

2016 NECTFL Mead Fellows

with support from SANS Inc.

Tracy Brady

NYS AFLT



My project is focused on inter-disciplinary world language instruction at 9th grade, specifically French and Spanish in support of

Algebra 1 and Earth Science as part of a pilot program in my district called Innovation Studios. The key is to shift instruction from segregated silos to integrated co-teaching without compromising the integrity of any of the curricula. I will be developing cross-curricular materials, and data will be collected on student language proficiency levels as well as student performance in Algebra and Earth Science. I will continue presenting on the status and progress of this project both locally and at the state level to promote this marriage of world language with STEM subjects as well as the support I am receiving from NECTFL.

Tracy Brady is a teacher of French and Spanish at East Syracuse Minoa Central School District outside of Syracuse, NY.

Dr. Lucía Osa-Melero

PSMLA



The community-engaged project, *Niños y niñas bilingües y biculturales* forged through a partnership between the non-profit YMCA-Duquesne Child Development

Center and the Department of Modern Languages and Literatures, combines the learning goals of two upper level courses with the positive impact of learning a foreign language at a very early age, as stated in the ACTFL guidelines. College students work cooperatively in groups of 3 to develop a 3-week program on basic vocabulary, geography, history, and contrastive cultural features of Spanish-speaking countries for mainly monolingual English-speaking children, ages 3 to 5 attending YMCA-Duquesne preschool. Undergraduate students create pedagogical material for the parents of the preschoolers to take home. With this material, parents engage with the children with the purpose of completing short tasks related to the content taught to the children during the day. Children, parents, and undergraduate students are equally vital constituents of this intergenerational community-engaged project.

Dr. Osa-Melero is an assistant professor of Spanish in the Department of Modern Languages and Literatures, Duquesne University, Pittsburgh, PA.

Rebecca Bergeron

FLENJ



Infusing Spanish into Vocational Instruction. My goal is that this project will begin to infuse foreign language in all areas of teaching,

providing students the tools and conversation ability to be more prepared when leaving high school to attend college, the workforce and the real world. The collaboration between teachers is critical in this project, therefore, one of my objectives is that fellow colleagues will visualize foreign language intertwined in all facets of the school and work together to coordinate this infusion of language with content. My goal is that the foreign language students create tools and resources to work alongside vocational class students to teach vocabulary and practical conversational skills that can be exercised in a practical setting. Not only will teachers be assessing student conversational skills using a rubric, but students will also be provided with the same rubric to self-reflect on their own speaking proficiency.

Rebecca Bergeron is a teacher of Spanish at the Union County Vocational Technical High School in Scotch Plains, NJ.

About the Award

This scholarship is provided to support an individual in the development of a project that contributes to the foreign language teaching profession and advances quality language instruction. The Mead program was created to develop future leaders for the profession at the state, regional, and national levels. It is supported in part by SANS, Inc., and we are grateful to the company for their contributions to our profession and to NECTFL.

Educators of ALL LANGUAGES at ALL LEVELS are encouraged to apply to this program, designed to identify potential leaders in education and to support the development of their potential. Each scholarship recipient will be assigned a mentor with expertise in the area of that person's project, and NECTFL will facilitate virtual and, if possible, face-to-face meetings of the two.

NECTFL Professional Development Committee

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