MaFLA’s 46th Annual Fall Conference Planning:

The Top Ten Reasons to Be at This Year’s Fall Conference

The Conference Co-Chairs are determined to make this conference an event to be remembered and talked about for years to come! The Co-Chairs, Cherie Baggs and Nicole Sherf, have the benefit not only of having already chaired a MaFLA conference each, but also of having attended every NECTFL and ACTFL conference in the last decade. They have their fingers on the pulse of what is hot in foreign language pedagogy, from top national presenters to conference highlights and trends. Workshop presenters have been invited from all over the country to present on the most important, content-rich, proficiency-based, technologically cutting edge and pedagogically pertinent topics with the goal of engaging you to bring the ideas back to your departments to strengthen state foreign language programming.

The Conference Co-Chairs are embracing the conference theme Collaborate to Promote Languages with a Collective Voice, as they work together to create an amazing and energizing conference experience for you. Why do you need to be at the conference this year? Let us give you the top ten reasons!

1) **Helena Curtain**, our Keynote Speaker, will be sure to inspire and enthral you with her address *Head, Hand and Heart: Supporting the Collective Voice of Language Teachers*. The internationally known expert on second language teaching methodology and co-author (with Carol Ann Dahlberg) of *Languages and Children: Making the Match* will elaborate on our conference theme at noon on Friday, October 18, in the Grand Ballroom.

2) **Nine Strands** have been carefully organized to offer high quality, content-rich PDPs, in a three-day schedule fully packed to meet all your needs. Sessions or a workshop in every timeslot will be offered for the strands of Arabic, Chinese, French, German, Italian, Latin, Spanish, Technology, and Pedagogy.

3) **Six-, Four- and Three-Hour Workshop Presenters** have been invited with your needs in mind. The Co-Chairs have experienced them all present and know that they will challenge your current understanding of foreign language teaching. You will want to check out your language-specific workshop on our conference page at the MaFLA website. You will especially want to consider attending Chantal Thompson’s message on proficiency; Cherice Montgomery’s technology infused classroom; and Paula Patrick’s strong message to strengthen new and veteran teachers.

4) **Our Powers Endowed**

**Friday Afternoon Workshops** focus on the latest research and practical application of important topics to all, and are bound to inspire. Terry Caccavale, last year’s Keynote Speaker, will address the effective strategies for teaching of vocabulary. And Lisa Lilley, the 2010 ACTFL Teacher of the Year, and the 2011 Keynote Speaker, will speak about testing, grading and assessment.

5) **The Exhibit Hall** will be packed with foreign language textbook, materials, and travel companies for all your classroom, exchange and trip and teaching needs. We thank our generous exhibitors and sponsors for helping to make this conference possible. Our Exhibit Hall Preview will take place on Thursday, October 17, from 3:00 to 5:00 PM, and our Exhibit Hall Grand Opening will be on Friday, from 9:15 to 10:00 AM.

1. **Free Coffee**, sponsored by Vista Higher Learning, is offered to attendees during the morning of Friday, October 18. We know how much our attendees like coffee and we want to help you to stay alert during the day of workshops, sessions and events! Register for meals as you register for the conference; lunch on Friday, and breakfast and lunch on Saturday, or pick from a variety of food items from the concession stand in the Exhibit Hall for lunch on Friday.

6) **The Conference Co-Chairs’ Reception** on Friday from 5:30 to 8:00 PM will offer the opportunity to unwind and eat with colleagues, network and debrief your conference experience. Enjoy your complimentary hot and cold hors d’oeuvres and a glass of wine or soda in place of our usual fee-based sit-down meal. A variety of language
The MaFLA Newsletter

The MaFLA Newsletter is the official publication of the Massachusetts Foreign Language Association. It is published four times per year - Winter, Spring, Back To School, and End of Year. Subscription is available through membership in the Massachusetts Foreign Language Association. MaFLA welcomes short articles, anecdotes, brief reviews of books and other teaching materials, and other items of interest to members of the profession. The opinions expressed by the authors of articles published in this newsletter are their own and are not necessarily shared or endorsed by MaFLA or its Board of Directors.

Deadlines are:

Winter - January 5   Back to School - August 5
Spring - March 5   End of Year - November 5

All submissions should be sent to:

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MEMBERSHIP INFORMATION

Membership in MaFLA is open to anyone interested in the learning and teaching of languages. The basic membership runs one year from date of inception. There are four categories of membership - Individual, Student, Retired, and First-Year Teachers.

Individual memberships:
$45.00 for 1 year
$85.00 for 2 years
$120.00 for 3 years
$25.00 for 1 year (first-year teacher)

Retired memberships: $25.00 per year
Student memberships: $15.00 per year

For more info and/or a membership application packet, contact:
Madelyn Gonnerman Torchin
membership@mafla.org
PO BOX 590193
Newton Centre, MA 02459

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Just visit mafla.org

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CHANGED YOUR NAME?

Please notify Madelyn Gonnerman Torchin, PO BOX 590193, Newton Centre, MA 02459, Ph. 617.964.6141, (membership@mafla.org), to update your membership information.

OR
You can do it yourself. Just go to mafla.org and click Membership/Update Profile and login to update your profile.

Please help us keep our files updated so you can receive ALL information regarding MaFLA.

MaFLA 2013

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BEATRIZ S. DESLOGES
organizations have collaborated to sponsor this event for you including AATG, AATSP, NEACS, the Host Hotel, and our Super Sponsor, ACTFL. Be sure to stop by their tables in the Exhibit Hall to find out more about these sister organizations. As a special treat, ACTFL Executive Director Marty Abbott will be coming to the Conference and is presenting a session on Friday on national foreign language initiatives and assessment.

7) **A variety of Raffles and Prizes** will be offered throughout the Conference. Check the Conference program for details!

8) **The Awards and Business Luncheon** on Saturday at 1:00 PM will overview the variety of student and teacher awards and contest winners as well as update you on MaFLA organizational business. Be the first to hear the 2014 Conference theme announced by Second Vice President Catherine Ritz in her *Notes to the Profession*!

9) **All the Ideas, Techniques, Tools, Tricks, Links, Books, References, Connections, Games, Songs, and More** will energize your teaching, motivate your students, transform your department and give you “something for Monday morning,” to last the whole year!

We look forward to seeing you at the Conference and value your active participation in all aspects of the programming! Don’t miss out – our Regular Registration event ends on September 28! Make the Conference a departmental event. Come with colleagues, and make it even more special by staying over in the Host Hotel so that you can begin the day refreshed and enjoy all the Conference events throughout the day and evening without worrying about your return home. Use the code 1310MAFLAC to get the best rates when you register at [www.sturbridgehosthotel.com](http://www.sturbridgehosthotel.com).

It is truly an honor to serve the profession in this way. We do hope that you will contact us with any questions and that you will find us to say hello during the Conference itself! In the meantime, please continue checking our Conference page ([www.mafla.org/events-2/annual-fall-conference/current-year/](http://www.mafla.org/events-2/annual-fall-conference/current-year/)) often for updates and exciting news! We look forward to seeing you at the Conference! Be sure to register by September 28 to avoid paying the late fees.

**See you in Sturbridge!**

Nicole Sherf and Cherie Baggs,
2013 MaFLA Conference Co-Chairs

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**The Art of Collaboration**

As we near the homestretch of the conference planning process, after about a year and a half of intense list making, inviting, corresponding, selecting, organizing, proofing and writing, we can finally now start to visualize our collaboration in the actual hosting of the event. We continue to work closely and would like to share some final lessons that we have learned in the process about the art of collaboration:

1. We have shared before that collaboration as a team can be more time intense than individual work. To mitigate this, we plan ahead and set weekly face-to-face meetings as well as electronic meetings through a great program called gotomeeting that allows us to share a computer screen as we talk over the phone. We both have busy schedules and we have found that it is better to have a meeting set for which we don't have a huge agenda, than to have important information to discuss or decisions to make, but no time scheduled in which to do it. Routine, scheduled check-ins are so important for the smooth running of any process.

2. There have been a few occasions in the process that one of us has had to take over when the other is unavailable, can't be involved in a meeting or a decision has to be made. The routine check-ins over time have helped to cement a trust so that one feels confident making a decision in the other's name, if necessary.

3. It is an exciting process to chair a conference, but it certainly has more than its fair share of emotional ups and downs. The fact that this is a volunteer position (we like to call it extreme volunteerism!) makes the time and energy commitment more complex. Being on the same page in terms of commitment and understanding of the scope of the project has been very beneficial. Though it is sometimes difficult to truly understand what you are getting into when you commit to something of this nature, it helps to have built a team with trust, understanding and support.

We are looking forward to celebrating our collective accomplishment with you and hope that you all will join in with us! As we said back in January, our collective, multi-lingual voices are stronger together. Together, we can advocate for and promote the strengthening of foreign language funding, programming and public understanding as we all seek to increase the proficiency and cultural understanding of our students through active participation in strong professional development.

Your Conference Co-Chairs, Cherie Baggs and Nicole Sherf
The Saturday-Only Registration Option

Of course we hope that you will be able to participate in all three days of the conference, but if you are not able to get permission to come on Thursday and Friday, at $40, our Saturday-only registration option is an inexpensive but value-packed professional development experience. We have a full schedule of sessions organized in all strands with strong concentration in Spanish, technology and pedagogy. The Annual Meetings of the language specific organizations take place on Saturday (AATG, AATSP, AATF and CAM). For a small fee, you can add on some great enhancements to the Saturday-only registration: a yummy immersion breakfast to start the day and our Business and Awards Luncheon at the end of the day. In addition, we have invited Lisa Lilley, 2010 ACTFL Teacher of the Year to present her most popular and engaging activities to get students talking, and Amale Bourhim to overview some of Europe’s most famous paintings to incorporate into your curriculum.

Chantal Thompson

6- and 3-Hour Workshop Presenter on Proficiency

Transform your teaching! Do you wonder how to get your students speaking more proficiently and how to work with your department to improve student performance? It all comes back to the Proficiency Guidelines and the types of activities that will help and support your students as they progress up the proficiency levels. This national presenter has been inspiring teachers and departments across the country to focus their classes on what really matters. Come learn all about it in Chantal Thompson’s 6-hour Pre-Conference Workshop on Thursday, October 17, or her 3-Hour Workshop on Friday, October 18.

Cherice Montgomery

6- and 3-Hour Workshop Presenter on Technology

If you love technology for what it can do to support excellent teaching and engaged learning, Cherice Montgomery has the workshops for you in a 6-Hour Pre-Conference Workshop on Thursday, October 17, and a 3-Hour workshop on Friday, October 18. With great energy, she takes technology to a new level to support the culture connection in the 6-Hour and 21st Century Skills in the 3-Hour. Patient, enthusiastic and extremely current, your teaching will benefit from her insight and resources.

Paula Patrick

6- and 3-Hour Workshop Presenter for New and Veteran Teachers

New teachers and administrators alike will benefit from the tips, tools and resources of this acclaimed author of the seminal resource The Keys to the Classroom. Paula Patrick is a nationally renowned presenter on topics of planning, organization, correspondence, assessment and other necessary topics for new teachers and department leaders. Bring your questions and discussion topics, and get ready to engage in your professional growth in ways that will impact for years to come.

Helena Curtain

Keynote Speaker

We are proud to invite you to the Keynote Address on Friday, October 18, at noon, which will be presented by the incomparable Helena Curtain. Her understanding of the needs of our profession combined with her wit and intellect make her a favorite national speaker and presenter on a variety of foreign language topics. Her Keynote, entitled, Head, Hand and Heart: Supporting the Collective Voice of Language Teachers, is bound to inspire you!

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NEWS

Foreign Language Educators Help to Shape the Next Phase of the MA Model System for Educator Evaluation

Several panels of expert foreign language educators from various regions of the Commonwealth convened on June 13 to help inform the next phase of the Massachusetts Model System for Educator Evaluation. During the 2013-2014 school year, all Commonwealth districts will be selecting and piloting District-Determined Measures (DDMs), which are a critical component of the educator evaluation system in providing educators in all grades and subjects with data about their students’ growth. The goal is for districts to implement DDMs for teachers in all grades and subjects, during the 2014-15 school year.

The first step in this process involved convening panels of educators at face-to-face meetings to review and develop Core Course Objectives (initially referred to as Anchor Standards) for a subset of traditionally non-tested courses, subjects, and grades taught in Massachusetts schools. The Core Course Objectives identified by state educators through this project are being used as a foundation for the Commonwealth’s identification of example DDMs. (Districts may implement DDMs of their choosing in all grades/subjects and courses, in lieu of utilizing ESE’s example DDMs.)

The hard work and contributions of approximately 25 foreign language educators, in particular, have proven to be an outstanding and invaluable resource. With the support of facilitators and content specialists, these foreign language educators worked together to develop Core Course Objectives for French (I, II, III, and IV), Spanish (I, II, III, and IV), and Latin (I, II, III). These were posted for public review and comment on the Massachusetts Department of Elementary and Secondary Education (ESE) website from July 8-15 and received over 100 responses from educators in various roles across the state. Analysis of these comments then informed subsequent revisions. In particular, reviewers highlighted the need to better align the foreign language Core Course Objectives – across the levels of instruction (I, II, III, and IV) and across the different foreign languages (French, Spanish, and Latin) - a task which was then addressed by content specialists and communicated back to the panelists who had originally drafted the objectives.

In addition to the development of Core Course Objectives, which identify core knowledge, skills, and abilities that all students should learn in these foreign languages, work has also occurred to identify a range of assessments that can be used to measure students’ growth in these areas. Early this fall, an interactive list of these assessments and associated Core Course Objectives, will be made available on the ESE website. Further, if you have or your department has developed foreign language assessments or associated tools (e.g., rubrics, checklists), there may be continued opportunity to have these vetted by the WestEd assessment team and shared out for broader use by the state’s foreign language educators via ESE’s site.

Happy New Year! By now you have transitioned into the new school year and are putting into practice new ideas and strategies that will help your students to become more proficient. Be sure to keep learning with MaFLA by attending our many professional development opportunities throughout the year. As you read in the lead article, this year’s conference has a phenomenal line up of nationally known presenters along with local favorites. It’s not to be missed! In addition to our annual conference, we also provide spring and summer programming that includes immersion opportunities, technology training, and workshops that offer teaching tips that will keep your students moving along the proficiency spectrum.

In addition to offering top notch professional development opportunities, the MaFLA team is working hard behind the scenes to help you to better understand and be prepared for the new evaluation system and all that it entails. Many of our volunteer board members have been working with the DESE to create model SMART goals, develop anchor standards for different language levels and provide model district determined measures (DDMs). As we continue this important work, be sure to stay updated by visiting www.mafla.org often and by reading our email correspondences.

Would you like to become more involved with these initiatives? MaFLA is an all-volunteer organization made up of members just like you! There are a number of ways to be more active – you might volunteer for one of our professional development events, submit an article for our newsletter, participate in the many contests and award opportunities and/or consider nominating yourself or a colleague to serve on our Board of Directors. For more information, please visit www.mafla.org or contact any member of the Board.

Is there a new teacher in your department? Why not give the gift of a MaFLA membership? It’s a great time to be a MaFLA member – and especially helpful for those new to our profession. Help new colleagues connect to the MaFLA professional learning community by gifting a membership. Email membership@mafla.org for more information.

If you’ve not yet done so, like MaFLA on Facebook. Our Facebook page offers reminders about upcoming events and unique promotional opportunities. No matter where you are – MaFLA is just a click away – be sure to connect often!

Best wishes for a productive and successful school year!

Tiesa Graf
2013 MaFLA President

For questions about the identification or review of foreign language assessments, please contact Carole Gallagher, Project Director, at cgallag@wested.org. For further information about the development of Core Course Objectives, contact Susan Henry, WestEd Senior Program Associate, at shenry2@wested.org. Submitted by Tiesa Graf.
AATF Annual Convention In Providence

The 86th Annual Convention of the American Association of Teachers of French (AATF) took place in Providence, RI, at the Marriott Downtown Hotel from July 11, through July 14. Over 300 members attended. This year’s theme was: Teaching French in the United States in the 21st Century. The Convention began with a keynote panel of three professors from URI: Lars Erickson, JoAnn Hammadou Sullivan and Karen de Bruin, and one former URI professor, now at the University of Arizona, Alain-Philippe Durand. Their focal point was the interdisciplinary双major programs at both universities which combine international business, tourism, fashion, engineering and health specialties with four foreign languages, French, Spanish, German and Chinese and include overseas co-ops and courses, and student exchanges. Because of these programs, enrollment in foreign language classes at both URI and the University of Arizona has skyrocketed. These programs are being used as models across the country.

Other highlights of the Convention included excursions to the Museum of Work and Culture in Woonsocket, cooking classes at the College of Culinary Arts at Johnson & Wales, two walking tours of the historic district of Providence, a full-day tour to Newport, a restaurant night out at CAV, Pot au Feu or Brasserie Bravo and a Bastille Day Reception sponsored by the French Cultural Services and the RI and E. MA Chapters of AATF and hosted by Fabien Fieschi, the Consul General of France in Boston.

There were over 90 concurrent sessions and pre- and post-conference workshops on advocacy, service learning, technology, AP French, film and Cajun culture.

At the Delegate’s Assembly, members welcomed two invited guests from Washington: Bill Rivers, Director of JNCL and NCLIS and Clay Pell, Deputy Assistant Secretary for International and Foreign Language Education. Both speakers addressed current language policy and how teachers can advocate for languages in the US.

AATF announced that their 2014 Convention will take place from July 16-July 19 in New Orleans at the Astor Crowne Plaza Hotel located in the heart of the French Quarter and in 2015 in Saguenay in the province of Quebec. Submitted by Joyce Beckwith.

Celebrating Foreign Languages In Boxer Country

Schools across the country celebrated Foreign Language Week this past March, but here at Brockton High School, we celebrated for the entire month. The Foreign Language Department organized several contests: door decorating, trivia, bookmarks, and “Where in the World has your Teacher Been?” Even the morning announcements featured the words “Good Morning” in an assortment of languages.

The doors of the foreign language classrooms, the departmental office suite and a computer lab were decked out with pictures, phrases in a variety of languages and all kinds of unique student work. Students and teachers came together to embellish their classroom entryways exhibiting their pride in the teaching and learning of foreign languages. Senior Folasade Adesida helped to decorate the foreign language office suite door. According to Folasade, “Decorating the door was one of my favorite things to do because I enjoy when different languages come together. It indicates how our world has come together. In addition, I really appreciate all the different colors displayed on the door; the whole project was so exciting.”

The trivia contest invited students to come by the main office and to drop their responses into a box. The students listened for a new question each day during the morning announcements, and they had the remainder of the school day to submit their answers.

The bookmark contest was a huge success last year and has proven to be successful yet again this year. Students were given a blank template and were asked to create a bookmark around the theme Collaborate through Foreign Languages.

This year the faculty was extremely supportive in helping the Foreign Language Department to create the “Where in the World has my Teacher Been?” contest. Teachers submitted photographs showing geographical locations they have visited. The teachers either took these pictures themselves while visiting a foreign country, or the teacher is in the photograph. These were displayed outside of the main office. Students were invited to guess the countries depicted in each one.

Plans are already being made for next year’s celebration of Foreign Language Week. For more information on the advocacy of foreign languages, please visit www.mafla.org.

Submitted by Noah D. Roseman, Spanish Teacher, Boxer Roundup Advisor

MaFLA Advocacy At Work on Your Behalf!

Our representative to NCSSFL (National Council of State Supervisors for Foreign Languages), Madelyn Gonnerman Torchin, lobbies Matthew H. Malone at the Massachusetts Teachers’ Association Conference in Williamstown, MA, August 5, 2013, for a State Supervisor for Foreign Languages.
Special Event

On Friday, May 10, Brice Kapel performed at Cary Hall to a rousing crowd of over 450 Clarke and Diamond Middle School students studying French, their teachers, administrators and parents. Kapel, a native of Togo, traveled from Paris to sing and perform for students his Colorico cola concert and conduct workshops on sound, movement and expression. Having traveled to Lexington in 2009, Kapel was invited back by Diamond’s French teachers, who organized the event with the generous support of the Diamond PTA.

In the months leading up to Kapel’s visit, students learned and studied the lyrics of the songs. Cecilia Carabillo, 7th grader at Diamond, said, “Learning the lyrics in advance was great. We were so excited and enthusiastic to hear the songs when the concert finally happened!” Through the music students were ultimately exposed to authentic language, both in French and Mina, and French and Togolese cultures in an uplifting and motivational context. Kapel’s “songs are beautiful—they have meaning and are poetic!” stated Peter Kuli, 7th grader. Kapel’s positive and energetic spirit captured the audience from the moment he was welcomed on stage to well after his standing ovation at the end of the day’s event. “Brice Kapel’s performance was interactive and exciting. I enjoyed the song Roots and everyone had a great time dancing and singing in French!” exclaimed Lily Harrington, a 7th grader at Diamond. Will Thomas also remarked, “His voice, his amazing movement got us all moving.” At school students continue to sing the songs and speak of the special day with Kapel, who is a popular singer performing regularly throughout France, Switzerland, and the world.

After Brice Kapel came to Diamond in 2009, the French Department always dreamed of welcoming him back so that another generation of middle school French students could experience Kapel’s artistry. Then this fall Diamond’s French teachers, Christine Goulet, Elisabeth Passeri and Joan Yarmovsky, contacted Kapel about a return to Lexington to which Kapel instantly agreed. He commented on how he had such fond memories of the students’ motivation and spirit in 2009 that he was happy to make even more. This trip was no different for Kapel as he repeated over and over to students and teachers that they were his gift. Kapel’s generosity is even further demonstrated by the fact that he paid for his own plane ticket and donated all earnings to his charitable foundation, Musique en Aide. MEA awards scholarships annually to underserved schools so that they may experience the power and beauty of music. Kapel also performed his upcoming album Porto Seguro for the greater community in an evening concert at Cary Hall before heading back home to Paris. Six students had the opportunity to perform several numbers with Brice Kapel on stage during the evening concert. Sixth grader Juliet Stevenson at Diamond noted, “It was truly a once in a lifetime experience. I was lucky to sing with such a wonderful singer.” Talk is already in the works to welcome Kapel back in another three years.

Submitted by Christine Goulet, Diamond Middle School, Lexington

French Content Course

Many French teachers are having difficulty finding content courses to satisfy recertification requirements. The Education Cooperative is offering a two-credit course this fall that may meet your needs. It is completed mainly online with two face-to-face sessions at TEC’s Dedham site. Retired French teacher Karen Nerpouni will be the instructor. Read below for more information.

Have you noticed recently how movies and television shows have re-discovered fairy tales? That’s because themes like familial jealousy, greed, good vs. evil, abandonment, and inner beauty never lose their relevancy. In this two-credit blended course, you will read original French fairy tales from the 17th and 18th centuries and learn about their origins. You will explore what they show us about our own lives and the lessons we can learn from them. As an added benefit, you may discover ways to use them in your own classes.

This course is primarily taken online. There will be an orientation session of two hours followed by seven sessions of four hours each. The fourth and the seventh sessions will be face-to-face at The Education Cooperative site in Dedham, Massachusetts.

The target audience for this course is secondary teachers of French. The site will

Lexington Middle School students (l-r) Nitya Venkatasami, Kara Xie, Bliss Doney, Madeleine Eichenberg, and Sean Feldman with Brice Kapel.
The AATF Convention was held in Providence this year, with around 400 French teachers from across the country in attendance. One of the AATF Eastern Massachusetts Executive Council members, Béckie Bray, took notes on the sessions she attended. These are posted online at www.aatf-easternmass.org. You can also search Twitter using #AATF and #AATF13 to find what attendees were chatting about during the conference. Next year’s convention will be held in la Nouvelle Orléans!

The Cultural Service of the French Consulate is planning an “Intensive Language and Cultural Training” for French teachers on August 21-23, 2013. The cost is only $25. The program will be full immersion and include sessions such as, “L’enseignement du français avec le cinéma,” “Cliquier pour apprendre,” and “La France: La langue française à travers les Arts.” Please go to http://bit.ly/17PkD4A for more information.

Schoenhof’s French Book Club

The French Book Club, animated by AATF Eastern Massachusetts president, Brian Thompson, will begin again this fall. The club meets six times a year at Schoenhof’s Bookstore in Cambridge, and is free to all. We will be meeting on October 3, November 7, and December 5 this fall. Free wine and cheese are provided, and there is a 10% discount on books for participants. For more information, please go to www.aatf-easternmass.org and click on “Groupe de Lecture.”

Want to keep up to date with French events and PD opportunities throughout the year? Be sure to follow AATF Eastern Massachusetts on Facebook and Twitter!

Facebook: www.facebook.com/AATFEasternMass

Twitter: www.twitter.com/aatfeasternmass @AATFeasternmass

Submitted by Catherine Ritz

French Content Course (cont.)

be written mostly in English, but participants will read, hear and view materials mostly in French. They may respond to questions and complete assignments in either French or English.

Teachers of other subjects may take the course as long as they have at least an intermediate level of reading and listening proficiency in French.

Massachusetts guidelines for teacher recertification require content knowledge professional development points. This course addresses the following:

- Knowledge of culturally and historically significant literary and non-literary texts and authors associated with the country of origin of the target language; literary traditions, periods, and genres.

Enrollment information will be available on TEC’s website in early September. Go to: tec-coop.org. Click on professional development. If you want more detailed information, you may also contact the instructor at: knerpouni@tec-coop.org.
Introduction

As a driver education teacher in one of the high schools where I taught, I learned an important lesson about lesson planning: students have a better chance of succeeding if they are told first-hand what they need to know and be able to do in order to get their driver’s license. First, they need to know the rules of the road and to demonstrate that knowledge by passing a written test, and second, they need to show that they can drive by actually driving in the presence of a registry official. My job, therefore, was to let them practice the actual driving maneuvers, i.e., left turns, y-turns, parallel parking, backing up, etc., that they would need to be able to do. In other words, I had to teach to the test.

This article will demonstrate the Backward Design Model for lesson planning as a way for L2 teachers to improve the teaching of a foreign language. It differs from the traditional coverage approach of the textbook whereby the teacher begins on page 1 and tries to cover as many chapters as possible. When students are not given the big picture and have no idea where they are heading, they can often be heard asking the question “Why are we doing this?”

The Backward Design Model advocates that the teacher plan lessons beginning with the end in mind because according to Stephen R. Covey, “to begin with the end in mind means to start with a clear understanding of your destination. It means to know where you’re going so that you better understand where you are now so that the steps you take are always in the right direction.” (1) The following steps are vital to the successful application of the Backward Design Model:

1. Identify the goal:
   - What do you want the students to be able to do at the end of the lesson, the unit, the chapter, the quarter, the semester, the year?
   - Which of the four language skills will be developed and utilized?
   - What will the final product look like: written document, oral presentation, performance, poster, etc?
   - What criteria will you establish: individual project, paired or small-group presentation, etc?
   - What requirements will you set up: deadline, length, format, style, etc?

   Setting the goal and identifying the outcomes are the most important first steps that the teacher can take.

2. Identify the content:
   What do they need to know in order to do it?
   - Vocabulary
     - What vocabulary do they already know?
     - What new vocabulary do they need to know?
   - Grammar
     - What grammar structures do they already know?
     - What new grammar do they need to know?
   - Cultural knowledge
     - What cultural knowledge do they possess?
     - What new cultural knowledge do they need to possess?
   - What other disciplines are involved?

   The purpose of this step is to identify what the students already know and what new knowledge they need in order to do successfully what the teacher wants them to do.

3. Create a rubric or grading standard:
   How will they be assessed?
   - Content
   - Grammatical accuracy
   - Appropriate level of vocabulary
   - Pronunciation/spelling
   - Fluency/ease of expression
   - Comprehensibility
   - Meeting requirements

   The purpose of this step is to inform the students on what criteria they will be judged and its point value so that there will be no surprises along the way.

4. Plan the activities:
   How will you develop the knowledge and the skills?
   - Achievement: these activities develop knowledge
     True/false, question/answer, fill in the blanks, multiple-choice, replace noun by pronoun, substitution, state the facts, translate, repeat, give the correct form of the word, etc.
   - Proficiency: these activities develop skills
     Role play, interviews, performances, complete the sentence, state your opinion, thoughts and comments, give personal answers, create a situation, seek information, develop a product, demonstrate your knowledge, summarize, paraphrase, change the ending, etc.

   The purpose of this step is to isolate all the important elements that go into the final project and to make sure that the students have the opportunity to learn and to practice them.
5. Performance Assessment:
Students do what you want them to do.

This step provides the proof of the pudding: the students actively demonstrate that they can do what is expected of them by actually doing it.

Application

Applying the Backward Design Model to lesson planning is equivalent to starting at the end and working backward to the beginning. Once the end outcome has been established and the old and new content has been identified, the main job of the teacher is to create activities and practice exercises that will help the students do what it is that the teacher wants them to do. Relevant assessment activities will help both the teacher and the students determine how well they are advancing toward the final goal. If all goes well, the students will successfully do what the teacher expects them to do. The following are two examples of lessons designed according to the Backward Design Model. Because task-based activities are very well suited for this purpose, they are the format used in the activities in the lessons below. (2)

Lesson 1: Vocabulary and grammar focus:
This lesson is intended to increase speaking fluency in second-year students.

Identify the goal:
The students will tell the class what they did over the weekend, when they did it, and with whom.

Identify the content:

- Known vocabulary: What did you do last weekend? What day did you do it? With whom did you do it? Days of the weekend.
- New vocabulary: determined from the brainstorming activity
- Known grammar: the past tense of verbs; what/when/with/whom-type questions
- Unknown grammar: determined from the brainstorming activity.

Create a rubric:
The students will be told on what criteria they will be judged and the point value of each.

- Content-20%
- Grammatical accuracy-20%
- Appropriate level of vocabulary-20%
- Fluency/ease of expression-20%
- Comprehensibility-20%

Plan the activities:
The activities are designed to teach what the students need to know and to practice in order to complete the goal. Although in English for the purpose of this article, all activities are to be done in the target language.

Activity 1: Brainstorm what the students did over the weekend and write the activities on the board:
went to a party  texted a friend  did homework  watched TV
read a book  talked on the phone  surfed the internet
played a sport  rode a bike  went hiking  slept late
listened to music  went to the mall  did housework
went to church  visited relatives  ate at a restaurant

Activity 2: The teacher will ask the students to identify what they did from the list and to elaborate on it.
Example: I went to the mall with my friends Saturday afternoon.

Activity 3: Working with a partner, the students will fill in the following survey of activities from those that the class did last weekend. See Appendix figure 1.
Example: Did you dance at a party? Yes I did, Saturday night with my friends.

Activity 4: Each pair will report back to the class by stating what their partner did or did not do last weekend.
Example: Jim went to the mall last Friday with his cousin, but he did not go bike riding.

Activity 5: The class will calculate the results of the survey and show the number of yes and no for each of the activities.

Speaking Assessment:
Each student will tell the class what s/he did over the weekend, when s/he did it, and with whom. Not to exceed 5 minutes.

Do you know the fastest way to get updates on the Conference and everything MaFLA? Want to be among the first to hear about special promotions and breaking news?

@maflaonline

For up-to-the-minute news, updates about the Fall Conference, special offers, and a variety of general information of interest to language educators, follow @maflaonline on Twitter. Be the first to know.
Lesson 2: Culture focus:
This lesson is intended to increase reading and writing ability in third-year students.

Identify the goal:
Write a short paper comparing the status of sports in American and French culture: which are the most popular, what are the benefits of playing sports, and what role do they play in schools.

Identify the content:
- New vocabulary: names of French sports, le cyclisme, le tour de France, competitive, individual, interscholastic, intramural, participatory, spectator, major league, minor league
- Known grammar: to be determined by the teacher
- New grammar: jouer à, use of article with names of sports
- Known culture: American interscholastic leagues between schools; professional teams
- New culture: French intramural teams in school, part of physical education; national sports team

Create a rubric:
- Content-25%
- Grammatical accuracy-25%
- Appropriate level of vocabulary-25%
- Comprehensibility-15%
- Requirements-10%

Plan the activities:
Activity 1: Sports survey: Complete the survey by asking 5 people (family, friends, neighbors, classmates, etc.) the following questions. Write the name of the person above the appropriate column and their answer in the appropriate row. All answers to be in French. See Appendix figure 2.
Activity 2: The students will share their findings with the rest of the class. After tabulating the results on a blank survey, the class will discuss the findings and make a generalization about Americans and sports.


Activity 4: The students will complete a Venn diagram illustrating which are the favorite sports of Americans, the favorite sports of the French, and those they have in common.

Activity 5: After googling "The benefits of sports" and "Les bienfaits du sport," each student will complete the list of benefits below taken from two articles in each language. See Appendix figure 3.

Activity 6: In groups of four, the students will coordinate their lists and then share the results with the class.

Activity 7: From the information gained from the two articles below, the students working in groups of four will draw a list of comparisons between the status of sports in the USA and in France and then will share the results with the rest of the class. See Appendix figure 4.

Le sport en France (3)
Les Français font beaucoup de sport : 80% déclarent pratiquer un sport régulièrement. Tous les types de sport sont cités : le football, le rugby, le tennis, le basket ball, la natation, le ski, la course à pied et le jogging, la bicyclette, la gymnastique, les arts martiaux ou tout simplement la marche à pied sont les plus communs. On pratique ces sports, surtout ceux qui se jouent collectivement, dans des clubs qui appartiennent à des fédérations. Il y a environ 10 millions de licenciés en France. Le football est le sport le plus pratiqué, avec 2 millions d’inscrits, loin devant le tennis (1 million) ou le judo (500 000). Au lycée, le sport fait parti de l’éducation physique et il n’y a pas de matchs entre lycée. Il n’y a pas de programme de sport à l’université.


Le sport aux États-Unis (4)
Le sport aux USA a une place très importante dans la société. Depuis l’école primaire jusqu’à l’université, les jeunes sont encouragés à pratiquer leurs sports. Les matchs entre écoles jouent un rôle très important à hauser la fierté pour et la loyauté envers son école. Les matchs entre « High Schools » (niveau collège/lycée) de football américain peuvent atteindre une affluence de plus de 15 000 personnes et les matchs entre universités plus de 100 000 supporteurs !!! Sport masculin ou féminin, les stades sont remplis et les matchs sont la plupart du temps retransmis à la télévision ou sur internet.

Contrairement à la France ou à la plupart des pays du monde entier, les Américains intègrent le sport et la formation des athlètes au cursus scolaire et universitaire en lui donnant une place considérable. Les athlètes de chaque programme sportif universitaire viennent de partout dans le monde, et la renommé et le niveau des championnats NCAA est de plus en plus grande. Le sport universitaire aux États Unis est probablement aussi (ci ce n’est plus) important que le sport professionnel. Les moyens financiers sont incroyables, les infrastructures, centres d’entraînements et staffs techniques sont équivalents aux meilleurs clubs professionnels en Europe. Les universités jouent le rôle des centres de formations des clubs professionnels européens avec l’avantage énorme d’offrir un diplôme de renommée internationale. Le sport universitaire est le lien entre les jeunes athlètes et les clubs professionnels.

Writing Assessment:
Each student will write a two-page paper comparing the status of sports in American and French culture: which are the most popular, what are the benefits of playing sports according to each country, and what role do they play in the schools.
**Conclusion**

The Backward Design Model of lesson planning provides the teacher with a method to deliver the course material to the students in a precise and controlled way. It differs from the usual content-based approach that is so prevalent in our schools whereby one begins with the content matter in mind, followed by a series of activities to learn that content and then finishes with the test. In the result-oriented approach, the teacher tells the students what is to be expected of them, i.e., what they will be expected to do at the end of the unit and then proceeds to plan activities designed to take the students to that goal. In sum, the method consists in starting at the end and working one’s way backward.

**References**

1. Covey, Stephen R. *The Seven Habits of Highly Effective People*. Free Press. 1990
2. For more information about task-based activities, consult Lee, James F. *Tasks and Communicating in Language Classrooms*. Mc-Graw-Hill. 2000
3. Source unknown

**Appendix**

**Figure 1.**

<table>
<thead>
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<th></th>
<th>Yes</th>
<th>No</th>
<th>When?</th>
<th>With whom?</th>
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<tr>
<td>Eat at a restaurant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ride a bike</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen to music</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read a book</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watch TV</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Text a friend</td>
<td></td>
<td></td>
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<tr>
<td>Talk on the telephone</td>
<td></td>
<td></td>
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<tr>
<td>Do housework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go shopping</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Visit relatives</td>
<td></td>
<td></td>
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<tr>
<td>Go to a movie</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Do homework</td>
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**Figure 2.**

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<td></td>
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<tr>
<td>favorite sport to watch</td>
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<tr>
<td>favorite sport to play</td>
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<td></td>
<td></td>
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<tr>
<td>sport(s) watched on TV</td>
<td></td>
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<td></td>
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<tr>
<td>sport(s) play now</td>
<td></td>
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<tr>
<td>sport(s) played in the past</td>
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<tr>
<td>prefer individual or team</td>
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<tr>
<td>sports</td>
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<tr>
<td>approve of organized sports</td>
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<td>for children</td>
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<tr>
<td>too much emphasis placed on</td>
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<tr>
<td>sports</td>
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<td></td>
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<tr>
<td>benefit from playing sports</td>
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**Figure 3**

List of benefits

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**Figure 4**

<table>
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<tr>
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I have always considered myself very fortunate to have worked in districts that embraced and encouraged the use of technology in daily instruction. This work framework, in its turn, has prompted me to seek continuously various venues offered by local or national organizations in which new technology applications were shared by foreign language colleagues for classroom use. I am willing and eager to try every application that comes my way to see if it really matches the learning needs of my students. My rule of thumb is the following: try five new things every year and see if I can teach a lesson/unit using at least one of them!

This past school year, Southington High school hosted two technology workshops and participants were exposed to cutting edge, innovative and practical new use of technology in the foreign language class. I love my colleagues and I want to thank them all because they share the same passion for learning new things as I do! Below I will outline some of the workshops presented by my tech colleagues at these two workshops:

Using Free Websites to Engage Students in the Target Language

Amanda Robustelli-Price from Bristol High School presented a dynamic hands-on workshop that explored free websites. Some were really new and some were already established in the field. They all shared one thing in common: their versatility to be used on hand-held devices or computers both in and outside of the classroom to encourage the creative use of the target language.

These were tools to poll students in real time, take interest surveys, design pre-reading activities, respond to literature, share learning, or assign oral presentations. The participants used the following websites: PollEverywhere, Tagxedo, SurveyMonkey, VOKI, Glogster, Animoto, Wellwisher, and VoiceThread. Amanda was very generous and shared homework assignments and classroom activities. My favorite was “Padlet.” Learn about it here by using this tutorial. It is an excellent virtual, real time bulletin board: www.padlet.com.

Mobile Apps for Language Learning

Neil Holt from Amity Middle School in Orange, CT, exposed the participants to a plethora of uses of mobile devices in the world language classroom. These applications included both apps specific to language learning and apps which are useful across multiple disciplines. Neil used his iPad to share favorite apps that were cross-referenced with iPod, iPad & iPhone. Here is a list of his applications:

1. eClicker Presenter/Audience
   Students answer multiple choice questions on their devices and results appear on teacher’s device. Great formative assessment!

2. Quizlet
   Students study flashcards created by their teacher or from a huge database of pre-made flashcards. Students may hear pronunciation of vocabulary words.

3. Voice packs (to hear pronunciation)

4. Google Voice
   Teacher signs up for a free Google Voice telephone number. Students then call and record a voice message in response to a prompt. Teacher listens to student messages and provides feedback.

5. Notability (iPad only) Versatile note-taking app.
   Organize notes into subjects/topics, include photos & audio recordings, import documents, and easily send pages as PDF to teacher via email.

6. VoiceThread
   Companion app to the web site, with limited features. Allows for easy import of photos to VoiceThread and adding voice/video/text comments.

7. Learn Spanish/French/Italian/German/Portuguese (search “online language help”)
   Practice games in many categories of vocabulary. Students hear pronunciation.

8. Verb Trainer
   Students choose the tense and type of verbs, then do multiple choice practice using those verbs. Students hear pronunciation.

9. Word Lens
   Gimmicky, but fun! Point the device’s camera at printed text and the app instantly translates it to the desired language.

10. Evernote
    Teacher tool for organizing notes, to-do lists, and anything else in your life.

11. Free Dropbox
    Cloud storage for your files.

12. Apps Gone Free
    Daily notification of apps available free for limited time.
Adina’s Technology Corner

Flipping the Classroom with Jing & TED-Ed

Amy Schlett from Simsbury High School, Simsbury, CT, presented an interesting workshop on how to create screencasts with audio using Jing and how to convert these videos to upload into YouTube and Vimeo. Participants also learned how to create TED-Ed lessons using the newly created screencasts. She concluded the workshop with a Socrative poll to learn how to keep your students accountable for their work at home. Amy generously shared tutorials that she created herself for all these applications.

Socrative is my favorite poll/quiz application (www.socrative.com) as it has multiple benefits: It can be accessed on any device (tablets, smartphones, laptops, iPod Touches, etc.) with a web browser and can measure individual student scores.

Here is a Quick Overview:

• Teachers login at tsocrative.com by entering their email and password.
• Students login at msocrative.com by entering the “virtual room number” provided by the teacher. Students will then see “Waiting for teacher to start an activity…”.
• Teachers initiate an activity by selecting it on their main screen (e.g. Multiple Choice, T/F, Quick Quiz).
• Students respond on their devices.
• Students’ results are visible on the teacher’s screen or sent in an email.

I have said this before and I continue to underscore the importance of using these applications in the classroom. Not only that they will immediately engage our students in the learning process but they are developed to fit almost all requirements for implementing the common core standards!!! If you do not use them already, here is a list of the most important 10 technology tools in the foreign language class:

1. Diigo
   Free online research, note taking and annotation tool. Students can read articles online, insert post-it notes to annotate the text, bookmark, highlight and easily share their notes with others. Diigo makes it possible to teach students how to effectively manage digital resources and meet reading standards.

2. Collaborize Classroom
   Structured online discussion platform with question types that make it easy to teach argument writing, which is prioritized in the standards. With Collaborize Classroom, teachers report 100% participation rates, reduced grading time, high homework completion rates and collaboration both in and out of the classroom.

3. Google “Advanced Search”
   Teach students how to refine their online searches to find more relevant and reliable information. Google Advanced Search is a great tool for research reports and projects for students of all grade levels.

4. Study Blue
   A free online tool for making flashcards with video and audio elements, taking notes, and preparing for exams. Study Blue is both an online flashcard tool and a mobile app. Teachers can make flashcards for their students to study. Students can quiz themselves and track their learning progress or make flashcards of their own.

5. Google Docs and Forms
   Shared documents are perfect for group collaboration on a piece of writing and for brainstorming ideas. Students can work together simultaneously editing papers, projects, etc. Forms can be used to create specific forms and rubrics to help students provide each other with quality feedback. Teachers can use Google Forms to send out surveys or questionnaires to parents.

6. Survey Monkey
   Free online survey tool. Teach students how to design a survey, collect information, analyze data, and draw conclusions. Teachers can use Survey Monkey to create quizzes and tests. Great tool for teaching about basic research. This tool allows students to make real world connections to abstract concepts.

7. Creately
   Online tool that makes it easy to create, share, and collaborate with infographics. With Creately, students can easily collaborate on projects. You can browse through templates specifically designed for K-12 education. The following formats are compatible: storyboards, Fishbone diagrams, T Charts, Y Charts, and Venn Diagrams.

8. Gliffy
   Design, collaborate and share floor plans (great for geometry but also for teaching virtual visits in museums or any other cultural spaces with flowcharts, drawings and diagrams. Teachers can create a school or a class account and invite their students to contribute to a project.

9. YouTube.com/Teachers
   Created to help teachers use YouTube videos to educate, engage and inspire their students. YouTube.com/Teachers is a part of YouTube’s larger educational initiative where teachers share ideas and best practices through videos that are aligned with the Common Core and are a great resource for students of all grade levels.

   This is all for this edition of the newsletter and as always I am open for suggestions, ideas and mostly new technology! Please send me your comments, suggestions, questions to aalexand@baypath.edu.

H.O.W.

Have you checked out H.O.W. (Hot On the Web) lately for the hottest websites of the summer? There is something for French, Spanish, and German teachers. There also is a great site listed with graphics for foreign language instruction. While you are there, be sure to check out the archives for other great resources for your units of study, daily lessons and for planning.
MaFLA Diversity Day At Lasell College

On Saturday, May 11, MaFLA held its Diversity Day at Lasell College in Newton. There were three language strands: French, Italian and Spanish. This year, there was not a Latin strand because CAM and MaFLA had co-sponsored a program the week before at the Museum of Fine Arts in Boston. The French strand began with a 3-hour morning workshop presented by MaFLA Board Director Mary-Ann Stadler-Chester (Framingham State) on “Sensibilisation culturelle pour un enseignement plus efficace.” Magali Boutiot, Linguistic and Educational Attachée at the French Cultural Services in Boston, gave an afternoon session on “Les Francophones dans la Nouvelle Angleterre.” The last afternoon session was presented by Joe Scott who introduced participants to the French author Charles Perrault and read from several of his short stories. Esther Sanchez began the Spanish strand with a 3-hour presentation on the origins and international impact of the Spanish Civil War. Esther, a teacher and department chair for many years at St. Mark’s School and a frequent presenter at MaFLA, has recently taken a position in a private school in Virginia. We will miss her enthusiasm and her passionate delivery and wish her well in her new location! Two professors from Merrimack College presented in the afternoon sessions. Olyan Rosan spoke on “el sistema venezolano de orquesta” and Maria Belen Petros spoke on Argentina, her native country. The Italian strand chose technology in the classroom as its theme. Daniela Bartelesi (Wellesley College) presented on “Flipping the Classroom,” Cristina Pausini (Tufts University) presented on building “e-portfolios,” and Melina Masterson (UConn) ended the day with a session on teaching with smartboards.

Thank you to all of the presenters and to the MaFLA Directors who facilitated the strands: Joshua Cabral for French, Beatriz desLoges for Spanish and Stella Cocchiara for Italian. The total attendance for the day was 60: 35 in Spanish, 15 in French and 10 in Italian. Attendees received 10 Content PDPs. Submitted by Joyce Beckwith, Chair of Professional Development.

Tecnologia a portata di mano: Useful technology at your fingertips

At this year’s Diversity Day, the Massachusetts Italian Teachers Association (MITA) hosted a day of workshops dedicated to technology integration in classroom activities – Tecnologia a Portata di Mano.

The first workshop was “Flipping the Classroom,” presented by Daniele Bartalesi of Wellesley College. She showed us how to re-organize classroom time to put more time on practice and less time on grammar.
and vocabulary presentations. Using PowerPoint and integrated videos, teachers can create instructional materials that students can watch at home. Then, they return to class ready to practice these skills.

The second workshop, titled “Come costruire un e-portfolio,” showed us how to create e-portfolios that students would create to demonstrate what they have learned in a course. Cristina Pausini of Tufts University showed us examples of her students’ work. This activity is adaptable to many age groups of learners. Participants left this workshop having made their own web page containing an e-portfolio. Now, the participants can teach their students to do the same.

Melina Masterson of the University of Connecticut presented the final workshop, “Giocare con lo Smartboard: un approccio interattivo.” It focused on interactive activities with the Smartboard. She showed us how to use this software to design interactive games to engage the students. Then, participants designed and played their own games. Participants saw how easy it is to create these interactive activities and how we could adapt them to various themes and topics. Participants left Diversity Day with a battery of materials and ideas. We anticipate more of these sessions and thank the presenters for sharing their expertise and experience. Submitted by M. Stella Cocchiara.

COMING IN 2014 . . .

Another great year of . . .

. . .HIGH QUALITY PROFESSIONAL DEVELOPMENT . . .

. . .opportunities from MaFLA.

Our very popular Diversity Day program returns to Lasell College in May

In June we will have not one but TWO Tech Days, one each in Western and Eastern MA

And, of course, August heralds the return to Lasell College for our Summer Institute.

Last, and far from least, we return to the Host Hotel in October for our Fall Conference.

The theme for the Fall Conference will be announced at this year’s business Luncheon and posted on the website. You can hear it sooner by attending the luncheon. Can’t make the luncheon? Follow @ maflaonline on twitter and “hear” it as it is announced. Be sure to watch for dates and specifics on the MaFLA website. They will be posted as soon as they are confirmed. Plan to make 2014 your best year ever!
MaFLA Summer Institute took place at Lasell College in Newton the weekend of August 16, 17 and 18. The weekend began with a welcome from MaFLA President Tiesa Graf, followed by a short informational talk on the upcoming Fall Conference by Co-Chairs Cherie Baggs and Nicole Sherf. Several raffle drawings for complimentary Conference workshops were held throughout the weekend. There were three language strands and a total of seventy-two participants, forty-four in Spanish, nineteen in French and nine in Latin. Twenty-four attendees took advantage of the one or two graduate credits offered by Lasell College.

The French strand was coordinated by Joshua Cabral (Brookwood School), Chair of Exhibits and Sponsorship for MaFLA. Joshua also presented a morning and afternoon workshop on Friday on interactive activities. Other workshops included one on Morocco, presented by Valerie Kerxhalli, (Notre Dame Academy) one on the Ivory Coast, presented by Beckie Bray, (Lexington High School) one on French lingo necessary to navigate in the digital world, presented by Lethuy Hoang, (Springfield College) and one on techniques for using authentic documents in the classroom, presented by Charlotte Gifford (Greenfield Community College).

The Spanish strand was co-coordinated by MaFLA Presidential Appointee Bea DesLoges (Concord Carlisle High School – Emerita) and Olyan Rosal (Harvard High School) who also gave a workshop on the Puerto Rican society as reflected in the literature of Rosario Ferré. Other presenters in the Spanish strand included Helena Alfonzo (Newton South High School) on videos, films, photos and other realia in the classroom, Sandra Noack (UMASS-Lowell) on the culture and traditions of Colombia, her native country, Cynthia Irish (Wilmington Middle School) on Service Learning in Baja Sur, Mexico, MaFLA Director Jessica Clifford (Saugus High School) on Santiago de Compestela and Christina Toro (Arlington High School) on Colombia, Peru and Uruguay: Integrating Culture into the Classroom.

Both strands also attended a presentation by Jean-Dany Joachim, Poet Laureate
of Cambridge and an Adjunct Professor at Bunker Hill Community College on *Poetry in the Classroom*. Two hour-long networking sessions, one on service learning and community involvement in language programs, and the other on student travel and exchanges, were also included in the Saturday program and a two-hour SWAP SHOP for the French and Spanish strands closed the Institute on Sunday afternoon.

The Latin strand began on Friday and ended on Saturday after lunch. It was coordinated by MaFLA Membership Chair Madelyn Gonnerman Torchin (UMASS-Boston), who also gave a session on the new MA evaluation system. Other Latin presenters included MaFLA Director Brenda Cook (Brockton High School) who spoke on Literacy in the Latin classroom, and Emil Penarubia (Boston College) and Mark Pearsall (Glastonbury, CT Public Schools) whose sessions focused on best practices and teaching with technology.

Here are some quotes from the evaluations which participants completed:

"A very good program and an enjoyable chance to meet with other teachers and exchange ideas."

"I always learn something new!"

"Best SWAP SHOP I've ever been to! Teachers actually got to present and explain their work."

"Congratulations to all involved! Another excellent weekend of workshops!"

"Thank you so much MaFLA for organizing such a wonderful event where it is possible to meet and share our passion with others."

"Extremely well-organized, well-prepared and interesting presenters!"

"Best year ever!"

"Originally I was very nervous about attending an immersion weekend. However, I learned a lot, met new friends and enjoyed having the opportunity to speak Spanish with colleagues. I will look forward to attending next year."

Thank you to all the members of the MaFLA team for their efforts. Merci Josué! Gracias Olyan y Bea! Gracias Madelyn and Brenda! Submitted by Joyce Beckwith, Chair of MaFLA Professional Development.
On Friday, June 28, 55 MaFLA members attended a full-day Technology Workshop at Bay Path College in Longmeadow, MA. In the late 1990s, Bay Path was the setting for the MaFLA Summer Immersion weekend; however, it has been many years since MaFLA held an event at Bay Path and those who participated were pleasantly surprised with the facilities.

Our thanks to MaFLA Board member Adina Alexandru who invited the presenters for the first three sessions, all of whom teach in Connecticut.

Amanda Robustelli-Price (Bristol HS) presented Session A: Using Free Websites to Engage Students in the Target Language. Her hands-on workshop focused on Polleverywhere, Tagxedo, SurveyMonkey, VOKI, Glogster, Animoto, Well Wisher and Voice Thread. Attendees were given ample opportunities to explore these web sites and design classroom activities with them.

Neil Holt (Amity MS) presented Session B: “Mobile Apps for Language Learning.” Most of the Apps which he demonstrated were appropriate for iPod, iPad & iPhones. Once again, participants had time to experiment with these Apps.

Amy Schlett (Simsbury HS) presented Session C: Flipping the Classroom with Jing & TED-Ed. Participants learned how to create Screencasts and convert videos to upload into Youtube and Vimeo. They also learned about using a Socrative poll in their classrooms and designed TED-Ed lessons.

Karen Girondel and Michael Fiveash (Lexington, MA HS) were the presenters for Session D: Increasing Student Engagement Using the Interactive White Board.

Attendees were introduced to IWB techniques to link their daily agenda and classroom objectives to visually rich custom lessons. Teachers of many languages at all levels were enthusiastic and felt that their Tech Day experience was very productive. MaFLA hopes to schedule another Tech Day at Bay Path in 2014. Stay Tuned! Submitted by Joyce Beckwith, Chair MaFLA Professional Development
MaFLA 2013 Student Awards

Academy Hill School, Sandra Flower, Teacher. Award to: Julianne Schmidt (SP)

Andover High School, Peter Hall, Teacher. Award to: Andrew Schwartz, (SP & CH)

Arlington Catholic High School, Kathleen Grugan, Teacher. Awards to: Erin Lordan (FR), Caroline Elices (SP), Sarah Zatoonian (LAT)

Attleboro High School, Peter A. Pereira, Teacher. Awards to: Kelsey Wagner (FR), Amanda Alfani (SP), Jonathan Giara, (LEAD)

Auburn High School, Daniel Creamer, Teacher. Awards to: Matthew Ramirez (SP), Kayla Shearns (FR), Kara Hussey (LEAD)

Belmont High School, Colleen Foley, Teacher. Awards to: Elizabeth Ayanian (SP), Emma Pierce Hoffman (FR), Benjamin Goodman (LAT), Jeffrey Gortmaker (CH)

Bishop Connolly High School, Kelly Rezendes, Teacher. Awards to: Linda Ferreira (SP), Bianca Sarmento (PORT), Ian Chaney (FR)

Bishop Fenwick High School, Diane C. Eromin, Teacher. Awards to: Morgan Camelo (FR), Benjamin Maxner, (SP), Joseph Levasseur (LEAD)

Brockton High School, Jane Rizzitano, Teacher. Awards to: Maria Navarro (CH), Jeamela Guilloteau (LAT), Kimberly Contrera (SP)

The Bromfield School, Jennifer Fraser, Teacher. Awards to: Emma Hall (SP), Breanna McHugh (FR)

Cathedral High School, Cynthia Cohen Williams, Teacher. Awards to: Mary Kate Sullivan (SP), David Janeczek (FR)

Chelmsford High School, Sharon Charbonnier, Teacher. Awards to: Daniel P. Erdosy (FR), David L. Pearson (LAT), Alexander A. Vahid (SP), Jennifer A. Pisarik (LEAD)

Concord-Carlisle High School, Iolanda Volpe, Teacher. Awards to: Anna Kolstad (CH), Isabella Caruso (SP), Stephen Yen (FR), Jelle van der Hilst (LAT)

Dover-Sherborn High School, Linda Lannon, Teacher. Awards to: Geoffrey Stevens (SP), Elise Grenier (FR), Michelle Bornstein (LAT), Deanna Biddy (CH).

Duxbury High School, Donna Holt, Teacher. Awards to: Sam Wyatt (SP), Madeline Farquharson (FR), Caitlin Daly (LAT), Madeline Hofmair (ASL)

Falmouth High School, Pat DiPillo, Teacher. Awards to: Troy Petit (FR), Elizabeth Johnson (LAT), Laura Bancroft (PORT), Tracy Donoghue (SP), Azialynn Conn (LEAD)

Fontbonne Academy, Anke Herbert, Teacher. Awards to: Kathleen Moran (SP), Emma Byrne (FR), Nathalie Pham (LAT), Faith Ogbewe (LEAD)

Franklin Public Schools, Michael Cave, Teacher. Awards to: Grace Conley (FR), Kiara Chan (SP), Zohr Gadayli (LAT), Ruchira Parikh (LEAD)

Hampshire Regional High School, Michele Higgins, Teacher. Awards to: Angela Essa (SP), Alyssa Labrie (LEAD)
MaFLA 2013 Student Awards

Hingham High School, Susan Keyes, Teacher. Awards to: Carolone Randall (SP), Susannah Heissner (LAT), Rachel Lobe-Costonis (CH), Abigail Maloney (FR), Meghan George (FR), Alison McDermott (LEAD)

Lawrence Family Development Charter School, Maria Figuereo, Teacher. Awards to: Isabella Saldarriaga (SP), Jaime Nunez (LEAD)

Marian High School, Susan Antonellis, Teacher. Awards to: Colleen Fitzpatrick (FR), Olivia Boudreau (SP), Morgan McDougal (IT)

Matignon High School, Paula J. Gaffey, Teacher. Awards to: Christina Listro (FR), Katelyn Belmonte (LAT), Irene Wong (SP), Jennifer Chisholm (LEAD)

Monson High School, Ronie R. Webster, Teacher. Awards to: Joanne Paquin (SP), Kelley Murphy (LEAD)

Monument Mountain HS, Dan Bouvier, Teacher. Award to: Mica Reel (SP)

Mount Greylock High School, Marjorie Keeley, Teacher. Awards to: Celeste Vedolia (FR), Molly Graether (SP), Jonah Abrams Majumder (LAT & LEAD),

Natick High School, JoAnn DiGiandomenico, Teacher. Awards to: Jagravi Dave (FR), Timothy Sakharov (SP), Ian Grant (LEAD)

Notre Dame Academy, Linda Gustafson, Teacher. Awards to: Taylor Lemieux (SP), Anne Zujewski (FR), Megan Carmody (LAT), Caroline Inman (LEAD)

Revere High School, Albert Mogavero, Teacher. Awards to: Lindsay Gurska (SP), Carlos Umanzor (FR), Jennifer Dandrow (IT)

Ste Jeanne d’Arc (Lowell), Monique Letendre, Teacher. Award to: Mona Polavarapu (FR)

Sacred Heart School, Carol Davis, Teacher. Awards to: Caroline Thomas (FR), Stephanie Rodway (SP), Molly Presutti (LAT), Li Xue (GER), Meaghan McKenna (LEAD)

Taconic High School, Angela M. Johansen, Teacher. Awards to: Cara Partridge (SP), Stephanie Carvalho (LEAD)

Trinity High School, Regina Doyle Sternlicht, Teacher. Awards to: Chelsea Castaneda (SP), Allison Jones (CH), Henryk Jankowski (FR), Brady Moses (LEAD)

Tyngsborough High School, Maryann Brady, Teacher. Award to: Rebecca Wayne (LEAD)

Wachusett Regional High School, Lori Montiverdi, Teacher. Awards to: Kohar Avakian (FR), Kevin Specht (LAT), Elizabeth Meyer (GER), Paul Weaver (SP), Erika Larson (SP), Katrina Blandino (LEAD)

Wakefield High School, Reuben Reinoso, Teacher. Awards to: Juhn Hanron (FR), Joshua Orlowitz (SP), John Ryan Stackhouse (LEAD)

West Springfield High School, Cristina Rubeck, Teacher. Awards to: Nicholas Yvon (SP), Jacob Link (FR), Jordan Giebner (IT), Taylor Burroughs (LAT)

Whitinsville Christian School, Karen Exoo, Teacher. Award to: Pegeen Kerr (SP)

Winchester High School, Anna B. Tirone, Teacher. Awards to: Cathy Yu (FR), Madeline Thompson (LAT), George Zhang (SP), Elim Na (IT), Jihyun Jung (CH), Daniel Boulanger (LEAD)
This year’s essay contest had as its theme *Collaborate To Promote Languages With A Collective Voice*, which prompted fifty-three students from around the Commonwealth of Massachusetts to probe deeply into the ways in which language learning is a collaborative endeavor. Thirty-four middle school students and nineteen high school students submitted thoughtful and revelatory essays. This year’s High School winner was Nicole Ellis of Northbridge High School. Nicole was this year’s Essay of the Year Winner as well. Daniel Bailey of Wood Hill Middle School in Andover, MA, was our middle school winner. Honorable Mention Essay writers were High School students Erika Rohrberg and John Vasington of Nashoba Regional High School and Sruti Pandey of Burlington High School. Middle School Honorable Mentions were Riley Plotner and Maya Kooparathy of North Andover Middle School and Kishor Bharadwaj of William Diamond Middle School in Lexington. A very special thanks to all teachers and their students for participating.

The following are some quotes from our MaFLA essay contest winners and runner-ups:

> Through a pen pal and social networks, I’ve collaborated with many people from around the world who I never would have thought about if I hadn’t fallen in love with languages. In the summer, I got a pen pal from Germany who studies English. The point was that she would help with my German and I would help with her English, but our relationship grew. We started by sharing our individual knowledge, but that quickly developed into an amazing friendship in which we discovered how similar we are despite how far apart we live.

   **Nicole Ellis, High School and Essay of the year winner, Northbridge HS (student of Susan Thulin)**

> Many kids say that learning a foreign language is boring and useless. But really, it is quite the opposite, or as the French might say, "Au contraire." Learning a foreign language is an extremely important thing to do. Many jobs in the world require people to know at least one language other than the language they already speak. This year, the theme is "Collaborate to Promote Languages with a Collective Voice." There are so many reasons why people should learn a foreign language. Most have to do with jobs or international organizations. This is because the theme pretty much means, “People Working Together, using Foreign Languages.

   **Daniel Bailey, Middle School Essay winner, Wood Hill MS, Andover, Ma., (student of Patricia Gregory)**

> Google Translate can only get you so far in life, and there’s a big difference between comprehension and collaboration. Being able to communicate with other people who speak different languages isn’t a prominent issue at high-schools, but in the ‘real world,’ it is vital. An individual’s ability to speak a foreign language is essential for some of the things we take for granted: peace, progress, and comprehension. In a larger sense, foreign languages connect the people that speak them, and by extension, everyone on the planet.

   **Erika Rohrberg, High School Honorable Mention, Nashoba Regional H.S., (student of Kathy McHale)**

> In a world of almost 7000 spoken languages, it often seems difficult to collaborate with other nations around the world. But countries do not prosper on their own. It is through collaboration and communication that countries across the world can grow together. Technology allows us to purchase an item all the way in China in a matter of seconds. Almost unnoticed, however, is the number of hands that item gets passed through, the number of countries it travels in, or the number of interactions between languages that need to happen for that package to arrive at our doorstep. It’s pretty simple really, without collaboration between countries, hardly any of the simple things in life we take for granted every day would have been achieved.

   **John Vasington, High School Honorable Mention, Nashoba Regional H. S. (student of Kathy McHale)**

> When I started Middle School, I had the opportunity to pick my fourth language. While some people might think that three is more than enough, I think it is important to remember a south Indian quote, "What you know is a drop; but what is there to learn is an ocean". It was difficult to decide between French, Spanish or Mandarin. I already shared a language with a billion people. If I took Mandarin, I would be able to converse with two billion people. That is almost half the world! Therefore, I chose Mandarin.

   **Kishor Bharadwaj, Middle School Honorable Mention, Diamond M. S., Lexington (student of Adalicia Roth)**

> When individuals collaborate to promote languages with a collective voice, life generally gets better. People of different races and cultures will stop getting judged on a daily basis for the language they speak, the clothes they wear, and the traditions they have. Basically, when someone understands a certain thought, idea, or language, they can learn to appreciate it more.

   **Riley Plotner, Middle School Honorable Mention, North Andover M.S. (student of Rebecca Melnick)**

Respectfully submitted, Stuart Gamble, MaFLA Essay Contest Chair
Dear MaFLA Colleagues,

The 2013 Poster Contest was an exciting activity for all of the MaFLA members, foreign language students and K-12 schools across the Commonwealth of Massachusetts. This year’s competition attracted a total of 76 posters. Ten high schools with 25 high school students, twelve middle schools with 44 middle school students and two elementary schools with 7 students participated.

The theme, “Collaborate to Promote Languages with a Collective Voice”, was showcased in many original and creative ways. The artistic expression was demonstrated with multi talent. Certificates and acknowledgements have been sent to all participants. This year’s competition was extremely high especially in the middle grade level. Judges were very excited about the outstanding quality of the overall artwork. The winner’s poster will be framed and displayed at the MaFLA Annual Conference in October. Our heartfelt gratitude goes out to the judges and all of the participants and their wonderful teachers who took on this challenging task especially during those endless snowstorms in March and April early this year. Thank you from the bottom of my heart for keeping the creativity flow throughout the stormy weather and going to the post office for the delivery of those long tubes!

We are pleased to announce that the following students were selected as this year’s winners.

**Poster of the Year**

**Shabina Wigneswaran**, Grade 12
Burlington High School
Teacher, Susan Price

**6-8th Grade Division Winner**

**Kailee Silver**, Grade 7
Academy Hill School
Teacher, Sandra Flower

**K-5 Division Winner**

**Grace Ostrander**, Grade 3
Academy Hill School
Teacher, Sandra Flower

**Honorable Mention**

**Nick Vita**, Grade 8
West Middle School,
Teacher, Linda Kane

**Jenny Lin**, Grade 9
Dracut Senior High School
Teacher, Richard Manley

**Thanh Thao Nguyen**, Grade 8
North Andover Middle School
Teacher, Panna Calos

**Sarah Iler**, Grade 9
Burlington High School
Teacher, Susan Price

**Salita Daraphet**, Grade 10
Northbridge High School
Teacher, Susan Thulin

**Catie Manning**, Grade 4
South Elementary School
Teacher, Michelle M. Vazquez

**Varsha Athreya**, Grade 4
Academy Hill School
Teacher, Sandra Flower
Past Presidents’ Award Winners

Krista Webb

Krista Webb is a senior from Narragansett Regional High School. During her time there she has realized her love for the Spanish language and culture as well as her capabilities in the subject. She will be attending the University of Massachusetts Amherst in the fall as a Spanish major with a minor in education. It is her hope to one day become a Spanish teacher at the secondary level and, in addition, be of service to those in the Spanish speaking community through volunteer work. Krista is very involved in her school as a member of her school’s track team, International Club, National Honor Society, Spanish Honor Society, and Rho Kappa (History Honor Society). She is also a Spanish tutor for underclassmen.

Lindsey Chou

I am Lindsey Chou, and I attend Bishop Feehan High School in Attleboro, MA. I live in Franklin, MA. In my time at Bishop Feehan, I have participated in Student Council, St. Vincent de Paul, Cross Country/Track, and various honor societies, including Spanish Honor Society. I will be studying secondary education at Boston College in the fall. I am very grateful to have received this award and thank the MaFLA.

Sahana Nazeer

My name is Sahana Nazeer and I am currently a senior at Bishop Feehan High School. As part of the Feehan Class of 2013, I received the honor to dedicate the class tree (given to the academically third ranked student in the grade). Aside from academics, I swam for the Bishop Feehan Swim Team for four years. Throughout my high school years, I was a member of the Math Team, Academic Decathlon, *The Rock Report* (school newspaper), Mock Trial, and Explorations. At the beginning of this year, I founded the Bishop Feehan Red Cross Club which hosted two successful blood drives (in December and in May). I also volunteer as an academic tutor in school. This fall, I plan to attend Brown University in Providence, RI, and double major in neuroscience and philosophy. I will continue my studies of French language and culture and hopefully master my native tongues, Tamil and Hindi.

Jacquelynn Morrissey

My name is Jacquelynn Morrissey. I am a senior at Brockton High School in Brockton, Massachusetts. I have studied Chinese since the sixth grade. At school, I am an IB Diploma Candidate, a member of the National Honor Society, and a senior executive member of the Foreign Language Honor Society. Next year, I am attending College of the Holy Cross, where I am majoring in biochemistry and plan on either double majoring, or minoring, in Chinese.
What is it?
The SANS Inc./Mead Leadership Fellows Program supports individuals in the development of a project that contributes to the foreign language teaching profession and advances quality language instruction. The Mead program was created to develop future leaders for the profession at the state, regional, and national levels.

Who may apply?
Foreign language teachers who have demonstrated leadership potential in their institutions and/or professional organizations at the local, state, or regional or national level may apply.

Application Procedure
1. Application forms will be available on the NECTFL website, in the NECTFL Conference Preview, and in state organization newsletters.
2. Applicants may be nominated by their schools, colleges, or universities; or by local, state, regional or national foreign language organizations.
3. Completed applications will be sent to MaFLA before December 1, 2013. Each state association will pick one application per year to submit to NECTFL.

What should the application include?
• A letter of nomination from nominating body (schools, professional org., etc.)
• A current resume or c.v. of no more than two pages
• A signed Commitment Form expressing the nominee's willingness to complete their proposed project and present findings at their state conference and NECTFL Conference the calendar year following acceptance of their project.
• A written narrative by the nominee describing their project, containing the following:
  • Project Rationale: How will this project contribute to the field and advance quality language instruction? Why should NECTFL support this project?
  • Project Description: What is your project? What goals and objectives do you hope to accomplish? How will you use technology to disseminate your project?
  • Action Plan: What steps will you take to implement the project? What is your timeline? Please keep in mind that you need to present at the following year's state and NECTFL conferences.
  • Leadership Statement: How will your project provide leadership at the local, state, regional, and national level?

Recognition
Mead Leadership Fellows will participate in the 2014 Northeast Conference in a program designed by NECTFL to foster leadership for the profession. SANS sponsorship will provide:
• Registration for the NECTFL conference
• Lodging at the conference
• Participation in a leadership orientation program and one conference workshop
• An invitation to the Chair's Reception
• Follow-up mentoring by NECTFL Board Members and/or a designated mentor for your project

Criteria for Selection
The rubric that will be used to evaluate each application is available at www.nectfl.org. It is suggested that applicants review this rubric before submitting their application.

Deadlines
The state associations must receive applications by December 1, 2013.

Submit your completed application to:
SANS Inc./Mead Fellows, c/o Jane Rizzitano
6 Wood Street
Upton, MA 01568
Can’t Travel to a National or International Conference?  
Then be sure to attend the MaFLA Fall Conference!

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ARE YOU FEELING LEFT OUT?

If you feel you have not heard from MaFLA, YOUR professional organization, lately, perhaps it is because you have indicated in your profile that you do not wish to receive communications from us. If you want to be aware of our special events, offers, and news updates then be sure to change your status in your profile. Need help with this? Contact our membership chair, Madelyn Gonnerman Torchin, at membership@mafla.org and she will help you to update your profile.

Send YOUR contribution to the next issue to: 
Ronie R. Webster      ronie@mafla.org  
41 Glenn Drive  
Wilbraham, MA 01095  
Phone 413.596.9284 
Deadline for the End of Year Issue is Nov. 5