Re-Building While Flying: What Does it Take for Success?
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Segment 1: Building the Plane While Flying
Develop attitudes and character before focusing on skills.

Mindset & Attitude to Survive Change

Self-Development	Develop yourself before developing others
Optimism	It takes you further than pessimism
Leadership	Leading is serving
Resiliency	Mistakes are not final. We will not harm the children.
Seek	Seek solutions more than give them
Trust	Act more than React
Patience	Focus on forward Motion, Positive Progress
Celebrate	Acknowledge even small successes

Change Fatigue: Do I Have it?

When faced with change, ASK:

- What do I need to know?
- Why is this important?
- What works and doesn't work?
- What experiences can I learn from?

Segment 2: No Translations: Activating Interpretive Mode

Essential Questions:
- How can my students build proficiency with Interpretive Communication?
- How can I increase my confidence and expertise as an interpretive task designer?
- How can I use a resource in several ways over several days?

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.

Interpretive Mode IS NOT	Interpretive Mode IS
a translation task	gist, "what's happening here?" making meaning, context driven understanding; a window into cultural perspectives: **Making Meaning**
a hunt for trivial details	a focused task; purposeful reading and/or listening, mediating meaning with the text: **Communicatively Purposeful**
a glossed reading teaching new vocabulary first	75% of vocabulary should be understood for guided reading/listing; MORE for independent listening or reading: **About Strategies**
a way to check grammar	an anchor text; meaning first, then processing understanding: **Meaning First**
Word level comprehension	A place to see how words fit together to make meaning, predicting, summarizing, paraphrasing: **Whole Language**
listening, reading or viewing just one time to 'get it'	multiple meaningful exposures, release of responsibility to learners; working to make meaning: **Real Life Skill**
Based exclusively on audio or written texts	deriving meaning from a variety of multi-media sources, including visuals and videos: **Response to Information**

Proficiency and Interpretive Mode

ACTFL Proficiency Guidelines: Listening	ACTFL Performance Descriptors: Reading
Novice	
Listeners can understand key words, cognates, and formulaic expressions that are highly contextualized and highly predictable. They typically require repetition, rephrasing, and/or a slowed rate of speech for comprehension. They rely heavily on extralinguistic support to derive meaning. They are most accurate when they are able to recognize speech that they can anticipate. Their understanding is most often limited to words and phrases from simple questions, statements, and high-frequency commands.	Readers are able to understand a limited amount of information from texts that primarily consist of formulaic phrases that are highly contextualized and highly predictable, those in which the topic or context is very familiar. They may rely heavily on key words and cognates, their own background knowledge, and extralinguistic support to derive meaning. They are best able to understand a text when they are able to anticipate the information in the text.
Intermediate	
Listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. They are generally able to comprehend highly contextualized or straightforward utterances one at a time. Listeners rely heavily on redundancy, restatement, paraphrasing, and contextual clues. Their understanding is most often limited to messages found in highly familiar everyday contexts and they require a controlled listening environment where they hear what they may expect to hear.	Readers can understand information conveyed in simple, predictable, loosely connected texts, still relying on high frequency vocabulary, context clues, background knowledge, and familiar formats. They are able to understand texts that convey basic information in a predictable way and are not complex, primarily organized in sentences and strings of sentences. They are likely to be challenged by texts that are detailed.
Advanced	
Listeners can understand the main ideas and most supporting details in connected discourse on a variety of general interest topics. Listeners can derive meaning by using real-world knowledge and contextual clues and significant familiarity with the topic or context. Nevertheless, their understanding is most often limited to concrete, conventional discourse.	Readers can understand the main idea and supporting details of authentic narrative and descriptive texts. Readers are able to use contextual clues, knowledge of grammatical structures, and topic background knowledge to derive some meaning from straightforward argumentative texts or other texts that have a clear and predictable structure; however, they exhibit independence in their ability to read subject matter that is new to them. They are able to sufficiently understand sequencing, time frames, and chronology. They are likely challenged by texts in which issues are treated abstractly.

ACTFL Performance Descriptors: Interpretive
Novice
Understands words, phrases and formulaic language that have been practices and memorized to get meaning of the mail idea from simple, highly predictable oral or written texts, with strong visual support. Comprehends meaning of texts with highly predictable, familiar contexts through recognition of key words and formulaic phrases; may show emerging evidence to make inferences based on background and prior knowledge. Comprehends texts ranging in length from lists, phrases, and simple sentences, often with graphically organized information. Derives meaning of authentic texts when supported by visuals or when the topic is very familiar.
Intermediate
Understands main ideas and some supporting details on familiar topics from a variety of texts within familiar contexts. Comprehends meaning of texts related to basic personal and social needs and relevant to one's immediate environment; may show emerging evidence to make inferences based on key details from the text as well as background knowledge. Comprehends texts ranging from those noted in Novice level to connected sentences and much paragraph-like discourse. Derives meaning of authentic texts when they are information-rich with highly predictable order or organization.

Advanced
Understands main ideas and supporting details on familiar and some new, concrete, and real-world topics of general interest from more complex texts with a variety of formats (e.g., stories, straightforward literary works, correspondence, reports or instructions, descriptions, narrations, and anecdotes) that have a clear, organized structure. Makes inferences and derives meaning from context and linguistic features as well as background knowledge.   Comprehends texts ranging from those noted in Novice and Intermediate levels to paragraph discourse. Derives meaning of authentic texts dealing with topics of a concrete nature.

Creating Learning Targets/Can-Do Statements for INPUT

Sample Interpretive Can Dos @creativelanguageclass.com

I can understand birthday messages on social media.
I can understand information from someone's travel blog.
I can understand if a video comment is positive or negative
I can understand a "how to" video on art/on making a card/on making a meal/. . .
I can understand information about an artist's/a musician's/ . . . life and career
I can . . .
I can . . .

Moving from INPUT to OUTPUT

input layer

hidden layer 1   hidden layer 2

output layer
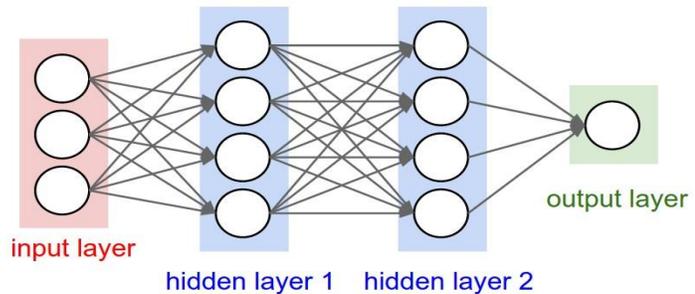
The Interpretive Process

Determine the purpose for Listening/Reading/Viewing
Teacher Task: Figure out the Purpose for Reading, Listening, or Viewing: – Information? Build Stamina? Practice with Authentic Texts? Vocabulary? Grammar?   – What do you want students to be able to do as a result? Speaking? Writing? Just comprehending?   – How do you want students process their reading/listening/viewing? How should they make their thinking visible?

Activate background knowledge if it exists or build background knowledge if it doesn't
Teacher Task: How will you activate, develop, or add to existing Background Knowledge in learners?   – How will you activate motivation or interest?   Anticipate what might cause them difficulty   – What pre-strategy or activity will they need to facilitate comprehensible input of the resource?

Provide & select strategies that are appropriate for the ultimate output task

Teacher Task: How will you activate previously learned strategies?
– Model Strategies

– Provide class time to practice strategies

– Allow learners time to think through strategies

How will you add to the learner's strategy repertoire?
– Debrief strategies after activity

– Plan to switch strategies when necessary

Monitor comprehension

Teacher Task: How will I know *what* and *how* much they understand?
– During Input—how will I keep them actively interacting with the resource?

– What evidence will I see that proves that they understand?
■ Non-output?

■ Output?

Switch Strategies when/if necessary

Teacher Task: How will I know if the strategy is working and actually helping the learners make meaning?
– What evidence do I see that students are using the strategy?

– What is my back up strategy?

Getting the Most Out of Visuals

Basic Strategy with Visuals: Visual Thinking Strategy   https://vtshome.org/
1. What is going on in this picture?
2. What do you see that makes you say that?
3. What more can you find?

Using Visuals in all 3 Modes

Guiding Questions for using Visuals for Communicative Tasks

Interpretive	How can you best use this resource to develop the interpretive mode? What meaning can students derive from this resource?
Interpersonal	What interpersonal interaction would students be likely to have on this topic?
Presentational	What might students do in the presentational mode as a way of making what they understand more concrete?

	Let's Try This Out!
Interpretive	What is a task that will demonstrate understanding of the meaning or significance of the resource?
Interpersonal	What is a task that will cause students to interact and negotiate meaning with each other one-on-one to share reactions, feelings or opinions about the resource?
Presentational	What is a task that will require students to give information, explain opinions, or relate a story about the resource?

Using Visuals for Interpretive tasks:

Develop 1-2 Learning Targets/Can-Dos

Suggestion:
+ Develop Check for Understanding (no output)

+ Develop Check for Learning (evidence/output)

Revisiting Authentic Text Over Time

Text: http://peopleenespanol.com/noticias/mexicano-triunfo-olimpiadas-invierno-termino-ultimo-pyenongchang retrieved 20 Feb 2018

Este mexicano triunfó en las Olimpiadas de invierno pese a terminar último El espíritu de unión que engendra el deporte se vivió este viernes en los Juegos Olímpicos de Invierno de PyenongChang, Corea del Sur, al finalizar la brutal carrera de 15 km de esquí de fondo. El esquiador mexicano **Germán Madrazo**, quien aprendió a esquiar apena hace unos meses, acaparó la atención del público por la manera en que celebró el hecho de que fue el último en atravesar la meta. El esquiador novato de 43 años llegó con una enorme bandera tricolor al viento y una sonrisa de ganador que ni el marcador con la clasificación se la podía quitar. Al cruzar la meta lo esperaban otros competidores de países con poca tradición de deportes de invierno, como el colombiano **Sebastián Uprimny** o el tongano **Pita Taufatofua**, que lo alzaron en brazos como si hubiera sido el triunfador de la prueba. De hecho, el auténtico vencedor, el suizo **Dario Cologna,** también se sumó a la celebración y felicitó al mexicano por la hazaña de concluir la prueba, en la que se registraron 119 participantes. **Madrazo**, quien es originario del estado de Querétaro pero ahora vive en Estados Unidos, se puso unos esquís por primera vez el año pasado y viajó a Islandia	_This Mexican athlete triumphed in the Winter Olympics despite finishing last_ The Olympic Spirit was experienced this Friday at the Winter Olympic Games in PyenongChang, South Korea, at the end of the brutal 15-km cross-country skiing competition. Mexican skier **Germán Madrazo**, who learned cross-country skiing only a few months ago, caught the attention of the public by the way he celebrated as he finished the race, even though he was the last to cross the finish line. The 43-year-old rookie skier arrived carrying a huge flag of Mexico and with a winning smile that even his finish in the scoring could not remove. As Germán crossed the finish line, other competitors from countries with little tradition in winter sports, such as **Sebastián Uprimny** from Columbia and **Pita Taufatofua** from Tonga**,** lifted him up on their shoulders, as if he had been the winner of the race. In fact, the actual winner, **Dario Cologna** from Switzerland, also joined the celebration and congratulated the Mexican skier for completion of the event, which had 119 participants from around the world. **Madrazo**, who is originally from the state of Queretaro but now lives in the United States, put on

para aprender este deporte nórdico con el fin de poder clasificarse para los Juegos de PyeongChang.	skis for the first time last year and traveled to Iceland to learn this Nordic sport in order to qualify for the PyeongChang Games. After months of personal and economic sacrifice, plus a hard 15-kilometer race of almost an hour, it's no wonder that the Mexican was so happy.

Put on your TEACHER HAT: Planning for Interpretive

Interpretive Can-Do:
    Input:
    Output:		

Purpose	Background Knowledge	Strategies
		Pre- During-
Monitor Comprehension	Adjust:	
	Input or Output? Effective/Non-Effective?	
Plan Communicative Task: After Learners have derived meaning from the resource, what will they do?		

Segment 3: Grammar Acquisition: Moving from Concept to Classroom Practice

Can-Do Statements: I can explain the basic ideas of discovery learning.
I can explain important ideas behind the concept attainment model.
I can explain important steps to the PACE grammar acquisition strategy.
I can explain important ideas behind the input processing model.
I can apply these strategies to my language and my setting.

The Role of Grammar & Fundamentals **Approaches to Grammar Instruction** • Inductive Guided Explicit	**Discovery Learning Model** **Macro-Strategies**
• **Micro-Strategy: Concept Attainment Model** Principle of Conceptual Clarity Principle of Multiple Examples Principle of Conceptual Competence	• **Micro-Strategy: PACE Strategy** Presentation Attention Co-Construction Extension TIPS

• **Micro-Strategy: Input Processing Model** Points from Research   Guidelines