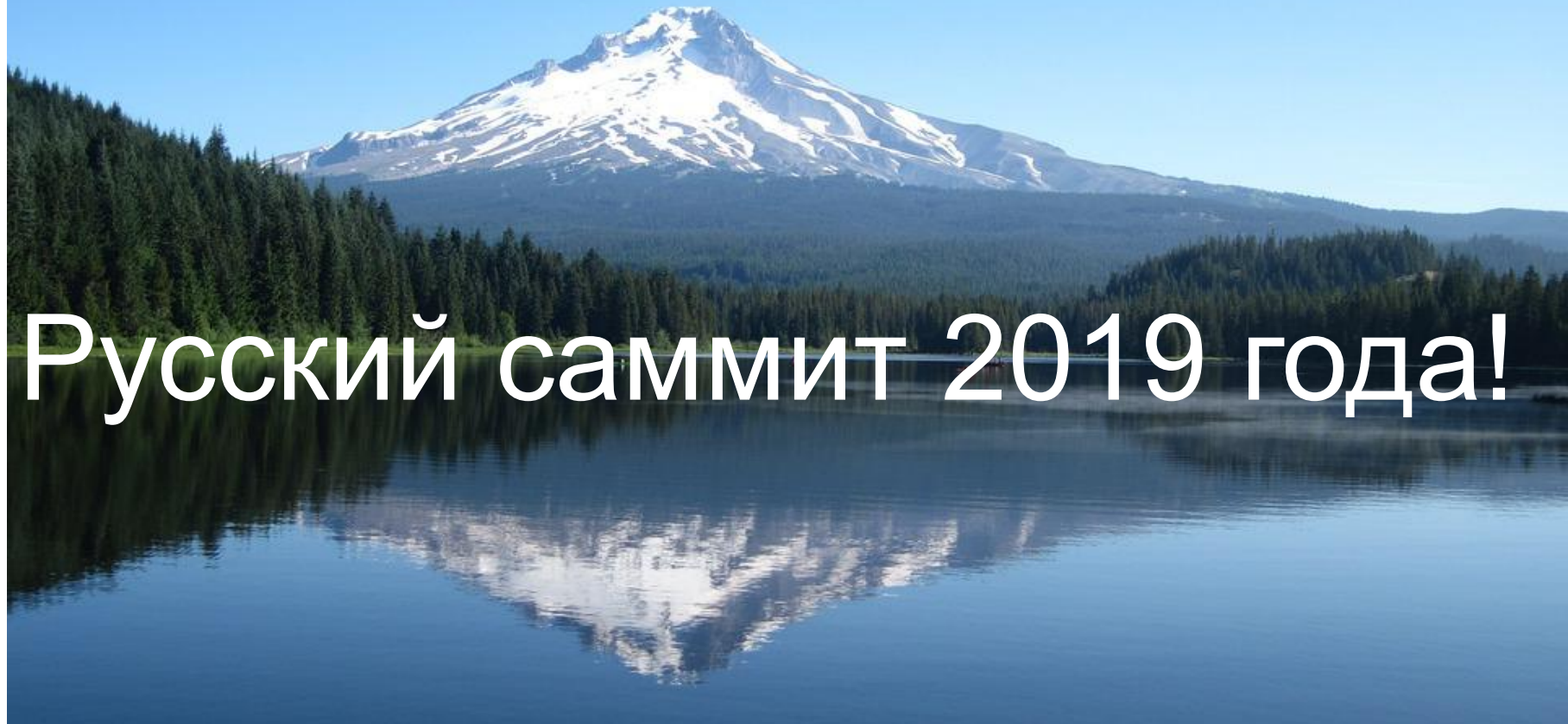


Добро пожаловать на

Русский саммит 2019 года!

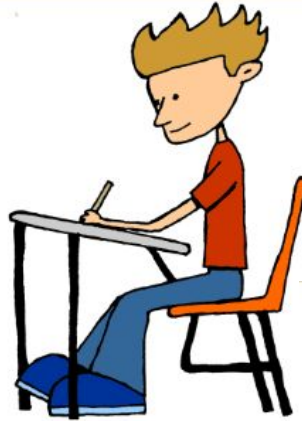


Introduction /Открытие

William Comer, Director of the Russian Flagship Program

DeLys Ostlund, Associate Dean, Liberal Arts and Sciences

Opportunities for language learning across one's life



THE LANGUAGE FLAGSHIP

Creating Global Professionals

The Language Flagship



THE LANGUAGE FLAGSHIP

Creating Global Professionals

Defense Language National Security Education Office (DLNSEO)

- Critical languages
- Commitment to developing professional-level language competency
- For academy, business and government service
- <https://thelanguageflagship.org/>

Invest in

- Developing partnerships between community, K-12, community colleges and higher education
- K-12 World Language and Immersion programs
- Teacher professional development and networking

PSU Russian Flagship is your partner

Ready to work with you on curriculum planning

And with students of all language backgrounds:

- Starting from the beginning

- Or with home language knowledge

- Or with partial or full experience in DLI programs

- Or with some experience in Russian as a World Language

Thanks /Благодарность

The Language Flagship and its administrator IIE for this Linkages Grant

Leaders across programs who supported and guided this initiative: Michael Bacon, Brandon Locke, Brandee Mau, and Ulita Seleznev

Organizational committee: Lilia Doni, Ulita Seleznev, Cinnamon Bancroft, and Natalya Gunther

Logistics: Sergei Sychov and Thalia Sophiana

Our goals / Наши цели нашего саммита

Connect and extend learning from previous Russian K-12 Summits in the following areas:

- Development of Learners' Oral and Written language
- Reading Foundational Skills scope and sequence for K-5
- Russian Language Arts for 6-12
- Strengthen K-12 articulation of Russian Immersion programs to ensure that students have options for continuing language study at higher levels of education
- STAMP as a tool for assessing language proficiency

Co-create tools to improve teaching practice within all four language domains.

Our norms/expectations -- Правила/Ожидания

Treat each other with respect

Listen to each other. Active listening. Be nice.

Active engagement

Everybody contributes. Stay on task. No side conversations.

Be responsible.

Take care of yourself as needed.

Have an agenda and stick to it.

Start and finish on time.

Honor signal word (_____).

Our norms/expectations -- Правила/ожидания

Assume good intentions

Positive attitude.

Use objective judgement

Use Russian language as much as possible

Доска вопросов и предложений - For ideas, questions and feedback

Today's agenda / На сегодня

Tasks

Logistics: Restrooms

Icebreaker / Знакомимся

Составить разноцветные букеты:

Голубой

Красный

Зелёный

Жёлтый

Жёлтый с чёрной точкой

Keynote Talk / Доклад

Tetyana Sydorenko, Assistant Professor, Applied Linguistics, PSU

“Joy of Bilingualism”

Break / перерыв

After break, assemble in Room 290

После перерыва соберёмся в аудитории 290.

Collaborative Poster

Room 290

Getting to next level /

Как дойти до следующего уровня

Work with a partner. One of the pair has in their packet a piece of paper that is 8.5x11. Find a person who has a packet of multicolor slips of paper.

On the white sheet of paper, you have descriptions of what a student can do at the different levels of the ACTFL guidelines. On the color paper, you have advice to the student to reach the next level. Put the advice together with the right descriptor.

If you finish early, what advice would you give the essay writers?

Getting to next level - Novice level advice

Novice High	<p>You can be part of a conversation about yourself and your life. Much of the time you can also use your language to express your own thoughts and get the things that you need. You tend to speak in phrases and some sentences. You can often ask and answer simple questions. You can do all of this in a way that your teacher and others who are used to language learners can understand what you are saying most of the time.</p>	<p>Keep the conversation going by asking follow-up questions on the same topic, working with your partner to figure out what you don't understand and talking around words that you don't know. Keep saying more about more topics. Pretend you're in a situation where you need to get something or do something.</p>
Novice Mid	<p>You can say a number of things about yourself. You can list, name, and identify everyday things with words and phrases and an occasional simple sentence. You can ask and answer some very common and familiar questions. You can do all of this in a way that your teacher and others who are used to language learners can understand most of what you are saying.</p>	<p>Practice lots of conversations in which you start it, keep it going, and end it; practice asking questions in order to do this. Practice saying as much as you can about yourself. Try to use as many sentences as you can.</p>
Novice Low	<p>You can say some things about yourself. You can list, name, and identify everyday things with and familiar questions. You can do all of this in a way that your teacher and others who are used to language learners can understand much of what you are saying.</p>	<p>Practice asking more questions on more topics. Combine your words and phrases words and phrases that you have learned. You into simple sentences. Keep learning new can understand and answer some very common words!</p>

Intermediate Low and Mid level advice

Intermed Mid	<p>You keep the conversations going about yourself and your life by asking questions and describing or telling stories. You easily use your language to express your own thoughts. You can get the things that you need or want even if it requires extra effort. You speak in well-connected sentences. You do all of this in a way that your teacher and others who are used to language learners readily understand you. People who are not used to language learners understand what you are saying some of the time.</p>	<p>Practice telling stories from beginning to end. Once you've told a story, go back, and add something to each part of it. Describe everything you see in your class, your neighborhood or home and then add more detail to it. Practice having conversations about topics beyond your immediate environment. Pretend you're in a situation where you need to do or get <u>something</u> and a problem arises. Practice resolving the complication.</p>
Intermed Mid	<p>You can maintain a conversation about yourself and your life. You also use your language to express your own thoughts and get the things that you need. You can use more than one sentence at a time. You ask and answer questions. You do all of this in a way that your teacher and others who are used to language learners.</p>	<p>Try putting sentences together using words such as "but, because, when, then, afterwards, finally." Practice asking questions in different ways. Keep adding new information so that everything is <u>more complete and clear</u>. Say more about more topics.</p>
Intermed Low	<p>You can have a conversation about yourself and your life. You can also use your language to express your own thoughts and get the things that you need. You tend to speak in single questions. You can do all of this in a way that your teacher and others who are used to language learners can understand what you are saying.</p>	<p>Jump into as many conversations as you can, especially outside of class. Once you've answered a question, try to add something more (another fact, thought, or sentences. You can ask and answer simple even another question).</p>

Advanced

You participate fully in the conversation. You can communicate with ease and confidence on topics of general interest and some new topics related to concrete social, academic, or work-related areas. You are able to produce narrations and descriptions in all major time frames and you can efficiently deal with an unexpected turn of events, resolving a problem you might encounter in your daily life or while traveling abroad. You speak in well-formed paragraphs that show organization, cohesion, and detail.

Continue developing your skills in narration and expanding your ability to deal with topics beyond the general and personal level. You might read articles about community or world issues and practice conversations in which you need to support your own opinions, discuss an issue from an abstract perspective or hypothesize.

Intermed High

You keep the conversation going by asking questions, telling stories, describing people, places, and things, and reporting events. You can talk about some topics beyond yourself. You can also resolve a problem that you might encounter in your daily life. You speak in well-connected sentences and some paragraphs. You do all of this in a way that people who speak this language can understand you most of the time even if they are not used to learner language.

Practice telling more complete stories about things that are happening, happened or will happen. Describe things in a way that the person you're talking to can form a mental picture of what you're saying. Practice adding detail every time you can. Report and discuss events beyond your immediate environment. Imagine trying to deal with a problem and propose a variety of solutions.

Obtaining a PSU Guest Wi-Fi Account

1. Select the Wi-Fi network PSU Guest.
2. Open a web browser and visit any non-HTTPS website (try <http://pdx.edu>).
You will be redirected to the PSU Guest Wi-Fi Access page.
3. Read through the Acceptable Use Policy.
4. Select Accept.

Clear Cache

Sharing materials

2016 <https://pathways.uoregon.edu/>

Sharing [web resources](#) on Google Do



Sharing materials

2016 <https://pathways.uoregon.edu/>

2019 Summit

Google Team Folder

Labeling Conventions:

- Document name: grade+content+ 1-2 words+
 - Example: [Lilia, could you put in a sample document name]
- Inside the document in the header include your name, district, email

Sharing [web resources](#) on Google Do



Lunch / Обед

STAMP

Maury Ennis, Avant Assessment

Closure / Закрытие первого дня

Ticket out the door.

Write your key learning from today
on a sticky note
and put it on the wall.