

“Best of” ACTFL TOYs 2011
ACTFL Teachers of the Year Showcase the Three Modes
<http://bestofactfltoys.wikispaces.com/>

About the ACTFL Teacher of the Year Program:

Initiated at the November 2005 ACTFL Convention and World Languages Expo, the Teacher of the Year program is intended to elevate the status of our profession at the state, regional, and national levels by creating opportunities for recognizing the most accomplished members of our profession. It unites state, regional and national organizations in recognizing outstanding teachers and promoting the profession. The TOY program is also designed to create as many media opportunities as possible in order to increase the visibility of the importance of language learning nationwide. Candidates prepare an extensive portfolio showcasing their classroom practice and professional activity and participate in a series of interviews at the regional and national levels. The ACTFL TOY serves as a spokesperson for World Language education nationwide, visiting state and regional conferences and meeting with policy makers across the country. For more information about the TOY Program, please visit <http://www.actfl.org> (About ACTFL: Awards).

Lisa Lilley: ACTFL TOY 2010 (Central High School, Springfield, MO)

Lisalilley10@gmail.com

INTERPRETIVE MODE focuses on the appropriate cultural interpretation of meanings that occur in written and spoken form where no way exists to obtain clarification of meaning from the writer or the speaker.

- Ideas to keep in mind when selecting text
- What can students DO in the interpretive mode?
- Where to find resources for the interpretive mode (complete list available on the wiki)
- Some tech tools students can use to express ideas in the interpretive mode (complete list available on the wiki)

Janet Glass: ACTFL TOY 2008 (Dwight-Englewood School, Englewood, NJ)

GlassJ@d-e.org

The Interpretive Mode for Elementary Age Learners (and beyond): Understanding what you hear or see.

- Pre-teach essential vocabulary and stimulate student interest.
- Look for authentic materials.
- Listen or read for a purpose.

The Interpretive mode is often the first step in a thematic unit or integrated performance assessment. It leads into the Interpersonal and Presentational modes.

Christine Lanphere: ACTFL TOY 2007 (Natomas High School, Sacramento, CA)

clanphere@natomas.k12.ca.us

Interpersonal Mode: Providing Opportunities for Interaction

Communication must always have a purpose and context. As you plan interpersonal opportunities, consider the question, "Why would we want or need to communicate about this?" Always strive to move communication into the students' hands as quickly and as often as possible.

Teacher to Student talk vs. Student to Student talk

- Think/Pair/Share
- "Test your partner"
- Surveys and Interviews

Ken Stewart: ACTFL TOY 2006 (Chapel Hill High School, Chapel Hill, NC)

senorstewart@aol.com

Presentational Speaking

Characteristics of Successful Speakers

Types of Presentations

- Descriptive
- Narrative
- Demonstrations
- Explanatory
- Transformative

Debrief: Channel Surfing

- What kind of language was used?
- How can one increase/decrease language output for varying proficiencies?
- What shows are best for novice speaker? Experienced speakers?
- How can you encourage students risk taking?
- How might you assess students?

Toni Theisen: ACTFL TOY 2009 (Loveland High School, Loveland, CO)

<http://tonitheisen.wikispaces.com/> theisent@gmail.com

Developing an Integrated Performance Assessment (IPA)

What is an Integrated Performance Assessment? (IPA) [CobaLTT-CARLA Assessment information-What is IPA?](#)

The IPA is a classroom-based assessment model that can be used for evaluating student's language use in the three communicative modes (interpersonal, interpretive, and presentational). This series of assessments are aligned around a single theme.

See more IPA examples:

SWCOLT IPA presentation: <http://swcolt2011.wikispaces.com/IPA+examples>

New Jersey CAPS project: <http://flenj.org/CAPS/?page=parent>

Wisconsin World Languages IPA assessments:

<http://www.ecb.org/worldlanguageassessment/AssessmentsForLearning.htm>