



**Adult ESL Institute**  
**May 15-16, 2014**  
**Best Western Premier Nicollet Inn**  
**14201 Nicollet Ave. S., Burnsville, MN 55337**



This ABE training opportunity is being offered in conjunction with the MN Department of Education and the ATLAS program at Hamline University. CEUs indicating attendance will be provided.

**THURSDAY, MAY 15: 6-hour sessions (you will choose ONE)**

- 1. Cracking the Code: English Reading De-mystified – Patsy Vinogradov (Hamline University-ATLAS); Kristin Perry & Kristin Klas (Hmong American Partnership)**

Remember those grade-school rules like I before E except after C, and adding an E to the end of a word makes for a long vowel? Ever wonder how much of English reading can be explained so simply? You may be surprised to learn that although the English sound system appears chaotic and unpredictable, there are consistent patterns that are completely teach-able. Come crack the code with us! We will spend the day making this complex system transparent and demonstrating ways to teach simple rules that can have a tremendous impact on our students' reading and spelling of English. This session is appropriate for anyone wanting a firm grasp of the ins and outs of basic English reading, with particular emphasis on lower levels of ESL. Session includes demonstrations of code-cracking activities, video clips from ABE classrooms, and an introduction to a scope and sequence that can enhance your current teaching of ESL reading.

- 2. Real-Life Computer Projects That Teach Transitions Skills – Jessica Jones (MN Literacy Council)**

In adult ESL we constantly face the challenge of “so much to teach, so little time.” In this workshop we will explore how to integrate technology, language learning, and transition skills seamlessly through collaborative, project-based learning. Participants will explore some learning theory as it relates to technology education and see some examples of this theory in action. Finally, they will create lesson plan outlines that they can take back to their own classrooms.

This session is appropriate for teachers who work with beginning through advanced levels of adult ESL learners (not including pre-literate learners).

- 3. Transitions from the Get-go! Embedding Essential Skills at All Levels – Betsy Parrish (Hamline University) & Lia Conklin Olson (Hubbs Center & ATLAS-ACES Project Lead)**

In this interactive workshop, the presenters provide a research-based rationale for integrating academic readiness from the start of ESL instruction, allowing adult English language learners to thrive at work, school, and in their communities. Via the Transitions Integration Framework (TIF), they explore essential transitions skills and present practical strategies and activities for embedding those skills into all levels of ESL curricula, beginning to advanced. They also highlight the language demands inherent to those skills that can be challenging for English language learners. The presenters facilitate an exploration of the importance of reading and listening

strategies, learning strategies, organizational and note-taking strategies, and critical thinking skills. Participants experience a series of classroom lessons and activities that demonstrate each, including the use of graphic organizers and varied tasks to connect all language skill areas and critical thinking. Participants practice applying the principles to their own classes, and they leave with a framework for developing lessons at all levels of instruction to enhance existing content and common ESL activities in ways that will promote these essential transitions skills.

**4. Uncovering Hidden Pronunciation Possibilities: Integrating Pronunciation Into Your Lessons** – *Suzanne McCurdy (SPCLC & Hamline University) & Colleen Meyers (University of MN)*

Are you interested in incorporating pronunciation practice into your lessons but find it challenging to integrate yet one more thing into an already full curriculum? Even if you do have the time, are you stymied by the range of possible areas of pronunciation that you could address with your specific population of learners? Your English language learners may struggle with being understood due to pronunciation issues. Yet, you may not know what pronunciation issues are most critical for intelligibility or how to address these in a way that incorporates the features into daily lesson planning and overall curriculum.

In this workshop, the presenters will propose techniques and strategies for introducing a pronunciation feature to learners and integrating appropriate controlled and fluency practice in a cyclical, recurring fashion over time into a curriculum. Participants will engage in hands-on activities, apply concepts to their own classroom setting and share best practices. This workshop focuses on enunciation, word stress and rhythm, as well as tips for teaching learners strategies for practicing and using pronunciation appropriately outside the classroom.

This session is appropriate for teachers who work with all levels of adult ESL learners.

**5. What's Grammar Got to Do with It?** – *Julia Reimer (Hamline University)*

This workshop is designed to help teachers re-activate their knowledge about grammar. We'll explore the place of grammar in a curriculum by looking at the role of grammar: how it helps to convey ideas, organize thoughts, and express opinions. The majority of the workshop will be spent reviewing grammar structures through teaching activities that you can use with your students.

**FRIDAY, MAY 16: 3-hour sessions (you will choose TWO)**

**MORNING SESSIONS:**

**1. Academic Language: Bringing College Into Your Classroom** – *Julia Reimer (Hamline University) & Jen Ouellette-Schramm (MN Literacy Council)*

Proficiency in academic language is becoming more and more critical for adult ELLs to pass the GED and prepare for post-secondary success. Accordingly, ABE programs are being encouraged to adopt the Career and College Readiness Standards to equip ELLs not only with survival English, but also with language skills for summarizing, writing evidence-based arguments, and having academic conversations. Participants in this session will receive an overview of what constitutes academic language (written and oral); practice identifying academic language within a level-appropriate text (Intermediate and above); and draft an academic language lesson.

This session is appropriate for teachers who work with intermediate, advanced, and transitions/pre-college levels of adult ESL learners.

**2. (In)Formative Assessments: Using Formative Assessments to Inform Instruction and Provide Student Feedback – Laura Rutmanis & Renada Rutmanis (Hubbs Center)**

Formative assessments give teachers and students feedback about instructional goals and learner outcomes. The question is, how can this feedback best be used to inform instruction, monitor student comprehension and progress, and increase student commitment and motivation? Formative assessments must be ongoing, linked to educational objectives, and communicated effectively with the learner. This session will help you understand what formative assessments are and the role that they play in the bigger picture of instructional planning. It will also look at increasing the learner role in the process, such as by using student portfolios.

**3. Managing the Learning Environment: Strategies for Adult ESL Classrooms – Jodi Versaw & Angie Hanson-Huff (International Education Center)**

What makes a positive, productive learning environment for adults? How can challenging behaviors be positively addressed and managed? Presenters will discuss classroom management in the context of adult ESL classrooms. They will draw from the resources made available through the TIF (Transitions Integration Framework) with particular focus on learning strategies and self-management skills.

**4. Not Just Numbers: Incorporating Numeracy Into Everyday ESL Lessons – Danielle Legault (Minneapolis Adult Education) & Amber Dellinger (Metro North ABE) [WILL BE REPEATED]**

The presenters of this workshop will describe the concept of numeracy, Sharma's levels of knowing mathematics, and share some ideas on how to incorporate numeracy activities into lessons and units you do already. You will also have the opportunity to expand one of your current lessons to include numeracy activities.

This session is appropriate for teachers who work with all levels of adult ESL learners.

**5. Technology for Teaching Writing: The World Beyond Microsoft Word – Susan Wetenkamp-Brandt (MN Literacy Council) & Heather Turngren (Minneapolis Adult Education)**

In this session, we will explore a variety of technology tools (including Google Drive, Schoology, Dropbox, and text messaging) that ESL teachers can integrate into writing lessons for Intermediate to Advanced learners. Participants will evaluate the advantages and disadvantages of each tool as they ultimately decide which would best fit their own teaching situation. The session will culminate with participants outlining a series of lessons using the technology they have selected.

**AFTERNOON SESSIONS:**

**1. Connecting the Dots: Strategies for Developing Your ELL Students' Evidence-based Writing Skills – Heather Indelicato (Minneapolis Adult Education) & Alison Shank (Hubbs Center)**

In order to succeed in school, at work, and in life in general, adults must be able to analyze information, think critically, and draw logical conclusions. They must also be able to express their

thoughts and opinions clearly and concisely. During this session, the presenters will explain how they use evidence-based writing activities to develop essential critical-thinking skills in their beginning to advanced level ELL learners.

- 2. Making Sense of Difficult Reading Texts – Liz Andress & Carlynn Miller Gore (Hubbs Center)**  
Adult learners need strong reading and critical thinking skills for success in further education and the workplace. Reading Apprenticeship is a research-based approach that helps learners develop the knowledge, strategies, and dispositions they need to become more engaged, powerful readers. Learn practical and immediately-usable instructional practices that engage learners in the knowledge-building, cognitive, personal and social dimensions of the reading process. Think-alouds, reading strategies lists, personal reading histories and evidence-interpretation logs are all strategies that build engaged minds and classrooms.

This session is appropriate for teachers who work with intermediate and advanced levels of adult ESL learners.

- 3. Not Just Numbers: Incorporating Numeracy Into Everyday ESL Lessons – Danielle Legault (Minneapolis Adult Education) & Amber Dellinger (Metro North ABE) [REPEATED]**  
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- 4. Using Teaching Standards to Improve Teaching and Learning [manager-focused session] – Paul Enestvedt & Carlye Peterson (Minneapolis Adult Education)**  
Much changes when adult education managers shift their focus from teaching to learning. Come hear how one local ABE program is implementing a comprehensive framework of teaching standards, the Standards of Effective Instruction (SOEI). Delve deep into a couple of elements of this framework and identify strategies pulled from current instructional tools that improve ELL and ABE instruction. Join us for a discussion about the benefits of evidence-based teacher observation and how it helps shape strategies and improve learner engagement and achievement. Could teaching standards be applied to various contexts for ABE across Minnesota? Learn more so that you can be part of that discussion!

- 5. Your “Teacher-Self”: There Is More to Being a Teacher Than the Lesson Plan – Betsy Parrish (Hamline University) & Suzanne McCurdy (SPCLC & Hamline University)**  
Have you ever had a lesson plan that fell flat? Is it the lesson plan, the learners, or is it your “teacher-self?” In this workshop, you will explore components that affect classroom atmosphere, student engagement, and teacher-student interactions. These components include: teacher language, transitions, instructions, and questioning strategies. You’ll also explore the impact of classroom environment and teacher presence on learning. Through demonstrations, video observation and hands-on practice, you’ll discover your true teacher-self!

This session is appropriate for teachers who work with all levels of adult ESL learners.