

2024 EDITION FOR SPANISH TEACHERS PLAYBOOK





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WELCOME LETTER

TO ALL ATTENDEES





Welcome Letter to All Attendees

Welcome to the 2024 World Language Teacher Summit for Spanish Teachers – a gathering of dedicated Spanish teachers from around the world, united by a shared passion for enriching the lives of our students through the power of language and culture. It is with great excitement and anticipation that we open the doors to this virtual conference, where we will embark on a journey of professional growth, innovation, and inspiration.

Over five days, we have prepared an extensive program of 28 sessions, carefully curated to provide you with valuable insights, practical strategies, and tools to enhance your teaching practice. Our expert presenters are eager to share their knowledge and experiences with you.

But there's something really special happening in this Summit... the live Diversity in Action series that we are presenting in collaboration with the amazing Allison Perryman from The Cultural Classroom. These sessions tackle the heightened importance of cross-cultural understanding and empathy in today's world.

We encourage you to actively engage in these sessions, ask questions, and connect with your fellow attendees inside the [Facebook Group](#). We believe that by coming together, we can amplify our impact on the lives of our students.

As we explore innovative teaching methodologies and embrace the possibilities of technology, let us remember that our primary goal remains unchanged: to nurture a



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deep love for Spanish and cultures in our students. Our collective efforts are essential in shaping the global citizens of tomorrow who appreciate diversity, empathy, and open-mindedness.

Thank you for joining us on this exciting educational journey. We hope you find inspiration, gain valuable insights, and leave with a renewed passion for the wonderful work you do.

Thank you,

Jared Romey

Host of the 2024 World Language Teacher Summit (#WLTS24SPA)



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How the Conference Free Pass Works

You'll get a new email with a unique access link to "each day" of the 5-day World Language Teacher Summit for Spanish Teachers conference showing you which experts are presenting.

All the master sessions will close 48 hours after they go live -- after that, they will be locked away in the [All Access Pass](#) area.

Now that you are registered... What actions do you need to take next?

1. **ADD MY EMAIL TO YOUR CONTACTS**
so you get the daily sessions links during the summit

Add my email address **jared@speakinglatino.com** to your contacts so future messages go to right to your inbox.

Doing this is very important because from March 4th-8th you will receive daily emails with the links to access all the sessions going live every day. **This is the only way you will be able to access the sessions for free and receive your Virtual Goodie Bag on March 3rd.**



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2. READ THIS PLAYBOOK

This playbook is your guide to the Summit with the daily presentation schedule, our social media chart to follow every presenter, biographies, summit week planner, and presentation summaries. Get organized and mark the sessions you don't want to miss!

“I have to say that this is the most amazing experience I have ever had as a professional!” -Sarah

3. YOUR ACCESS LINKS TO WATCH THE SESSIONS FOR FREE FOR 48 HOURS

Each day during the live conference (March 4th-8th), I will email you the link for the day's sessions.

IMPORTANT: You can access each day's sessions for 48 hours from when they are released.

You can view the full schedule on the [Sessions Page](#) or inside this Playbook to see when your favorite speakers are presenting and be sure you don't miss anything throughout the event.



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4. PLAN YOUR SUMMIT WEEK

Use the Session Planner chart on page 77 to plan your summit week based on the topics and availability of each session.

All WLTS24SPA sessions are grouped into topics to help you organize your time during the conference. Use it to select the top sessions you want to watch according to your interests.

“I was astonished because it's been so long since last I got so much in the same place and free.” -Luis G.

5. GET PERMANENT ACCESS TO THE ENTIRE SUMMIT (AND A PD CERTIFICATE)... YES, LIFETIME ACCESS!!

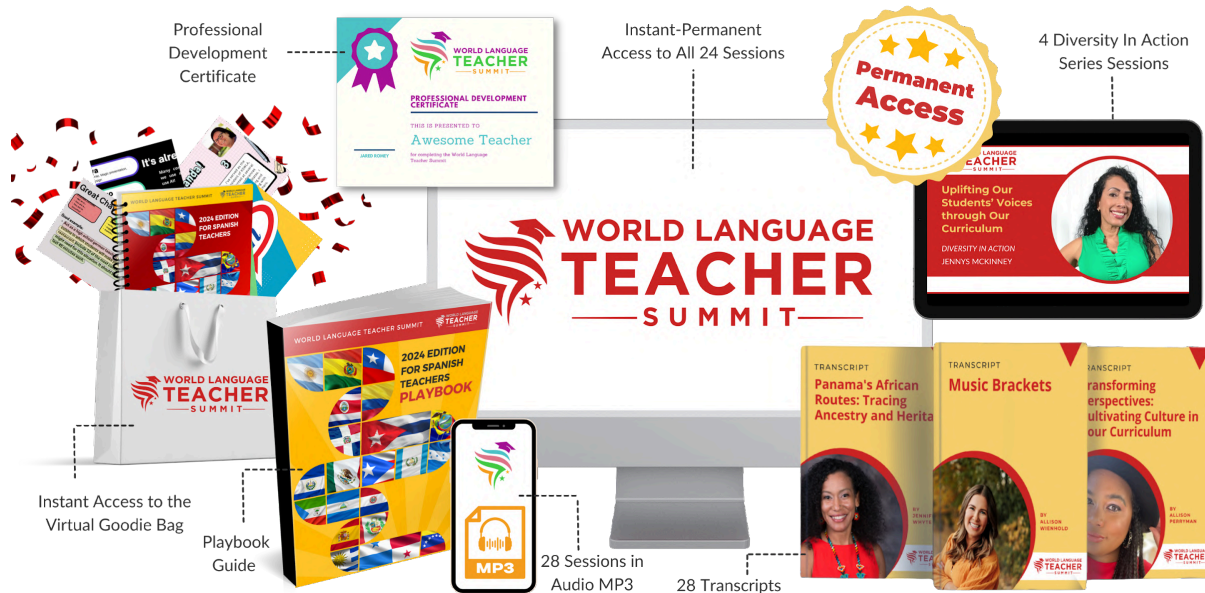
Don't want to miss anything? Need a Professional Development Certificate to present to your school?

👉 [Click here to get your 2024 World Language Teacher Summit for Spanish Teachers All-Access Pass now!](#)

When you upgrade to the All-Access pass, you get PERMANENT ACCESS to:



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- Lifetime access to **24 expert session videos** (\$498 value)
- Permanent access to the **DIVERSITY IN ACTION** series of presentations (\$198 value)
- 16 hours of expert sessions in **audio MP3** format (\$148 value)
- 16 hours included in a **Professional Development Certificate (PD)** for your continuing education (\$148 value)
- Instant access to the WLTS Virtual **Goodie Bag** with slides, bonus downloads, and complementary materials (\$148 value)
- Full **PDF transcripts** for each presentation (\$249 value)
- World Language Teacher **Summit Playbook** (\$48 value)
- Discount coupon for annual access to Spanish **lesson plans and materials** from Speaking Latino
- \$100 discount on **3 graduate credits** from Southern New Hampshire University through Idioma Education and Consulting
- \$50 discount on **state-approved certification credits** for IL, MA, NY, PA, and TX
- World Language Teacher Summit All-Access Pass Area with 24/7 **forever access** to all sessions and bonuses
- **Money-back Guarantee**



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“This is the second year of my participation in the WLTS and it was a blast... I could not hesitate... I had to buy the access! Thank you WLTS!” -Dorah



Remember that with the free pass each presentation will be locked away 48 hours after it is released, but you can access them **WHENEVER** you want to with the All-Access Pass. Yours to watch on demand.

6. OUR FREE VIRTUAL GOODIE BAG

Your free ticket also gives you access to a free virtual goodie that includes the presentations for many sessions and bonus materials from our presenters.

The Virtual Goodie Bag will be sent via email on Sunday, March 3rd after the Kick-off Party.

Remember to add my email jared@speakinglatino.com to your contacts so you don't miss out!

If you registered for the free pass on or after Sunday, March 3rd, you can [download your goodie bag here.](#)



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WLTS ATTENDEE SPOTLIGHT

"I loved it! It is very hard for me to find professional development for my content area, and this conference has been a blessing. Not only has it helped me meet my credit goals, but it provided a wealth of information as well right in the convenience of my home. Muchas gracias."

- Catherine

"I am so excited to have professional development specific to foreign language teachers. I bought complete access so I can watch when we are on break in about a month. I can't wait to learn more!"

-Mary S.

CONFERENCE SCHEDULE

AT-A- GLANCE





Conference Schedule At-A-Glance

You can watch whenever you'd like! The sessions are open for 48 hours from the release date listed in this schedule.
For permanent lifetime access to the recordings and the PD Certificate, check out the [All-Access Pass](#).

Diversity In Action Live Series @ World Language Teacher Lounge Facebook Group

WEDNESDAY FEB. 7 - 7pm ET	THURSDAY FEB. 15 - 7pm ET	WEDNESDAY FEB. 21 - 7pm ET	WEDNESDAY FEB. 28 - 7pm ET
Cross-Cultural Studies in World Language Classes: Through the Lens of Black History Month by Allison Perryman	Uplifting Our Students' Voices through Our Curriculum by Jennys McKinney	Linguistic Liberation and Queer Identities in the World Language Classroom by Timothy Chávez	Making Hispanic Women Count in the Spanish Curriculum by Carmen Reyes

DATE	MONDAY MAR 4TH	TUESDAY MAR 5TH	WEDNESDAY MAR 6TH	THURSDAY MAR 7TH	FRIDAY MAR 8TH
Session 1	The Magic of Passwords by Myra Johnson	CI Through Interpretive Reading... Then What? by Joshua Cabral	Special Person Interviews by Bryce Hedstrom	Artificial Intelligence in Education: A Generational Perspective by Knikki Hernández	¡Qué viva Ecuador! by Regina O'Neal
Session 2	Moving and Grooving! Using Authentic Music by Noemí Rodríguez	One & Done by Andrea Nazelli	Integrating #authres in an ADI Classroom by Haylee Ziegler	AI Tools Language Teachers Must Try by Bertha Delgadillo	Long Live Ecuador! by Regina O'Neal
Session 3	Music Brackets by Allison Wienhold	Developing Story Focused Units to Enhance Student Success by Michelle Rojas	Making Language Teaching Sustainable by Claudia Elliott	Attention in the Digital Age by Fanest Coronado	Teaching Culture with Webquests by Jessica Hall
Session 4	The Magic of Drama in the Elementary Classroom (TPRS) by Carmen Reyes	Genial.ly and AI Creating Visual Stories by Jennifer Niño	Putting the Pieces Together by Martha Cox-Stavros	How to Make Stations Work for You by Erinn Vincent	Panama's African Routes: Tracing Ancestry and Heritage by Jennifer Whyte
Session 5	Diversity In Action Replay Cross-Cultural Studies in World Language Classes: Through the Lens of Black History Month by Allison Perryman	Engagement and Student Motivation by Norma Jones	Using Comprehensible Poetry in the Spanish Classroom by Diego Ojeda	Diversity In Action Replay Linguistic Liberation and Queer Identities in the World Language Classroom by Timothy Chávez	Transforming Perspectives: Cultivating Culture in Your Curriculum by Allison Perryman
Session 6		Diversity In Action Replay Uplifting Our Students' Voices through Our Curriculum by Jennys McKinney			First Steps in the Work on Equity in the Language Classroom by Adriana Ramírez
Session 7					Diversity In Action Replay Making Hispanic Women Count in the Spanish Curriculum by Carmen Reyes



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Get Permanent Access to the Entire Conference & Your Professional Development Certificate



Visual representation of the digital certificate

Get your All-Access Pass and Enjoy the Flexibility to Watch the Sessions Whenever You Want!



GET PERMANENT ACCESS



- Lifetime access to all **24 conference sessions** (\$498 value)
- Permanent access to the **Diversity in Action Series** (\$198 value)
- Downloadable **audio MP3s** (\$148 value)
- **Professional Development Certificate** (PD) for 16 hours (\$148 value)
- **Discounts** to obtain Graduate Credits, State Accredited PD Hours, and annual access to Spanish lesson plans.
- Instant access to the WLTS **Virtual Goodie Bag** (\$148 value)
- Full **PDF transcripts** for each presentation (\$249 value)
- Money-back **Guarantee**
- World Language Teacher Summit All-Access Pass Area with 24/7 **forever access** to all sessions and bonuses



WLTS ATTENDEE SPOTLIGHT

*"I LOVED THE ENERGY of the World
Language Teacher Summit!...I am so glad to
have purchased the All-Access Pass."*

- Margarita S.

*"I believe this event is an amazing opportunity
to continue our learning process as educators
but also to connect with experts from all over
the world!"*

- Ares I.

DIVERSITY IN ACTION LIVE SERIES

Tune in Live at 7:00 pm Eastern US Time
in the World Language Teacher Lounge
Facebook Group



FEBRUARY 7th

Cross-Cultural Studies in World Language Classes: Through the Lens of Black History Month with Allison Perryman

FEBRUARY 15th

Uplifting Our Students' Voices through Our Curriculum with Jennys McKinney

FEBRUARY 21st

Linguistic Liberation and Queer Identities in the World Language Classroom with Timothy Chávez

FEBRUARY 28th

Making Hispanic Women Count in the Spanish Curriculum with Carmen Reyes



ALLISON PERRYMAN

| *The Cultural Classroom*

Session: Cross-Cultural Studies in World Language Classes: Through the Lens of Black History Month



Live Session:

Wednesday, February 7th

7pm at the World Language Teacher Lounge Facebook Group

Session Replay:

Monday, March 4th

World Language Teacher Summit Day 1

Session Summary: In this session, we'll delve deep into honoring Black History across world language classes. Explore strategies, resources, and best practices that enable teachers to create meaningful connections between language learning and the profound contributions of Black individuals and communities to our global society.

About Allison

Allison Perryman brings over a decade of experience as a passionate Spanish language educator to the classroom. Her enthusiasm for exploring diversity within World Language communities has been essential to her personal journey. Allison is particularly interested in the lives of marginalized groups and ways to integrate diversity into the curriculum. Allison graduated with a Master's in Spanish Linguistics from Middlebury College. A native New Yorker, she loves spending time with her daughter Ava and family.

[Get Allison's Free Spanish Resources.](#)



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JENNYS McKINNEY

| *FLES Spanish Teacher*



Session: Uplifting Our Students' Voices through Our Curriculum

Live Session:

Thursday, February 15th

7pm at the World Language Teacher Lounge Facebook Group

Session Replay:

Tuesday, March 5th

World Language Teacher Summit Day 2

Session Summary: In this session, Jenny will explore exciting ways to incorporate culture into the classroom, uplift students' voices, and establish meaningful cultural connections.

About Jennys

Jennys is a FLES Spanish Teacher who has been teaching Spanish for over 15 years in both the US and her native country of Colombia. A passionate Spanish teacher who is honored to share her language and culture with her students, Jennys finds genuine excitement when students make connections with the target culture. Outside of creating bountiful resources for students and other teachers, she cherishes family time, and exploring new places through travel, hiking, and reading. Her happy place is the beach.



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TIMOTHY CHÁVEZ

| *The Communicative Spanish Teacher*



Session: Linguistic Liberation and Queer Identities in the World Language Classroom

Live Session:

Wednesday, February 21st

7pm at the World Language Teacher Lounge Facebook Group

Session Replay:

Thursday, March 7th

World Language Teacher Summit Day 4

Session Summary: In this session, Timothy will delve into the importance of inclusive language and non-binary representation. He'll address the challenges faced by queer teachers and discuss strategies for maintaining consistent queer representation throughout an entire course, rather than just a few isolated lessons.

About Timothy

Timothy is in his ninth year of teaching Spanish and is a researcher by nature who adores reading about language acquisition and then putting that research into practice by developing unique tasks for students. He is also a queer educator whose goal is to continually incorporate the identities of marginalized groups into his curricula and lessons.

[Visit The Communicative Spanish Teacher TpT Store.](#)



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CARMEN REYES

| *FLES Spanish Teacher*



Session: Making Hispanic Women Count in the Spanish Curriculum

Live Session:

Wednesday, February 28th

7pm at the World Language Teacher Lounge Facebook Group

Session Replay:

Friday, March 8th

World Language Teacher Summit Day 5

Session Summary: In this session, Carmen will share ideas about how to give more relevance to women's role in the Spanish curriculum.

About Carmen

Carmen Reyes is a dynamic K-6 FLES Spanish teacher at Daniels Run ES and a Region 5 FLES Pyramid Leader, working for Fairfax County Public Schools in VA. She is a former Peruvian lawyer who earned a Master's degree in the Teaching and Learning of the Spanish Language and its Culture from the University of Granada, Spain. She has been a presenter at ACTFL, FLAVA, and GWATFL. Carmen is a current member of NNELL and will present this March at the SCOLT Conference in Atlanta.

[Follow Carmen on Instagram.](#)



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KICK-OFF PARTY

SUNDAY, MARCH 3RD

Don't miss the World Language Teacher Summit Kick-Off Party and orientation session live at the World Language Teacher Lounge Facebook Group.

You will receive an email with the link to join us!



DAY 1

SESSIONS

MONDAY, MARCH 4TH

- The Magic of Passwords by Myra Johnson
- Moving and Grooving! Using Authentic Music by Noemí Rodríguez
- Music Brackets by Allison Wienhold
- The Magic of Drama in the Elementary Classroom (TPRS) by Carmen Reyes





MYRA JOHNSON

| *High School Spanish Teacher*



Session: The Magic of Passwords

"If you use the password, that's going to be the password the next day, during class in a natural organic manner, that'll help students to make connections in their brain with that word or phrase, and it's in context." - Myra Johnson

Session Summary: In this session, Myra Johnson presents the concept of using passwords as a way for students to enter the classroom. She shares her experience of implementing this technique, emphasizing the benefits it brings, such as building social-emotional connections, practicing recall and interpersonal communication, and boosting students' confidence in speaking Spanish. Johnson also provides practical strategies for choosing passwords, helping students remember them, and managing situations where students forget or refuse to use the passwords. The presentation concludes with a strong endorsement of using passwords and recommendations for other resources on the topic.

About Myra

Myra Johnson is a distinguished figure in Spanish language education with a wealth of experience, having taught high school, pre-K through 8th grade, and served as a district world language specialist. Her innovative use of passwords as a classroom practice has garnered attention, demonstrating her commitment to fostering social-emotional connections, recall, and interpersonal communication in the target language. Myra's emphasis on meaningful engagement and student confidence has



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resonated with educators, earning her the respect of the teaching community. Her insightful contributions to world language teaching are further evidenced through her endorsement of collaborative platforms like the World Language Teacher Lounge on Facebook, where she actively shares and promotes impactful pedagogical strategies, making her a key influencer in the field of Spanish language education.



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NOEMÍ RODRÍGUEZ

| Founder of Lo Logramos Consulting



Session: Moving and Grooving! Using Authentic Music

"I like to use music as a timer for my activities as a brain break. I like to treat the lyrics of a song like a reading passage, so I like to design pre reading, during reading, and then post reading activities all around that song." - Noemí Rodríguez

Session Summary: In this session, Noemí Rodríguez discusses the use of authentic music for engaging elementary school students in language education. She emphasizes the benefits of using music and movement in the classroom, such as sparking students' interest, accelerating brain development, and fostering a sense of community. Noemí provides practical strategies for incorporating authentic music into language lessons, including using music as a timer and brain break, designing pre-reading and post-reading activities around song lyrics, and pre-teaching vocabulary before introducing a music video or movie talk. She also encourages educators to explore themed virtual spaces and engage students in activities such as March Madness with music. Overall, the presentation highlights the diverse ways in which authentic music can be used to enhance language learning in elementary classrooms.

About Noemí

Noemí Rodríguez, founder of Lo Logramos Consulting, boasts 20 years of expertise in Spanish language education. As a district supervisor in New Jersey, she passionately



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advocates for authentic music to enhance language acquisition, brain development, and cultural immersion in elementary classrooms. Notably, Noemí integrates Project Zero's Visible Thinking Routine into her innovative teaching approach, ensuring students are fully engaged and comprehending at least 90% of the content. Recognized for her impactful contributions, Noemí offers a wealth of resources, such as MovieTalk strategies and engaging classroom activities, to empower Spanish teachers in creating dynamic, culturally immersive learning environments. With a commitment to cultural authenticity and student empowerment, Noemí inspires teachers to revolutionize language education.

[Access Noemí Resources for Teachers.](#)



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ALLISON WIENHOLD

| *Mis Clases Locas*



Session: Music Brackets

“What about the song is why are they choosing this one? They like the rhythm. They like the lyrics. Is it because it's different? they wanna dance?” - Allison Wienhold

Session Summary: In this presentation, Allison Wienhold discusses the use of music brackets as a tool for engaging students and exposing them to diverse Spanish-speaking cultures. The brackets feature songs from different countries and provide a fun and interactive way for students to explore Spanish music. The format allows for flexibility and customization, catering to different classroom needs and schedules. Allison emphasizes the educational and cultural value of using music brackets and shares her experience in implementing them in her classes, highlighting the positive impact on student engagement and language learning.

About Allison

Allison Wienhold is an experienced Spanish language educator, known for her innovative teaching methods and impactful contributions to Spanish language education. With a background in teaching Spanish at various levels, she has developed the concept of music brackets to diversify and engage students with Spanish-language music from different countries. Her approach fosters cultural appreciation, language learning, and community building within the classroom. Allison's commitment to celebrating diversity and inclusivity through music brackets has garnered recognition in the field. Her expertise and passion for engaging students with authentic Spanish music make her a valuable resource for Spanish teachers seeking to enrich their



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language curriculum. Allison Wienhold's dedication to creating engaging and culturally relevant learning experiences sets her apart as an influential figure in Spanish language education.

[Visit Mis Clases Locas Website.](#)



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CARMEN REYES

| FLES Spanish Teacher



Session: The Magic of Drama in the Elementary Classroom (TPRS)

“For language acquisition to take place, learners need exposure to input that they can understand in some extent.” - Carmen Reyes

Session Summary: In this session, Carmen shares her expertise in using drama and storytelling to teach elementary students the Spanish language. She emphasizes the importance of teaching emotions and feelings vocabulary through engaging activities such as matching emotions with sentences and silent acting. Reyes highlights the impact of drama activities on developing language proficiency, comprehension, and confidence in students. Her approach combines total physical response (TPR) and teaching proficiency through reading and storytelling (TPRS) to create an interactive and immersive language learning experience for elementary students.

About Carmen

Carmen is a dynamic FLES Spanish teacher in Virginia, specializing in kindergarten to 6th-grade education. With an expertise in Total Physical Response (TPR) and Teaching Proficiency through Reading and Storytelling (TPRS), Reyes innovatively incorporates drama into language learning, enhancing student engagement and proficiency. Her approach facilitates vocabulary acquisition, interpretive reading, and presentational writing skills, aligning with proficiency benchmarks. Her impactful insights have transformed language acquisition by integrating drama activities and storytelling,



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fostering student participation, comprehension, and confidence. Her expertise and contributions make her a valuable resource for Spanish teachers seeking effective and engaging methodologies to enhance language education.

[Follow Carmen on Instagram.](#)



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DAY 2

SESSIONS

TUESDAY, MARCH 5TH

- CI Through Interpretive Reading ... Then What? by Joshua Cabral
- One & Done by Andrea Nazelli
- Developing Story Focused Units to Enhance Student Success by Michelle Rojas
- Genial.ly and AI Creating Visual Stories by Jennifer Niño
- Engagement and Student Motivation by Norma Jones





JOSHUA CABRAL

| *World Language Classroom*

Session: CI Through Interpretive Reading ... Then What?



"We have to understand what input is if we're doing it in a comprehensible way." - Joshua Cabral

Session Summary: In this session, Joshua Cabral discusses the use of comprehensible input (CI) through reading materials, particularly novels and short stories, to facilitate language acquisition in the classroom. He emphasizes the importance of both compelling input and compelling output in language learning, stressing the role of providing language that is both understandable and interesting to students. Cabral also addresses the assessment of proficiency levels in a communicative CI classroom, advocating for assessing communication modes rather than focusing solely on language accuracy. Throughout the presentation, he emphasizes the subconscious nature of language acquisition and the need for students to receive language input at their "sweet spot" for optimal understanding and rule formation.

About Joshua

Joshua Cabral is an influential figure in Spanish language education, with 26 years of teaching experience and a strong advocacy for using literacy and reading as a form of comprehensible input. As the host of the World Language Classroom podcast, he offers valuable insights and resources to fellow educators. Cabral's workshop materials and resources, available on wlclassroom.com, provide practical tools for implementing communicative language teaching. He promotes a mindset shift in teaching by



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emphasizing the importance of providing both comprehensible and compelling input in the classroom. Cabral's expertise in proficiency-based assessment, interpretive reading, and extension activities makes him a valuable resource for Spanish teachers seeking innovative teaching methodologies and strategies to enhance language acquisition.

[Visit Joshua's World Language Classroom Website.](#)



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ANDREA NAZELLI

| *World Language Department Chair*



Session: One and Done

"I find that this activity is really useful when I just don't have much left in my tank or if we finish class early. Students really like this activity because they get to talk about themselves, share their own opinion, and get up and walk around in the classroom." - Andrea Nazelli

Session Summary: In this presentation, Andrea Nazelli introduces the "Yes, No, Maybe So" activity, which is an adaptable and engaging listening activity for language learners of all levels. The activity involves students walking to different parts of the room in response to questions or statements, providing an opportunity for individual interaction and targeted language practice. Andrea also shares universal reading and listening rubrics that she uses for the entire year, simplifying assessment and allowing students to demonstrate their understanding. She provides variations for the activities based on age and language proficiency, emphasizing the importance of allowing students to demonstrate what they understand rather than focusing on what they do not know.

About Andrea

Andrea Nazelli has been a prominent figure in Spanish language education for over two decades, specializing in teaching 8th-grade Spanish 1. Andrea is a skilled educator who emphasizes practical and adaptable teaching methods suitable for students of all levels, from novice to advanced. She has presented innovative activities like the "Yes,



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No, Maybe So" model and universal reading and listening rubrics, providing Spanish teachers with versatile tools for engaging and assessing students effectively. Andrea's commitment to assessing understanding in listening and reading modalities through her universal rubrics has made a significant impact. Her work and resources offer valuable insights for Spanish teachers aiming to cultivate a dynamic and student-centered learning environment.



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MICHELLE ROJAS

| *Spanish 1 & 2 Teacher*



Session: Developing Story Focused Units to Enhance Student Success

“Have fun while you’re teaching!” - Michelle Rojas

Session Summary: In this session, Michelle Rojas discusses her approach to developing story-focused units to enhance student success in Spanish language learning. She emphasizes the importance of making content comprehensible and accessible to students while integrating backward planning and targeting all modes of communication. Michelle provides a detailed example of how she creates a lesson around a short animated video on the theme of kindness, incorporating personalization, goal-setting, and various activities to engage students in listening, reading, writing, and speaking. She also shares resources for finding inspiration, such as YouTube, Instagram, podcasts, and the Comprehensible Classroom, and encourages teachers to be creative, take risks, and choose content that they are passionate about.

About Michelle

Michelle Rojas, a highly experienced Spanish educator, holds degrees in linguistics, translation, and interpretation, along with a master's in teaching. With a compelling 8-year tenure teaching Spanish 1 and 2, and recently, Spanish 3, she revolutionizes language instruction through her emphasis on comprehensible and accessible content, integrating backward planning and all modes of communication. Michelle's innovative approach develops story-focused units designed to enhance student success, enabling students to engage and connect deeply with Spanish materials. She derives inspiration from varied resources, including YouTube, Instagram, podcasts, and the



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"The Comprehensible Classroom," adeptly crafting captivating and effective lessons. Through her profound expertise and dynamic teaching methodologies, Michelle Rojas elevates Spanish language education and empowers fellow educators to cultivate engaging and impactful learning environments.



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JENNIFER NIÑO

| Fundadora de profe-de-espanol.de



Session: Genial.ly and AI Creating Visual Stories

"The idea is that the students listen to the story and organize the image in the order they hear the story."- Jennifer Niño

Session Summary: In this presentation, Jennifer Niño demonstrates live how she uses AI tools such as Genially, ChatGPT and Canva to create interactive and engaging visual stories for language education. She emphasizes the importance of stimulating students' curiosity and using AI as a catalyst for creativity. Niño demonstrates how to use these tools to create prompts for classroom projects, present stories with interactive elements for listening comprehension, and design interactive exercises for language learning. Additionally, she introduces projects related to creating traffic signs and a dialogue-based learning activity for teaching vocabulary, providing practical tips and examples for implementation.

About Jennifer

Jennifer Niño is a dynamic educator and host with a passion for innovative Spanish language teaching. With a focus on engaging students through storytelling and AI tools, Niño strives to make the learning process both enjoyable and effective. Her expertise lies in using Genially and Canva to create interactive and visually stimulating content for language education. Niño's approach emphasizes the use of AI as a catalyst for creativity in the classroom, enhancing student engagement and language acquisition. Her unique methodologies and creative approach have made her a sought-after educator, inspiring Spanish teachers with her forward-thinking strategies.



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Niño's contributions to Spanish language education have set her apart as a trailblazer in the field.

[Receive Jennifer's ELE Guide Via Email.](#)



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NORMA JONES

| High School Spanish Teacher



Session: Engagement & Student Motivation

"The majority of the time, my students say that they absolutely loved it when I introduce songs and I incorporate music in my lessons."- Norma Jones

Session Summary: Norma Jones, an experienced Spanish teacher, emphasizes student engagement and motivation in her classroom. She incorporates various playful and interactive activities such as reading games, movement-based discussions, music activities, and language learning games. Norma also focuses on building a strong classroom community through morning routines, involving students in setting classroom norms, and incorporating rich cultural resources in her lessons. By leveraging these strategies, she fosters a dynamic and immersive learning environment that encourages students to actively participate and enjoy the language learning process.

About Norma

Norma Jones, an esteemed Spanish educator with 12 years of teaching experience in Oklahoma, is a trailblazer in engaging and motivating students. Through music, movement, and games, she emotionally connects students to learning. Norma fosters empathy and community through morning routines and student involvement in setting norms, integrating rich cultural resources and videos into lessons. Her innovative strategies include the "lucky reading card game," and incorporating students' lingo for effective communication. Norma's approach, incorporating TPR, word clouds, and various games, revolutionizes language acquisition. Her impactful contributions and



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dynamic teaching methodologies make her a must-follow for Spanish educators seeking to invigorate their classrooms.

[Follow Norma on Facebook.](#)



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DAY 3

SESSIONS

WEDNESDAY, MARCH 6TH

- Special Person Interviews by Bryce Hedstrom
- Integrating #authres in an ADI Classroom by Haylee Ziegler
- Making Language Teaching Sustainable by Claudia Elliott
- Putting the Pieces Together by Martha Cox-Stavros
- Using Comprehensible Poetry in the Spanish Classroom by Diego Ojeda





BRYCE HEDSTROM

| BryceHedstrom.Com



Session: Special Person Interviews

"Social input is equal to better memory. That inner brain and the mentalizing system, which is your social brain for learning things in a social way, can be as powerful or more powerful than your traditional forebrain memory system." - Bryce Hedstrom

Session Summary: In this presentation, Bryce Hedstrom emphasizes the importance of engaging students through special person interviews in language classes. He shares inspiring examples of how personalized interviews with students who have unique interests and talents can create a positive and psychologically safe learning environment. By using active listening, follow-up questions, and a variety of question types, teachers can build rapport and trust with students, ultimately making language learning a positive and enjoyable experience for all. With a focus on personalized discussions and student-centered learning, special person interviews serve as a valuable tool for language educators to connect with and empower their students.

About Bryce

Bryce Hedstrom, a renowned figure in Spanish language education, brings over 30 years of teaching experience and innovative approaches to the field. His expertise lies in creating engaging classroom experiences through his specialized teaching method, "Special Person Interviews." With a focus on personalized language learning, Bryce emphasizes the importance of building rapport with students and integrating their interests into the curriculum. He has trained many Spanish language teachers in this



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approach, fostering meaningful connections with students. Bryce is also a prolific author and resource provider, offering materials in 13 languages on his website. His impact on the Spanish teaching community is evident through his engaging presentations and dedication to making language learning a positive and enjoyable experience for both teachers and students.

[Explore Bryce's "Free Stuff" Downloads.](#)



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HAYLEE ZIEGLER

| Spanish Teacher, Author, Co-Founder of PD for Prophase

Session: Integrating #authres in an ADI Classroom



"Authentic resources can provide real life examples of language used in real situations." - Haylee Ziegler

Session Summary: Haylee Ziegler, an accomplished Spanish teacher, author, and co-founder of PD for Prophase, revolutionizes Spanish language education. She pioneers Acquisition-Driven Instruction (ADI) by integrating authentic resources to deepen students' content comprehension. Her expertise lies in using interpretive comprehension tasks to engage novice learners and emphasizes keyword recognition and main idea detection. Ziegler seamlessly integrates authentic resources, employing strategies like MovieTalk and social media content, aiming to foster cultural competence. She provides valuable insight into finding authentic resources and debunks associated myths.

About Haylee

In this presentation, Haylee Ziegler, a Spanish teacher and co-founder of PD for Prophase, emphasizes the importance of integrating authentic resources in an Acquisition-Driven Instruction (ADI) classroom. She discusses utilizing various authentic resources such as images, videos, texts, and commercials to engage learners and foster cultural competence. Ziegler provides practical strategies for incorporating authentic resources into the classroom, including using them for warm-up routines, MovieTalk, and infographics. She also dispels myths surrounding the use of authentic resources and offers valuable tips for finding and using them effectively. [Download my Haylee's Authentic Resource Planning Guide.](#)



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CLAUDIA ELLIOTT

| *Growing With Proficiency*

Session: Making Language Teaching Sustainable



"Developing routines has so many benefits in the class." - Claudia Elliott

Session Summary: In this presentation, Claudia shares strategies for making language teaching sustainable. She emphasizes the importance of establishing core routines in language classes to reduce decision fatigue for both teachers and students. Claudia's approach includes using target language in class, co-creating content with students, and providing options for student autonomy, ultimately aiming to deepen connections with students, promote engagement, and reduce teacher burnout. She highlights the value of routines such as call and response greetings, independent reading time, calendar talk, and exit tickets, all conducted in the target language, to create a sustainable and engaging learning environment.

About Claudia

Claudia Elliott, founder of the Spanish Teacher Academy, brings over a decade of experience in Spanish language education. As host of the "Growing with Proficiency" podcast and leader of the "Growing with CI" community, she provides sustainable teaching strategies. Known for her dynamic approach, Claudia emphasizes co-creating content with students, leveraging routines for target language use, and fostering student autonomy. Her engaging teaching style integrates storytelling and personalized learning, promoting student motivation and language acquisition. With a focus on sustainability and teacher well-being, Claudia empowers Spanish teachers to create impactful, student-centered classrooms. Her expertise and innovative methodologies



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make her a valuable resource for educators seeking to enhance language proficiency through sustainable, student-focused practices.

[Download Claudia's Comprehensible-Input-Driven Classroom Guide.](#)



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MARTHA COX-STAVROS

| Ed.M, Middle School Spanish Teacher



Session: Putting the Pieces Together

“Rules without relationships equal resistance.” - Martha Cox-Stavros

Session Summary: Martha Cox-Stavros emphasizes the importance of creating a community-centered environment to facilitate language acquisition. She adopts an acquisition-driven language instruction approach by focusing on high-frequency language structures and phrases to aid comprehension, while de-emphasizing explicit grammar instruction. Martha also highlights the crucial role of engagement and motivation in learning, promoting the use of movement and games to increase student involvement and capitalize on intrinsic motivation. Overall, her approach centers on building strong relationships with students, providing meaningful scaffolded output, and creating an energetic and engaging classroom atmosphere to optimize language acquisition.

About Martha

Martha Cox-Stavros brings 22 years of Spanish teaching expertise, currently teaching 8th grade Spanish in Rockport Public Schools. With experience teaching in Spain, leading educational tours, and working in 10 Latin American countries, her unique perspective stems from raising bilingual children and founding a bilingual family co-op. Martha emphasizes optimal classroom environments and acquisition-driven language instruction, integrating high-frequency language structures and creating low-stakes communication opportunities. She prioritizes student engagement through movement and gamification, leveraging research on the impact of energetic learning. Her commitment to creating safe, respectful spaces and fostering intrinsic motivation



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makes her a valuable resource for Spanish teachers seeking innovative and effective language acquisition methodologies.

[Follow Martha on Instagram.](#)



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DIEGO OJEDA

| Teacher trainer, CI author, and creator of #langchat

Session: Using Comprehensible Poetry in the Spanish Classroom



“When we bring linguistically appropriate text to the classroom, it's easy for the students to start enjoying, and let's target basic.” - Diego Ojeda

Session Summary: Diego Ojeda discusses the use of comprehensible poetry in the Spanish classroom to help students engage with Hispanic culture and language. He emphasizes the importance of using authentic and culturally significant materials to make language learning meaningful and experiential for students. Ojeda suggests various strategies for teaching poetry, including using illustrations, reading aloud as a class, teaching new vocabulary, and allowing for multiple interpretations of poems. Overall, the goal is to engage students in the learning process and make the content relevant to their lives and experiences.

About Diego

Diego Ojeda is a prominent figure in Spanish language education, renowned for his innovative teaching methods and contributions to the field. With a passion for using comprehensible poetry to engage students, Ojeda has authored 12 poetry books tailored to different levels and interests. As a Spanish teacher and advocate for authentic and culturally significant materials, he emphasizes the importance of making language learning relevant and experiential for students. Ojeda's approach focuses on connecting students to Hispanic culture and language through poetry, encouraging subjective expression and exploration of diverse topics within poetic works. His



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expertise and impact make him a valuable resource for Spanish teachers seeking to enrich their students' language learning experience.

[Visit Diego's Website for More Resources for Teachers.](#)



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DAY 4

SESSIONS

THURSDAY, MARCH 7TH

- Artificial Intelligence in Education: A Generational Perspective by Knikki Hernández
- AI Tools Language Teachers Must Try by Bertha Delgadillo
- Attention in the Digital Age by Fanest Coronado
- How to Make Stations Work for You by Erinn Vincent





KNIKKI HERNÁNDEZ

| High School and College Spanish Teacher



Session: Artificial Intelligence in Education: A Generational Perspective

“By next year, I believe that AI will be common knowledge in high schools, and it will create more opportunities like the PC.”- Knikki Hernández

Session Summary: In this presentation, Knikki Hernández delves into the generational perspectives on artificial intelligence (AI) in education. She discusses how different generations, from Gen Z to Baby Boomers, perceive and interact with AI, and the potential implications for the future of education. The presentation covers concerns about AI's impact on learning, societal disparity, and individual reliance, as well as the ethical and legal considerations surrounding AI usage. Additionally, it emphasizes the need to understand and address the varied attitudes and experiences of different generations in order to effectively integrate AI into the education system.

About Knikki

Knikki, brings a wealth of experience and expertise in Spanish language teaching. With a strong background in language education, she has made significant contributions to the field. Knikki's innovative teaching methodologies and perspectives have influenced Spanish language education, making her a relevant figure for Spanish teachers. Her career is marked by her dedication to enhancing language learning experiences and promoting cultural understanding. Knikki has been recognized for her outstanding achievements and impactful contributions to the field of Spanish language education, and she is known for her engaging and effective teaching style. Spanish teachers can



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look to Knikki Hernández for insights and inspiration in delivering high-quality language education.

[Get Knikki's Parent Communication Guide.](#)



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BERTHA DELGADILLO

| Profesora Delgadillo



Session: AI Tools Language Teachers Must Try

“We, as teachers, have to deal with a constant cognitive overload. AI will help you minimize that and save prep time.”- Bertha Delgadillo

Session Summary: In this presentation, Bertha discusses the practical application of AI-generated lesson plans and writing prompts to streamline teaching efforts. She highlights their potential as time-saving tools and emphasizes the flexibility for teachers to customize and fine-tune these resources. Additionally, Bertha introduces a valuable, free tool designed to support learners, especially those with individualized education plans (IEPs), in developing social-emotional learning and decision-making skills. Lastly, Bertha explores the use of brain breaks as efficient and effective tools for optimizing the language teaching and learning experience.

About Bertha

Bertha is a high school public educator in Savannah, Georgia. In addition to teaching Spanish II - AP Spanish Language and Culture, Bertha enjoys sharing effective acquisition driven instructional strategies with her district colleagues at professional regional, & national conferences as well as at informal gatherings. She also facilitates training & observations for new teachers at her school district annually. She is committed to engaging all students in the language learning process so that they can become language learners for life. Through an impactful Spanish language program, Bertha is also devoted to engaging her students in meaningful real-world experiences where they can apply their acquired language skills while enriching their local community through a service leadership approach. [Visit Bertha's Website.](#)



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FANEST CORONADO

| Spanish, English, and French Teacher



Session: Attention in the Digital Age

“Use digital tools that enhance language learning, encouraging collaboration, creativity, and critical thinking.” - Fanest Coronado

Session Summary: In this presentation, Fanest Coronado emphasizes the importance of integrating mindfulness and exercise techniques into language lessons to help students develop attention skills. She addresses the impact of digital distractions on students' ability to concentrate and engage effectively in language learning, highlighting the challenges associated with short attention spans in the classroom. Coronado also discusses the development of specific brain areas related to attention through language switching practice in bilingual individuals and the benefit of practicing a second language in enhancing attention. Furthermore, she provides strategies for managing digital distractions and emphasizes the importance of focused attention during language tasks.

About Fanest

Fanest Coronado is a teacher and education specialist with a strong emphasis on attention in language learning. Her expertise lies in integrating mindfulness and exercise into language lessons to enhance attention skills. With a focus on combating digital distractions in the classroom, Coronado advocates for interactive learning tools and the flipped classroom approach. She emphasizes the impact of digital devices on students' ability to concentrate and engage effectively in language learning. Coronado's unique perspective and strategies provide Spanish teachers with innovative approaches to address attention challenges in their classrooms. Through her



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impactful work, Coronado brings valuable insights and practical solutions to the field of Spanish language education.

[Follow Fanest on Instagram.](#)



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ERINN VINCENT

| *Middle School Spanish Teacher*



Session: How to Make Stations Work for You

"It's important that students have their own choice, and they have autonomy over what they're doing, and choosing what they wanna work on." - Erinn Vincent

Session Summary: In the presentation, Erinn Vincent, a Spanish teacher, shares a variety of language learning activities for kids at stations. These activities include spelling, vocabulary, reading, writing, listening, speaking, and games. Vincent emphasizes the benefits of using stations, such as allowing students to work at their own pace and fostering autonomy in their learning. She also provides specific examples of activities and resources, such as templates for digital stations and breakout room note-taking. The presentation encourages teachers to incorporate stations as a way to observe student progress and engagement in language learning.

About Erinn

Erinn Vincent is a passionate Middle School Spanish Teacher with K-12 certification, renowned for her expertise in language education. A seasoned presenter, Erinn has shared her insights at prestigious conferences such as the ACTFL Conference & Convention and the ICTFL Fall Conference. Beyond her teaching responsibilities, Erinn wears multiple hats, serving as an advisor for a student leadership club, directing the school musical, and holding the crucial role of curriculum chair for Social Emotional Learning. In recognition of her outstanding contributions to language education, Erinn was honored as the 2023 ICTFL Teacher of the Year, a testament to her dedication and impact in the field.



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Outside the classroom, Erinn's adventurous spirit extends to family pursuits, as she excitedly anticipates a trip to the Olympics in Paris next summer with her entire family, creating cherished memories beyond the realm of education.

[Interact with Erinn.](#)



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DAY 5

SESSIONS

FRIDAY, MARCH 8TH

- ¡Qué viva Ecuador! by Regina O'Neal
- Long Live Ecuador! by Regina O'Neal
- Teaching Culture with Webquests by Jessica Hall
- Panama's African Routes: Tracing Ancestry and Heritage by Jenniffer Whyte
- Transforming Perspectives: Cultivating Culture in Your Curriculum by Allison Perryman
- First Steps in the Work on Equity in the Language Classroom by Adriana Ramírez





REGINA O'NEAL

| High School Spanish Teacher and World Language Department Chair



Sesión: ¡Qué viva Ecuador! (Spanish)

"Creo que es muy importante exponer a mis estudiantes a la diversidad de las personas de los países de habla hispana, y ¿qué mejor manera de hacerlo que esta?" - Regina O'Neal

Resumen de la sesión: En esta presentación, Regina O'Neal comparte su experiencia en Ecuador como parte de una beca Fulbright. Describe su participación en limpiezas y la dinámica de su clase, incluyendo la subdivisión en grupos y los roles asignados. Comenta sobre la importancia de equilibrar la medicina tradicional con la moderna, y comparte sus preferencias de remedios caseros. También propone actividades relacionadas con la música, la poesía y los remedios caseros, y destaca los beneficios de participar en la beca Fulbright. Como presentadora, promueve la diversidad del mundo hispano y afrodescendiente, y utiliza técnicas de análisis de arte y tiras cómicas en su enseñanza.

Sobre Regina

La presentadora Regina O'Neal, maestra de español en Baltimore, es una destacada experta en la enseñanza del idioma y la cultura hispana. A través de la beca Fulbright, desarrolló lecciones innovadoras en Ecuador, destacando arte, música y remedios caseros. Con enfoque en la diversidad del mundo hispanohablante y la contribución afrodescendiente, emplea la técnica "Optic" para analizar obras de arte y fomentar la apreciación cultural. Su compromiso con la enseñanza se refleja en su aporte al campo educativo, sus logros, y su enfoque único. Regina ofrece una perspectiva inspiradora y



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metodologías creativas que enriquecen la experiencia de aprendizaje del español para profesores y estudiantes por igual.

[Descarga la Investigación de Regina Percepciones de la negritud.](#)



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REGINA O'NEAL

| High School Spanish Teacher and World Language Department Chair



Session: ¡Long Live Ecuador! (English)

"I think it's very important to expose my students to the diversity of the people of Spanish speaking countries, and what better way to do that than this?" - Regina O'Neal

Session Summary: In this presentation, Regina O'Neal shares her experiences and lessons from her time in Ecuador, highlighting the cultural diversity and rich artistic and natural heritage of the country. She emphasizes the importance of exposing her students to the regionalisms, art, poetry, and music of Spanish-speaking countries, particularly focusing on artists of African descent. Additionally, she discusses the use of home remedies and modern medicine in Ecuador, providing engaging activities for students to learn and discuss these practices. She also encourages participation in programs like Fulbright, sharing the personal and educational benefits she gained from her own experience. Through her engaging teaching methods and personal experiences, Regina O'Neal provides a comprehensive and immersive insight into Ecuadorian culture and language.

About Regina

Regina O'Neal, a passionate Spanish Teacher with a diverse background in language education, has extensively contributed to the field. With experience teaching from levels 2 to AP at the Baltimore Polytechnic Institute, Regina brings a unique perspective by incorporating art, music, and poetry to expose students to the diversity of Spanish-speaking countries. Her Fulbright Hays scholarship experience in Ecuador



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and her innovative approach, utilizing real-life experiences and multimedia, enriches her teaching methodologies. Regina's impactful insights into Hispanic culture, her engagement with diverse regionalisms, and her development of immersive lessons showcase her outstanding contributions. As an author of engaging Spanish language lessons and a graduate thesis, she is a valuable resource for Spanish teachers aiming to enhance students' proficiency and cultural appreciation.

[Download Regina's Research *Percepciones de la negritud*.](#)

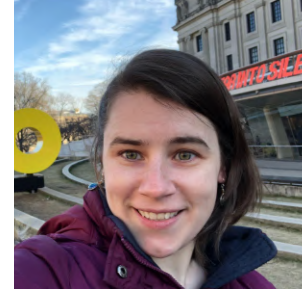


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JESSICA HALL

| Miss Señorita



Session: Teaching Culture with Webquests

"You want them to be able to relate it to their everyday real lives, as much as they can besides just kind of learning about, you know, how people live in Ecuador, how Día de los Muertos is celebrated or whatever topic you're choosing." - Jessica Hall

Session Summary: In this presentation, Jessica Hall discusses the use of WebQuests as an engaging tool for teaching culture topics. She emphasizes the importance of providing students with access to computers, tablets, and the internet in order to fully utilize WebQuests. Hall provides step-by-step guidelines for creating web quests, including selecting a topic, finding appropriate websites, writing questions, and establishing procedures for using the WebQuest in the classroom. She also offers practical tips, such as making the WebQuest in English for use as a sub plan and using the "control f" function to help students quickly locate information on the websites.

About Jessica

Jessica Hall is a dynamic Spanish language educator with experience teaching in Baltimore and the Bronx. As the founder of the TPT store Miss Señorita, she creates engaging Spanish materials. With a focus on teaching culture using WebQuests, Jessica emphasizes student immersion through multimedia resources. Her approach fosters cultural understanding and linguistic proficiency. Jessica's unique teaching methodologies and extensive experience in middle and high schools make her a valuable resource for Spanish teachers. Her contributions include innovative



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web-based cultural materials that keep students engaged and connected to real-world contexts. Jessica has a strong online presence, sharing valuable insights and resources, and is a go-to expert for Spanish teaching inspiration and support.

[Download Miss Señorita 5-day Alphabet Unit.](#)



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JENNIFFER WHYTE

| Afro-Latina Teacher



Session: Panama's African Routes: Tracing Ancestry and Heritage

"The cultural preservation of the cultural identity of your town where you live, where the kids go to school, and having that cultural comparison between Panama and where you live right now is a great conversation starter." - Jenniffer Whyte

Session Summary: Jenniffer Whyte discusses the African heritage and ancestry of Panama, focusing on the provinces of Colón, El Chorrillo, and San Felipe. She highlights the Afro Caribbean influence on music, dance, language, and cuisine, as well as the historical significance of the Afro descendant community in shaping Panamanian culture. She offers various classroom activities and resources to explore and celebrate Afro Panamanian culture, including cultural exchanges, virtual guest speakers, art exhibitions, and culinary workshops. Additionally, she shares her personal efforts to support the community, including raising funds to help feed children in a Panamanian school and organizing a medical clinic in the Chorrillo area.

About Jenniffer

Jenniffer Whyte is a distinguished Spanish teacher, host, and founder of the nonprofit Bilingual Kids Incorporated. With extensive experience in language education, she enriches the classroom by exploring Afro Panamanian heritage, fostering cultural exchange, and organizing impactful community outreach. Her passion for language and culture translates into innovative teaching methods, such as inviting guest



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speakers and virtual field trips. Jenniffer's dedication to celebrating diversity and supporting underprivileged communities is exemplified through her advocacy for Afro Latinidad and her commitment to feeding children in Panama. She shares her expertise through her blog, podcast, and social media, while also offering valuable resources for Spanish educators. Jenniffer's impactful contributions and unique teaching approaches make her an invaluable resource for Spanish teachers seeking to enrich their students' linguistic and cultural understanding.

[Visit the Afro-Latina Teacher Website.](#)



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ALLISON PERRYMAN

| *The Cultural Classroom*

Session: Transforming Perspectives: Cultivating Culture in Your Curriculum



"Our students are becoming more and more diverse." - Allison Perryman

Session Summary: In this presentation, Allison Perryman emphasizes the importance of confronting personal biases and embracing diversity in the Spanish classroom. She shares a personal story of initially misrepresenting her students' Mexican culture in her classroom, and her subsequent efforts to transform her approach by involving her students in the cultural representation. Perryman stresses the need for a diverse and inclusive curriculum to reflect the increasing diversity in student enrollment, and shares strategies for incorporating authentic cultural elements and promoting inclusivity. Additionally, she highlights the significance of recognizing and addressing biases to create an anti-bias classroom and provides insights on incorporating diverse cultural influences in the curriculum.

About Allison

Allison Perryman brings over 20 years of experience in Spanish language education to her presentations. A passionate advocate for diversity and inclusivity, Perryman emphasizes the importance of confronting biases in the Spanish classroom. Drawing from her personal experiences and upbringing in a Hispanic community, she offers a unique perspective on transforming perspectives and cultivating culture in the curriculum. Perryman's dynamic approach involves engaging students through authentic materials, guest speakers, celebrations, and virtual trips, fostering an inclusive environment. Her insights into confronting biases and promoting diversity



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resonate with Spanish teachers seeking to create anti-bias classrooms. As a speaker at the World Language Teacher Summit, Perryman continues to inspire educators to embrace cultural diversity in their teaching practices.

[Get Allison's Free Spanish Resources.](#)



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ADRIANA RAMÍREZ

| *Acento Latino Author*



Session: First Steps in the Work on Equity in the Language Classroom

"We, as teachers, have a lot of opportunities to make our classes and to raise the spaces, and the work on equity is the 1st step to do that." - Adriana Ramírez

Session Summary: Adriana Ramírez, emphasizes the need to create an anti-racist and equitable language classroom by challenging biases and celebrating diversity. She incorporates picture talks, movie talks, and discussions in Spanish to challenge gender stereotypes and racial biases. Adriana co-developed *Revolucionarias*, a collection of books featuring inspiring stories of real-life women from Latin America to challenge stereotypes. She encourages reflection on one's own cultural lens as the first step in creating an anti-racist classroom.

About Adriana

Adriana Ramírez, a Spanish teacher in Vancouver, Canada, originally from Medellín, Colombia, is a psychologist and advocate for decolonizing language classrooms. She co-developed the *Revolucionarias* book series showcasing real-life Latin American women. Adriana's innovative teaching methods include picture talks, movie discussions, and embracing translingualism, celebrating diverse languages in the classroom. Her impactful work emphasizes equity, representation, and addressing biases in literature and media. Adriana promotes reflection, discomfort, and action, educating through Instagram, books, and resources to challenge traditional language structures and incorporate nonbinary language. Her contributions empower Spanish



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teachers to build anti-racist classrooms, making her a vital resource in Spanish language education.

[Follow Adriana on Instagram.](#)



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WLTS ATTENDEE SPOTLIGHT

"I was super impressed. At first, I just planned to watch one or two of the sessions, but after one or two, I was hooked, and watched almost all of them. Super helpful!"

- Angela

"The summit was fantastic! I learned so much and was inspired by your presenters. They obviously are experts in their field and present the information in an easy to understand format. I also appreciate the goodie bag! Thank you Jared and all the presenters for some fabulous PD. I attended 27 sessions and gained valuable insights from all of them."

-Erika P.

Certificate of Completion

Presented to
Jane Smith

STATE ACCREDITED PD HOURS CERTIFICATIONS

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You will complete the course *Special Topics in the World Language Classroom* with credits issued by Southern New Hampshire University.

SESSION PLANNER

PLAN YOUR SUMMIT WEEK





Session Planner

Plan Your Summit Week

Instructions:

1. Print this session planner chart.
2. All WLTS24SPA sessions are grouped into topics to help you organize your summit week. In this chart, sessions may be under more than one topic.
3. Use this chart to select the top sessions you want to watch according to your interests. Use a highlighter to mark your choices.
4. Reference the session summaries in this Playbook to learn more about each presentation.
5. The sessions are open for 48 hours and are marked with ✓. You can watch whenever you'd like during those days.
 - For permanent lifetime access to the recordings and the PD Certificate (plus other bonuses), check out the [All-Access Pass](#).
6. Use the blank table at the end of this chart to organize your Summit week with your selections.

<i>All sessions are open for 48hrs</i>	MAR. 4	MAR. 5	MAR. 6	MAR. 7	MAR. 8	MAR. 9
ENGAGEMENT AND MOTIVATION						
The Magic of Passwords by Myra Johnson	✓	✓				



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<i>All sessions are open for 48hrs</i>	MAR. 4	MAR. 5	MAR. 6	MAR. 7	MAR. 8	MAR. 9
Moving and Grooving! Using Authentic Music by Noemí Rodríguez	✓	✓				
Music Brackets by Allison Wienhold	✓	✓				
The Magic of Drama in the Elementary Classroom (TPRS) by Carmen Reyes	✓	✓				
One & Done by Andrea Nazelli		✓	✓			
Developing Story Focused Units to Enhance Student Success by Michelle Rojas		✓	✓			
Genial.ly and AI Creating Visual Stories by Jennifer Niño		✓	✓			
Engagement and Student Motivation by Norma Jones		✓	✓			
Special Person Interviews by Bryce Hedstrom			✓	✓		
Integrating #authres in an ADI Classroom by Haylee Ziegler			✓	✓		
Making Language Teaching Sustainable by Claudia Elliott			✓	✓		
Putting the Pieces Together by Martha Cox-Stavros			✓	✓		
AI Tools Language Teachers Must Try by Bertha Delgadillo				✓	✓	
How to Make Stations Work for You by Erinn Vincent				✓	✓	
¡Qué viva Ecuador! by Regina O'Neal					✓	✓
Long Live Ecuador! by Regina O'Neal					✓	✓
Teaching Culture with Webquests by Jessica Hall					✓	✓



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<i>All sessions are open for 48hrs</i>	MAR. 4	MAR. 5	MAR. 6	MAR. 7	MAR. 8	MAR. 9
COMPREHENSIBLE INPUT						
The Magic of Passwords by Myra Johnson	✓	✓				
Moving and Grooving! Using Authentic Music by Noemí Rodríguez	✓	✓				
The Magic of Drama in the Elementary Classroom (TPRS) by Carmen Reyes	✓	✓				
CI Through Interpretive Reading ... Then What? by Joshua Cabral		✓	✓			
One & Done by Andrea Nazelli		✓	✓			
Developing Story Focused Units to Enhance Student Success by Michelle Rojas		✓	✓			
Engagement and Student Motivation by Norma Jones		✓	✓			
Special Person Interviews by Bryce Hedstrom			✓	✓		
Integrating #authres in an ADI Classroom by Haylee Ziegler			✓	✓		
Putting the Pieces Together by Martha Cox-Stavros			✓	✓		
Using Comprehensible Poetry in the Spanish Classroom by Diego Ojeda			✓	✓		
READING						
CI Through Interpretive Reading ... Then What? by Joshua Cabral		✓	✓			
How to Make Stations Work for You by Erinn Vincent				✓	✓	
Teaching Culture with Webquests by Jessica Hall					✓	✓
WRITING						



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<i>All sessions are open for 48hrs</i>	MAR. 4	MAR. 5	MAR. 6	MAR. 7	MAR. 8	MAR. 9
How to Make Stations Work for You by Erinn Vincent				✓	✓	
Teaching Culture with Webquests by Jessica Hall					✓	✓
STORYTELLING						
The Magic of Drama in the Elementary Classroom (TPRS) by Carmen Reyes	✓	✓				
Genial.ly and AI Creating Visual Stories by Jennifer Niño		✓	✓			
MUSIC						
Moving and Grooving! Using Authentic Music by Noemí Rodríguez	✓	✓				
Music Brackets by Allison Wienhold	✓	✓				
Engagement and Student Motivation by Norma Jones		✓	✓			
¡Qué viva Ecuador! by Regina O'Neal					✓	✓
Long Live Ecuador! by Regina O'Neal					✓	✓
GAMES						
Engagement and Student Motivation by Norma Jones		✓	✓			
How to Make Stations Work for You by Erinn Vincent				✓	✓	
STUDENT INVOLVEMENT						
The Magic of Passwords by Myra Johnson	✓	✓				
Developing Story Focused Units to Enhance Student Success by Michelle Rojas		✓	✓			



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<i>All sessions are open for 48hrs</i>	MAR. 4	MAR. 5	MAR. 6	MAR. 7	MAR. 8	MAR. 9
Engagement and Student Motivation by Norma Jones		✓	✓			
Making Language Teaching Sustainable by Claudia Elliott			✓	✓		
How to Make Stations Work for You by Erinn Vincent				✓	✓	
¡Qué viva Ecuador! by Regina O'Neal					✓	✓
Long Live Ecuador! by Regina O'Neal					✓	✓
DIVERSITY AND INCLUSION						
Music Brackets by Allison Wienhold	✓	✓				
DIVERSITY IN ACTION: Cross-Cultural Studies in World Language Classes: Through the Lens of Black History Month by Allison Perryman	✓	✓				
DIVERSITY IN ACTION: Uplifting Our Students' Voices through Our Curriculum by Jennys McKinney		✓	✓			
Putting the Pieces Together by Martha Cox-Stavros			✓	✓		
DIVERSITY IN ACTION: Linguistic Liberation and Queer Identities in the World Language Classroom by Timothy Chávez				✓	✓	
Transforming Perspectives: Cultivating Culture in Your Curriculum by Allison Perryman					✓	✓
First Steps in the Work on Equity in the Language Classroom by Adriana Ramírez					✓	✓
DIVERSITY IN ACTION: Making Hispanic Women Count in the Spanish Curriculum by Carmen Reyes					✓	✓
CULTURE						



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<i>All sessions are open for 48hrs</i>	MAR. 4	MAR. 5	MAR. 6	MAR. 7	MAR. 8	MAR. 9
Music Brackets by Allison Wienhold	✓	✓				
DIVERSITY IN ACTION: Uplifting Our Students' Voices through Our Curriculum by Jennys McKinney		✓	✓			
Integrating #authres in an ADI Classroom by Haylee Ziegler			✓	✓		
Using Comprehensible Poetry in the Spanish Classroom by Diego Ojeda			✓	✓		
¡Qué viva Ecuador! by Regina O'Neal					✓	✓
Long Live Ecuador! by Regina O'Neal					✓	✓
Teaching Culture with Webquests by Jessica Hall					✓	✓
Panama's African Routes: Tracing Ancestry and Heritage by Jenniffer Whyte					✓	✓
Transforming Perspectives: Cultivating Culture in Your Curriculum by Allison Perryman					✓	✓
First Steps in the Work on Equity in the Language Classroom by Adriana Ramírez					✓	✓
ASSESSMENT						
CI Through Interpretive Reading ... Then What? by Joshua Cabral		✓	✓			
One & Done by Andrea Nazelli		✓	✓			
CLASSROOM MANAGEMENT						
The Magic of Passwords by Myra Johnson	✓	✓				
Putting the Pieces Together by Martha Cox-Stavros			✓	✓		



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<i>All sessions are open for 48hrs</i>	MAR. 4	MAR. 5	MAR. 6	MAR. 7	MAR. 8	MAR. 9
Attention in the Digital Age by Fanest Coronado				✓	✓	
ELEMENTARY						
Moving and Grooving! Using Authentic Music by Noemí Rodríguez	✓	✓				
The Magic of Drama in the Elementary Classroom (TPRS) by Carmen Reyes	✓	✓				
ACQUISITION						
Special Person Interviews by Bryce Hedstrom			✓	✓		
Putting the Pieces Together by Martha Cox-Stavros			✓	✓		
VOCABULARY						
Moving and Grooving! Using Authentic Music by Noemí Rodríguez	✓	✓				
The Magic of Drama in the Elementary Classroom (TPRS) by Carmen Reyes	✓	✓				
Genial.ly and AI Creating Visual Stories by Jennifer Niño		✓	✓			
How to Make Stations Work for You by Erinn Vincent				✓	✓	
AUTHENTIC RESOURCES						
Moving and Grooving! Using Authentic Music by Noemí Rodríguez	✓	✓				
Integrating #authres in an ADI Classroom by Haylee Ziegler			✓	✓		
Using Comprehensible Poetry in the Spanish Classroom by Diego Ojeda			✓	✓		
Transforming Perspectives: Cultivating Culture in Your Curriculum by Allison Perryman					✓	✓



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<i>All sessions are open for 48hrs</i>	MAR. 4	MAR. 5	MAR. 6	MAR. 7	MAR. 8	MAR. 9
TECHNOLOGY						
Developing Story Focused Units to Enhance Student Success by Michelle Rojas		✓	✓			
Genial.ly and AI Creating Visual Stories by Jennifer Niño		✓	✓			
Artificial Intelligence in Education: A Generational Perspective by Knikki Hernández				✓	✓	
AI Tools Language Teachers Must Try by Bertha Delgadillo				✓	✓	
Attention in the Digital Age by Fanest Coronado				✓	✓	
Teaching Culture with Webquests by Jessica Hall					✓	✓
ARTIFICIAL INTELLIGENCE						
Genial.ly and AI Creating Visual Stories by Jennifer Niño		✓	✓			
Artificial Intelligence in Education: A Generational Perspective by Knikki Hernández				✓	✓	
AI Tools Language Teachers Must Try by Bertha Delgadillo				✓	✓	

Use the blank table on the next page to organize your Summit week with your session selections.



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SESSIONS I'M WATCHING

Monday March 4th	Tuesday March 5th	Wednesday March 6th	Thursday March 7th	Friday March 8th	Saturday March 9th



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WHERE TO FIND

OUR PRESENTERS ONLINE





Where to Find Our Presenters Online

NAME	WEBSITE	TWITTER	FACEBOOK	INSTAGRAM	YOUTUBE	TEACHERS PAY TEACHERS	PINTEREST
Speaking Latino	WEBSITE						
Adriana Ramírez	WEBSITE						
Allison Wienhold	WEBSITE						
Allison Perryman	WEBSITE						
Andrea Nazelli							
Bertha Delgadillo	WEBSITE						
Bryce Hedstrom	WEBSITE						
Carmen Reyes							
Claudia Elliott	WEBSITE						
Diego Ojeda	WEBSITE						
Erinn Vincent							
Fanest Coronado							
Haylee Ziegler	WEBSITE						



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NAME	WEBSITE	TWITTER	FACEBOOK	INSTAGRAM	YOUTUBE	TEACHERS PAY TEACHERS	PINTEREST
Jennifer Niño	WEBSITE						
Jennifer Whyte							
Jennys McKinney							
Jessica Hall	WEBSITE						
Joshua Cabral	WEBSITE						
Knikki Hernández	WEBSITE						
Michelle Rojas							
Martha Cox-Stavros							
Myra Johnson							
Noemí Rodríguez	WEBSITE						
Norma Jones							
Regina O'Neal	WEBSITE						
Timothy Chávez							



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FAQ

FREQUENTLY ASKED QUESTIONS





Frequently Asked Questions (FAQ)

1. IS THIS REALLY FREE? HOW DOES THE FREE PASS WORK?

Yes! As soon as you sign up you will receive an email confirming that you are registered for the summit.

Check your inbox, spam, promotions or junk folder for an email **World Language Teacher Summit** (jared@speakinglatino.com) with all the details.

Then, from March 4-8 you will receive daily emails with the links to access all the sessions going live every day. There will be 28 sessions during the week of the summit.

⚠ IMPORTANT: You can access each day's sessions for 48 hours from when they are released. After that period, they will be locked away and will be only accessible for the All-Access Pass holders.

You can [view the full schedule here](#) to see when your favorite speakers are presenting and be sure you don't miss anything throughout the event.

2. WHERE I CAN ASK QUESTIONS ABOUT THE PRESENTATIONS?

Be sure to join the [World Language Teacher Summit Facebook group](#) to interact with us, the presenters and ask questions.

Below each session's video there's a link to a thread inside the Facebook group. You can post your questions and comments there.

3. I PURCHASED THE ALL-ACCESS PASS LAST YEAR; WOULD I HAVE ACCESS TO THIS YEAR'S PRESENTATIONS?



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Each All-Access Pass gives you access to one summit. When you purchase this year's All-Access Pass it will be added to your current member's area.

If you would like access to previous Summit editions, [click here](#).

4. I DIDN'T RECEIVE THE DAILY EMAIL WITH THE LINKS TO WATCH TODAY'S SESSIONS, WHAT I CAN DO?

Free Pass Holders: Check your spam, bulk, junk or promotions folders. Alternately, all the links to the sessions are located here: worldlangteachers.com/sessions/

All-Access Pass Holders: If you purchased the All-Access Pass all the sessions are already available for you to watch inside the WLTS24SPA All-Access Pass members area. [Click here to log in](#).

5. WHERE I CAN ACCESS THE SESSIONS DURING THE SUMMIT?

Free Pass Holders: From March 4-8 all the links to the sessions are located here: worldlangteachers.com/sessions/

All-Access Pass Holders: But if you purchased the All-Access Pass there is no

need to wait for the summit to start on March 4th. You can start watching all the recordings and download your bonuses right away by logging in to your WLTS All-Access Pass members area. [Click here to log in](#).

6. WHEN DO THE SESSIONS EXPIRE?

Free Pass Holders: If you signed up for the free virtual pass you have 48 hours from when they are released. So, Monday sessions will expire on Wednesday, and so on.

All-Access Pass Holders: When you [purchase the All-Access Pass](#) you have permanent access to the sessions and bonuses. The sessions will never expire for All-Access Pass holders.

7. I'VE WATCHED ALMOST ALL OF THE SESSIONS DURING THE SUMMIT, CAN YOU SEND ME A PD CERTIFICATE FOR THESE HOURS?

The PD certificate is exclusive for [All-Access Pass holders](#).

If you purchased the All-Access Pass, log in to your account and follow the steps mentioned in the "PD Certificate Instructions" section to obtain your certificate.



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8. WHERE IS MY FREE “GOODIE BAG”?

Everyone who registers for the World Language Teacher Summit will receive a virtual “goodie bag” with some presentations and other materials shared by our presenters.

Free Pass Holders: You will receive an email from **World Language Teacher Summit (jared@speakinglatino.com)** with a link to download the “goodie bag” on the Kick-Off day (Sunday, March 3rd). Check your spam, bulk, junk or promotions folders.

If you register after March 3rd, you will receive the email with your virtual “goodie bag” right away.

All-Access Pass Holders: If you purchased the All-Access Pass, your “goodie bag” will be waiting for you inside your WLTS24SPA All-Access Pass members area.

9. CAN MY SCHOOL DISTRICT PURCHASE A GROUP PASS?

Yes, if you have 6 or more people, then please send us a quick email to support@speakinglatino.com to start the process.

10. DO YOU ACCEPT PURCHASE ORDERS AND PAYMENTS DIRECTLY FROM SCHOOLS AND DISTRICTS?

Yes, we do. You may submit a purchase order to us or request an invoice. The balance must be paid in full before access is granted to the sessions.

To request an invoice, [click here](#).

11. WHERE DO I GET IN CONTACT WITH YOU?

[Click here to contact us.](#)



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ABOUT YOUR HOST

JARED ROMEY





Jared Romey

| 2024 World Language Teacher Summit Host and Founder of Speaking Latino

Hi, I'm Jared! I'm the creator of SpeakingLatino.com, the author of 12 books on Spanish dialects and slang, and a life-long language learner.



My love of languages began with exposure to Mandarin as a small child and has continued through immersion learning in Portuguese, years of German, fun experiences with Italian, Esperanto and most recently learning Catalán. And of course my 25+ year journey with Spanish. I also enjoy watching my small sons explore their languages. Just today as I write this, I watched our younger son (he's almost 4) quickly adjust when his online teacher did an impromptu Catalán class, instead of Spanish! I had no idea how advanced his Catalán is.

I started these WLTS conferences after hearing time after time that teachers had been teaching for years (sometimes 15+ years) and never had access to language teaching professional development. So, I decided to do something about that, which, in a few short years, is now the largest online conference for world language teachers *worldwide*.

Learning languages absolutely changed my life and I want to help you share that same opportunity with your students.



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ABOUT YOUR HOST

**ALLISON
PERRYMAN**





Allison Perryman

| 2024 Diversity In Action Series Host



Allison Perryman brings over 20 years of experience in Spanish language education to her presentations. A passionate advocate for diversity and inclusivity, Perryman emphasizes the importance of confronting biases in the Spanish classroom. She is the mind behind The Cultural Classroom and has been a dedicated participant in several World Language Teacher Summit conferences.

Drawing from her personal experiences and upbringing in a Hispanic community, she offers a unique perspective on transforming perspectives and cultivating culture in the curriculum. Perryman's dynamic approach involves engaging students through authentic materials, guest speakers, celebrations, and virtual trips, fostering an inclusive environment. Her insights into confronting biases and promoting diversity resonate with Spanish teachers seeking to create anti-bias classrooms.

With a particular focus on themes of diversity and inclusion, she observed that teachers not only needed more support in these specific areas but also faced unique challenges in finding authentic materials and workshops that could accommodate their busy schedules. The World Language Teacher Summit is proudly sponsoring this Diversity In Action series, recognizing the heightened importance of cross-cultural understanding and empathy in today's world and their significant role in the World Language classroom.



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