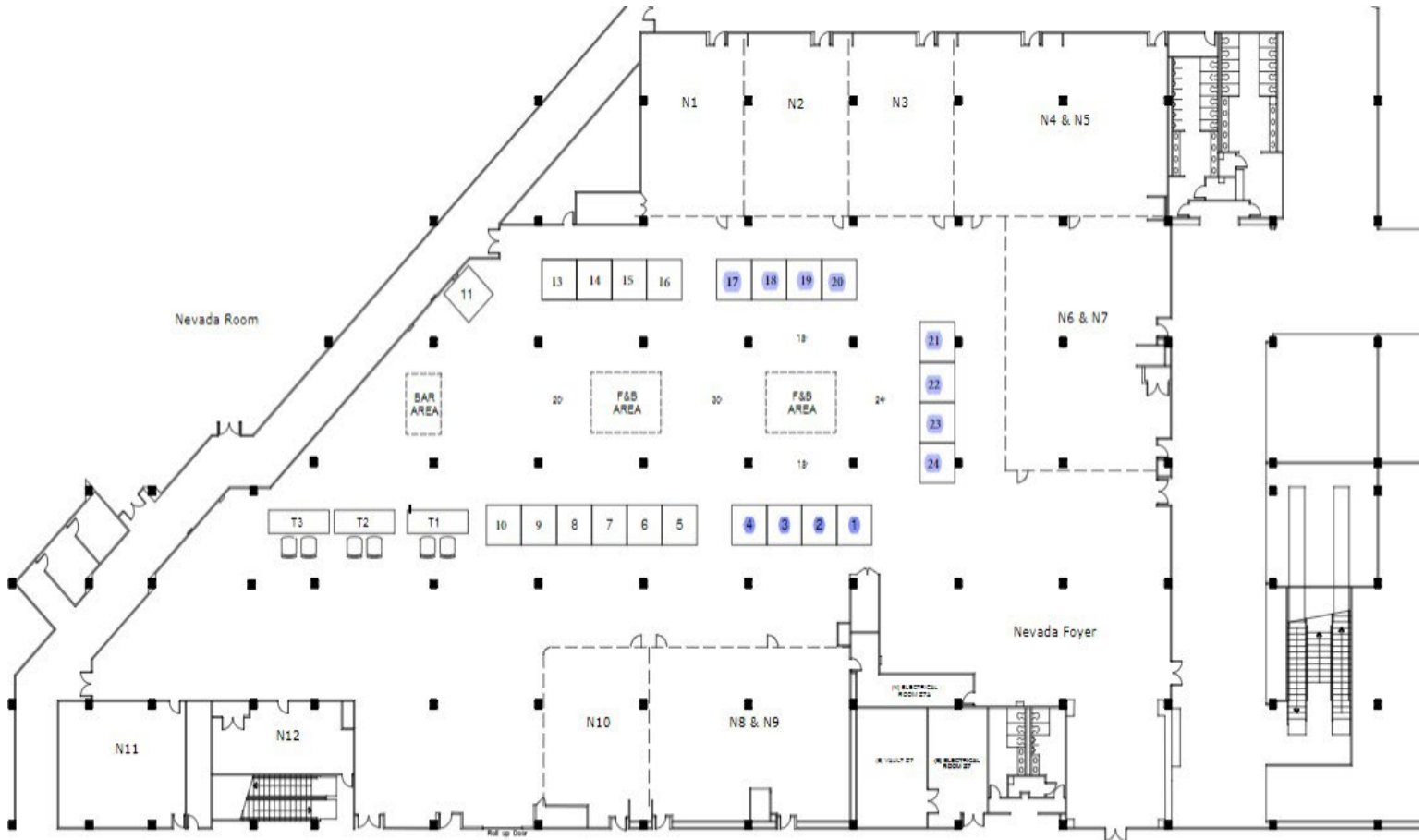


EXHIBIT HALL OPEN

Friday, March 25

Exhibits Open at 8:30 am
Exhibit/Snack Break 10:45-11:30 am
Open Lunch Break 12:30-2:00pm
Exhibit/Snack Break 3:00-4:00 pm
SWCOLT Membership Reception in Exhibit Hall 5:30-7:30 pm

Saturday, March 26

Exhibits Open from 7:30 am-2:00 pm
Exhibit/Snack Break 10:45-11:30 am

Exhibitors	Booth/Table #
ACTFL	Booth 5
American Association of Teacher of French	Table 3
American Association of Teachers of German	Booth 9
American Association of Teachers of Spanish & Portuguese	Booth 15
Avant Assessment	Booth 21
Boomalang	Booth 7
Carnegie Learning, Inc.	Booth 4
Education Perfect	Booth 1
Extempore	Booth 24
Forum Language Experience	Booth 12
GoReact	Booth 3
Kantu Inka	Table 1
Klett World Languages	Booth 10
Language Testing International	Booth 2
Lingco	Booth 23
Mango Languages	Booth 18
MesaMima Communicative Classroom LLC	Booth 13
Organic World Language	Booth 8
Stevens Learning Systems, Inc.	Booth 11
Teacher's Discovery	Booth 14
The Pulsera Project	Table 2
Vista Higher Learning	Booth 6
Wayside Publishing	Booths 19 & 20
Xperitas	Booth 22
Yabla	Booth 16

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



PLATINUM SPONSORS

Education Perfect
Extempore
ACTFL

GOLD SPONSORS

Vista Higher Learning
Avant Assessment



MANY THANKS TO OUR 2022 SWCOLT EXHIBITORS





STATE AFFILIATES



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

2022 SWCOLT PLENARY

Friday, March 25: Please join us for the President's Welcome, the introduction of our 2022 SWCOLT Teacher of the Year, and a special keynote message from . . .



Akash Patel - Dallas Independent School District - Dallas, TX

2022 ACTFL President-Elect

"Empathy, Action Civics and Cross-Cultural Understanding for Social Justice in the World Language Classroom"

Growing up in small rural communities in Oklahoma where people had never seen or met "a brown Indian guy who spoke five languages and had traveled to over 50 countries", Akash Patel decided to do something to bridge the gap in global learning and cross-cultural understanding. At first, he started inviting his international friends to video call his students using platforms like Zoom, Skype and Google Meet. Eventually, he mobilized over 1,200 volunteers from over 150 countries to join his Global Connect database at the Happy World Foundation, a global education nonprofit he founded after the passing of his twin brother, Anand Happy Patel.

In his first year of teaching, Patel was recognized by the Oklahoma State Department of Education and the Multicultural Education Institute as the January 2015 Educator of the Month and the 2015 Multicultural Teacher of the Year. In 2018, Patel received ACTFL's Leo Benardo Award for Innovation in K-12 Language Education. He was also selected as one of the top 50 teachers worldwide and shortlisted as a finalist for the Varkey Foundation's \$1 million Global Teacher Prize. In June 2020, Patel was elected to the National Council of the United Nations Association of the USA (UNA-USA) to serve the 2020-2022 term. He was appointed as the chair of the Global Engagement Summit, the largest gathering of American grassroots change makers and global activists in the General Assembly Hall at the United Nations and the chair of the UNA-USA Educators Affinity group that helps educators champion the Sustainable Development Goals in their classrooms. In 2021, Patel was inducted in the International Literacy Association's 30 Literacy Leaders Under 30 list and was granted an "Einstein" green card by the United States Citizenship and Immigration Services for his contributions to global education.

Patel currently teaches Spanish at Ignite Middle School, a 100% low socioeconomic middle school in Dallas. He has trained over 40,000 teachers to use the Global Connect database. Today, thousands of American children travel to countries worldwide through Happy World Foundation's global education programs.

Keynote description:

Classroom Technology makes it easier than ever to connect students to the world. But how can we better harness these connections to empower learners to think and act beyond their classroom walls? ACTFL President-elect Akash Patel will share resources from the Happy World Foundation for standards-based interdisciplinary learning experiences that connect, engage and empower students as valued global citizens. During the keynote, the speaker will model a live video call with one or two Happy World Inc. guests from another country and show teachers how they could turn the same video call into a lesson of empathy, action civics, global citizenship and social justice. The modeling of a lesson is key for teachers to realize that they, too, could apply and use this as a resource in their classroom as soon as they return from SWCOLT.

<i>PRESENTER</i>	<i>AFFILIATION</i>	<i>SESSION</i>
Apalategui, Mariana	SDSU SAILN/Point Loma Nazarene Univ.	Session 5, P36
Bahtchevanova, Mariana	Arizona State University	Session 3, P23
Berman, Howie	ACTFL	Session 2, P9
Bleess, Cristin	Wayside Publishing	Session 3, P19; Session 8, P62
Borden, Rebecca	University of Oklahoma	Session 2, P12 (Silver Strike)
Boring, Janet	Carnegie Learning	Session 7, P50
Bracksieck, Carolyn	George Ranch High School	Session 7, P53
Bray Rankin, Beckie	Lexington High School	Workshop 3; Session 1, P3
Bricker, Emma	Educational Consultant	Session 4, P31
Burt, Roger	Avant Assessment	Session 2, P8
Butterfield, Sam	GoReact	Session 8, P57
Chamberlin, Julia	University of Southern California	Session 4, P28 (Silver Strike)
Chase, AnneMarie	Douglas High School	Workshop 1; Session 8, P61
Chomón Zamora, Celia	ACTFL	Session 2, P13
Cividanes, Ame	Pepperdine University	Session 3, P20 (Silver Strike)
Davis, William S.	University of Oklahoma	Session 4, P28 (Silver Strike)
DeLeon Viera, Margarita	West Career & Technical Academy	Session 6, P46
Dell'Anna, Antonella	Arizona State University	Session 3, P23
Dzakula, Bozo	Defense Language Institute	Session 3, P20 (Silver Strike); Session 7, P52 (Silver Strike)
Dzakula, Maida	Defense Language Institute	Session 3, P20 (Silver Strike); Session 7, P52 (Silver Strike)
Egnatz, Linda	Global Seal of Biliteryacy	Session 8, P58
Eichner, Davita	Northern Arizona University	Session 4, P26
Farley, Sam	GoReact	Session 8, P57
Fetzer, Glenn	New Mexico State University	Session 1, P7
Ford, Andrea	MesaMima Communicative Classroom	Session 6, P47
Forero, Stacy	B. F. Terry High School	Session 7, P53
Gerding, Chris	Boomalang	Session 7, P48
Glisan, Eileen	ACTFL	Workshop 3
Goodier, Dana	Douglas County Schools	Session 4, P30
Greenman, Lisa	National Spanish Exam	Session 2, P12 (Silver Strike)
Griffin, Michael	Carnegie Learning	Session 4, P29
Gutierrez Eggeing, Loida	South Mountain Community College	Session 1, P2
Hashemi, Tara	California State University-Fresno	Session 7, P49
Hurren, B. Lee	Eastern New Mexico University	Session 8, P56
Jarros-White, Gosia	Language Testing International	Session 6, P41
Jensen, Anne	San Jose State University	Session 6, P40
Jin, Ying	Cupertino High School	Session 3, P21; Session 9, P66
Kerch, Glen	Asociados Lingüísticos	Session 3, P20 (Silver Strike)
Ladas, Maria Cristina	Language Solutions, LLC	Workshop 4
Koo, Dohee	Defense Language Institute	Session 7, P52 (Silver Strike)
Liu, Bo	University of Oklahoma	Session 5, P32; Session 7, P51
Lozada Ocampo, Julie	Kantu Inka	Session 5, P33
Lundgaard, Greta	Consultant	Session 4, P27; Session 9, P64
Mamiya Hernandez, Rachel	University of Hawai'i at Manoa	Session 1, P1
Matchett, Elizabeth	Gunn High School	Session 9, P66
Matthews, Tom	Weber State University	Session 4, P24
Montgomery, Cherice	Brigham Young University	Session 3, P18
Murray, Amy	Spring Valley High School	Session 2, P15
Myers, Zita	Northwest Career & Technical Academy	Session 1, P6; Session 8, P59
Newman-Cornell, Jennifer	Northwest Career & Technical Academy	Session 1, P6 ; Session 6, P46; Session 7, P54; Session 8, P59
O'Donald, Karla	Texas Christian University	Session 3, P17
O'Neill, Belle	McQueen High School (Retired)	Session 3, P22
Ocampo, Carlos	Kantu Inka	Session 5, P33
Patel, Akash	Ignite Middle School	Keynote; Session 9, P63

<i>PRESENTER</i>	<i>AFFILIATION</i>	<i>SESSION</i>
Philipp, Doug	Cheyenne Mountain High School	Session 7, P55
Pray, Jacquelyn	Veterans' Tribute CTA	Session 7, P54
Quijano, Consuelo	Defense Language Institute	Session 1, P5
Quinlan, Jennifer	Language Testing International	Session 6, P41
Rogers, Darcy	Independent Instructor	Session 5, P39
Redouane, Rabia	Montclair State University	Session 3, P16
Russell, Victoria	ACTFL/Valdosta State University	Session 1, P5; Session 2, P9; Session 5, P37
Scheetz, Kelly	AATSP-Sociedad Honoraria Hispánica	Session 1, P1
Schweitzer, Andrea	St. Rita Catholic School	Session 8, P60
Schwester, Jennifer	Brick Memorial High School	Session 2, P14; Session 5, P38
Shaugnessy, Michael	AATG	Session 7, P55
Smith, Ryan	E. Otis Vaughn Middle School	Session 2, P11
Stafford-Najibi, Whitney	Westmoore High School	Session 2, P10
Stewart, Ken	Duke University	Session 6, P42
Suby, Juliana	Northern Arizona University	Session 4, P28 (Silver Strike)
Swaney, Carolyn	MesaMima Communicative Classroom	Session 6, P47
Sweetser, Heather	ACTFL	Session 5, P37; Session 9, P65
Theisen, Toni	Thompson School District	Session 5, P35; Session 6, P43
Tillotson, Rachel	Galena High School	Session 2, P15; Session 6, P45
Troche, Anthony "T.J."	Spring Valley High School	Session 2, P15; Session 5, P35; Session 6, P43
Wilbur, Lyda	Oklahoma Baptist University	Session 6, P44
Willis, Katherine	Centennial High School	Session 7, P54
Wood, Jessica	Northern Arizona University	Session 2, P12 (Silver Strike)
Wu, Kexuan	University of Oklahoma	Session 5, P32; Session 7, P51
Xiong-Lor, Vicky	Buchanan High School	Session 5, P34

THANK YOU TO ALL OF OUR 2022 SWCOLT/PLAN PRESENTERS



*2022 SWCOLT
REGIONAL TEACHER OF THE YEAR CANDIDATE*



Hongyu Yang
2022 Teacher of the Year
ARIZONA

Teacher of the Year for Arizona Language Teacher Association. Hongyu Yang has been exposed to diverse cultures throughout her career and speaks Mandarin, as well as several other languages. Mrs. Yang also serves as her school immersion program professional learning community leader, leading K to 6th Grade Mandarin immersion teachers, who plan together. Mrs. Yang comes from Shaoxing, China, and she is delighted to be entering her 8th year in the United States as a Mandarin immersion teacher. She has been working in education for 12 years, has a BA in China from Shaoxing University, and received her M.A. in Elementary Education from Northern Arizona University. Mrs. Yang loves teaching immersion programs, and she brings as much of her culture into the classroom as possible through music and learning about different traditions. In 2018, Mrs. Yang was invited by Arizona State University to be a master teacher, where she conducted a Professional Development Workshop for the university's DLI Academy. Through the years, Mrs. Yang has given presentations on best practices in teaching at many conferences. The core of Mrs. Yang's educational philosophy is that through early and sustained immersion in the Chinese language with culture integrated throughout, students will achieve high academic attainment, be highly proficient in two languages, and will develop sensitivity and tolerance for other cultures.

[Candidate Video](#)

2022 SWCOLT
REGIONAL TEACHER OF THE YEAR CANDIDATE



Vicky Xiong-Lor
2022 Teacher of the Year
CALIFORNIA



Teacher of the Year for California Language Teachers Association, Dr. Vicky Xiong-Lor is the Co-President of the Central California Dual Language Consortium housed at Fresno State. This is a working group of like-minded individuals from both the state and local levels who come together to collaborate on topics and issues related to, and for the advancement of, dual and world language instruction for Pre-K-12 teachers and students. In addition, she is the Lead Facilitator for the Hmong language strand with Central California World Language Project (CCWLP). Dr. Xiong-Lor is also an advisory board member for the California Reading and Literature Project (CRLP) at Fresno State, where she was a recipient of the J.S. Shefelbine Leadership in Literacy Award in 2018. In 2021, Dr. Vicky Xiong-Lor was selected as the Hmong Educator of the Year by Recreation, Impact, Sports and Ethics, Inc. (RISE, Inc.). Dr. Xiong-Lor is a member of the National Hmong Educator Coalition and serves as a Hmong language consultant as well as a Hmong centric ethnic studies curriculum leader working across the nation with teachers in Minnesota, Wisconsin, and California under the non-profit organization, MN Žej Žog. She is the Hmong language consultant for three charter schools in Minnesota, as well as a full-time teacher of Hmong as a World Language at both Clovis High School and Buchanan High School in the Clovis Unified School District. In addition, Dr. Xiong-Lor prepares Hmong future teachers for dual language immersion programs and high school world language classrooms in the Central Valley in the Hmong Bilingual Authorization Program (Hmong BAP) at Fresno State. Dr. Xiong-Lor's passion lies in preserving languages for future generations. Her work revolves around Hmong language reclamation. Her work has been instrumental in developing Hmong language, literacy, culture and history standards and Hmong centric ethnic studies curriculum free of charge for Hmong teachers nationwide.

[Candidate Video](#)

2022 SWCOLT REGIONAL TEACHER OF THE YEAR CANDIDATE



Laurette Nassif
2022 Teacher of the Year
COLORADO

Laurette Nassif completed her PhD in French at CU Boulder. Laurette came to the United States in 1998 and started as a lecturer in French at Stanford University while finishing her PhD at the University of Colorado in Boulder. Laurette won the Americorps Award for community services in 2011. Currently, Laurette teaches at Douglas County High School and serves as the World Languages Curriculum French lead for the district. Laurette is also a lecturer of French at the Altec at the University of Colorado in Boulder and serves as the French lead at Altec. Laurette is the Secretary of American Association of Teachers of Foreign Languages for the Wyoming and Colorado chapter. Laurette believes in equity among all teachers and advocates for equal pay for teachers in the country with the AATF CO/WY chapter community.

Laurette is a strong proponent of immersion and believes primarily in using the target language and authentic material in the classroom. Through her mission of preparing the students to acquire the language, Laurette prepares the students to think outside of their communities and become global citizens. Laurette believes that the mission of the teacher is to make the language accessible and enjoyable to everyone.

Laurette is honored to be the recipient of the Colorado Conference of Foreign Language Teachers (CCFLT) 2021 Teacher of the Year award.

[Candidate Video](#)

2022 SWCOLT REGIONAL TEACHER OF THE YEAR CANDIDATE



Rosa Bell
2022 Teacher of the Year
HAWAII

Rosa M. Bell was born and raised in Panama, Republic of Panama. Her relevant education includes a Masters of Secondary Education in World Language - Spanish from Hawaii Pacific University (HPU); a second Masters of Art in Teaching with Specialization in E-teaching and Learning from National University; and a Bachelor's degree in Early Childhood Education, Cum-Laude from National University.

Ms. Bell's professional experience started fifteen years ago working with military families, special education students, multilingual learners, diverse/multicultural populations, and the community in general in the education field. She began her career in education as an Early Childhood education preschool teacher. Over the past decade, Ms. Bell has grown by teaching different grade levels of World Language Spanish. She has participated in over 10 workshops that included providing staff development training, and addresses at local, regional, and national conferences and in schools throughout the United States.

Rosa Bell is a former president of the American Association of Teachers of Spanish and Portuguese (AATSP-2020). Currently she is the Hawaii State Director of the Sociedad Honoraria Hispánica in which she continues to support teachers/advisors to incorporate culture and diversity with innovative ideas for students to receive the best quality educational resources. Her leadership experience includes mentoring new teachers for the HDOE, having served as a teacher mentor volunteer in ACTFL since 2018. Ms. Bell is a leader in the HDOE World Language OCIS Annex Complex in Honolulu, HI. Participating in the World Language leadership committee enhanced her planning skills as well as her ability to create curriculum to provide world language teachers with professional development courses. The World Language Symposiums in the State of Hawaii (2018), and the professional conferences at national level as in the American Council of Teachers of Foreign Languages (ACTFL - 2018 to 2021), and in the American Association of Teachers of Spanish and Portuguese (AATSP - 2019 to 2022), have all expanded her advocacy for learning a second language and culture.

Recently Ms. Bell founded a virtual Professional Learning Community (PLC) on Culture and Diversity with educators at national and international levels. This Professional Learning Community advocates for the integration of culture and diversity in World Language classrooms. Along with her virtual PLC is the "cafecito cultural", a weekly broadcast (supported by Olelo communication Media in Oahu, HI) of interviews with professional educators that brings more interest about cultural resources available in our network. Her areas of research and curriculum development are multicultural and diversity education, comprehensible input in the language classroom, and technology in language teaching.

[Candidate Video](#)

*2022 SWCOLT
REGIONAL TEACHER OF THE YEAR CANDIDATE*



Xiaowei Hunt
2022 Teacher of the Year
NEVADA



Mrs. Xiaowei Hunt has taught Chinese classes of all levels to students of different ages for 21 years in Las Vegas, Nevada. The institutions that have benefited from her Chinese teaching include the University of Nevada, Las Vegas, the College of Southern Nevada, Ed W. Clark High School, Beacon Academy of Nevada, Seven Star Academy, Nevada Learning Academy and the Las Vegas Chinese School. One of her goals in life is to make learning Chinese in the United States as popular as eating Chinese food. To reach this goal, Mrs. Hunt strives enthusiastically to make her Chinese class a fun and rewarding experience for every learner. In recent years, she has worked on Clark County School District's World Language Cadre Committee to develop mentorship and leadership skills.

In 2013 she became a mentor and an instructor for the Chinese teacher group with CARLA's STARTALK TTLO program and has been a mentor and teacher for participating Chinese teachers for five consecutive summers (2013-2018). Her motto is "Always learning", which explains why she is always attending and/or presenting professional development workshops to colleagues at all levels—districtwide, statewide and/or nationally.

In her spare time, she enjoys physical activities such as dancing, hiking, wearing Chinese traditional outfits like Qipao, playing ping pong/badminton, and cooking. She also enjoys spending time with her family.

[Candidate Video](#)

*2022 SWCOLT
REGIONAL TEACHER OF THE YEAR CANDIDATE*



Ru-Bing Hsu
2022 Teacher of the Year
NEW MEXICO

Ms. Ru-Bing Hsu received the NMOLE Outstanding Educator of the Year award for 2019. Since 2006 she has been teaching Chinese language and culture at Career Enrichment Center (CEC), a magnet high school of Albuquerque Public Schools (APS). Ru-Bing built the CEC Chinese program from Beginning Chinese to AP Chinese. She collaborates with the Chinese program at the University of New Mexico to offer high school/college dual credits. Ms. Hsu also worked with the Language and Cultural Equity office of APS and two local Chinese heritage schools to establish Chinese bilingual seal pathways for students. An active member of the New Mexico Chinese Association and the Albuquerque Sister Cities Foundation, Ru-Bing integrates Chinese language and culture teaching with participation in local and global communities to enrich students' lives.

[Candidate Video](#)

2022 SWCOLT REGIONAL TEACHER OF THE YEAR CANDIDATE



OKLAHOMA
FOREIGN
LANGUAGE
TEACHERS
ASSOCIATION

PROMOTING THE STUDY OF
WORLD LANGUAGES IN
OKLAHOMA

Briana Fortenbach-Titus
2022 Teacher of the Year
OKLAHOMA

Briana Fortenbach-Titus, Teacher of the Year for the Oklahoma Foreign Language Teachers' Association (OFLTA), is in her nineteenth year of teaching. She currently teaches seventh grade Latin and an upper school Ancient Greek class at Casady School in Oklahoma City. Briana earned a Bachelor's degree in Classics at UC Davis and a Master's degree in Teaching Latin and the Classical Humanities at the University of Massachusetts Amherst.

At Casady, Briana acts as a mentor to new teachers and coaches her colleagues toward their instructional goals. She also sponsors her school's chapter of the Junior Classical League. In Oklahoma, Briana serves on the executive board of the Oklahoma Junior Classical League and is the classical languages representative on the board of OFLTA. She has presented a number of workshops for educators, both at Casady and at OFLTA conferences; these include topics such as "Making Assessment Meaningful," "Get Organized to Reduce Stress," and "The Right Tools: Approaching Your Textbook Using CI." Briana has also served on committees to help rewrite Oklahoma's standards for teaching World Languages and to review Oklahoma's certification exams for Latin educators.

On a national level, Briana helped moderate sessions and provided technical assistance for the American Classical League's 2021 Institute, which was held virtually. She is also the creator and administrator of the Latin Teacher Idea Exchange. This is a Facebook group that allows almost 4,500 Latin teachers from the United States and other countries to share ideas, discuss pedagogy, collaborate, and connect with each other. Because many members are the only Latin teachers in their school or district, having the support of an accessible online professional learning community can be extremely helpful and is important to their development as educators. In her free time, Briana enjoys crocheting, reading, and photographing the dogs she comes across, especially if they are Corgis.

[Candidate Video](#)

*2022 SWCOLT
REGIONAL TEACHER OF THE YEAR CANDIDATE*



TFLA

Texas Foreign Language Association

William Lee
2022 Teacher of the Year
TEXAS

The Texas Foreign Language Association Teacher of the Year for 2021, William Lee, received his B.A. in Latin from the University of Texas in 2000. Originally from Taiwan, as a non-native English speaker, he chose to follow his calling as a Latin educator. William Lee started his professional teaching career at Barbara Bush Middle School and Ronald Reagan High School in San Antonio, TX as an itinerant teacher. Currently, he teaches all levels of Latin at Tom C. Clark High School. William is the current Texas State Junior Classical League Co-Chair and the 2021 Chair for the American Classical League Diversity, Equity, and Inclusion Task Force. He has led multiple presentations on language teaching and learning, including coordinating workshops for the North American Cambridge Classics Project. He currently provides instructional content for the College Board. William is a current member of Texas State Junior Classical League, North American Cambridge Classics Project, and the American Classical League and Texas Classical Association.

[Candidate Video](#)

*2022 SWCOLT
REGIONAL TEACHER OF THE YEAR CANDIDATE*



Juan Carlos Fernández
2022 Teacher of the Year
UTAH

Juan Carlos Fernández is the recipient of the 2021 Teacher of the Year award for the Utah Foreign Languages Association. Juan Carlos Fernández holds a Master's Degree in History and is currently pursuing his Ph.D. studies in education (University of Utah) with the focus area of heritage language education. Although originally from Spain, Juan Carlos Fernández was a student of three different educational systems: Spain, Italy, and the United States. This multi-cultural experience shaped who he is as a teacher today. In the United States, he has taught classes K-12 and higher education. He currently teaches Spanish at the University of Utah and is also an instructor for the Bridge Program. For three years Juan Carlos Fernández served as an administrator in a public school in Utah. After over twenty years of teaching experience, he is still focused on providing rich and rigorous learning opportunities for all of his students.

[Candidate Video](#)

2022 SWCOLT HONORARY LIFETIME MEMBER



Julie Lozada Ocampo
Honorary Lifetime Member
NEVADA

Nevada World Language Teacher of the Year for 2014, Julie Lozada Ocampo, is a Spanish language instructor specializing in comprehensible input methodologies. Julie served on the Nevada World Language Standards Revision committee, was the Membership Chairperson and Executive Secretary for the Professional Language Association of Nevada, and has been the Nevada state representative on the SWCOLT Board since 2015. After 30 years in the classroom, Julie is now retired, having taught all levels of Spanish from Spanish I to Heritage Learners to AP Spanish Literature and Culture.

2022 SWCOLT FRIEND OF THE PROFESSION



Ryan Smith
Friend of the Profession
NEVADA

A former teacher of Spanish, Ryan Smith is currently the Assistant Principal of E. Otis Vaughn Middle School, located in Reno, Nevada. Ryan is also the Past-President of PLAN (Professional Language Association of Nevada) and Nevada's 2015 World Languages Teacher of the Year. Ryan advocated for the Seal of Biliteracy in his state, led the statewide implementation of the Seal, and served as a co-chair on the committee to rewrite the Nevada Academic Content Standards for World Languages. Ryan is extremely involved in world languages on a local, regional, and national level. He is the NCSSFL representative for Nevada, an active member of NADSFL, ACTFL, and SWCOLT, and was a member of the first cohort of LILL (Leadership Initiative for Language Learning).

2022 SWCOLT EXCELLENCE IN TEACHING AWARD



Stephen Van Orden
Excellence in Teaching
Secondary
UTAH

Stephen is a two-time National Board Certified Teacher with a strong record of success in classroom teaching, school leadership, and professional development. His background includes a strong and varied background at all levels of teaching. Stephen is an innovative teacher specializing in language acquisition and technology integration. In addition, he is an experienced school and ecclesiastical leader and a veteran teacher mentor. Stephen has served in a variety of supervisory positions over the course of his teaching career.



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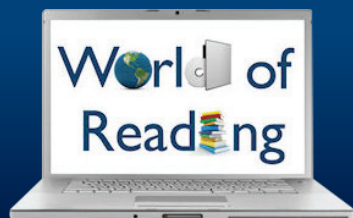
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Pre-Conference Workshops

THURSDAY

9:00 AM - 12:00 PM

W-1 - Level up your Comprehensible Input Teaching

AnneMarie Chase - Douglas High School, Minden, Nevada

This three hour session will be jam packed with tools and strategies to make providing CI easier for you and more enjoyable for everyone! AnneMarie Chase will dive into a range of topics, including tricks to assess without stress, getting the most of our Free Voluntary Reading and of course, we'll play a few of her favorite classroom games that give students loads of input. This session will be taught in English and will be applicable to teachers of all levels and languages. Participants will receive digital resources, with links to videos demonstrations for further exploration, plus a few freebies!

Focus: The Learning Experience

Audience: All

Language Focus: All Languages

Presented in: English

Room: Nevada 4/5

W-2 - Raising the Value of Bilingualism with State and Global Seal of Biliteracy Credentials

Linda Egnatz - Global Seal of Biliteracy

This workshop is about the transformative power of a Seal of Biliteracy program. The workshop is broken up into three parts: (1) Research: Explore data that shows how a Seal of Biliteracy program that includes pathway awards builds excitement, learner autonomy and program retention. (2) Gamification: Discover how benchmark testing provides learners with motivating feedback, improves curriculum and instruction, and accelerates language acquisition. (3) Pathway Implementation: Learn more about the Global Seal of Biliteracy program, a free language credentialing program with a three-tiered pathway of serial- numbered certifications for language learners and users of any age. Participants will have the opportunity to create an implementation plan for students at the middle school, high school and/or university level that will lead to greater student engagement and success. Discussion includes: goal-setting, benchmark testing, combining State and Global Seal of Biliteracy recognition tools, and the Global Seal opportunity for university students and adults. Included is information on how the Global Seal of Biliteracy is being used for teacher certification and language pay differentials.

Focus: Performance/Feedback/Assessment

Audience: All

Language Focus: All Languages

Presented in: English

THIS WORKSHOP HAS BEEN CANCELLED AND RESCHEDULED AS A PRESENTATION IN SESSION 8.

Pre-Conference Workshops THURSDAY 1:00 PM - 4:00 PM

W-3 - High-Leverage Teaching Practices Lead the Way

Beckie Bray Rankin – Lexington High School & Eileen Glisan - ACTFL

Dive deep into how to create meaningful contexts for language learning in your classroom, then collaborate with others to put it into practice. Several past participants of the Leadership Initiative for Language Learning (LILL) will share their journeys of leading from the classroom with high-leverage teaching practices to affect change in their spheres of influence. Acquire strategies for dealing with challenges and setbacks when leading change. Create a personal plan of action to apply the learning back in our classes and communities.

This workshop has four segments: learning about the high-leverage teaching practice (HLTP) of establishing a meaningful and purposeful context for language instruction; collaborating on ways to integrate this into classrooms; learning from LILL Advocates how they impacted their spheres of influence with HLTPs; and collaborating on an Action Plan advocating for change in our learning communities. Participants will be able to:

- Explain the importance of and how to create a purposeful context for language learning
- Identify ways to lead a focus on high leverage teaching practices
- Plan strategies to be an agent of change in one's sphere of influence

Focus:	Collaboration & Professionalism
Audience:	All
Language Focus:	All Languages
Presented in:	English
Room:	Nevada 4/5

W-4 - Leading Successful DLI Programs: What We've Learned from Those Who Have Done It

Maria Cristina Ladas – Language Solutions, LLC

Very few building, district or state level administrators have had prior training and/or experience before they step into the responsibilities of their leadership role with a DLI program. Many of these new administrators find themselves learning the needed knowledge and skills while on the job, adding to an already full load of tasks and, often, stress.

Need to know:

- Know program model and pros of the one you've chosen vs other options
- Know and apply criteria for hiring staff
- Describe effective instructional practices and recognize them when you see them
- Cite research on outcomes
- Adhere to non-negotiables
- Schedule regular parent meetings to ensure parents have the most up to date information
- Report and explain student L2 progress

Participants will identify their roles in DLI leadership. Communication will be two-way; participants will ask questions of presenters, and presenters will question audience members in order to facilitate deeper and more natural conversation. The presentation will include video clips, examples of leadership tools, and other visual support to serve as both evidence as well as stimulate further questions and conversation.

Focus:	Planning
Audience:	All
Language Focus:	All Languages
Presented in:	English
Room:	Nevada 8/9

SWCOLT Teacher of the Year Gathering
Main Pool – Serenity Deck – Thursday – 7:00 p.m.–9:00 p.m.

Friday Presentations

SESSION 1

8:30 AM - 9:30 AM

Presentation 1 – AATSP Programs Can Support Your Teaching and Enrich Your Students

Kelly Scheetz – AATSP: Sociedad Honoraria Hispánica & Rachel Mamiya Hernandez - University of Hawaii at Manoa

The American Association of Teachers of Spanish and Portuguese (AATSP) is a professional teaching organization for teachers and professors of all levels. This session will present all the AATSP's programs, resources, and opportunities that support proficiency and more. Come learn about the upcoming annual conference (Puerto Rico 2022), the expansion of national Spanish and Portuguese examination opportunities, honor societies, teaching and learning resources, publications, scholarships, and awards. Sociedad Honoraria Hispánica sponsors can learn about how to keep their chapters active. Let's connect with each other and the community to promote Spanish and Portuguese.

EXHIBITOR SESSION

Room: Nevada 1	Audience: General (all)	Focus: Collaboration & Professionalism	Language Focus: Spanish/ Portuguese	Presented in: English
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Presentation 2 – Developing Language Partnerships Among Disciplines

Loida Gutierrez Eggeling - South Mountain Community College

A visible decline in language learning can be attributed to the fact that many college degree programs no longer require languages for graduation. As a result, it is crucial to find innovative ways to increase the interest of language learning among degree seeking students. We will discuss an effective way that cross discipline collaboration has significantly increased class offerings in Spanish and student enrollment at South Mountain Community College. Because of the visible success, it has opened the opportunity to offer certificate programs with particular areas of interest. Although this program focuses on Spanish, it can be successfully applied to any language.

Room: Nevada 2	Audience: University	Focus: Collaboration & Professionalism	Language Focus: All Languages	Presented in: English
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Presentation 3 - Si tu as été Tahiti

Beckie Bray Rankin - Lexington High School

As we continue to decolonize our French curricula to include francophone countries outside Europe, it can feel challenging to base discussions, lessons, and units on places we haven't visited and people we haven't interacted with. Let's bring our knowledge of French Polynesia from the dream vacation to a part of our curriculum by diving into the practices, perspectives, and products of French Polynesia and brainstorming in groups how to integrate their culture into our curriculum.

Room: Nevada 3	Audience: Secondary	Focus: The Learning Experience	Language Focus: French	Presented in: French
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Presentation 4 - Teaching Language Communicatively: From Research and Theory to Practice

Victoria Russell - ACTFL/Valdosta State University

The goal of communicative language teaching (CLT) is for learners to attain communicative competence. Unpack the theory and research on communicative competence, including the four competencies (grammatical, sociolinguistic, discourse, and strategic) that all language learners must acquire to be communicatively competent in a second language. Examine practical tools, resources, and activities for fostering these competencies in traditional, hybrid, and/or online teaching environments. Identify how to use multimedia resources for developing intercultural communicative competence among language learners; specifically, attendees will explore digital storytelling and virtual exchanges for connecting their students to the target language and cultures beyond the classroom walls.

EXHIBITOR SESSION

Room: Nevada 4/5	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 5 - Leveraging Immersion Activities/Tasks

Consuelo Quijano - Defense Language Institute Foreign Language Center

Immersion is an excellent experiential learning tool that occurs inside or outside of the classroom where students observe a situation, engage in the target language to enhance learning, and reflect on the experience. It is a learning strategy that is not limited to the traditional classroom. By allowing students to interact with the local population, it increases their language and cultural awareness. Not only that students enhance their communicative skills, but they also gain more confidence. The framework of Bloom's taxonomy is essential in preparing an immersion program. The outcomes from immersions are crucial to the school's mission and student's learning experience.

Room: Nevada 8/9	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 6 - Playing towards Proficiency

Zita Myers & Jennifer Newman-Cornell - Northwest Career and Technical Academy

Like to play games? Students should be speaking, reading, writing, and listening in the WL classroom to increase their proficiency and what better way to get that happening than with games! Come join this session to play games and learn how to use and modify them for the classroom! Participants will leave with games ready to play Monday morning with their students. All teacher created materials and resources will be shared with participants.

Room: Nevada 10	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 7 - Best of New Mexico: Rebuilding our Classroom Communities

Glenn Fetzner - New Mexico State University

This presentation focuses on priorities for a classroom's ongoing, post-calamity educational recovery. First of all, it will review the three Rs of classroom community as the foundation for breaking barriers and rebuilding trust. Additionally, it will consider the nature of communities as ever-changing dynamics of interactions that can be re-shaped not only by the addition and attrition of persons but by the experiences of vulnerable constituents. Finally, rebuilding our classroom communities' demands attention to the metaphor of re-stitching, referenced in the conference theme. Participants brainstorm to (1) assess where their students are in terms of relationships, (2) articulate a vision of what the classroom community will be, and (3) identify tactics to achieve the desired community.

Room: Nevada 11	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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COMMUNICATION



Presentation 8 - The Power of Data-Driven Teaching

Roger Burt - Avant Assessment

By utilizing test data, my teaching practice and career changed. I went from trying to survive the next day to leading my district's curriculum and assessment teams, and leading professional development to increase vertical and horizontal alignment district wide. The data that the STAMP test provided my students and me led to a focused vision of what I needed to do in my classes. Having caught the eye of district administrators, we then set out together to make district wide improvements for all students, and best practices within classrooms.

EXHIBITOR SESSION

Room: Nevada 1	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 9 - Critical Conversations: ACTFL Initiatives to Address Diversity, Equity, and Inclusion in the Educator Pipeline and Beyond

Victoria Russell - ACTFL/Valdosta State University & Howie Berman - ACTFL

Does our teaching profession reflect the diversity of our learners? Tap ACTFL initiatives and resources to bring in, develop, and nurture current and future language educators. The pipeline begins with encouraging a more diverse group of learners (such as students achieving the Seal of Biliteracy) and supporting heritage/native speakers to explore teaching as a career. Identify ways to support candidates on the path to certification. Share strategies to continuously develop educators by honing their teaching and leadership skills. Mentoring – including virtual coaching, professional learning communities, and ACTFL's programs – is critical at each stage of the pipeline. Explore the challenges and collaborate to shape actions to take locally (as an individual, institution, or organization).

EXHIBITOR SESSION

Room: Nevada 2	Audience: All	Focus: Collaboration & Professionalism	Language Focus: All Languages	Presented in: English
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Presentation 10 - Best of Oklahoma: Implementing Diverse Perspectives into Your Curriculum

Whitney Stafford-Najibi - Westmoore High School

Participants will learn how to naturally incorporate the "language specific" - speaking world into their daily routine. We will look at how "Calendar Talk" can be rich in cultural products and perspectives, and how this simple task can engage students on a deeper level of cultural understanding.

Room: Nevada 3	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 11 - ALL Means ALL: Leveraging Your Language Program to Remove Educational Barriers for Students While Creating Opportunities for ALL Students

Ryan Smith - E. Otis Vaughn Middle School, Washoe County School District

Is it possible to create an environment of equitable opportunities for all students? Absolutely! School districts and individual schools can utilize their robust language programs to create a culture of inclusion and celebration, especially when talking about marginalized populations. By removing barriers and providing multiple opportunities to students, including offering classes in students' home language, institutions can provide students with the tools they need to be successful in the future. In this session, participants will gather ideas to make their classrooms and schools an environment of collaboration, innovation, rigor, and equitable opportunities for all students. The presenter, an Assistant Principal, will share examples from his urban middle school, located in the center of Reno, Nevada of how he used General Spanish and Spanish Literacy programs to increase student achievement and create opportunities for all middle school students.

Room: Nevada 4/5	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 12 – SILVER STRIKE SESSION

- (1) Developing Intercultural Competence Through Project-Based Inquiry
- (2) Let's Get Cooking: Bringing the Classroom into the Home and the Home into the Classroom
- (3) Awards for All: National Spanish Exams Prizes and Scholarships

- (1) Rebecca Borden - University of Oklahoma
- (2) Jessica Wood - Northern Arizona University
- (3) Lisa Greenman - National Spanish Exam

(1) Project-based inquiry models can be used as a method to help students develop intercultural competence in intermediate-level courses. Topics will include integration of ACTFL's World Readiness standards and tips and challenges in utilizing this method for language instruction.

(2) Video-conference tools have broken barriers between home life and the classroom -- often in unintentionally amusing or even invasive ways -- but bridging that gap can also have far-reaching and highly positive effects on student engagement, sparking more effective, present, and personal intercultural connections between students both at home and in global communities. Using a coordinated series of home-cooking projects and events as a case study, this presentation showcases some of the ways that video-conference tools allow instructors and learners to create more immediate, culturally-targeted language communities, bridging the space between home and classroom and providing unexpected benefits such as family and friend participation and engagement as well as participation from students abroad. Presenter Jessica Wood is a Senior Lecturer of German at Northern Arizona University with over 20 years' experience in both the language classroom and home kitchen.

(3) Will one of your students be the next award winner? This presentation will go over the many award options given to students taking the National Spanish Exams, National Portuguese Exams, and National Spanish Challenge. The presenter will go over the process of national winners and awarding medals (gold, silver, and bronze). Prizes include travel and scholarships, from elementary to high school students. Teacher travel awards will also be mentioned. A brief explanation of NSE, NPE, and NSC as well as application requirements will also be specified. The audience will also be given options and examples on how to award your own students after testing in addition to NSE awards mentioned.

Room: Nevada 6/7	Audience: (1 & 2) All Languages (3) Elementary/Secondary	Focus: (1 & 2) The Learning Experience (3) Collaboration & Professionalism	Language Focus: (1 & 2) All (3) Spanish & Portuguese	Presented in: English
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Presentation 13 - Heritage Language Learners, RaRaRa (Research, Advocacy, Remodeling, Authenticity, Resources, Assessment)!

Celia Chomón Zamora - ACTFL

Heritage language programs are established in various education sectors (weekend community-based programs, in-school programs in public or private schools, and after-school programs) and have different goals and structures based on the language taught; the education sector in which the language is taught; and the focus, goals, and experience of program organizers, administrators, and staff. They often struggle with issues of trained teachers, curriculum and materials, assessments, support, and student engagement. Acquire strategies, resources, and research that will assist both new and existing heritage language programs and explore ways of providing heritage language learners the opportunity to utilize, grow, and learn their heritage language.

Room: Nevada 8/9	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 14 - SEL (Social Emotional Learning) in the World Language Classroom

Jennifer Schwester - Brick Memorial High School

This interactive workshop will help teachers to understand what SEL is and is not, as well as practice ways to help students work on their social emotional learning skills in their target language. By helping students identify their emotions, acknowledge them, and work on ways to deal with them, teachers are giving students valuable life skills to be more effective and productive learners, as well as strengthen the classroom community.

Room: Nevada 10	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 15 - National Board Certification for World Language Teachers: Do it!

Anthony "T.J." Troche & Amy Murray - Spring Valley High School; Rachel Tillotson - Galena High School

In this session, three National Board Certified Spanish teachers from Nevada will explain the process of National Board Certification and what it can do for you as an educator. We will begin with an overview of the certification components, then take a look at the Core Propositions and Architecture of Accomplished Teaching and how they tie to National Board Standards for World Language Teaching, and we will also see how National Board certification candidates are evaluated as we see the rubrics for what accomplished teaching looks like.

Room: Nevada 11	Audience: Elementary	Focus: Collaboration & Professionalism	Language Focus: Spanish & French	Presented in: English
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SNACK BREAK
EXHIBIT HALL OPEN – 10:45 a.m.–11:30 a.m.

Presentation 16 - Pedagogical Applicability of Input-Output Relation in L2 Acquisition

Rabia Redouane - Montclair State University

This presentation investigates the role of both enhanced input and learner output on the acquisition of the target language, noticing grammatical structures and producing the language. Specifically, it aims at demonstrating that L2 learners who are given a story with enhanced grammatical forms and an opportunity to work in pairs will exhibit more learning, reflect on their linguistic gap and problems, raise their awareness, and express themselves (output) in a communicative activity than learners without the benefit of such opportunities. The presenter will discuss an empirical study involving L2 learners of French and its findings. Pedagogical implication of this study and recommendations for further research will be offered.

Room: Nevada 1	Audience: All	Focus: The Learning Experience	Language Focus: French	Presented in: English
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Presentation 17 - Grading Relief

Karla O'Donald - Texas Christian University

This session will focus on creating and evaluating assessment tools that can support all modes of communication while promoting language performance and proficiency. Participants will have a chance to create assessment tools that can alleviate some of the struggles that come from grading while providing supportive feedback to students.

Room: Nevada 2	Audience: All	Focus: Performance/Feedback/Assessment	Language Focus: Spanish	Presented in: English
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Presentation 18 - Best of Utah: Are Your Wildflowers Wilting? Strategies for Supporting Students with Special Needs

Cherice Montgomery - Brigham Young University

Supporting diverse learners who struggle due to unmet special needs is challenging. This session explores the unique strengths and challenges associated with different types of special needs (such as ADD/ADHD, anxiety and depression, Asperger's syndrome, giftedness, hearing impairments, etc.) and offers specific strategies for supporting these students in world language classes.

Room: Nevada 3	Audience: All	Focus: Planning	Language Focus: All Languages	Presented in: English
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Presentation 19 - On-Point Feedback with Single-Point Rubrics

Cristin Bleess - Wayside Publishing

Frustrated with providing meaningful feedback for your students? A single-point rubric may be just what you need! This session looks at what a single-point rubric is, how and when to use this type of rubric, and how to provide meaningful feedback and grades using one. In addition, participants will work on creating their own single-point rubric.

Room: Nevada 4/5	Audience: All	Focus: Performance/Feedback/Assessment	Language Focus: All Languages	Presented in: English
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LUNCH BREAK- Friday - 12:30 p.m.-2:00 p.m.

Session 4 Presentations begin promptly at 2:00 p. m.



Presentation 20 – SILVER STRIKE SESSION

- (1) Syntax is Sentence Structure: The Colorful 05 Syntactic Options Framework Makes Syntax Rock!
- (2) Reflective Language Teaching through Peer Observation
- (3) Re(Assessing) Oral Evaluation Rubrics

- (1) Glen Kerch - Asociados Lingüísticos
- (2) Maida Dzakula & Bozo Dzakula - Defense Language Institute
- (3) Ame Cividanes - Pepperdine University

(1) The framework helps students visualize, understand, and master the five basic transformations in Spanish. Classroom use of the Framework focuses student attention on crucial structural differences between Spanish and English, both within each individual option, as well as between the five options. At the same time, semantics is not neglected, but also enhanced. The use of contrasting colors enriches the Framework by making sentence components visible. Whether one is a visual learner or not, a touch of color serves to create greater learner impact, adding a new powerful dimension to the framework, bringing alive the sentence components as learners visualize the 05 syntactic options in contrast with one another within the framework Gestalt. It is useful in meeting California WL Communication Standard 7: "Language Comparisons in Service of Communication" where students investigate, explain, and reflect on the nature of language through comparisons of similarities and differences (i.e., ACTFL Standard 4.1).

(2) A constant challenge for language teachers is maintaining their professional development regarding using the most effective strategies and classroom management to influence higher learners' achievement. This interactive presentation showcases how to develop an attitude of transformative teaching through reflection by applying peer observation of teaching. Language teachers are often misled by misconceptions of how peer observation of teaching is not beneficial for improving classroom processes and developing transformative, confident, and self-motivated teachers and learners. Presenters will demonstrate how formative assessment conducted through peer observation of teaching can remove those misconceptions and develop an appropriate attitude towards the benefits of learning by being observed by peers and receiving feedback, and observing the peers and providing them feedback.

(3) This presentation will focus on how a university's language program conducted a year-long analysis of its oral assessment practices that concluded in a reassessment of its oral evaluation rubrics. The program's self-study focused on assessment goals, analysis of rubrics, and conducting norming and calibration sessions with language instructors. The presenter will describe how this process took shape and how ultimately rubrics were adapted to more closely align with the program's learning objectives.

Room: Nevada 6/7	Audience: (1) Secondary (2) All (3) University	Focus: (1) The Learning Experience (2 & 3) Performance/Feedback/Assessment	Language Focus: (1) Spanish/English (2 & 3) All	Presented in: English
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Presentation 21 - Plant Seeds That Grow Critical Thinking Minds in Your Language Classroom

Ying Jin - Cupertino High School

Critical thinking is a skill that learners need to develop in order to thrive in today's global society. How can we provide learners with opportunities to enhance this skill through the lens of a WL classroom? This presentation introduces several practical strategies that emphasize critical thinking while language acquisition is facilitated.

Room: Nevada 8/9	Audience: All	Focus: The Learning Experience	Language Focus: Chinese	Presented in: English
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Presentation 22 - Teaching Empathy through Global Education

Belle O'Neill - McQueen High School (Retired)

Take your students on an adventure!! Open their minds to the cultures that sit right around them in their classroom. The similarities and differences that bring your classroom together into a community that works together, investigates issues, and uses critical thinking to understand what is beyond themselves. Take yourself on an adventure to a different country or host a teacher from a different country in your classroom. Fulbright Teachers for Global Classrooms and Fulbright Teaching Excellence and Achievement are programs that can get you there. Find out how when you attend this presentation and walk away with ideas you can immediately implement into your classroom.

Room: Nevada 10	Audience: All	Focus: Collaboration & Professionalism	Language Focus: All Languages	Presented in: English
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Presentation 23 - Introducing the Topic of Sustainability in the Novice and Intermediate Level Language Classes

Mariana Bahtchevanova & Antonella Dell'Anna - Arizona State University

Although topics related to the sustainable development and sustainable practices in the target culture are traditionally included in a more advanced level language curriculum, different aspects of this broad topic can be successfully introduced in the lower proficiency level classes. This presentation will provide tips, suggestions, sample activities, and lesson plans illustrating the integration of the topic of sustainability in the Novice and Intermediate level language classes in connection to other general themes.

Room: Nevada 11	Audience: All	Focus: Planning	Language Focus: All Languages	Presented in: English
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Presentation 24 - Two Imperfections in Spanish Orthography: A Suggestion for the Asociación de Academias de la Lengua Española

Tom Mathews - Weber State University

Spanish enjoys a nearly phonemic alphabet. However, two easily corrected defects remain after the official changes made in 2010. Two recommendations will be made in this presentation: (1) use an accent mark on three stressed monosyllabic words—lá, sí, mí—when they refer to musical tones, and (2) regularize the use of the letters 'g' and 'j' to represent the phoneme /x/. The current usage represents the etymology of vocabulary, but few modern speakers know the historical difference between the 'g' in coger and the 'j' in mujer. Contextual examples will be shared to illustrate the need for an updated orthography.

Room: Nevada 1	Audience: All	Focus: The Learning Experience	Language Focus: Spanish	Presented in: English/Spanish
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Presentation 26 - Best of Arizona: Oral Corrective Feedback

Davita Eichner - Northern Arizona University

This presentation explores student and teacher perceptions on oral corrective feedback in the L2 classroom including recasts, elicitations and rule explanations.

Room: Nevada 3	Audience: University	Focus: Performance/Feedback/Assessment	Language Focus: All Languages	Presented in: English
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Presentation 27 - Information Gaps: A Staircase for Proficiency

Greta Lundgaard - Consultant

Are you searching for ways to increase student talk time, integrate authentic visuals, build confidence, and integrate retrieval practice, all at the same time? Think Information Gap! This session provides guidelines, samples, and collaborative time to discuss and brainstorm a sequence of information gap activities that can be designed to focus on meaning, content, culture, and form. Come join us!

Room: Nevada 4/5	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 28 - SILVER STRIKE SESSION

- (1) Beyond the Textbook: Animated Silent Short Films in the Language Classroom
- (2) Creating a Dynamic Intermediate Conversation Class
- (3) Inclusive First-Year World Language Curricula: Spotlight on Grenzenlos Deutsch

- (1) Juliana Suby - Northern Arizona University
- (2) Julia Chamberlin - The University of Southern California
- (3) William S. Davis - University of Oklahoma

(1) In a constantly stimulating world, student motivation frequently becomes a challenge within the language classroom. Textbook activities don't often impassion students to produce in the L2 to the best of their ability. This presentation will demonstrate how to effectively incorporate silent animated short films into the classroom to promote student engagement and language production. Short films hook students with their stories and their emotion and can be used with any level (and language) by simply adapting the difficulty of the task. For students, the shorts are engaging, different from book and paper activities, motivational, can provide context for cultural comparison and insight, and promote original language production.

(2) This presentation will demonstrate how to plan, develop and execute a successful intermediate conversation class without a textbook. You will discover how to choose themes that are relevant and interesting to students. You will then learn how to find engaging support materials that will allow students to converse in-class about those themes.

(3) This short session presents practical ways in which traditional first year world language curricula can be modified to embody inclusivity and criticality. This will be done by exploring the "Grenzenlos Deutsch" project, an open-access curriculum centered on the representation of diverse, marginalized, and/or non-dominant identities and perspectives. The session emphasizes the integration of essential questions, themes, and communicative tasks related to environmental issues, sustainability, structural perspectives toward discrimination and social justice, non-traditional family structure, and LGBTQ experiences, among others. More broadly, attendees will walk away from the session with a rich curricular framework on which to draw for inspiration during future planning.

Room: Nevada 6/7	Audience: (1) All (2) University (3) All	Focus: (1) The Learning Experience (2 & 3) Planning	Language Focus: (1) All Languages (2) French (3) All Languages	Presented in: English
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Presentation 29 - Loud and Proud: Connecting Spanish to Our Communities

Michael Griffin - Carnegie Learning

Let your Spanish-speaking students find and develop their voice by connecting with their community both in and out of the classroom. Our students benefit when they have a personal interest in their language learning. By connecting what they learn in class with the students' own communities they can see the direct impact and influence Spanish has on their lives. In this session we will discuss how teachers can encourage their students to engage with their local communities at home and school as well as at the national and global level. Carnegie Learning's En voz alta program strengthens students' pride in their heritage and develops their confidence to express themselves in their communities and will be used to provide examples during the session.

EXHIBITOR SESSION

Room: Nevada 8/9

Audience: Secondary

Focus: The Learning Experience

Language Focus: Spanish

Presented in: English

Presentation 30 - Gain Your Time Back!

Dana Goodier - Douglas County Schools

This session will focus on eliminating interruptions in the World Language (WL) classroom due to students' sometimes negative attitudes about taking an elective they didn't necessarily choose. Many students don't start learning WL until high school. How can students' attitudes about an elective they didn't choose be changed? How can teachers lose less time in dealing with classroom management and student engagement issues, whether you teach in-person and online? Leave this session gaining your time back!

Room: Nevada 10

Audience: All

Focus: The Learning Experience

Language Focus: All Languages

Presented in: English

Presentation 31 - Play-Based Learning to Build Connections

Emma Bricker - Educational Consultant

In this session, experience how play, moving, and learning are interconnected and can be used to build relationships between students. Cognitive connections and academic success can be improved through movement and play as evidenced by social constructionism, and infusing positive relationships and accountability into a classroom will create a safe and supportive learning environment. This session shows how to include purposeful movement, discovery learning through games and activities, and how to strengthen interconnectedness between students (and teacher!); all supporting and improving acquisition in the World Language classroom.

EXHIBITOR SESSION

Room: Nevada 11

Audience: All

Focus: The Learning Experience

Language Focus: All Languages

Presented in: English

SNACK BREAK
VISIT OUR EXHIBITORS – 3:00 p.m.–4:00 p.m.

PLENARY SESSION – Friday – 4:00 p.m.–5:30 p.m.
Silver State Pavilion
Keynote Address
SWCOLT 2022 Teacher of the Year Presentation

SWCOLT Member Reception
Nevada Room (Exhibit Hall) – Friday – 5:30 p.m.–7:00 p.m.

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See Result

For every topic, students build their own learning modules, accumulate a portfolio documenting the learning journey and share progress with family and friends.

Presentation 32 - Promoting Diverse Perspectives through a Learner-Centered Curriculum

Bo Liu & Kexuan Wu - University of Oklahoma

This workshop will provide a learner-centered curriculum to promote diverse perspectives in a language teaching classroom. First, this workshop will introduce the structure and elements of a learner-centered curriculum. Then, based on the Intercultural Competence Standards from ACTFL, this workshop will provide curriculum planning, including instructional planning, learning activities planning, and assessments planning that promote diverse perspectives in a foreign language teaching classroom. Attendees will learn how to plan and design a learner-centered curriculum in a language teaching classroom and how to promote learners' multicultural and multilingual perspectives. This workshop will emphasize on exploring different ways of thinking and being behind the target language and culture, planning multicultural learning activities, and including multiple authentic assessments. This workshop will use Chinese language teaching as an example, but attendees can adjust this curriculum in their language teaching practices.

Room: Nevada 1	Audience: All	Focus: Planning	Language Focus: All Languages	Presented in: English
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Presentation 33 - Beyond Machu Picchu with Kantu Inka - Peruvian Andean Educational Concert

Julie Lozada Ocampo & Carlos Ocampo - Kantu Inka - Machu Picchu, Perú

In this interactive exhibitor workshop, you will deepen your cultural awareness of Peruvian geography, music and history. Performing as "Kantu Inka," Spanish teacher Julie Lozada Ocampo and professional folkloric musician, Carlos Ocampo, bring culture to life exploring the three regions of Peru with their collection of Andean Peruvian string, wind and percussion instruments. During the presentation, attendees will be encouraged to play the instruments, to dance to Peruvian rhythms and to interact with the musicians. www.kantuinka.com.

EXHIBITOR SESSION

Room: Nevada 2	Audience: All	Focus: The Learning Experience	Language Focus: Spanish	Presented in: English
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Presentation 34 - Best of California: The Power of Our Stories and Voices

Vicky Xiong-Lor - Buchanan High School

Through the sharing of stories, teachers can empower students to share their stories and maximize the use of the target language in the classroom. The quote, "Students don't care how much you know, until they know how much you care," rings true in all that we say and do in the education profession, but more so in the World Language classroom where the students are most vulnerable and can learn best when the affective filter is low. Building time in the language classroom to connect and build at the social emotional level is key to showing students that you truly care about their health and well-being. In this presentation, participants will be introduced to storytelling as a strategy to reach and motivate students to learn more about their target language and culture.

Room: Nevada 3	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 35 - PART 1: League of Leadership: Harnessing Our Superpowers to Lead (Part 2 in Session 6)

Anthony "T.J." Troche - Spring Valley High School & Toni Theisen - Thompson School District

Are you already in a leadership position or are you thinking about layering your leadership in new ways? In this two-hour, discussion-based session, focus topics will include increasing diversity in membership, boards, conference sessions, PD offerings, curriculum, advocacy, and resources as well as addressing other needs of state, regional, and national organizations. What is already working well in your areas of influence? What other ideas can be implemented to move toward your vision and mission? Let's collaborate and be greater together!

Room: Nevada 4/5	Audience: All	Focus: Collaboration & Professionalism	Language Focus: All Languages	Presented in: English
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Presentation 36 - The PACE Model with a Twist of Culture

Mariana Apalategui - SDSU SAILN/Point Loma Nazarene University

The presenter will present the four parts of the PACE Model including a cultural activity. The presenter will demonstrate with a sample lesson each step of the PACE Model. After each demonstration, the presenter will describe in detail the process for creating each step of the PACE Model. Throughout the presentation, the presenter will give ideas on how to incorporate culture activities using the Intercultural Learning Process (Scarino & Liddicoat, 2009). Participants will receive handouts and the PACE Presentation.

Room: Nevada 6/7	Audience: All	Focus: Planning	Language Focus: All Languages	Presented in: English
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Presentation 37 - Fun Formative Assessments in the Second Language Classroom from ACTFL National Teacher of the Year

Heather Sweetser & Victoria Russell - ACTFL

As we move into the second year of a global pandemic, it's becoming more challenging than ever to keep and hold student engagement throughout class time. Simultaneously, there's more pressure than ever to bring students to unprecedented levels of language acquisition within short amounts of time as second language programs across the country are having to justify their program's existence and worth to parents, administrators, and students themselves. What are second language teachers supposed to do?! One solution is to bring a little fun into the classroom, on a daily basis. This session will focus on ways to have fun while also assessing student abilities in the target language. As we're all living through the same pandemic our students are, special emphasis will be placed on fun for the instructor – not just the students. Attendees will leave the session with fun formative assessment ideas for their classroom during the pandemic and (hopefully) beyond.

EXHIBITOR SESSION

Room: Nevada 8/9	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 38 - Taking Care of Teachers First

Jennifer Schweser - Brick Memorial High School

Take some time for yourself and learn ways to help navigate your own stress and anxiety during this "new normal". You cannot pour from an empty cup, so let's take some time to refill and recharge. Attendees will be provided with the opportunity to learn and practice some self-care tips.

Room: Nevada 10	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 39 - Social Emotional Learning and Its Application to Global Citizenry

Darcy Rogers - Independent Instructor

Creating an environment of empathy and equity is every teacher's goal; the question is how? Integrating Social Emotional Learning allows achievement of positive classroom culture and aids in reaching goals, making responsible decisions, and helping to create awareness of the meaning of global citizenry. This session will create opportunities for SEL in World Language classrooms, and provide tools for implementation as well as to elaborate the importance of global social connections that are vital to our World Language classrooms today.

Room: Nevada 11	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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BUILDING BRIDGES, BREAKING BARRIERS



Saturday Presentations

SESSION 6

9:45 AM - 10:45 AM

Presentation 40 - Unveiling the New French Standards

Anne Jensen - AATF/San Jose State University

This session will introduce participants to the newly revised French standards available through ACTFL. Participants will have the opportunity to read various parts of this new document which is based on proficiency levels and also work with each other to understand how they can apply these standards to their French classrooms.

EXHIBITOR SESSION

Room: Nevada 1	Audience: All	Focus: Planning	Language Focus: French	Presented in: English
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Presentation 41 - ACTFL Assessments: Features, Administration, and Data Reporting

Jennifer Quinlan & Gpsia Jaros-White - Language Testing International (LTI)

At Language Testing International, we deliver ACTFL proficiency-based assessments, the gold standard in language testing. Learn about the advanced features, easy administration, and data reporting of ACTFL assessments. ACTFL assessments can be used for student placement, monitoring progress in proficiency, and certifying language skills of students and instructors.

EXHIBITOR SESSION

Room: Nevada 2	Audience: All	Focus: Administration & Data Reporting	Language Focus: All Languages	Presented in: English
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Presentation 42 - 5 Bridging Strategies to Using Authentic Media

Ken Stewart - Duke University

We all use videos, but how can we use them more effectively? In this interactive session, attendees will learn strategies to maximize the use of authentic media to foster target language use. Using scaffolding techniques to meet different proficiency levels, the presenter will model practical bridging techniques using authentic video and audio to engage learners and break the barriers of the interpretative mode.

EXHIBITOR SESSION

Room: Nevada 3	Audience: Secondary	Focus: The Learning Experience	Language Focus: All languages	Presented in: English
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Presentation 43 - PART TWO: League of Leadership: Harnessing Our Superpowers to Lead (Continued from Session 5)

Anthony "T.J." Troche - Spring Valley High School & Toni Theisen - Thompson School District

Are you already in a leadership position or are you thinking about layering your leadership in new ways? In this two-hour, discussion-based session, focus topics will include increasing diversity in membership, boards, conference sessions, PD offerings, curriculum, advocacy, and resources as well as addressing other needs of state, regional, and national organizations. What is already working well in your areas of influence? What other ideas can be implemented to move toward your vision and mission? Let's collaborate and be greater together!

Room: Nevada 4/5	Audience: All	Focus: Collaboration & Professionalism	Language Focus: All languages	Presented in: English
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Presentation 44 - Activando el aprendizaje de Nuestros Estudiantes de Lengua Heredada

Lyda Wilbur - Oklahoma Baptist University

Educators that work with Hispanic heritage language learners will reflect on how they can build a bridge that reaches out to their students by recognizing them first as persons of promise who are rich with culture and traditions, meeting their needs at their appropriate learning level, considering their learning profile, and challenging them to learn. This session is especially helpful for new teachers, as well as for those who are interested in refreshing their perspective on how to work with heritage language learners. In addition, the session will provide opportunities to network in Spanish, as educators will be using the target language in prompts and examples as they are presented and discussed in Spanish.

Room: Nevada 6/7	Audience: All	Focus: The Learning Experience	Language Focus: Spanish	Presented in: Spanish
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Presentation 45 - Best of Nevada: Taboo Talk

Rachel Tillotson - Galena High School

What topics are considered taboo in our classrooms? What themes are we AFRAID to address? Let's build bridges instead of walls by giving our students a voice to communicate about these challenging topics and develop cultural competency. This presentation will provide strategies on how to give students the essential tools they need to disagree without being disagreeable and to respectfully discuss some of the most difficult topics with which they are faced in today's world.

Room: Nevada 8/9	Audience: All	Focus: The Learning Experience	Language Focus: All languages	Presented in: English
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Presentation 46 - Working Lit into Lang

Jennifer Newman-Cornell - Northwest Career and Technical Academy & Margarita De León Viera - West Career & Technical Academy

Authentic resources in the AP Spanish Language classroom are essential! What better place to find them than the AP Spanish Literature list and get students thinking about their next steps now. This session will provide several examples of lessons that include works from the AP Spanish Literature course that align with the AP Spanish Language themes. All resources and teacher created materials will be shared with attendees as the group works through the lessons and development together. Come and create with us!

Room: Nevada 10	Audience: Secondary	Focus: Planning	Language Focus: Spanish	Presented in: English
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Presentation 47 - Building Bridges with Your Thematic Units

Carolyn Swaney & Andrea Ford - MesaMima Communicative Classroom

World language is the one class that can build the bridge between the target cultures, their community values and content learning. By leveraging student interest with engaging themes, we build that bridge to create real life connections between students and the world around them. **EXHIBITOR SESSION**

Room: Nevada 11	Audience: All	Focus: The Learning Experience	Language Focus: Spanish	Presented in: English
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SNACK BREAK
VISIT OUR EXHIBITORS - 10:45 a.m. - 11:30 a.m.



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Presentation 48 - Your Students Only Care About the Grade--Until They Try Dessert

Chris Gerding - Boomalang

If we taught students how to build a car but never let them drive, would they care to continue? When you fell in love with language, was it only in the classroom? To borrow from a post by Dr. Jennifer Eastman, students must experience payoff for their hard work beyond a grade; to not "skip the dessert" of real target-language interactions. Whether dessert is traveling or conversing on Boomalang with native speakers, hear how crucial it is for progress. Over 97% of school courses using Boomalang renew each term, with teachers and their students often citing it as the most important and rewarding part of their course. As one instructor put her experience with Boomalang: "Proficiency gains just scratch the surface... I'm hooking my students to become lifelong learners."

EXHIBITOR SESSION

Room: Nevada 1	Audience: All	Focus: The Learning Experience	Language Focus: Many Languages	Presented in: English
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Presentation 49 - Building A Bridge Between Textbooks and the Internationalization of the Foreign Language Curriculum

Tara Hashemi - California State University-Fresno

This study aims at analyzing the evolution of four of the most widely used collegiate French introductory textbooks in the US over the past ten years by paying attention to their content and more specifically the texts and their corresponding activities, across two editions. The study concludes by introducing the multiliteracies framework as a way to design lessons around authentic multimodal texts. Several examples will be provided using a wide range of modes and discourse forms.

Room: Nevada 2	Audience: University	Focus: The Learning Experience	Language Focus: French	Presented in: English
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Presentation 50 - Advancing the Academic, Linguistic and Intercultural Journeys of Spanish-Speaking Students

Janet Boring - Carnegie Learning

Teaching native or heritage Spanish speakers provides a unique opportunity to connect their heritage, linguistic ability and overall academic progress. How you encourage and develop these students' confidence and understanding of their diverse cultural and linguistic backgrounds has an impact on their day to day lives and their futures. In this session, you will explore how to provide students a safe space to be their whole self, build academic vocabulary and command of their language, and make connections between the cultures of their heritage, their communities and other areas of the Spanish speaking world. Success in your classroom will translate to gains in the students' overall academic progress.

EXHIBITOR SESSION

Room: Nevada 3	Audience: All	Focus: The Learning Experience	Language Focus: Spanish	Presented in: English
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Presentation 51 - Teaching Foreign Languages with Picture Storybooks

Bo Liu & Kexuan Wu - University of Oklahoma

This workshop will explore ways and strategies to use picture storybooks in foreign languages teaching. First, this workshop will introduce the characteristics of Picture storybooks, Comprehensible Input, and Three Modes of Communication in language teaching. Then, this workshop will provide learning activities of using picture storybooks to inspire learners' cross-cultural awareness, promote learners' interpretive communication skills, build personal connections, and break cultural barriers. Through these activities, students will also advance interpersonal, intercultural, and presentational communication and enhance their classroom participation and engagement. Lastly, the workshop will analyze the current challenges encountered and resources offered in using picture storybooks in foreign languages teaching. Attendees will be provided available and relevant resources of picture storybooks in different languages. They can also adopt picture storybooks in teaching both language literacy and culture through fun classroom activities.

Room: Nevada 4/5	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 52 - SILVER STRIKE SESSION

- (1) From Objectives to Key Results in Teaching Reading Comprehension
- (2) Activities Using Drama TV Series with Subtitles to Increase Students' Sensitivity to Colloquialism

- (1) Bozo Dzakula & Maida Dzakula - Defense Language Institute Foreign Language Center
- (2) Dohee Koo - Defense Language Institute Foreign Language Center

(1) One of the biggest challenges in teaching reading for many teachers is setting clear learning and performance objectives is not having a clear understanding of its purpose and relationship of the elements and processes between objectives and key results. Presenters will demonstrate how building reading comprehension is the process of extracting and constructing meaning at the same time through interaction and involvement with written language. It happens in the sociocultural process, and it consists of three elements: the reader, the text, and the activity, including reader-reader interaction over text. Presenters will emphasize how breaking up reading materials into manageable passages prevents readers' cognitive overload.

(2) Showing a TV show (drama) or a movie to students with subtitles has both advantages and disadvantages. It offers rich cultural experiences beyond the textbooks, even though the experiences are indirect. On the other hand, one of the shortcomings in using subtitles is that students don't pay attention to the target language, relying on subtitles to understand the story. The activities that the presenter will share keep students more attentive to the target language. The activities are composed of three parts. The warm-ups that briefly revisit the previous lessons, while-viewing, and post-viewing activities. While-viewing activities focus on language—transcription and two-way translations. During post-viewing activities, the class discuss the story and cultural aspects that they noticed.

Room: Nevada 6/7	Audience: (1) All (2) University	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 53 - Best of Texas: Fluency + Fun=5: Takeaways to Improve Fluency, Have Fun, and Make a 5 on the AP IV Exam

Carolyn Bracksieck - George Ranch High School & Stacy Forero - B.F. Terry High School

This session will focus on engaging activities that improve and fine tune fluency while preparing students for a 5 on the Advanced Placement (AP) exam. Activities will be provided for each task and will pay attention to both native and non-native speakers. Participants will experience what a "Glow and Grow" peer review is and how to play the culture game. They will be shown a variety of ways to not only prepare students for the AP exam but create a classroom culture of collaboration and community. In addition to engaging in the activities, attendees will be provided with guides and samples to use the next day.

Room: Nevada 8/9	Audience: Secondary	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 54 - Identity - A Unit in AP Spanish

Jennifer Newman-Cornell - Northwest Career and Technical Academy; Katherine Willis - Centennial High School & Jacquelyn Pray - Veteran's Tribute CTA

Personal identity is a key theme in the AP Spanish Language course for making the content relevant to students. This session will share the parts and pieces that one group of teachers have put together to explore this concept and to teach this unit. All resources and activities will be shared with participants and the session will be held like a classroom-lots of talking, doing, brainstorming, and expanding. Come and identify with us!

Room: Nevada 10	Audience: Secondary	Focus: Planning	Language Focus: Spanish	Presented in: English
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Presentation 55 - Networking and Resource Session for German Teachers

Michael Shaughnessy - American Association of Teachers of German & Doug Philipp - Cheyenne Mountain High School

This session will focus on practical strategies and resources for growing and promoting your German (or other language) program in times of dwindling support. Whether it's a need for up-to-date instructional resources or developing mentoring networks with peers, we'll provide ways to connect with colleagues, access high-quality materials, and find funded professional development opportunities. The examples provided in this session are applicable to other language programs as well.

EXHIBITOR SESSION

Room: Nevada 11	Audience: All	Focus: Collaboration & Professionalism	Language Focus: German	Presented in: English
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AWARDS LUNCHEON
PLAN BIRTHDAY CELEBRATION
Silver State Pavilion
Saturday - 12:30 p.m. - 1:55 p.m.

Presentation 56 - Humor in the Foreign Language Classroom is Serious Business

B. Lee Hurren - Eastern New Mexico University

Traditionally, education has been perceived as a most serious and disciplined undertaking. Schools have become so obsessed with standardized test scores, discipline, objectives, competence, and proficiency that they have turned into rather grim places. Humor in the foreign language classroom can be used to stimulate learning, motivate students, and ease tensions. The presence of laughter in the classroom demonstrates that students are paying attention. When used wisely, humor in the FL classroom facilitates attention and motivation, improves student-teacher rapport, and makes learning more enjoyable. This presentation will demonstrate that to use humor in the FL classroom, one does not need to be a natural joke-teller or clown. Creating a humor-filled environment, jokes, lesson plans, personal stories, games, tests, and benefits of humor will all be addressed. Happy, interested students are more prone to higher achievement and fewer behavior problems. Taken seriously, humor benefits students and teachers alike.

Room: Nevada 1	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English/Spanish
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Presentation 57 - How Video Assessment Improves Student Learning Outcomes Faster

Sam Farley & Sam Butterfield - GoReact

One thing that is often missing in language instruction is self-awareness on language learning performance. Using video partnered with embedded text, video, and audio feedback brings that awareness to the student, drastically improving student learning objectives. The more opportunities students have to create with the language and receive individual and meaningful feedback, the better they will apply and retain what they are learning in your courses. Come learn how GoReact helps give students the tools they need to succeed in the language learning journey. **EXHIBITOR SESSION**

Room: Nevada 2	Audience: University	Focus: Performance/Feedback/Assessment	Language Focus: All Languages	Presented in: English
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Presentation 58 - Connecting, Collaborating, and Credentialing with the Global Seal of Bilingualism

Linda Egnatz - Global Seal of Bilingualism

Learn about ways to motivate, support, and recognize your language learners with the Global Seal of Bilingualism. Connect your students through Global Seal's virtual C.R.E.D. events to native speakers and university opportunities. Collaborate to provide students with empowering resources and a global platform to use and grow their skills. Finally, discover how to celebrate language learners at ALL levels with a pathway toward higher levels of proficiency and workplace language credentials. Participants will learn about Global Connect Day, free online resources, how to combine State and Global Seal of Bilingualism recognition, and more.

Room: Nevada 3	Audience: All	Focus: Performance/Feedback/Assessment	Language Focus: All Languages	Presented in: English/Spanish
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Presentation 59 - Journals... With Sprinkles to Top

Jennifer Newman-Cornell & Zita Myers - Northwest Career and Technical Academy

Journals are like ice cream scoops-lots of flavors and lots of choices. Plus lots of toppings and variations! Come and get ideas for the different flavors of journals that can be used in the WL classroom and how to encourage students to add their own toppings as they eat their way to proficiency. All resources will be shared and this session will be interactive with creation (no ice cream, sorry!) as a group as we chat!

Room: Nevada 4/5	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 60- Game Talk: The Why and How of Using Games for Proficiency Gains

Andrea Schweitzer - St. Rita Catholic School

As language teachers aim to embrace more proficiency-based strategies in their classrooms, it is critical to take a look at what role "games" can play to best meet their goals. Teachers who have traditionally used games as a means of "practicing" language or "drilling" discrete concepts may be missing out on golden opportunities to connect with students through purposeful, communicative exchanges. Teachers who shy away from games because they think it is time wasted, may be cheating themselves of a key ingredient that could motivate and excite their students to partake in abundant discourse fueled by meaningful, comprehensible input. This presentation will discuss WHY game-play is important in the language classroom and HOW to go about playing games in a way that promotes proficiency gains at all levels.

Room: Nevada 6/7	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 61 - Comprehensible Input from Square One

AnneMarie Chase - Douglas High School

According to Dr. Krashen, Comprehensible Input is the key ingredient for language acquisition. This session is designed for educators who are curious about Comprehensible Input and want to learn practical ways to implement Comprehensible Input Teaching in their classrooms. In this session, participants will learn to lead students through Card Talk and Picture Talk, two CI strategies, while keeping the fundamental principles in mind to make language comprehensible to students: speak slowly, teach to the eyes, stay in bounds and check comprehension.

Room: Nevada 8/9	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Saturday Presentations

SESSION 8

2:00 PM - 3:00 PM

Presentation 62 - We Are on Your (way)Side with Proficiency

Cristin Bleess - Wayside Publishing

Are you ready to transition from legacy practices to more proficiency-based ones? ACTFL's Core Practices are a great guide to follow when making the shift. Join us to learn more about how these practices are integral to Wayside Publishing's Spanish and French textbooks, EntreCulturas and EntreCulturas, whether you use them as a stand-alone curriculum or a supplement to your existing one.

EXHIBITOR SESSION

Room: Nevada 11	Audience: Secondary	Focus: The Learning Experience	Language Focus: Spanish/French	Presented in: English
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Saturday Presentations

SESSION 9 - FOCUS SESSIONS

3:15 PM - 4:45 PM

Presentation 63 - FOCUS SESSION: Connecting Your Classrooms With the World While Being Isolated from It

Akash Patel - Ignite Middle School

A study by the US Travel Association found that educational trips had a positive, lasting impact on students' education and career because the trips made them more engaged, intellectually curious and interested in and out of school. The ongoing COVID19 pandemic has posed unexpected challenges to both domestic and international travel. Find out how you can connect your classrooms virtually with the world LIVE and for FREE with the Happy World Foundation Inc.

Room: Nevada 2	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 64 - FOCUS SESSION: Writing to Grow: Building Blocks to Proficiency

Greta Lundgaard - Consultant

Are you taking advantage of Presentational Writing as a tool for and as evidence of proficiency growth? You should! An intentional writing plan provides opportunities to process, practice, and apply new learning in context. A writing plan enables teachers to learn when to un-grade as well as teach grammar in context while moving students across proficiency borders. This session explores a writing output sequence and revision strategies that deepen and expand writing performances that grow language proficiency.

Room: Nevada 4/5	Audience: All	Focus: Planning	Language Focus: All Languages	Presented in: English
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Presentation 65 - FOCUS SESSION: Linguistic Inclusivity in the Second Language Classroom

Heather Sweetser - The University of New Mexico

Students in our second language classrooms come to us from a variety of linguistic backgrounds and scholastic experiences. For some, English is their second (or third or fourth) language, and they are learning our classroom's target language through an already 'foreign' lens. Others have never learned the difference between nouns and verbs. Then we have our students who get frustrated with fellow classmates who are not understanding or learning fast enough for them, with most students falling somewhere in the middle. This interactive session will focus on techniques on how to create a learning environment that takes the whole student into account, no matter their background, creating an inclusive classroom where everyone can learn the target language. Attendees will leave the session with concrete examples of how to adapt models of linguistic inclusivity in the second language classroom.

Room: Nevada 6/7	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 66 - FOCUS SESSION: Empowering the World Language Classroom Instruction with Social Justice

Ying Jin - Cupertino High School & Elizabeth Matchett - Gunn High School

Integrating social justice into classroom instruction will challenge all students and allow them to reach their full potential. This session informs how to incorporate and implement social justice themes into World Language classrooms and shares classroom-tested strategies that greatly enhance and empower students to move up on the proficiency ladder.

Room: Nevada 8/9	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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LEAGUE OF LEADERSHIP GATHERING
Main Pool - Serenity Deck
Saturday - 5:00 p.m.-7:00 p.m.

2022-2023 SWCOLT Professional Development Events

Coming soon . . . SWCOLT 2022 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 2022. Information and topics will be published at 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
- Assessment & Feedback
- Effective Tech Tools to Save You Time & Energy
- Social Justice in the World Language Classroom
- Teaching with Authentic Resources

For SWCOLT members who do not attend the 2022 SWCOLT/PLAN conference, the registration fee is \$25 per workshop or \$50 for all 3 workshops.

2023

The Southwest Conference on Language Teaching thanks you
for participating in our conference!

We look forward to seeing you next year in Utah on February 23-25, 2023!

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2023

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Utah Foreign Language Association

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