



# *California World Language Project, L.A. and I.E. STARS*

## *Seminars on Theory, Activities, Resources and Strategies*

Since our programs are authorized by the State and Federal Government, you may wish to use funds from Title I, (Disadvantaged Learners), Title II, Part A (Professional Development), Title III (English Learners) or other State and Federal sources.

### **OVERARCHING FOCUS: REINGAGING STUDENTS, RESPONDING TO SOCIO-EMOTIONAL NEEDS, MAXIMIZING LEARNING** **Featuring California's 2019 World Languages Standards and 2020 World Languages Framework**

#### **ONLINE PROGRAMS BEGINNING IN DECEMBER**

**Credit Card** payment, **Purchase Order**, or **Intent to Pay Form** signed by an administrator must be received prior to the start of the program. 6 (60 hours), 3 (30 hours), or 2 (20 hours) **CEUs may be earned from Stanford Continuing Studies with completion of assignments and an application fee of \$115.**

#### **01 – PLAN with me: Standards-Based and Framework-Aligned WORLD LANGUAGE UNIT DESIGN**

**Bethany Thompson**, Saturdays, January 7, 21, February 4, 11 ; 9:00 A.M. - 12:00 P.M.  
12 synchronous, 8 asynchronous hours, 2 CEUs, **fee, \$450 per person**

Over the course of the program, participants will design a three-to-four-week standards-based unit, to be delivered by framework-aligned, practices, and that increase student engagement, learning of academic content, and learner proficiency. Units will feature assessments, daily lessons, assignments for absent students, and even plans for substitutes that support unit goals.

#### **02 – TECHNOLOGY in the WORLD LANGUAGE / DUAL IMMERSION Classroom**

**Iman Hashem and Dr. Valérie Sun**, Saturdays, December 3, January 21, February 25, March 25, April 22; 9:00 A.M. – 12:00 P.M.  
15 synchronous, 5 asynchronous hours, 2 CEUs, **fee, \$450 per person**

In this hands-on course, participants will dive deep into student-centered technologies that can be used in the physical classroom and across multiple devices (laptop, Chromebook, or cell phone). Authentic materials, focused on global competence and the three modes of communication will be explored through technology-enhanced world language practices. In each session, teachers will apply their learning when designing a lesson or lessons that use a technological tool or tools to support listening to, reading, speaking, or writing about topics that lead to **GLOBAL COMPETENCE**.

#### **03 – COACHING TOOLS and MINDFULNESS PRACTICES for Work and Life**

**Brandon Zaslow, ODC, PCC, C.Ht**, Saturdays, Jan 21, 28, Feb 4, 11, 18, 25, Mar 4, 11, 18, 1 – 3:30 P.M.  
22.5 synchronous, 37.5 asynchronous hours, 6 CEUs, **fee, \$550 per person**

Participants will learn an **International Coaching Federation (ICF) Model** for professional coaching: (1) Meeting Ethical Guidelines and Professional Standards, (2) Establishing the Coaching Agreement, (3) Creating Trust and Intimacy, (4) Coaching Presence, (5) Active Listening, (6) Powerful Questioning, (7) Direct Communication, (8) Evoking Awareness, (9) Designing Actions, (10) Planning and Goal Setting, and (11) Managing Progress and Accountability. A **Guided, Focused Mindfulness Strand (GFM)** will bring about relaxation to enhance participant wellbeing, specifically reducing stress and negative thinking, and envisioning and bringing about positive outcomes. A strand focusing on **wellness and agency to bring about positive changes in education, in individuals, groups, teams, schools and other organizations** will run throughout the program.

#### **04 – COMPREHENSION-Based Communicative Language Teaching Strategies for World Language Educators**

**Jason Fritze and Connie Johnson**, Saturdays, December 3, January 21, February 25, March 25, April 22 ; 9-11:30 A.M., 12:30-3 P.M.  
25 synchronous, 5 asynchronous hours; 3 CEUs, **fee, \$550 per person**

"Research and practice indicate that effective language instruction must provide significant amounts of comprehensible, meaningful, and interesting input, 'talk and text' in the target language for learners to develop communicative and cultural proficiency." From Glisan and Dontato, cited in the 2020 World Languages Framework for California Public Schools. This course will present **CORE strategies** to build classroom communities, using the target language for instruction to support **IN PERSON acquisition**. Application of synchronous and asynchronous activities for distance and hybrid learning will also be featured.

Use this link <https://www.surveymonkey.com/r/XTL9N2R> or contact our office at (323) 259-2949 to make a **Credit Card Payment**. For further information contact us at [ocflp@oxy.edu](mailto:ocflp@oxy.edu), at (323) 259-2949, or at (323) 544-7009, fax.



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#### **05 – Teaching SPANISH in DUAL LANGUAGE and BILINGUAL PROGRAMS**

**Dr. Angela Palmieri**, Saturdays, January 7, 14, 21, 28, February 4 ; 9:00 A.M. – 12:00 P.M.  
15 synchronous, 5 asynchronous hours, 2 CEUs, **fee, \$450 per person**

This program provides a virtual space for DLBE immersion teachers to share ideas and learn about research-based pedagogical practices central to dual immersion and bilingual education. The space will honor our Spanish and dismantle oppressive language ideologies about our Spanish proficiency. Led in Spanish, the program will focus on topics such as: translanguaging, identity, social justice, Culturally Responsive and Sustaining Pedagogies, sociocultural competence, and critical consciousness.

#### **06 – Engage, Inspire and Empower: Roads to Building Global of Competence in ARABIC, HINDI, and MANDARIN**

**Maggie Chen, Iman Hashem, and Bhavya Singh**, Saturdays, December 10, January 28, February 18, March 18 ; 10:00 A.M. – 1:30 P.M.  
14 synchronous, 6 asynchronous hours, 2 CEUs, **fee, \$450 per person**

Participants will learn to re-engage students, respond to their socio-emotional needs, and maximize learning. They will learn to locate authentic materials rich in language, culture, and content to develop **Global Competence** and support and assess students as they use technology to access and interpret what they hear, read or view on a variety of topics from authentic texts. Additionally, they will learn to facilitate and assess student interpersonal communication, using technology as appropriate, to collaborate, share information, reactions, feelings, and opinions in a variety of real-world settings and for multiple purposes. Finally, participants will learn to support and assess students as they use the most suitable media and technologies to present and publish on a variety of topics and for multiple purposes and audiences in culturally appropriate ways.

#### **07 – Teaching SPANISH to SPANISH SPEAKERS, Standards-Based and Framework-Aligned Instruction**

**Vivanie Barrios, María Leinenewber, and Ana Mendoza**, Saturdays, December 3, January 21, February 25, March 25, April 22  
9-11:30 A.M., 12:30-3 P.M. ; 25 synchronous, 5 asynchronous hours; 3 CEUs, **fee, \$550 per person**

Participants will learn optimal practices for teaching Spanish to Spanish speakers at various levels of proficiency. The first session will emphasize reflection on the cultures of self and others, cultural perspectives on content, and on interculturality. The second and third session will focus on planning with the end-in-mind unit design templates, and framework-aligned lesson designs that respond to learner interests and needs. The last two sessions will highlight differentiation, scaffolded tasks, summative and formative assessments and self-reflection and action plans for professional growth.

#### **08 – HIGH LEVERAGE TEACHING PRACTICES for Teachers of HEBREW**

**Ronit Ron-Yerushalmi and Brandon Zaslow**, Sundays, January 22, February 5, 19, March 5, 19 ; 9:00 A.M. -12:00 P.M.  
15 synchronous, 5 asynchronous hours; 2 CEUs, **fee, \$450 per person**

Participants will learn to implement high leverage teaching practices including the selection of authentic texts rich in language, culture, and academic content. They will design real-world objectives that are age-and stage-appropriate focusing on cultural products, practices, and perspectives. They will design interpretive, interpersonal and presentation tasks, using structures in service of communication, providing opportunities for cultural and linguistic comparisons and real-world language use beyond the classroom.

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#### **09 – Teaching KOREAN and KOREAN for KOREAN SPEAKERS, Standards-Based and Framework-Aligned Instruction**

**Dr. Young Shin Daily, Iman Hashem, and Heather Yoo**, Saturdays, December 10, January 28, February 18, March 18 ; 9:00 A.M. – 1:00 P.M.  
16 synchronous, 4 asynchronous hours, 2 CEUs, **fee, \$450 per person**

Participants will learn to re-engage students, respond to their socio-emotional needs and address learning loss. They will learn to locate authentic materials rich in language, culture and content, and support and assess students as they use technology to access and interpret what they hear, read or view on a variety of topics from authentic texts. Additionally, they will learn to facilitate and assess student interpersonal communication, using technology as appropriate, in order for them to collaborate, share information, reactions, feelings and opinions in a variety of real-world settings and for multiple purposes. Finally, participants will learn to support and assess students as they use the most suitable media and technologies to present and publish on a variety of topics and for multiple purposes and audiences in culturally-appropriate ways.

#### **10 – Teaching AP SPANISH LANGUAGE and CULTURE, Standards-Based and Framework-Aligned Instruction**

**Aurora Martínez and Elizabeth Pestian**

**Instructional Units for 2021-2022 will differ from those from 2021-2022**

Saturdays, December 3, January 21, February 25, March 25, April 22, 9 A.M. – 1 P.M.  
20 synchronous, 10 asynchronous hours, 3 CEUs, **fee, \$550 per person**

Participants will learn to re-engage students, respond to their socio-emotional needs and address learning loss. Teachers will learn to optimally deliver a standards-based and framework-aligned program of Advanced Placement Spanish Language and Culture. The program will feature the content and format of the examination and the AP Framework; present instructional units that address Personal and Public Identities, Science and Technology, Global Challenges, Families and Communities, Beauty and Aesthetics, and Contemporary Life; focus on integrative language use including listening, reading, speaking, and writing; and functional language use, developing accuracy through a wide variety of communicative contexts.

#### **11 – Teaching AP SPANISH LITERATURE and CULTURE, Standards-Based and Framework-Aligned Instruction**

**Ana Estangüi and Ana Rubiales López**

**Selections for 2021-2022 will differ from those from 2020-2021**

Saturdays, December 3, January 21, February 25, March 25, April 22, 9 – 11:30 A.M. ; 12:30 – 3:00 P.M.  
25 synchronous, 5 asynchronous hours, 3 CEUs, **fee, \$550 per person**

Participants will learn to re-engage students, respond to their socio-emotional needs and address learning loss. Teachers will learn to optimally deliver a standards-based and framework-aligned program of Advanced Placement Spanish Literature and Culture. The program will feature the content and format of the examination and the AP Framework; explore major historical periods and literary movements in Spain and Spanish America; strategies for the analysis of poetry, prose, and drama; study of representative authors and works; and examination of parallel manifestations in art and music.

#### **12 – Contact the site if you are interested in programs for Designated and Integrated English Language Development**

**Tonja Byrom and Svetlana Lazarova**

Use this link <https://www.surveymonkey.com/r/XTL9N2R> or contact our office at (323) 259-2949 to make a **Credit Card Payment**. For further information contact us at [ocflp@oxy.edu](mailto:ocflp@oxy.edu), at (323) 259-2949, or at (323) 544-7009, fax.

*(not complete without **TEACHER INFORMATION FORM**, last page)*  
**Enrollment Procedures**

- submit **DISTRICT APPLICATION** (two pages, one per school site)
- submit **TEACHER INFORMATION FORM** for each teacher applying
- submit check or purchase order, complete **INTENT TO PAY** or arrange for credit card payment
- acceptance email will be sent to individual teachers by L.A. STARS

Name of School/District .....

Contact Person ..... Position .....

Address ..... City ..... Zip Code .....

Phone ( ..... ) ..... Fax ( ..... ) .....

The cost of these **Online Programs** is **\$550.00** for our **30-hour** programs, **\$450** for our **20-hour** programs **per participant**.

..... # of teachers to be enrolled in **01 - PLAN** with me: Standards-Based **WORLD LANGUAGE UNIT DESIGN**, \$450

..... # of teachers to be enrolled in **02 - TECHNOLOGY** in the **WORLD LANGUAGE / DUAL IMMERSION** Classroom, \$450

..... # of teachers to be enrolled in **03 - COACHING TOOLS** and **MINDFULNESS PRACTICES** for Work and Life, \$550

..... # of teachers to be enrolled in **04 - COMPREHENSION-Based** Teaching Strategies for **WORLD LANGUAGE** Educators, \$550

..... # of teachers to be enrolled in **05 - Teaching SPANISH** in **DUAL LANGUAGE** and **BILINGUAL PROGRAMS**, \$450

..... # of teachers to be enrolled in **06 - GLOBAL COMPETENCE** in **ARABIC, HINDI, and MANDARIN**, \$450

..... # of teachers to be enrolled in **07 - Teaching SPANISH SPEAKERS**, \$450

..... # of teachers to be enrolled in **08 - HIGH LEVERAGE TEACHING PRACTICES** for Teachers of **HEBREW**, \$450

..... # of teachers to be enrolled in **09 - Teaching KOREAN** and **KOREAN** for **KOREAN SPEAKERS**, \$450

..... # of teachers to be enrolled in **10 - Teaching AP SPANISH LANGUAGE** and **CULTURE**, \$550

..... # of teachers to be enrolled in **11 - Teaching AP SPANISH LITERATURE** and **CULTURE**, \$550

..... # of teachers to be enrolled in **12 - DESIGNATED AND INTEGRATED ELD** (Contact us for more information)

**Check or Purchase Order:** Send a check, payable to OCCIDENTAL COLLEGE, together with the DISTRICT and TEACHER INFORMATION FORMS to **Occidental College World Language Project, Department of Education, 1600 Campus Drive, Los Angeles, CA 90041-3314**, email a purchase order, together with the DISTRICT and TEACHER INFORMATION FORMS to [ocflp@oxy.edu](mailto:ocflp@oxy.edu) or fax your forms to (323) 544-7009, as soon as possible.

**Credit Card Payment:** Should you wish to pay by credit card, contact our office at 323-259-2949.

If a purchase order, check or credit card payment cannot be provided with this application, applications can still be processed if the following INTENT TO PAY is signed by the appropriate **school administrator** and forwarded with other forms. You may fax the forms to (323) 544-7009, email them to [ocflp@oxy.edu](mailto:ocflp@oxy.edu), or use this link <https://www.surveymonkey.com/r/XTL9N2R> to complete online applications. Please note that the legislation authorizing the California Subject Matter Projects requires the signature of an **ADMINISTRATOR** on the Intent to Pay. A purchase order or check should be sent, or credit card payment should be made as soon as possible.

..... will pay ..... to L.A. STARS for the professional development services to be provided.  
 (Name of School or District) (Total Amount)

.....  
 (Administrator's Name, please print) (Title)

.....  
 (Signature) (Date)



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**TEACHER INFORMATION FORM**  
*(Please duplicate for each teacher)*

Please be certain to complete this form carefully. Contact data and program placement information are essential if we are to effectively communicate with you and plan for your attendance.

You will receive email communication containing logistical information **approximately one week** prior to the event.

Name ..... Home Phone ( ..... ) .....

Work Phone ( ..... ) ..... Cell Phone ( ..... ) .....

Home Address .....

City ..... Zip Code ..... Email Address .....

School ..... District.....

School Address..... City..... Zip Code.....

Grade/Levels ..... Subject(s) Taught .....

Experience How many years have you been teaching? .....

Credential California Clear Credential in subject taught .....

ESSA/NCLB Compliant .....

Have you enrolled in programs of the California World Language Project? .....

If yes, please identify program and year of enrollment .....

How did you learn about our programs? .....

**PROGRAM SELECTED**

**Please check:**

- 01 - PLAN with me: Standards-Based **WORLD LANGUAGE UNIT DESIGN**, \$450 .....
- 02 - **TECHNOLOGY** in the **WORLD LANGUAGE / DUAL IMMERSION** Classroom, \$450 .....
- 03 - **COACHING TOOLS** and **MINDFULNESS PRACTICES** for Work and Life, \$550 .....
- 04 - **COMPREHENSION-Based** Teaching Strategies for **WORLD LANGUAGE** Educators, \$550 .....
- 05 - Teaching **SPANISH** in **DUAL LANGUAGE** and **BILINGUAL PROGRAMS**, \$450 .....
- 06 - **GLOBAL COMPETENCE** in **ARABIC, HINDI,** and **MANDARIN**, \$450 .....
- 07 - Teaching **SPANISH SPEAKERS**, \$450 .....
- 08 - **HIGH LEVERAGE TEACHING PRACTICES** for Teachers of **HEBREW**, \$450 .....
- 09 - Teaching **KOREAN** and **KOREAN** for **KOREAN SPEAKERS**, \$450 .....
- 10 - Teaching **AP SPANISH LANGUAGE** and **CULTURE**, \$550 .....
- 11 - Teaching **AP SPANISH LITERATURE** and **CULTURE**, \$550 .....
- 12 - **DESIGNATED AND INTEGRATED ELD** (Contact us for more information) .....

**FOR ADDITIONAL INFORMATION** Phone (323) 259-2949; Email [ocflp@oxy.edu](mailto:ocflp@oxy.edu); Fax (323) 544-7009; <https://www.ocwlp.net>

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