
ISSUE 76
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This newsletter is brought to you by
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MIDWEEK NEWS

WHILE YOU'RE WAITING FOR THE NEXT
WTL PODCAST EPISODE TO COME OUT...



Preview of the Next Episode

EPISODE 124: TEACHING LANGUAGES TO STUDENTS WITH
DISABILITIES WITH CHEYENNE STATEN AND JULIE GLOSSON

This past weekend, Stacey got to hear a presentation about teaching languages to students with disabilities. The presenters, Cheyenne Staten and Dr. Julie Glosson, then sat down with Stacey to talk about what teachers can do to support their students with IEPs or 504s or even students who don't have any official diagnosis but are just having trouble processing in a new language.

We can't wait to hear your feedback to this practical and important episode!



Stacey, Julie, and Cheyenne

Photo from the Union University Language Department
Facebook page

RECAP OF EPISODE 123: STEADY, COLLABORATIVE CHANGE AT AN INDEPENDENT SCHOOL WITH SARAH AGUILAR-FRANCIS



WHAT'S AN IPA ANYWAY?

You might have heard Sarah talk about how IPAs have been a cornerstone of the changes at her school and wondered, what does she mean by IPA? The integrated performance assessment is a model of assessing students that centers the three modes of communication: interpretive, interpersonal, and presentational.

- Start with the ACTFL performance descriptors (beginning on page 7) to learn more about the three modes of communication
- Check out episode 23 with Paul Sandrock to learn more about performance assessment!
- Past guest Lisa Shepard (episode 14) talks about IPAs regularly on her blog. Check out some of her articles on the steps to a great IPA.

Look Back



REACTIONS TO PAST EPISODES:



Jessica Mauritzen
@SpanishtweetsJM

Driving to Costco Friday night, listening to @weteachlang ep. 122 again and wondering how my Twitter colleagues foster student success through explicitly teaching academic content. Realizing I need to get to CALP level more. Genuinely curious and excited to hear! #langchat



Stefano Pianigiani
@StefPianigiani

Moving from a 'writing-reading' frame of mind to a 'listening-speaking' one is a slow change that takes time, passion and belief in what you're doing. I've radically changed with Y7 and slowly implemented in future stages as these Ss aren't ready for this change @weteachlang 1/2



ProfeSteinb
@ProfeSteinb

I want to have coffee and chat more with Maggie Broner and Gwen Barnes-Karol. we don't need to teach in an infantile way, as it doesn't lead to significant acquisition. The change from performance to proficiency is happening, and I am on board.



Karissa Huffman
@sr Huffman

Have never made it around to using content in the way we did in earlylang internship. This has inspired me to take a fresh look at that again, esp with my intermediates...



Inga Paterson-Zúñiga
@IngalaG2

This is such a marvelously mind-shifting yet such a simple and logical concept! A must hear!! 🙌👍

Updates from Contributors

Catch Up



This past weekend, Stacey Johnson (producer/host) and LJ Randolph (episode 82) presented a keynote at the TFLTA annual conference which addressed social justice in the world language classroom and a call to action. They are pictured with conference organizer Becky Peterson (episode 95) and attendee Paul Jennemann (episode 80). The presentation is linked here.